



## The Effect of Field Work Practices, Career Guidance, and Emotional Intelligence through Work Interest on Work Readiness

Nina Ribut Surainah<sup>1✉</sup>, Rusdarti<sup>2</sup>, Nina Oktarina<sup>3</sup>

Postgraduate, Universitas Negeri Semarang

Article Info	Abstract
<p>Article History : Received December 2021 Accepted Marc 202 Published June 2022</p> <p>Keywords: <i>Field Work Practices, Career Guidance, Emotional Intelligence, Work Interest, Work Readiness</i></p>	<p>Work readiness is a set of skills and behaviours needed to work and is indispensable to get maximum results according to the expected target. The purpose of this study was to analyze the effect of field work practices, career guidance, and emotional intelligence through work interest on students' work readiness. The type of this study was quantitative research. The population of this study was 626 students of class XII of the Public Vocational Schools for the Business Management program in Semarang City with a sample of 140 students. The data were collected using a questionnaire that has been tested for validity and reliability. The data analysis used descriptive statistics, path analysis, and single test. The research results showed that field work practices had no effect on work interest. Career guidance had a positive and significant effect on work interest by 17.05%. Emotional intelligence had a positive and significant effect on work interest by 23.23%. Field work practices through work interest had no effect on work readiness. The total effect of career guidance through work interest on work readiness was 37.15%. The total effect of emotional intelligence through work interest on work readiness was 15.97%. Work interest had a positive and significant effect on work readiness by 10.89%.</p>

## INTRODUCTION

Vocational education is expected to be able to produce superior, qualified, and competent human resources in accordance with the National Education System Law No. 20 of 2003 article 15 which states that "Vocational education is secondary education that prepares students, especially to work in certain fields". Vocational High School (SMK) is a formal education that has a specific training pattern to direct students to become graduates who are ready to dive professionally and participate in the business or corporate world. To support these objectives, a Dual System Education (PSG) is designed as an embodiment of the link and match between educational institutions and the world of work. This is done in order to create graduates with quality that is in accordance with the world of work. From these objectives, SMK is expected to be able to prepare skilled workers who are ready to work, but not all SMK graduates can meet the needs of the world of work in accordance with the competence of their field of expertise. This has resulted in a large number of unemployed people in Indonesia.

According to the data from the BPS (Central Bureau of Statistics) of Central Java Province 2016-2018, the number of open unemployed according to the highest education completed, the SMK level unemployment is in the first place. From 2016-2018, the unemployment rate showed a significant increase. This indicates that there are still many vocational graduate students who are not absorbed by the world of work/ industry.

The phenomenon of high unemployment rates in the level of vocational high school also occurs in Semarang City. SMK Negeri 2 Semarang and SMK Negeri 9 Semarang are Public Vocational High Schools in Semarang City which are expected to be able to prepare their graduates as competent workers who are needed in the world of work. The number of graduates who work from SMK Negeri 2 and SMK Negeri 9 Semarang from year to year has decreased. From the preliminary observation data, it can be known that the percentage of graduates from SMK Negeri 2 and SMK Negeri 9 Semarang who have worked is less than 75%. Meanwhile, according to the Ministry of

National Education (2003), SMK graduates should ideally be absorbed in the world of work as much as 75%. This indicates that the objectives of the Public Vocational School for Business and Management Program in Semarang City have not been achieved since there are still many unemployed SMK students.

The education system in SMK must be well designed and managed so that it can produce graduates who are competent and ready to work in accordance with the needs of the world of work. The world of work demands that workers have work readiness. Candidates for SMK graduates are currently required to have mature work readiness so that when they graduate from the education they can work according to their respective fields of expertise and will reduce the unemployment rate as well.

According to Wagner in Firdaus (2012), it explains that work readiness is a set of skills and behaviour needed to work in any form of work. Work readiness skills are sometimes called soft skills, job skills, or job readiness skills. Work readiness is highly needed to get maximum results according to the expected target.

Readiness can be influenced by several factors namely internal factors and external factors. Internal factors include values, life, intelligence level, special talents, interests, characteristics, knowledge, and physical condition. Meanwhile, external factors or factors that come from outside consist of society, socioeconomic conditions, family socioeconomic status, school education, peer relationships, and the demands attached to each position (Winkel, 2007).

Work readiness possessed by vocational school students is the result of the learning process. Bandura's social cognitive theory (Yusuf, 2011) explained that social factors, cognitive factors, and actor factors play important roles in learning to achieve success. In addition, the social cognitive theory also emphasizes that the social environment provides many opportunities for individuals to acquire complex skills through observations of behavioural models and behavioural consequences. Referring to Bandura's theory, to obtain work readiness as a result of the learning process at SMK, three elements should be considered, that is behaviour, cognitive, and social

environment. Behaviour is related to the students' attitudes and mental conditions, cognitive is related to the students' skills and knowledge mastery, while the environment has an important effect as a real laboratory for students in supporting vocational high school students' work readiness.

There have been many studies related to work readiness. According to Putriatama (2016), work readiness is influenced by field work practices. Vocational education is closely related to the world of work or industry so that learning and practical training hold the key to equip graduates to be able to adapt to the jobs (Wena, 2009). To support students' work readiness in entering the world of work, a Dual System Education (PSG) is designed. In the process, PSG strives to improve the quality of SMK graduates in creating the relevance of education with the demands of the labour needs. Increasing independence, knowledge, and experience can be done in various ways, one of which is by practicing field work which is part of the SMK curriculum.

Research conducted by Alfian (2014) states that career guidance affects work readiness. Career guidance needs to be given to students in determining their choice to adapt themselves to the available jobs, positions, or careers. Career guidance is a continuous development process that assists students through curricular intermediaries that can help especially in career planning, decision making, and self-adjustment. This is in line with the theory stated by Walgito (2005) which explains that career guidance is guidance given to someone so that they can work well, happily, and diligently which is adjusted to the demands of their position or job and what is in the individual concerned.

Sometimes in making decisions, students are faced with problems that hinder them incorrectly and inappropriately. Emotional tendencies that are still unstable often become obstacles and barriers for students in carrying out all their activities in the learning process and making decisions about their future careers. According to the sociological career theory, it is stated that fundamentally, elements outside the individual have a strong influence on the individual throughout his life, including education and job decisions. Human development is strongly influenced by two factors namely internal factors and external factors. Internal

factors are individuals who have the potential and ability to develop their potential, while external factors are support from the surrounding environment to further optimize the million potential possesses, especially emotional intelligence. Landrum *et al* (2010) said that students can improve skills by developing personality types that will contribute to readiness to do a job. One of the personality types is emotional intelligence. Emotional intelligence can affect students' work readiness. This is in line with the research.

A student's work interest is the student's general tendency to be interested in groups of people activities in carrying out work activities in a field of work. According to Yusuf (2005), one's interest will determine how far he/she involves in an activity. The stronger one's interest and attention, the more concerned the person in the job. According to Kardimin (2004), work readiness can be influenced by internal factors including work interest and external factors including industrial work practices and job entry information. Work Interest is an interest in an activity or job in a particular area of expertise. The greater the chances that people are successful in carrying out their duties if they have an interest in the job. The higher the student's work interest, the higher the student's work readiness. This is because students who have an interest in a job they choose will feel happy and sincere as well as make students excited to learn and practice about the desired job so that knowledge and skills are also increasing which cause student's work readiness to be even higher. Conversely, the lower the working interest, the lower the students' work readiness. High work interest can be seen from student professional interest which is student interest in learning theories about their field of expertise, student commercial interest which is student interest in the world of business or office work, and student physical activity interest which is interest in carrying out practical activities that are related to the student's area of expertise.

This study will explore the extent of the effect of field work practices, career guidance, and emotional intelligence on work readiness through work interest as a mediating variable in class XII students of the Management Business Program at

SMK Negeri 2 and SMK Negeri 9 in Semarang City.

## RESEARCH METHODS

This study used a quantitative approach. The population in this study were all students of class XII in the Management Business Program of Public Vocational High Schools in Semarang City consisting of SMK Negeri 2 and SMK Negeri 9 Semarang by 626 students with a sample of 140 students. The sampling in this study used proportionate random sampling technique. The data collection technique used a questionnaire that has been tested for validity, reliability test, and classical assumption. The classical assumption test consisted of normality test, multicollinearity test, heteroscedasticity test, and linearity test. The result of the classical assumption test shows that the regression model was normally distributed, multicollinearity did not occur, heteroscedasticity did not occur, and there was a linear relationship between the independent variable and the dependent variable.

The data analysis technique used is descriptive analysis. Descriptive statistical calculations in this study used index number analysis. The calculation of the index number in this study is calculated using the index number formula by Ferdinand (2014). Another data analysis technique used in this study is path analysis. Path analysis is a statistical analysis technique developed from multiple regression analysis. Work interest is placed as a mediating variable to mediate the effect of field work practices, career guidance and emotional intelligence on job readiness. The path analysis criterion is if the Total Effect > Direct Effect is said to be mediation, then if the Total Effect < Direct Effect is said to be not mediating.

Testing the mediation hypothesis can also be done using a procedure developed by Sobel known as the Sobel test. The Sobel test is carried out by testing the indirect effect of the independent variable on field work practices (X1), career guidance (X2), emotional intelligence (X3) on the dependent variable, job readiness (Y) through the mediating variable of work interest (X4). The way to find out the sobel test results is if the t value >

table value then there is a mediation effect in the study.

## RESULTS AND DISCUSSION

The results of the descriptive analysis in this study indicate that work readiness has a mean of 88.53 in the high category. Field work practice has a mean of 86.10 in the high category. Career guidance has a mean of 88.33 in the high category. Emotional intelligence has a mean of 80.57 in the high category. Meanwhile, work interest has a mean of 85.04 in the high category.

This study uses path analysis to determine whether there is a direct and indirect effect of field work practice, career guidance, and emotional intelligence through work interest on work readiness. In this path analysis, there are two regression equations.

The regression equation 1 is a testing of the direct effect of field work practices, career guidance, and emotional intelligence on work interest, the following equation is obtained:

Equation 1:

$$X_4 = 0.020X_1 + 0.413X_2 + 0.482X_3 + 0.713$$

The regression equation 2 is a testing of the effect of field work practices, career guidance, and emotional intelligence indirectly on work readiness through work interest, the following equation is obtained:

Equation 2:

$$Y = 0.072X_1 + 0.485X_2 + 0.025X_3 + 0.330X_4 + 0.724$$

From the two regression equations above, the path analysis model is described as follows:

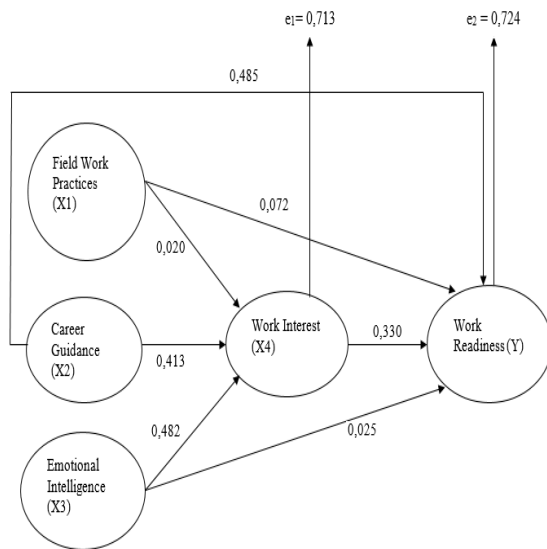


Figure 1. Path analysis model

The path analysis model indicates that there is an effect of career guidance, emotional intelligence on work readiness, both directly and indirectly through work interest, field work practice does not affect directly work interest, and field work practice through work interest has no effect on work readiness.

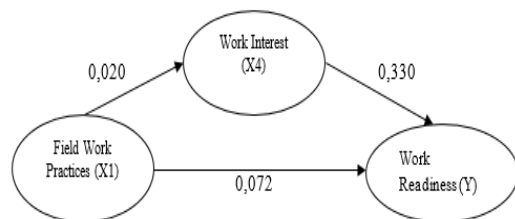


Figure 2. The path test of field work practice through work interest on work readiness.

From Figure 2, the value of the direct effect of field work practices on work readiness is 0.51% and the indirect effect of field work practices through work interest on work readiness is 0.66% and the total effect is 1.17. %. It can be concluded that field work practices through work interest do not affect work readiness.

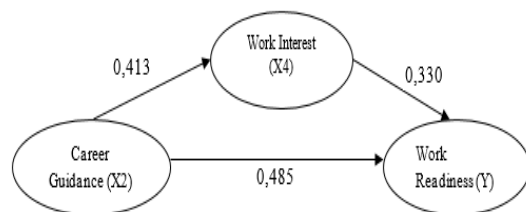


Figure 3. The path test of career guidance through work interest on work readiness

From Figure 3, the value of the direct effect of career guidance on work readiness is 23.52%, the indirect effect of career guidance through work interest on work readiness is 13.63% and the total effect is 37.15%. The effect is positive and significant.

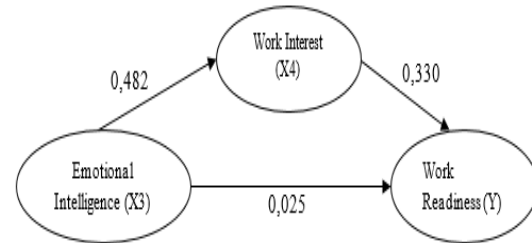


Figure 4. The path test of emotional intelligence through work interest on work readiness

From Figure 4, the value of the effect of emotional intelligence on work readiness is 0.06%, the indirect effect of emotional intelligence through work interest on work readiness is 15.91% and the total effect is 15.97%. The effect is positive and significant.

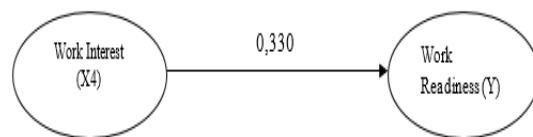


Figure 5. The path test of work interest on work readiness

From Figure 5, the analysis result shows that the effect of work interest on work readiness is 10.89%.

### The Effect of Field Work Practices on Work Interest

The hypothesis results through the results of the significant test of individual parameters (t-test) show that the significant value of field work practices on work interest is  $0.740 > 0.05$ , meaning that  $H_1$  which states that there is an effect of field work practices on work interest is rejected. Field work practice does not affect work interest. This is in accordance with the research of Cunningham, *et al* (2005) which states that field work practices do not affect work interest. Meanwhile, theoretically, according to Yuwono (2008), one's interest can be influenced by several factors including work conditions, support systems, and worker

personality. In the support system factor related to the learning in SMK, the support system intended is programs that are useful for developing student competencies, one of which is the implementation of field work practices.

Interest can arise because of attraction from outside and it also comes from the heart (Shah, 2010). According to Dalyono (2009), one's interest will determine how far a person participates in an activity. The stronger one's interest and attention, the more concerned the person in the job. Therefore, interest is a psychological aspect that a person has that creates a feeling of liking or being attracted to something and is able to influence that person's actions. Students who have carried out field work practices will have a high interest in the work they are doing. This is since the students have gained experience and knowledge about how to work in the world of work when doing field work practices.

### **The Effect of Career Guidance on Work Interests**

The hypothesis results through the results of the significant test of individual parameters (t-test) show that the significant value of career guidance for work interest is  $0.000 < 0.05$ , which means that  $H_2$  which states that there is an effect of career guidance on work interest is accepted. This means that career guidance is highly needed to increase student's interest in working after they graduate from SMK. Students face many problems in making their own decisions regarding the career choice they will choose. This is since many students cannot plan realistically. Career guidance is an assistance activity and service to students with the aim of obtaining self-adjustment, understanding of the world of education and the world of work so that in the end they are able to determine educational and career choices that match their interests and talents.

According to Dewa (2000), the purpose of school career guidance is to support students understand themselves and their environment, in making decisions, planning with the direction of activities that lead to a career and a way of life that will provide a sense of satisfaction because it is appropriate, harmonious, and balanced for themselves and their environment. Meanwhile, the specific goals to be achieved in

school career guidance among others are students can increase knowledge about themselves, increase knowledge with the world of work, develop one's own attitudes and values in facing job opportunities in preparation for entry, improve thinking skills so that they are able to make decisions about positions that suit themselves and are available in the world of work, and master basic skills that are important in work considered.

Based on the path analysis result of the direct effect of career guidance on work interest of 0.1705, it indicates a positive relationship where the better the implementation of career guidance will increase student's work interest. This is in line with Azizul's research (2017) which states that career guidance affects student's work interests. Based on the results of research that has been done, as well as referring back to the expert opinions and previous research, it is proven that career guidance has a positive and significant effect on work interest.

### **The Effect of Emotional Intelligence on Work Interests**

The hypothesis result through the result of the individual parameter significance test (t-test) shows that the significant value of emotional intelligence is  $0.000 < 0.05$ . This means that  $H_3$  which states emotional intelligence has an effect on work interest is accepted. The success of one's life basically depends on the intelligence one has. This intelligence consists of emotional intelligence, intellectual intelligence, and spiritual intelligence.

This is in accordance with the statement of Echdar (2013). The higher the emotional intelligence, the more skilled someone is at doing something he knows to be right. The number of failures that often occur among workers is often considered normal in the business world. Several things that cause it, for example, the lack of vocational students' awareness and responsibility in carrying out field work practices which teach the importance of how to work in the real world of work, the lack of ability to recognize potential as potential labour to take advantage of the opportunity to become a worker by utilizing the potential owned as well as the existing resources in the surrounding environment, and the weak ability to collaborate and interact with teachers to deepen

insight into a successful worker. This indicates that emotional intelligence is indispensable in building work interest from within the students.

Based on the path analysis of the direct effect of the emotional intelligence variable on work interest, it is found that there is an effect of emotional intelligence on work interest by 0.2323. This means that emotional intelligence affects work interest so the better emotional intelligence, then students' interest in working will also increase.

Emotional intelligence is a variable that can have a direct effect on students' working interests. This is in accordance with the research results of Dina (2016) concerning the effect of emotional intelligence and creative thinking skills on entrepreneurial interest, which explains that emotional intelligence influences entrepreneurial/work interest. Jailani's research (2017) also states that emotional intelligence which is included in self-efficacy affects students' interest in entrepreneurship. Someone who has good emotional intelligence will certainly have high interest or motivation within him. This is in line with the opinion of Landrum et al (2010) who stated that students can improve skills by developing their personality types which will contribute to readiness to do a job. One of the personality types is emotional intelligence. Goleman (2000) stated that emotional intelligence is the ability which includes self-control, enthusiasm, persistence, and the ability to motivate oneself.

Based on the results of research that has been done, as well as referring back to the expert opinion and previous research, it can be concluded that emotional intelligence has a positive and significant effect on work interest.

#### **The Effect of Field Work Practices through Work Interests on Work Readiness**

Based on the path test result, it states that the total effect of field work practices on students' work readiness of class XII at the Semarang City Public Vocational School for Management Business Program through work interest is 0.0117. This means that field work practices do not affect work readiness through work interest. This means  $H_4$  which states that there is an effect of field work practices through work interest on work readiness

is rejected. This is in accordance with the result of the sobel test which shows the statistical sobel value of  $0.391 < t$  table 1.960 so that it can be concluded that the work interest variable does not succeed in mediating the effect of field work practices on work readiness.

This is in line with Desy's research (2019) which explains that field work practices do not affect work readiness. Even though theoretically, one's readiness is formed through the experience gained. Experience intended is knowledge and skills obtained as a result of an act or work that has been done.

According to Winkel (2007), readiness can be influenced by several factors, namely internal factors and external factors. Internal factors include values, life, intelligence level, special talents, interests, attributes, knowledge, and physical state. Meanwhile, external factors include society, socioeconomic conditions, family socioeconomic conditions, school education, peer relationships, and the demands attached to each position.

#### **The Effect of Career Guidance through Work Interests on Work Readiness**

Based on the path test result, it states that the indirect effect of career guidance through work interest on work readiness can be proven by the total effect > direct effect =  $0.3175 > 0.2352$ . This means that career guidance through work interest has an influence on work readiness. This means  $H_5$  which states that there is an effect of career guidance through work interest on work readiness is accepted. With the existence of work interest as a mediating variable, the contribution of career guidance to work readiness will increase. This is in accordance with the result of the sobel test which shows the statistical sobel value of  $3.753 > t$  table 1.960 so that it can be concluded that work interest as the mediating variable succeeds in mediating the effect of career guidance on work readiness.

This indicates that the better the implementation of career guidance in schools will increase students' interest in developing competencies which will later be useful for entering the world of work. Student interest in entering the world of work which is very high will affect student work readiness. To support the success of SMK in creating graduates to become superior and

competent candidates workforce who are in accordance with the needs of the world of work, it is not enough to carry out an SMK development program on non-psychological factors including environment, peers, media, etc. However, it must also be balanced with efforts to develop students' psychological factors such as career guidance and increased work interest work. This is in line with the opinion of Winkel and Hastuti (2012), in order to fulfil the labour needs which are quantitatively and qualitatively required for the national development, the education system as a whole and in an integrated manner is obliged to implement programs in schools. One of the programs carried out to achieve this goal is by providing career guidance to students with the intention of providing information and direction about the careers they will take later after graduating from school.

The results of the previous research by Ari (2017) on career guidance that affects vocational students' work readiness show that there is a significant effect of career guidance on work readiness. Where the better the implementation of career guidance at school will increase students' readiness to enter the real world of work. This study is also supported by Rosa (2015) who suggested that work interest mediates the effect of career guidance on student work readiness. After receiving effective career guidance, it will produce motivation/interest in working within the students. Career guidance is very useful for providing direction to students regarding the competencies that must be developed by students to prepare themselves for the world of work. After getting the appropriate direction, student interest will increase because the students get confidence after doing career guidance. If the student's work interest is high, it will also increase student work readiness, because the students are trying to develop competencies that are in accordance with the needs of the world of work.

Based on the results of research that has been done, as well as referring back to the expert opinion and previous research, it can be concluded that career guidance through work interest has a positive and significant effect on work readiness. Work interest can be a mediating variable between the effect of career guidance on work readiness as

indicated by the value of the total effect which is greater than the direct effect.

### **The Effect of Emotional Intelligence through Work Interests on Work Readiness**

Based on the results of the path test, it states that the indirect effect of emotional intelligence through work interest on work readiness can be proven by the total effect > direct effect =  $1597 > 0.0006$  which means that emotional intelligence through work interest affects work readiness. This means  $H_6$  which states that there is an effect of emotional intelligence through work interest on work readiness is accepted.

By the existence of work interest as the mediating variable, the contribution of emotional intelligence to work readiness will increase. This is in accordance with the result of the sobel test which shows the statistical sobel value of  $5.248 > t$  table  $1.960$  so that it can be concluded that work interest as the mediating variable succeeds in mediating the effect of emotional intelligence on work readiness.

A person who has emotional intelligence will shape his emotions into skills in self-control even in others, as well as readiness to face uncertainty (Patton, 2002). Emotional maturity is needed to face challenges, changes, uncertainty, and conflicts in the world of work. Thus, it can be understood that high emotional intelligence results in high work readiness. This is also in line with what was conveyed by Rudi (2017) in his research on the effect of emotional intelligence and interpersonal communication skills on student work readiness, where the results of his research show that there is an effect of emotional intelligence on work readiness.

Goleman (2000) classified emotional intelligence into five important components namely recognizing self- emotions, managing emotions, motivating ourselves, recognizing other people's emotions, and building relationships. From Goleman's explanation, interest/ motivation is also influenced by emotional intelligence. People who have this skill tend to be much more productive and effective at whatever they do. Interests and emotions basically have in common, namely both make people move. Interest moves people to achieve goals while emotions become fuel to motivate, and interest in turn drives



perceptions and shapes actions. Tyas's study (2009) regarding the effect of interest and emotional intelligence on vocational students' work readiness reveals that work interest and emotional intelligence affect student work readiness. A student's work interest is the student's general tendency to be interested in groups of people activities in carrying out work activities in a field of work, for example, secretarial work, scientific work, or artwork. The interest that is embedded in students will form a psychological state that will prepare students to do a job. A sense of interest in the world of work makes the students learn to find out what must be prepared to become part of labours that have skills and knowledge so that they can compete in the era of globalization.

Based on the results of research that has been done, as well as referring back to the expert opinion and previous research, it can be concluded that emotional intelligence through work interest has a positive and significant effect on work readiness. Work interest can be a mediating variable between the effect of emotional intelligence on work readiness as indicated by the value of the total effect which is greater than the direct effect.

### **The Effect of Work Interest on Work Readiness**

The hypothesis results through the results of the significant test of individual parameters (t-test) in this study indicate that the significance value of work interest on work readiness is  $0.000 < 0.05$ . This means  $H_7$  which states that there is an effect of work interest on work readiness is accepted. This means that the higher the student's work interest, the higher the student's work readiness.

The theory put forward by Dewa (2000) states that Work Readiness is influenced by factors originating within the individual, one of which is interest. Kartini (1991) revealed that one of the internal factors influencing Work Readiness is interest. Work Interest is one's interest in carrying out activities or jobs in certain areas of expertise. Dirwanto (2008) in his research put forward that in relation to work readiness for students, interest is a factor that can influence it. Students who have an interest in a field will study the field seriously so that these students can master the knowledge and skills in that field and when entering the world of work they have been ready to work.

Work interest has an effect on work readiness. This is in accordance with the results of Handayani's research (2013) which explains that work interest affects work readiness. The result of this study is also in line with the previous research conducted by Kurniawati (2015) which explains that work readiness of vocational high school students is influenced by work interest. Based on the results of research that has been done, as well as referring back to the expert opinions and previous research, it can be concluded that work interest has a positive and significant effect on work readiness.

### **CONCLUSION**

The conclusions from the research that has been done are that field work practice does not affect work interest of class XII students of the Public Vocational Schools for Management Business Program in Semarang City, career guidance has a positive and significant effect on the work interest of class XII students at the Business Management Program of the Public Vocational Schools in Semarang City, emotional intelligence has a positive and significant effect on work interest of class XII students at the Management Business Program of the Public Vocational High Schools in Semarang City, field work practices through work interest do not affect the work readiness of class XII students at the Management Business Program of the Public Vocational Schools in Semarang City, career guidance through work interest has a positive and significant effect on work readiness of class XII students at the Business Management Program of the Public Vocational Schools in Semarang City, emotional intelligence through work interest has a positive and significant effect on work readiness of class XII students at the Business Management Program of the Public Vocational Schools in Semarang City, and work interest has a positive and significant effect on the work readiness of class XII students at Management Business Program of the Public Vocational Schools in Semarang City.

### **REFERENCES**

Anna et al (2020). "The role of internship participation and conscientiousness in developing career adaptability: A

- five-wave growth mixture model analysis*” *Journal of Vocational Behavior* 120, 103426, The Australian National University, Australia.
- Cahyaningrum, D., & Martono, S. (2018). “Pengaruh Praktik Kerja Industri, Bimbingan Karir, Penguasaan Soft Skill, dan Kompetensi Kejuruan Terhadap Kesiapan Kerja Siswa”. *Economic Education Analysis Journal*, 7(3) : 1193-1206.
- Cunningham, G. B., Sagas, M., Dixon, M., Kent, A., & Turner, B. A. (2005). “*Anticipated career satisfaction, affective occupational commitment, and intentions to enter the sport management profession*”. *Journal of Sport Management*, 19(1) : 43-57.
- Dalyono, M.(2009). Psikologi Pendidikan. Jakarta: PT Rineka Cipta.
- Dikmenjur. (2008). Pelaksanaan Prakerin. Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan.
- Echdar, S. (2013). Manajemen Entrepreneurship: Kiat Sukses Menjadi Wirausaha. Yogyakarta: Penerbit Andi.
- Faizah, D.N & Indrawati, A. (2017). “*Effect of Learning Achievement of the Eye of Productive Training, Prakerin Experience and Interest in Student Readiness Entering the World of Work*”. *Jurnal Pendidikan Bisnis dan Manajemen*, 3(3) : 179-191.
- Firdaus, Z. Z. (2012). “Pengaruh Unit Produksi, Pengalaman Prakerin dan Dukungan Keluarga terhadap Kesiapan Kerja Siswa SMK”. *Jurnal Pendidikan Vokasi*, 2(3).
- Goleman, Daniel. (2000). *Emotional Intelligence* (terjemahan). Jakata : PT Gramedia Pustaka Utama.
- Hakim, A. (2018). “Pengaruh Layanan Bimbingan Karir terhadap Minat Karier Peserta Didik Kelas VIII MTs Negeri 2 Bandar Lampung Tahun Ajaran 2017/2018”. *Jurnal UIN Raden Intan Lampung*.
- Jailani, M., Rusdarti& Sudarma, K. (2017). “Pengaruh kewirausahaan, motivasi belajar, sosial ekonomi orang tua dan *self efficacy* terhadap minat berwirausaha siswa”. *Journal of Economic Education*, 6(1) : 52-59.
- Khairani, Desi & Wahyudin, Agus. (2019). “*The Effect of Learning Achievement Accounting Through Industrial Work Practices, Work Competence and Self Efficacy as Intervening Variables on the Work Readiness of Class XII Program Students Accounting Skills in Semarang City*”. *Journal of Economic Education* 8 (2) 2019 : 133 – 140.
- Komalasari, Gantina, dkk.(2011). Teori dan Teknik Konseling. Jakarta : PT Indeks.
- Kurniawati, A dan Arief, S. (2015).”Pengaruh Efikasi Diri, Minat Kerja, dan Bimbingan Karir terhadap Kesiapan Kerja Siswa Kelas XI Program Keahlian Akuntansi SMK Negeri 1 Kendal”. *Economic Education Analysis Journal*, 5(1).
- Landrum, et.al. (2010). “*Alumni Perceptions of Workplace Readiness. Teaching of Psychology*”. 37(2) : 97- 106.
- Makki, B.I., et al (2015). “*The Relationship between Work Readiness Skills, Career Self-efficacy and Career Exploration among Engineering Graduates: A Proposed Framework*”. *Journal of Applied Sciences, Engineering and Technology*, 10 (9) : 1007- 1011.
- Muktiani, E.E. (2014). “*The Influence of Industrial Work and Academic of the Eye of Productive Training of Accounting for Student Readiness of Class XI Accounting Expertise Program of SMK Nasional Pati Lesson Year 2012/2013*”. *Economic Education Analysis Journal*. 3(1):166-172.
- Patton, P. (2002). *EQ-Development From Success To Significance*. Alih Bahasa Cindy Cristine. Jakarta: Prehalindo.
- Pool, L.D. and Sewell, P. (2007).”*The Key to Employability : Developing a Practical Model of Graduate Employability*”. *Journal of Education and Training, Vol.49, No.4,2007*.
- Prasetio, Rudi. (2017). “Pengaruh Kecerdasan Emosional dan Kemampuan Komunikasi Interpersonal Terhadap Kesiapan Kerja Mahasiswa Pendidikan Ekonomi Fkip Uns Angkatan 2013, 2014, 2015 dan 2016”. *Jurnal Universitas Sebelas Maret*.
- Putriatama, E., Patmanthara, S., & Sugandi, R. M. (2016). “Kontribusi Pengalaman Prakerin, Wawasan Dunia Kerja dan Kompetensi Kejuruan melalui *Employability skills*serta Dampaknya terhadap Kesiapan Kerja Lulusan SMK Kompetensi Keahlian Teknik Komputer dan Jaringan di Probolinggo”. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(8) : 1544-1554.
- Roy, B.(2013). “*Emotional intelligence and academic achievement motivation among adolescents: A Relationship Study*”. *Journal of arts, Science & Commerce*, 5(2).
- Surokim.(2016). “Pengaruh Pengalaman Praktik Kerja Lapangan dan Kepercayaan Diri terhadap Kesiapan Kerja Siswa SMK Negeri 15 Samarinda”. *PSIKOBORNEO. Fakultas Ilmu Sosial dan Ilmu Politik Universitas Mulawarman*. 4(3) : 565-537.
- Susanto, Imam & Ansori, Aris. (2015). “Evaluasi Pelaksanaan Praktik Kerja Industri (Prakerin) Pada Mata Diklat Produktif di SMK Sunan Giri Menganti Gresik”. *JPTM*, 4(1) : 64-70.
- Syah, Muhibbin.(2010). Psikologi Pendidikan. Bandung: PT Remaja Rosdakarya.
- Triani, D., & Arief, S. (2016). “Pengaruh Praktik Kerja Industri, Hasil Belajar Mata Pelajaran Akuntansi

- dan Motivasi Memasuki Kerja Terhadap Kesiapan Kerja Siswa Akuntansi". *Economic Education Analysis Journal*, 5(3): 849-849.
- Walgito, Bimo.(2014). Bimbingan dan Konseling ( Studi & Karir). Yogyakarta: Andi Yogyakarta.
- Winkel, WS., dan Hastuti, Sri MM. (2007). Bimbingan dan Konseling di Institusi Pendidikan. Yogyakarta: Media Abadi.
- Yuwono, S dan Partini. (2008). "Pengaruh Pelatihan Kewirausahaan terhadap Tumbuhnya Minat Berwirausaha". *Jurnal Penelitian Humaniora*, 9(2).