

THE EFFECT OF INDUSTRIAL WORK PRACTICES, LEARNING ACHIEVEMENT, AND SELF-EFFICIENCY ON VOCATIONAL HIGH SCHOOL STUDENTS' JOB READINESS

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Abstract

Vocational high schools are always required to prepare graduates to become ready-to-work graduates in the business and industrial world. Moreover, student job readiness is influenced by internal and external factors. For this reason, this study aims to examine 1) the effect of industrial work practices on vocational high school students' job readiness, 2) the influence of learning achievement on vocational high school students' job readiness, 3) the effect of self-efficacy on vocational high school students' job readiness, 4) the influence of industrial work practices, achievement learning, and self-efficacy simultaneously on the vocational high school students' job readiness. This quantitative study used a survey method involving 78 samples of respondents, while the research location was at SMK Negeri 6 Surakarta. The data collection technique employed a questionnaire, while the data analysis utilized multiple linear regression analysis. The study results revealed: 1) Industrial work practices had a significant effect on job readiness; 2) Learning achievement had a significant effect on job readiness; 3) Self-efficacy had a significant effect on job readiness; 4) Industrial work practices, learning achievement, and self-efficacy simultaneously had a significant effect on job readiness. It proves that job readiness can be influenced by industrial work practices, learning achievement, and self-efficacy

Keywords: Industrial work practices, learning achievement, self-efficacy, job readiness

1. Introduction

The growth and progress of a nation's development are determined by the quality of its education. Quality education in the future will produce qualified and competent graduates. Education is the process of creating someone with character, knowledge, and experience, all of which will be needed to live in society. The focus on education will also be more directed at creating quality human resources in various disciplines, including education carried out by vocational high schools (Nifah, 2015). In this case, vocational high schools have an essential role in building quality human resources.

From the Central Java Statistics Agency data in 2019, the open unemployment rate by education level at the end of August 2019 disclosed that the unemployment rate with vocational education was the highest, around 10.16%. Senior high schools were in the second position with the highest open unemployment rate, 6.35%. Furthermore, university graduates accounted for 5.53%, junior high school graduates 4.7%, and elementary school graduates 2.07%. A large number of unemployed graduates of vocational high schools indicate that aside from the lack of skills, students are also not ready to enter the world of work directly. Sutрино (2013) stated that the vocational high school, which was expected to be a link and match bridge, did not meet expectations. The high unemployment rate for vocational school graduates also signifies that the relevance level of vocational education to real life is still low. In addition, the development of an increasingly advanced era is the cause of changes in the world of work. Differences in background, communication skills, behavior, and the ability to adapt to new conditions in the world of work are factors impacting survival in work.

Moreover, confidence in one's ability to complete work is likely to encourage job readiness. According to Nugroho (2019), self-efficacy is a belief in one's ability to direct cognitive resources, provide motivation, and determine the actions needed to achieve something desired. What is desired here can be the maximum completion of the work. Someone with high self-efficacy in his work has the conclusion that his job readiness is also high. Based on research (Indah, 2019), the self-efficacy level in final university students was mostly in the medium category, which was 75%. It means that final semester students had a mediocre self-efficacy level and

were not too sure of their abilities, and they were not fully confident and able to evaluate their abilities in achieving certain goals or results.

Another factor that has a relationship with job readiness is learning achievement. According to Asmawati (2009), learning achievement is the result accomplished by an individual through effort experienced directly and is a knowledge of skills and abilities in certain situations. The role of learning achievement is vital since it is an indicator of job readiness for students in facing challenges in the world of work. Rohmah and Rahmawati (2012) asserted that people who carry out the learning process will always crave tangible success in learning achievement. Thus, learning achievement manifests successful learning that shows perseverance and sincerity in trying. Students with high learning achievement denote that they also have high job readiness. However, the absorption level of learning materials that students have is different. It is one of the factors influencing student job readiness. Based on the research results (Prihantini, 2015), accounting learning achievement carried out by students greatly influenced their job readiness; therefore, SMK Muhammadiyah Karangmojo should always improve students' learning achievement in accounting so that their job readiness increases.

On the other hand, industrial work practices are a form of education implementation, which is also part of the Dual System Education. In this case, vocational high schools are the party that carries out vocational education, and the industrial world is a partner institution that cooperates. In implementing industrial work practices, students will carry out practices of industrial work which have previously collaborated with the school. With the implementation of this industrial work practice, students will gain experience (Elliyani, 2018). Meanwhile, according to Sutrisno (2018), the functions of providing vocational education are (1) to prepare students who can improve their quality of life, (2) to develop themselves and have the expertise and courage to open opportunities to increase income, (3) prepare students to become productive workers, (4) meet the needs of the workforce in the business and the industrial world, (5) create employment opportunities for themselves and others, (6) change the students' status and dependence into an income-earning (productive) society, and (7) prepare students to master science and technology. Based on a previous study (Saputri, 2016), partially, the industrial work practice variable had a significant influence on the vocational students' job readiness level. It implies that the more fieldwork students have practical experience, the higher their readiness to work. Conversely, the lower the practical fieldwork experience students have, the lower the level of student job readiness.

For this reason, this study aims to examine 1) the effect of industrial work practices on vocational high school students' job readiness, 2) the influence of learning achievement on vocational high school students' job readiness, 3) the effect of self-efficacy on vocational high school students' job readiness, 4) the influence of industrial work practices, achievement learning, and self-efficacy simultaneously on the vocational high school students' job readiness.

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Chapter titles, except the Introduction, Conclusions, and Future Works, should explicitly declare the contents. However, it is not necessary to be explicitly expressed as a Basic Theory, Design, and so forth.

Left- and -right justify your columns. Use tables and figures to adjust column length. On the last page of your paper, adjust the lengths of the columns so that they are equal. Use automatic hyphenation and spelling check. Digitize or paste down figures.

2. Method

The type of research used was quantitative. This research looked at the relationship of variables to the object to be studied, which is cause and effect (Sugiyono, 2013). This study also employed a survey method, utilizing a questionnaire as a data collection tool and documentation as an information certainty. The population in this study was all class XII accounting students at SMK Negeri 6 Surakarta, totaling 108 students. According to Harsono (2019), if the population is close to 100, all can be taken. However, considering that the population in this quantitative study was quite large, the sample in this study was chosen from the provisions of the Krecjic table developed by Issac and Michael. The determination of the number of certain populations then used a significant level of 5% or 0.05 to obtain a sample of 78 students.

The data collection technique in this study used a questionnaire by distributing questions to respondents in the hope of responding to questions (Indah, 2019). The questionnaire was made based on indicators of variable (X1), variable (X2), variable (X3), and variable (Y). Instrument testing was then performed to determine the

research instrument's error (validity) and reliability. Furthermore, the quantitative method of data analysis used was statistical analysis, i.e., conducting a study of one variable to determine the effect on the other variables in the study. The analysis prerequisite test consisted of four components: data normality test, data multicollinearity test, data heteroscedasticity test, and data linearity test. In this study, the data validity was examined by multiple linear regression analysis with hypothesis testing using a t-test to test whether it affected the dependent variable (Y). It was to test the significance of the individual effect of the independent variables (industrial work practices, learning achievement, and self-efficacy) on the dependent variable (job readiness). In addition, the F-test was to test the effect of the independent variables (X) together on the dependent variable (Y).

3. Results and Discussion

Four prerequisite tests were used, comprising normality test, multicollinearity test, linearity test, and heteroscedasticity test. The normality test results showed that all data were declared to have a normal data distribution. The second prerequisite test was the multicollinearity test, which revealed no multicollinearity. In the third prerequisite test, the linearity test, the results uncovered a linear relationship between the industrial work practices, learning achievement, self-efficacy, and job readiness variables. Then, the third prerequisite test was the heteroscedasticity test, where the results indicated that the data were free from heteroscedasticity. After the prerequisite test results were met, the next step was to test the hypothesis.

Data analysis employed multiple linear regression analysis to test whether industrial work practices, self-efficacy, and learning achievement affected job readiness. The output results by SPSS can be seen in Table 1.

Table 1. Multiple Linear Regression Test Results

Variable	B	t _{count}	Sig.	t _{table}	Description
(Constant)	8.888				
Industrial work practice	0.233	2.182	0.032	1.993	H ₁ is accepted.
Learning achievement	0.336	2.259	0.027	1.993	H ₂ is accepted.
Self-efficacy	0.217	2.348	0.22	1.993	H ₃ is accepted.
R ² = 0.246					
F _{count} = 8.035		Sig = 0.000			
F _{table} = 2.728					

Based on the data analysis results, the regression equation is stated as follows: $Y = 8.888 + 0.233 X_1 + 0.336 X_2 + 0.217 X_3$. The results of the data analysis showed that the coefficient of determination (R^2) was 0.246. It indicates that the combination of industrial work practices, self-efficacy, and learning achievement affected 31.7% of job readiness, while the remaining 24.6% were influenced by other variables not examined.

The first hypothesis's results showed that "there was an effect of industrial work practices on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta." It is known that the industrial work practice regression coefficient (b_1) was 0.233. Thus, for every additional 1 point of industrial work practice, there is an increase in student job readiness of 0.233, assuming that variables are fixed. Based on the calculation results of $t_{count} = 2.182 > t_{table} = 1.993$, H_0 was rejected. Hence, there was a significant influence of industrial work practices on job readiness. From these results, the first hypothesis, which states, "it is suspected that there is an influence of industrial work practices (X_1) on job readiness," has been proven true.

The results of testing **the second** hypothesis revealed that "there was an effect of learning achievement on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta." It was shown by the learning achievement regression coefficient (b_2) of 0.336. In other words, for every additional 1 point of industrial work practice, the increase in student job readiness is 0.336, assuming the variables are fixed. Based on the results of $t_{count} = 2.259 > t_{table} = 1.993$, H_0 was rejected, so there was a significant effect of learning achievement on job readiness. From the results, it indicates that the second hypothesis, "it is suspected that there is an effect of learning achievement (X_2) on job readiness (Y)," has been confirmed to be true.

The results of testing **the third** hypothesis indicated that "there was an effect of self-efficacy on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta," seen from the self-

efficacy regression coefficient (b_3) of 0.217. Hence, for every additional 1 point of industrial work practices, the increase in student job readiness is 0.217, assuming a fixed variable. Based on the calculation results of $t_{\text{count}} = 2.348 > t_{\text{table}} = 1.993$, H_0 was rejected. Therefore, there was a significant effect of self-efficacy on job readiness. From these results, the third hypothesis, stating "it is suspected that there is an effect of self-efficacy (X_3) on job readiness (Y)," has been proven true.

In the fourth hypothesis test result based on the significance test of multiple linear regression or F-test, the F_{count} value was 8.035. This number means that the F_{count} was greater than the F_{table} . Thus, simultaneously, the three independent variables significantly affected SMK Negeri 6 Surakarta students' job readiness. It confirms that "industrial work practices, learning achievement, and self-efficacy had a significant effect on job readiness," which has been verified to be true. In addition, the R-Square result was 0.246 or 24.6%.

The results of testing the first hypothesis indicated that industrial work practices had a significant effect on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta, and it is known that the industrial work practice regression coefficient (b_1) was 0.233, meaning that for every additional 1 point of industrial work practices, the addition of student job readiness is 0.233, assuming a fixed variable. Based on the calculation results of $t_{\text{count}} = 2.182 > t_{\text{table}} = 1.993$, H_0 was rejected, so industrial work practices significantly affected job readiness. It is consistent with the research (Yusuf et al., 2020), which found that industrial work practices significantly affected job readiness. There are similarities in this research; namely, both were carried out at the vocational education level but in different schools. The same thing was also stated by Andri et al. (2009) in their research at SMKN 2 Pekanbaru that industrial work practices also significantly affected job readiness. Moreover, Romdloniyati (2019) asserted that industrial work practices provided an effective contribution to job readiness of 9.58%. Furthermore, the family environment variable provided an effective contribution of 1.54%. It denotes that the family environment had an effect of 1.54% on job readiness from the overall effectiveness of the regression equation in her study. Meanwhile, work interest gave an effective contribution of 8.90%. It indicates that work interest had an effect of 8.90% on job readiness from the overall effectiveness of the regression equation in that study.

The results of testing the second hypothesis revealed that learning achievement had a significant effect on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta, and it was obtained that the regression coefficient of learning achievement (b_2) was 0.336, stating that for every additional 1 point of industrial work practices, the addition of student job readiness is 0.336, assuming a fixed variable. Based on the results of $t_{\text{count}} = 2.259 > t_{\text{table}} = 1.993$, H_0 was rejected so that there was a significant effect of learning achievement on job readiness. The same thing was also stated by Sulistianingsih et al. (2018) that interest and learning achievement significantly affected job readiness. Sihotang also argued that learning achievement significantly affected job readiness (Sihotang & Santosa, 2019). On the other hand, the factors influencing learning achievement include motivation, environmental atmosphere, facilities, and infrastructure (Suranto, 2015). Furthermore, Suranto (2016) emphasized that learning achievement is not only from these three factors, but the factor of certified teachers also determines learning achievement. Meanwhile, Febriana & Rohmah (2014) affirmed that socioeconomic conditions and parental attention influence learning achievement.

The results of testing the third hypothesis showed that self-efficacy had a significant effect on job readiness in class XII Accounting Expertise Program students at SMK Negeri 6 Surakarta, and the self-efficacy regression coefficient (b_3) of 0.217 states that for every additional 1 point of self-efficacy, the student's job readiness increases by 0.217, assuming a fixed variable. Based on the calculation results of $t_{\text{count}} = 2.348 > t_{\text{table}} = 1.993$, H_0 was rejected. Thus, there was a significant effect of self-efficacy on job readiness. Research that has been conducted (Radiansyah, 2019) uncovered that self-efficacy affected job readiness by 16.8%, while other variables affected job readiness by 83.2%. Meanwhile, Khairani's research results are contradictory, stating that self-efficacy had no significant effect, as indicated by the probability value obtained at 0.481 ($p > 0.05$) and the estimated value of 0.148; it means that both variables had very low correlation coefficient values (Khairani et al., 2019).

In the fourth hypothesis test results based on the significance test of multiple linear regression or F-test, the F_{count} value was 8.035, greater than the F_{table} . In other words, the three independent variables simultaneously significantly affected the student job readiness at SMK Negeri 6 Surakarta. It proves that "industrial work practices, learning achievement, and self-efficacy had a significant effect on job readiness" has been confirmed to be true. Also, the R-Square result was 0.246 or 24.6%. The same thing was also unveiled by Ramadhan (2013) that learning achievement and industrial work practices significantly affected job readiness. However, research

conducted by Khairani found the opposite, that learning achievement and self-efficacy did not affect job readiness (Khairani et al., 2019)

4. Conclusion

Based on the discussion of the research results, it can be concluded that the industrial work practice variable positively affected students' job readiness. It means that the higher the industrial work practice, the higher the student's job readiness. The learning achievement variable also positively affected students' job readiness. The higher the learning achievement, the higher the student's job readiness. Also, the self-efficacy variable positively affected students' job readiness. In other words, the higher the self-efficacy, the higher the student's job readiness. In addition, simultaneously, the industrial work practices, learning achievement, and self-efficacy variables positively affected students' job readiness. For further research, this research can be developed by examining other factors supporting job readiness.

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