

THE PATHWAY OF STRENGTHENING THE WORKING READINESS: A STUDY ON GRADUATE STUDENTS OF ISLAMIC ECONOMICS AND BUSINESS FACULTY OF UIN WALISONGO SEMARANG

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Abstract


Research on working readiness is not a new thing. Nevertheless, studies related to working readiness still become interesting topic considering the empirical phenomena that indicate low working readiness. In addition, the results of previous studies have not provided conclusive conclusions about the factors that explain working readiness. This study was conducted to test the working readiness model developed in this study empirically by using the variable approach of training, apprenticeship, self-efficacy, and locus of control. Data on training, apprenticeship, self-efficacy, locus of control, and working readiness were obtained through interviews using a questionnaire conducted to the final semester students of the Islamic Economics and Business Faculty of UIN Walisongo Semarang. The research model testing was done by using SEM as an approach to the analysis technique. The test results show that training and apprenticeship are proven capable of explaining self-efficacy and locus of control. The results of this study also show that training, apprenticeship, self-efficacy, and locus of control are appropriate variables to explain variations in working readiness.

Keywords: *training, apprenticeship, self efficacy, locus of control, working readiness*

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INTRODUCTION

The world of employment in Indonesia faces complex problems. High unemployment rates, limited creation, and expansion of employment opportunities, low employee productivity, minimum wage regulations that have not been implemented optimally, labor strikes, labor disputes, termination of employment, child labor problems are polemics that the world of employment continues to face in Indonesia (Widodo, 2015). Therefore, to escape from the labor polemic, investment to create qualified human resources, character, and global competitiveness is a must.

Manpower readiness with competency capabilities possessed is the main goal for all educational institutions. Readiness itself has the meaning as a condition that reflects the development of maturity or the level of maturity that enables someone to practice something (Chaplin, 2006). At present, hard skills are not enough to express themselves as having working readiness to enter the workforce. The knowledge gained from formal education, especially vocational education, in fact, has not been able to provide sufficient guarantees for graduates to be ready to enter the world of work and get a job (Sulistyarini, 2012). She further stated that the difficulty of vocational education graduates to penetrate job openings was more due to the readiness of vocational education graduates to work that was still low or the lack of compatibility between the skills of graduates with the needs of the world of work/industry.

Research on working readiness is not a new thing. Nevertheless, studies related to working readiness still become interesting topic considering the empirical phenomena that indicate low working readiness. The percentage of absorption data in 2014 was 13.63%, and in 2015 it was 26.88%, indicating the value of absorption has not reached more than 50%. This data absorption can be an initial step that graduates of vocational schools in Semarang do not have ready job preparation to be able to enter the workforce. Not only the findings of empirical phenomena, another interesting thing that encourages the study of working readiness is that the results of previous studies have not provided conclusive conclusions about the factors that explain working readiness.

These two things (empirical phenomena and research gap) encourage this study to develop a research model that "marries" the empirical and theoretical aspects of strengthening the working readiness of graduates of the Islamic Economics and Business Faculty of UIN Walisongo Semarang.

Working Readiness

Readiness is a pretty good ability, physically and mentally. Physical readiness means having sufficient energy and good health, while mental readiness means having sufficient interest and motivation to carry out an activity (Dalyono, 2005). Working is defined as the activity of doing something to earn a living or livelihood (Poerwadarminta, 2003). Based on this opinion, it can be concluded that working readiness is the overall condition of the individual, which includes physical, mental, and experience maturity, as well as the willingness and ability to carry out a job or activity in accordance with their area of expertise.

Self-Efficacy

The definition of self-efficacy in the "proximal personality variable" is the optimism about self-belief to overcome various challenging demands. In this case, trust in action and take responsibility for the success of an outcome. Norwich (in Azwar, 1996) defines self-efficacy as self-confidence, which is one of the personal factors that mediate the interaction between behavioral factors and environmental factors. The high perceived self-confidence will motivate individuals cognitively to act more directed, especially if the goal to be achieved is a clear goal.

Locus of Control

Locus of control is the perception of an individual's confidence in dealing with situations at work. The situation is related to the success or failure of an individual in his life. Locus of control is a source of confidence possessed by individuals in controlling events that occur both from oneself or from outside himself (Atwater & Duffy, 2005). Locus of control is divided into two factors: internal and external. Rotter (in Reffiany, 2009) measures locus of control by using indicators taken from the Internal/External scale (IE), internal

locus of control, namely the individual's belief that everything experienced and obtained by individuals comes from their own efforts and they believe that their lives are not based on luck and fate, while the external locus of control is that external elements such as luck, opportunity, and destiny are stronger in determining their lives, and their own efforts do not cause failure or success.

Training

Training contains an understanding as a systematic process to change the behavior of employees in order to support the achievement of organizational goals (Rivai, 2004). Training is closely related to the abilities possessed by employees in order to be able to finish the current job. Hariandja and Hardiwati (2002) have their own definition related to training, namely as a business that has been planned by the organization aimed at increasing employee knowledge, skills, and abilities.

Apprenticeship

Apprenticeship activities are included in the learning curriculum of the Islamic Economics and Business Faculty of Walisongo State Islamic University, Semarang. Apprenticeship is required for all final year students. The apprenticeship concept itself departs from the Link and Match policy. The Link and Match policy are closely related to industrial work practices, which in this study concept are adapted to the existing policies on the object of research by using the apprenticeship concept approach. A link has the meaning as a linkage, attachment or interactive relationship, while match has the meaning as compatibility, suitability, harmony, or equivalence. The apprenticeship concept promoted in this study has meaning as part of a job training program or an introduction to the world of work organized by the campus in an integrated manner by working directly under the leadership of the company which is used as an apprenticeship target with the aim of providing insight, recognition and experience of candidates graduates of the world of work and equip prospective graduates with certain expertise and skills. If referring to the provisions of Law of Republic of Indonesia No. 13 of 2003 on Manpower, especially arti-

cles 21-30. It is more specifically regulated in the Regulation of the Minister of Manpower and Transmigration No. PER.22/MEN/IX/2009 on the implementation of domestic apprenticeship. Apprenticeship has the meaning as part of an integrated job training system between training in training institutions by working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services in a company, in order to master certain skills or expertise.

The Effect of Training on Self-Efficacy

A low level of formal education can be an indication of the low quality of workers in Indonesia. One of these gaps can be overcome by providing training to prospective workers. Training can be a program that bridges prospective workers with the real world of work or careers (Newman & Newman, in Akbar & Tarmidi, 2012). This picture of the actual world of work will increase the confidence of prospective workers. The training obtained by prospective workers will further strengthen the self-concept of the prospective workforce itself. It is because the training capabilities/skills are increasingly strengthened so that prospective workers will be more confident that the prospective workforce will have confidence in their own abilities (Pratama & Suharnan, 2014).

H1: Training has a positive effect on self-efficacy.

The Effect of Training on Locus Of Control

Internal locus of control is one of the internal factors that support the career maturity of prospective workers. Locus of control shows the depth of thinking of prospective workers about the actions they do with the results they will get (Pratama & Suharnan, 2014). Training allows prospective workers to obtain the ability or skills that can strengthen the desires/expectations of their careers so that the training locus of control owned by prospective workers will be stronger. Through training, abilities/skills that are not yet owned or even possessed by prospective workers will be increasingly strengthened so that in the end, the prospective workforce can empower the potential possessed by him in order to obtain the best results.

The effect of training on the locus of control has been investigated by Smith (1989), whose results indicate that mastery of training skills (coping skill training) has proven to have a significant positive effect on the locus of control.

H2: Training has a positive effect on the locus of control.

The Effect of Apprenticeship on Self-Efficacy

Industrial work practices become a program of activities that bridges prospective workers with a description of the need for skills in the world of work. Industrial work practices that have been undertaken by prospective workers will be able to provide confidence to prospective workers that their abilities/skills can be used as capital to be able to work. Industrial work practices obtained by prospective workers will increase self-confidence, eliminate anxiety, fear, and failure of prospective workers in doing the work (Conroy, 2003).

Apprenticeship is often referred to as industrial work practices. Industrial work practices are knowledge or skills that are known and mastered by prospective workers after implementing work practices in the business world or in the industrial world for a certain period of time. The results of studies conducted by Eliyani, Yanto, and Sunarto (2016) on the variables of industrial work practices and self-efficacy show that industrial work practices are proven to have a significant positive effect on self-efficacy.

H3: Apprenticeship has a positive effect on self-efficacy.

The Effect of Apprenticeship on Locus of Control

Locus of control refers to the degree to which an individual sees events in his life as a consequence of his actions that can be controlled or as something that is not related to his behavior so that it can not be controlled. Industrial work practices are expected to be a means of matching and linking (Link and Match) between the world of education and the world of industry in terms of workforce training and competent human resource improvement (Mashudi & Widjaja, 2016).

Apprenticeship or industrial work practices carried out by prospective workers provide a real/real picture of the world of work. Real picture obtained by prospective workers allows prospective workers to measure their abilities/skills with the real abilities/skills which are needed by the world of work. Thus, prospective workers will be able to find out whether their abilities/skills will be able to solve work problems. It, of course, will strengthen the locus of control of prospective workers (Pratama & Suharnan, 2014).

H4: Apprenticeship has a positive effect on the locus of control.

The Effect of Training on Working Readiness

Herminanto (in Widodo, 2015) explained that working readiness can be interpreted as an effort to have skills that are in accordance with the needs of the community so that prospective workers can be absorbed by the business/world of work. Programmed work training makes prospective workers have: a high work ethic, discipline, responsibility, independence, self-confidence, the ability to communicate and cooperate, as well as competencies in accordance with their fields. Job training is a means to develop knowledge, skills, and attitudes, as well as the ability to communicate and cooperate. The accumulation of knowledge, skills, independence, and the ability to communicate and work together is a modality for the ability to solve problems (Hidayanto, 2002). The ability to solve problems is very needed in entering the workforce.

H5: Training has a positive effect on working readiness.

The Effect of Apprenticeship on Working Readiness

Studies on the effect of industrial work practices on working readiness have been conducted by several previous researchers. In a study conducted by Santi (2013) showed that industrial work practices proved not to have a significant positive effect on working readiness. However, this is not the case with the results of other studies. Studies conducted by Noviana (2014) and Eliyani et al. (2016) actually show that industrial work practices

programs have proven to have a significant positive effect on working readiness.

H6: Apprenticeship has a positive effect on working readiness.

The Effect of Self-Efficacy on Working Readiness

Entering the world of work requires both physical and mental readiness. In addition to the knowledge and skills and experience that prospective workers have, the mental readiness of prospective workers is needed. Bandura (1997), in social cognitive theory, suggests that self-efficacy is one's belief about the ability he has in achieving the goals to be achieved. Self-efficacy affects one's internal conditions in working readiness, so having high self-efficacy can increase the confidence of prospective workers to dare to face intense competition in the business and industrial world (*Dunia Usaha/Dunia Industri* or DU/DI). Self-efficacy can be seen from three dimensions, namely level/magnitude, strength, and generality.

A study conducted by Stevani and Yulhendri (2014) on these two variables shows that self-efficacy has a significant positive effect on working readiness. Likewise, the studies of Trisnawati (2013), Eliyani et al. (2016), and Noviana (2014) also showed that self-efficacy proved to have a significant positive effect on fears of job seekers' failure. However, a study conducted by Widyowati and Hadjam (2014) showed different results where self-efficacy had a significant positive effect on pension preparation.

H7: Self-efficacy has a positive effect on increasing the working readiness.

The Effect of Locus of Control on Working Readiness

Locus of control explains that to what extent a person believes that he is the controller of his own destiny or external factors that exist outside of him that can determine his destiny. Differences in locus of control in a person can actually cause other aspects of personality. Adolescents who have an internal locus of control have a belief that they can manage and direct their lives and are responsible for the achievement of whatever reinforcement they receive (Aji, 2010).

Several previous researchers have studied the influence of these two variables. A study conducted by Muyasaroh, Ngadiman, and Hamidi (2013) shows that the locus of control has a significant positive effect on working readiness. Likewise, the study of Pratama and Suharnan (2014), also shows that Internal locus of control had a significant positive effect on career maturity. However, the study of Widyowati and Hadjam (2014) showed different results where the locus of control had no significant positive effect on pension preparation.

H8: Locus of control has been proven to have an effect on increasing the working readiness.

This study uses previous research as a reference for developing research models and hypotheses. Table 1 summarizes the previous researches that have been reviewed in this study.

RESEARCH METHOD

The Development of the Indicators of Research Variables

The variables examined in this study are unobserved variables that require indicators as measurement tools. The indicators developed for the measurement of research variables are as follows:

Training Variable

Measurement of training variables was carried out using three indicators, developed from Gomes (2000) consisting of participant reactions (X1), learning (X2), and results (X3).

Apprenticeship Variables

Apprenticeship variables were measured using four indicators developed from Rizali, Darma, and Sidi (2009), which included compatibility (X4), conformity (X5), harmony (X6), and comparability (X7).

Self-Efficacy Variable

The self efficacy variable was measured using indicators adopted from studies conducted by Hamaheck in Rachmat (2004) and Pratama and Suharnan (2014) consisting of confidence in his ability to overcome prob-

Table 1. Previous Researches Review

Research Resource	Research Variables		Findings
Smith (1989)	Independent Variable: Coping skill training	Dependent Variables: Self Efficacy Locus of Control	- Coping skill training is proven to have significant positive effect on self efficacy - Coping skill training is proven to have significant positive effect on locus of control
Santi (2013)	Independent Variables: • Industrial work practice experience • The intensity of entrepreneurship education Dependent Variables: Entrepreneurial Readiness		- Industrial work practices are not proven to have significant positive effect on working readiness - Expertise competence is proven to have significant positive effect on working readiness
Trisnawati (2013)	Independent Variables: • Self efficacy • Image perception	Dependent Variable: Fear of failure	Self efficacy is proven to have significant positive effect on fear of job seekers' failure
Muyasaroh et al. (2013)	Independent Variables: • Industrial work practice experience • Locus of control	Dependent Variable: Working readiness	Locus of control has significant positive effect on working readiness
Noviana (2014)	Independent Variables: • Learning outcomes • Industrial Work Practices Program • Self efficacy Dependent Variables: Working readiness		- Industrial work practices programs are proven to have significant positive effect on working readiness - Self efficacy is proven to have significant positive effect on working readiness
Damasanti (2014)	Independent Variables: • Working motivation • Entrepreneurial attitude • Competence of expertise	Dependent Variable: Working readiness	- Expertise competence is proven to have significant positive effect on working readiness
Widyowati & Hadjam (2014)	Independent Variables: • Core self evaluation • Self esteem • Self efficacy • Locus of control • Emotional stability	Dependent Variable: Retirement Readiness	- Self efficacy has insignificant positive effect on pension preparation - Locus of control has insignificant positive effect on pension preparation
Stevani & Yulhendri (2014)	Independent Variable: Field Industrial practice Mediating Variables: • Skills • Self efficacy	Dependent Variable: Readiness	- Self efficacy has significant positive effect on working readiness
Pratama & Suharnan (2014)	Independent Variables: • Self efficacy • Internal locus of control	Dependent Variable: Career maturity	• Internal locus of control has significant positive effect on career maturity
Eliyani et al. (2016)	Independent Variables: • Competence • Productive knowledge • Family support Intervening Variables: • Self efficacy • Industrial experience Dependent Variables: Working readiness		• Competence has significant positive effect on self efficacy • Productive knowledge has significant positive effect on self efficacy • Family support has significant positive effect on self efficacy • Internship experience has been shown to have significant positive effect on self efficacy • Family support has been shown to have significant positive effect on industrial experience • Competence is proven to have insignificant positive effect on working readiness • Productive knowledge is proven to have insignificant positive effect on working readiness • Family support has been shown to have insignificant positive effect on working readiness • Self efficacy is proven to have significant positive effect on working readiness • Industrial experience has proven to have significant positive effect on working readiness
Sijabat (2018)	Independent Variables: • Training • Industrial work practices	Intervening Variables: • Self efficacy • Locus of control Dependent Variable: Working readiness	• Self efficacy has significant positive effect on working readiness • Locus of control has significant positive effect on working readiness

Source: Extracted from various studies, 2019

lems (X8), confidence in equality with others (X9), acceptance shameless praise (X10), awareness of feelings of desire and behavior that are not entirely agreed upon by the public (X11), belief in the ability to improve themselves because they feel able to express aspects of personality that they are not happy with and try to change (X12).

Locus of Control Variable

Locus of control was measured using indicators adopted from studies conducted by Rotter in Wiriani, Piatrini, Ardana, and Juliarsa (2013), and Pratama and Suharnan (2014) which includes everything that an individual achieves from his own efforts (X13), confident of his own ability (X14), individual success due to hard work (X15), everything obtained by individuals is not due to luck (X16), the ability of individuals to determine events in life (X17), individual life is determined by his actions (X18), and failures experienced by individuals due to their own actions (X19).

Working Readiness Variable

The measurement of working readiness variable was done by using indicators adopted from the study of Dinata (2013) which include having logical considerations (X20), having the ability to work together (X21), having critical attitude (X22), being responsible (X23), and ambitious to go forward (X24).

Population, Sample, and Data Collection

This study uses the final semester students of the Islamic Economics and Business Faculty of UIN Walisongo Semarang as the study population. The research sample was obtained by using a purposive random sampling approach so that a total of 110 samples was obtained. Research data covering training variables, industrial work practices, competence, self-efficacy, locus of control, and working readiness were obtained through interviews using a questionnaire with alternative answers provided by researchers in the range of 1 to 10.

Data Analysis Method

To test the models and relationships developed in this study, an analytical technique is needed. The analysis technique used in this study is Structural Equation Modeling (SEM), which is operated through the AMOS program.

RESULTS AND DISCUSSION

Full Model Analysis

In the full model testing, two stages of testing are carried out, namely the suitability of the model and the test for the significance of causality through the regression coefficient test (Ferdinand, 2006). The results of testing in the two stages are presented in Figure 1.

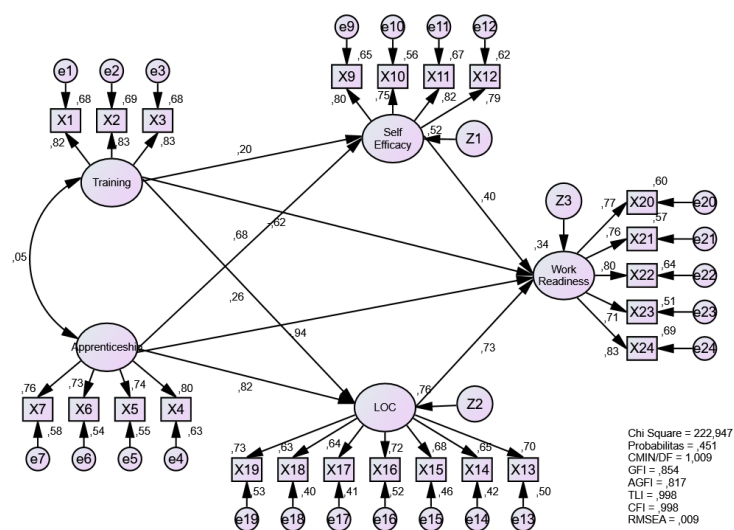


Figure 1. The Research Model Testing

Source: Primary Data Processed, 2019

Goodness of Fit Test

The first stage of testing is intended to see the suitability of the model. The results of testing the suitability of the models developed in this study are presented in Table 2.

Based on the results presented in Table 2, it can be seen that the value of Chi-Square = 222.947 with probability = 0.451 and index values which include CMIN/DF, TLI, CFI, and RMSEA are included in both categories while the GFI and AGFI indexes are included in the marginal category. Therefore, it was concluded that there was no difference between the sample covariance matrix and the estimated population covariance matrix, or in other words, the model was fit.

Causality Test

After evaluating the assumptions that must be met in using the analysis with SEM, then hypothesis testing was conducted. The testing of the four hypotheses proposed in this study was carried out by analyzing the value of the Critical Ratio (CR) (see Table 3).

The Effect of Training on Self-Efficacy Testing

The estimated parameter for testing the effect of training on self-efficacy shows a CR value of 2.245 with a probability of 0.025. Therefore the CR value (2.245) is > 2.00 and the probability value (0.025) is < 0.05 . It can be concluded that the training variable has a significant positive effect on self-efficacy. This finding shows that if respondents are given training, it will increase self-efficacy.

The Effect of Training on Locus of Control Testing

The estimated parameter for testing the effect of training on the locus of control shows a CR value of 3.123 with a probability of 0.002. Because the CR value (3.123) is > 2.00 and the probability value (0.000) is < 0.05 , it can be concluded that the training variable is proven to have a significant positive effect on the locus of control. This finding shows that if respondents are given training, it will increase the locus of control.

Table 2. Goodness of Fit Test

Goodness of Fit Indeks	Cut off Value	Result	Model Evaluation
Chi-Square (df = 221)	≤ 256.680	222.947	Good
Probability	≥ 0.05	0.451	Good
CMIN/DF	≤ 2.00	1.009	Good
GFI	$0.90 \leq \text{GFI} < 1.00$	0.854	Marginal
AGFI	$0.90 \leq \text{AGFI} < 1.00$	0.817	Marginal
TLI	$0.95 \leq \text{TLI} < 1.00$	0.998	Good
CFI	$0.95 \leq \text{CFI} < 1.00$	0.998	Good
RMSEA	≤ 0.08	0.009	Good

Source: Primary Data Processed, 2019

Table 3. Hypothesis Testing

			Std Estimate	Estimate	S.E.	C.R.	P
Self_Efficacy	<---	Training	.202	.165	.074	2.245	.025
Self_Efficacy	<---	Apprenticeship	.685	.735	.118	6.212	***
LOC	<---	Apprenticeship	.819	.848	.129	6.565	***
LOC	<---	Training	.258	.204	.065	3.123	.002
Working readiness	<---	Self_Efficacy	.396	.284	.125	2.272	.023
Working readiness	<---	LOC	.734	.545	.245	2.224	.026
Working readiness	<---	Training	.621	.365	.092	3.967	***
Working readiness	<---	Apprenticeship	.938	.722	.262	2.756	.006

Source: Primary Data Processed, 2019

The Effect of Apprenticeship on Self-Efficacy Testing

The estimated parameter for testing the effect of apprenticeship on self-efficacy shows a CR value of 6.212 with a probability of 0.000. Therefore the CR value (6.212) is > 2.00 and the probability value (0.000) is < 0.05 . It can be concluded that the apprenticeship variable has a significant positive effect on self-efficacy. This finding shows that if respondents are given apprenticeship activities, it will increase self-efficacy.

The Effect of Apprenticeship on Locus of Control Testing

The estimated parameter for testing the effect of apprenticeship on the locus of control shows a CR value of 6.565 with a probability of 0.000. Because the CR value (6.565) is > 2.00 and the probability value (0.000) is < 0.05 , it indicates that the apprenticeship variable is proven to have a significant positive effect on the locus of control. The finding shows that if respondents are given apprenticeship activities, it will increase locus of control.

The Effect of Training on Working Readiness Testing

The estimated parameter for testing the effect of training on working readiness shows a CR value of 3.967 with a probability of 0.000. Because the CR value (3.967) is > 2.00 and the probability value (0.000) is < 0.05 , it indicates that the training variables are proven to have a significant positive effect on working readiness. The finding shows that if the respondent is given training activities, it will increase the respondents' working readiness.

The Effect of Apprenticeship on Working Readiness Testing

The estimated parameter for testing the effect of apprenticeship on working readiness shows a CR value of 2.756 with a probability of 0.006. Because the CR value (2.756) is > 2.00 and the probability value (0.006) is < 0.05 , it is concluded that the apprenticeship variable has a significant positive effect on working readiness. This finding shows that if the respondent is given apprenticeship activities, it will increase the working readiness of the respondent.

The Effect of Self-efficacy on Working Readiness Testing

The estimated parameter for testing the effect of self-efficacy on working readiness shows a CR value of 2.272 with a probability of 0.023. Therefore the CR value (2.272) is > 2.00 and the probability value (0.023) is < 0.05 . It can be concluded that the self-efficacy variable is proven to have a significant positive effect on working readiness. This finding shows that if the respondent has strong self-efficacy, it will increase the working readiness of the respondent.

The Effect of Locus of Control on Working Readiness Testing

The estimated parameter for testing the effect of the locus of control on working readiness shows a CR value of 2.224 with a probability of 0.026. Therefore the CR value (2.224) is > 2.00 and the probability value (0.026) is < 0.05 . It can be concluded that the locus of control variable has a significant positive effect on working readiness. This finding shows that if the respondent has a strong locus of control, it will increase the working readiness of the respondent.

CONCLUSION AND IMPLICATIONS

Conclusion

Referring to the results of this study, there are several things that can be concluded: (1) The results of statistical tests show that training is statistically proven to have a significant positive effect on self efficacy, that is, better training can improve self-efficacy. (2) The results of tests carried out showed that apprenticeship was statistically proven to have a significant positive effect on self-efficacy. (3) The results of tests conducted on these two variables indicate that the training was statistically proven to have a significant positive effect on the locus of control. (4) The results show that apprenticeship is statistically proven to have a significant positive effect on the locus of control. (5) The results show that training is statistically proven to have a significant positive effect on working readiness. (6) The results show that apprenticeship is statistically proven to have a significant positive effect on working readiness. (7) The re-

sults of this study indicate that self-efficacy is statistically proven to have a significant positive effect on working readiness. The results obtained from this study are that the locus of control is statistically proven to have a significant positive effect on working readiness.

Implications

The study departs from research problems regarding the low absorption of graduates in the world of work, as well as the differences in the results of previous research on the factors that can explain working readiness. These problems encourage this study to develop a working readiness model using four variables that explain, namely training, apprenticeship, self-efficacy, and locus of control. Therefore, the managerial implications proposed in this study to improve working readiness will be related to the variables of self-efficacy and locus of control pursued through training and apprenticeship.

The managerial implications proposed are as follows: The findings obtained related to apprenticeship are accepted by industrial work practices that are often not compatible with the competencies possessed, the industrial workplace is appropriate but the placement in its division or division does not match students' competencies, the industrial work practices received are not in accordance with the competencies students already have, material with industrial work practices that are not harmonious, and material with industrial work practices that are not commensurate. In addition, there are cases of students searching for companies themselves to be able to do an apprenticeship so that often the workplace or company used for practice is not in accordance with competencies. Therefore, in the future, the institution needs to facilitate the participants to get a company as an internship that is in accordance with their competencies.

Findings obtained by this study related to training include the training material is not too special. Students have received training materials in other places, the material submitted is not following developments or current conditions, students' abilities are not too improved, their abilities are still like when they entered, they still do not feel expert, their expertise is still not very improved, they cannot follow because it is made into a class with ex-

perts, the material presented is too little, and the material delivered is less detail. Thus, before the training begins, it would be better if the trainees were given a replacement test so that the abilities of the participants for each class were homogeneous. In addition, the training provided at the Work Training Center (*Balai Besar Pengembangan Latihan Kerja* or BBPLK) in Semarang has not separated hard skills and soft skills and more or even all the training provided are often hard skills. From these findings, institutions need to categorize training in the form of hard skills and soft skills and balance their availability according to the demands of the world of work.

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