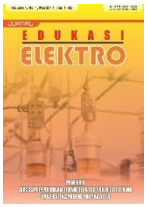
Volume 8, No. 1, May 2024, pages 34 - 44

JEE

Jurnal Edukasi Elektro

https://journal.uny.ac.id/index.php/jee



Influence of Industrial Internship, Work Motivation, and Communication Skills on Vocational School Students' Work Readiness

Galeri Garnisha Deanda[1](✉), Ilham Akbar Darmawan[1], Irwanto[1]

[1] Universitas Sultan Ageng Tirtayasa

2283180031@untirta.ac.id

Abstract— Based on the latest data from the Serang Regency Central Statistics Agency in 2022, the Open Unemployment Rate (TPT) of Vocational High School (SMK) graduates is still relatively high compared to graduates of other levels of education, namely 12.87%. Apart from that, from the results of observations, there are still many vocational school students who still need to be ready for work. This is because the industrial internship program has not been able to optimize students' work readiness, students' work motivation still needs to be visible, and students' communication skills still need to be improved for their readiness to enter the world of work. This research seeks to determine the influence of industrial internship, work motivation, and communication skills on vocational school students' work readiness. This research uses a quantitative approach to answer the research hypothesis, which asks whether industrial internship, work motivation, and communication skills are positively correlated with vocational school students' work readiness. This research used a questionnaire distributed to 180 students in seven vocational schools in Serang Regency. This research proved that industrial internship, work motivation, and communication skills significantly influence work readiness (7%). For the conclusions and limitations of existing research, this research provides several suggestions for improving vocational school students' work readiness by paying more attention to the variables of industrial internship, work motivation, and communication skills.

Keywords: communication skills, industrial internship, work motivation, work readiness

Article submitted 2024-01-20. Resubmitted 2024-01-29. Final acceptance 2024-01-31. Final version published as submitted by the authors.

1. Introduction

In the current era, every country is required to be able to face global competition. Implementing the Industrial Revolution 4.0 requires new skills, so preparing competent human resources through technological developments is a non-negotiable need [1]. One way to face these challenges is through the world of education. Education is a program that contains an objective component, namely a teaching and learning process between students and teachers, which aims to improve human resources (HR) for the better [2].

Vocational education, as education that prepares the younger generation to enter the workforce is also a learning process related to technical and practical issues. The vocational education curriculum is process-oriented (experiences and activities in the school environment) and results (the influence of these experiences and activities on students) [3]. A vocational program that seeks to build

collaboration with the industrial world which requires students to take part in these activities through on-the-job training in the world of work so that students gain direct experience in the world of work and can increase competence in certain areas of expertise or other words combine theory at school with practice in the business world directly [4]. Professional expertise can only be formed through three main elements, namely, knowledge, techniques, and tips. Science and techniques can be learned and mastered whenever and wherever students are, while tips cannot be taught but can be mastered by working directly in the professional field [5]. The effectiveness of vocational education can be seen from the extent to which graduates are absorbed in the world of work or become entrepreneurs [6].

Vocational High Schools (SMK) are a part of formal educational institutions that are important in preparing and developing human resources [7]. Vocational Schools are the vocational education institutions that prepare students by providing knowledge and skills. Hence, they can work by competency and skills programs and have high adaptability and competitiveness to enter the world of work [8]. More specifically, vocational school students need to develop character values to compete at the level of employment in the future when they have finished their education at school. The process carried out by students should provide something more for them so that they can hone and grow their potential to the maximum so that a desire arises that is naturally possessed by their abilities [9].

Industrial Internship is part of dual system education, a vocational education innovation where students undertake apprenticeships in industries relevant to their skills program for a certain period [10]. Through industrial internship, students can increase their experience and carry out a factualization process in the world of work because they can test and compare what they obtained at school in the form of theoretical knowledge with real or concrete situations [11].

The basic word for motivation is motive, an effort from within oneself that encourages someone to do a job or activity [12]. Work motivation is a driving force or encouragement for someone to do a job by sacrificing service, body, and soul to obtain certain rewards in the form of a monthly salary, experience, the desire to achieve, and good communication relationships, especially with people who have worked [13]. Work motivation is one of the factors that determines a person's performance. The size of the influence of motivation on a person's performance depends on how much intensity the motivation is given [14]. Work motivation plays a vital role in organizational development, increasing employee productivity and effectiveness. To expand insight into individual work motivation, the authors investigated the influence of individuals' competence, autonomy, and social connectedness on their work motivation [15].

Job readiness is skills, knowledge, attitudes, and commercial understanding that will enable new graduates to contribute productively to achieving organizational goals immediately after starting work [16]. Indicators of work readiness include physical and mental condition, logical and objective considerations, ability to work together with other people, responsible attitude, critical thinking, and willingness to move forward [17]. Job readiness is essential for performing well, both on the job market and in the workplace [18]. Because work readiness is critical and must be considered for vocational school students, vocational education institutions should collaborate with the business or industrial world.

Previous research examined the influence of work motivation and suitability of Industrial Internship competencies on students' work readiness. A positive and significant effect was found between work motivation and suitability of functional industrial internship competencies on students' work readiness [19]. Unfortunately, no research discussed the influence of industrial internship, work motivation, and communication skills on students' work readiness. We were specifically discussing the communication skills variable. Therefore, this research helps determine how street vendors, work motivation, and communication skills influence students' work readiness.

2. Methods

This type of research is ex post facto. Ex post facto is an investigation carried out to obtain facts from existing phenomena and seek information about a group or individual's social, economic, or political institutions. The research used in this research is the quantitative approach because it examines events that have occurred and traces them backward through the data to determine the factors that preceded or determined the possible causes for the events studied. These factors are variables. Research variables are the properties or values of an object with certain variations that the researcher chooses to learn and then draw conclusions. The variables used in this research consist of three independent variables, namely industrial internship (X1), work motivation (X2), and communication skills (X3), as well as one dependent variable, namely work readiness (Y). The subjects of this research were electrical power installation engineering students at seven vocational schools in Serang Regency who had carried out industrial internship.

The questionnaire was distributed to 180 students in seven vocational schools in Serang Regency. This questionnaire uses Google Forms to make data collection easier. Instruments were developed for the four variables: 15 items for street vendors, 15 items for work motivation, 15 items for communication skills, and 15 items for work readiness. The questionnaire uses a Likert scale as ordinal data. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena [20]. For survey analysis and to avoid hesitant answers from respondents, the Likert scale was modified so that there were only four alternative answers from strongly disagree to agree strongly.

Table 1. Aspects of variables used in the questionnaire

Variable	Variable Aspect	Number of Items
Industrial Internship	Students' understanding of street vendors	4 items
	Suitability of industrial internship places with expertise	3 items
	Application of areas of expertise at industrial internship locations	4 items
	Experience gained during industrial internship	4 items
Work Motivation	Responsibilities for doing work	3 items
	Experience gained while industrial internship	5 items
	Independence in action	5 items
	Possessed perseverance	2 items
Communication Skills	Communicate well (effectively)	5 items
	Oral communication skills	5 items
	Written communication skills	5 items
Working Readiness	Cognitive (science)	5 items
	Affective (mental and attitude)	5 items
	Psychomotor (skills)	5 items

After the data collection stage, statistical analysis was used to see the influence of the four variables. The internal validity measuring tool uses analysis of statement score items in the questionnaire, which is correlated with the total score using the product moment correlation formula, where validity is achieved if there is a match between the parts contained in the instrument and the instrument. Apart from that, a non-split-half technique was used in this research. Researchers use Cronbach's Alpha Coefficient formula to test an instrument's reliability. In this study, the hypothesis was tested using a regression test with the SPSS 26 tools. The regression test models used are a simple regression test and a multiple linear regression test. In the validity and reliability test section, the following results in Table 2.

Table 2. Validity test results

Variable	Items	R Count	R Table	Decision
Industrial Internship (X1)	1	0,309	0,146	Valid
	2	0,543	0,146	Valid
	3	0,463	0,146	Valid
	4	0,402	0,146	Valid
	5	0,380	0,146	Valid
	6	0,591	0,146	Valid
	7	0,513	0,146	Valid
	8	0,575	0,146	Valid
	9	0,525	0,146	Valid
	10	0,488	0,146	Valid
	11	0,209	0,146	Valid
	12	0,415	0,146	Valid
	13	0,360	0,146	Valid
	14	0,412	0,146	Valid
	15	0,307	0,146	Valid
Work Motivation (X2)	1	0,286	0,146	Valid
	2	0,213	0,146	Valid
	3	0,491	0,146	Valid
	4	0,487	0,146	Valid
	5	0,392	0,146	Valid
Work motivation (X2)	6	0,407	0,146	Valid
	7	0,533	0,146	Valid
	8	0,458	0,146	Valid
	9	0,393	0,146	Valid
	10	0,522	0,146	Valid
	11	0,587	0,146	Valid
	12	0,398	0,146	Valid
	13	0,355	0,146	Valid
	14	0,415	0,146	Valid
	15	0,219	0,146	Valid
Communication Skills (X3)	1	0,286	0,146	Valid
	2	0,213	0,146	Valid
	3	0,491	0,146	Valid
	4	0,487	0,146	Valid
	5	0,392	0,146	Valid
	6	0,407	0,146	Valid
	7	0,533	0,146	Valid
	8	0,458	0,146	Valid
	9	0,393	0,146	Valid
	10	0,522	0,146	Valid
	11	0,587	0,146	Valid
	12	0,398	0,146	Valid
	13	0,355	0,146	Valid
	14	0,415	0,146	Valid
	15	0,219	0,146	Valid
Working Readiness (Y)	1	0,310	0,146	Valid
	2	0,275	0,146	Valid
	3	0,425	0,146	Valid
	4	0,410	0,146	Valid
	5	0,506	0,146	Valid
	6	0,353	0,146	Valid
	7	0,451	0,146	Valid
	8	0,374	0,146	Valid
	9	0,431	0,146	Valid
	10	0,417	0,146	Valid
	11	0,462	0,146	Valid
	12	0,333	0,146	Valid
	13	0,480	0,146	Valid
	14	0,379	0,146	Valid
	15	0,349	0,146	Valid

Based on Table 2, it is found that each variable has a calculated R-value that is greater than the R able, which means the results obtained are valid.

Table 3. Reliability test results

Variable	Alpha Coefficient	Decision
Industrial Internship (X1)	0,699	Reliable
Work Motivation (X2)	0,624	Reliable
Communication Skills (X3)	0,639	Reliable
Working Readiness (Y)	0,624	Reliable

Table 3 shows that the alpha coefficient value for the industrial internship variable is 0.699, the work readiness variable is 0.624, the work motivation variable is 0.639, and the work readiness variable is 0.624, which concludes to be reliable with a high value.

3. Results and Discussion

3.1 Descriptive Analysis

In this section, the researcher discusses the data produced in the research. The first is related to the descriptive analysis of the research. The description of the data presented in this study includes minimum, maximum, mean value (average), and standard deviation (SDi). The data values for each variable can be seen in the Table 4.

Table 4. Results of descriptive research analysis

N		Minimum	Maximum	Mean	Std. Deviation
X1	180	25	57	47.21	5.137
X2	180	29	54	44.95	4.620
X3	180	22	58	47.94	6.121
Y	180	39	57	49.07	4.129
Valid N (listwise)	180				

Based on Table 4, it is shown that each variable consists of 180 samples (respondents). The minimum value of X1 is 25, and the maximum is 57. The average value of X1 is 47.21, while the standard deviation is 5.137. The minimum value of X2 is 29, and the full value of X2 is 54. The average value of X2 is 49.95, while the standard deviation is 4.620. The minimum value of X3 is 22, and the maximum is 58. The average value of X3 is 47.94, while the standard deviation is 6.121. The minimum value of Y is 39, and the maximum is 57. The average value of Y is 49.07, while the standard deviation is 4.129. industrial internship variables obtain data through the questionnaire distribution method. Based on research data processed with the SPSS program, the distribution of data is obtained as in Figure 1.

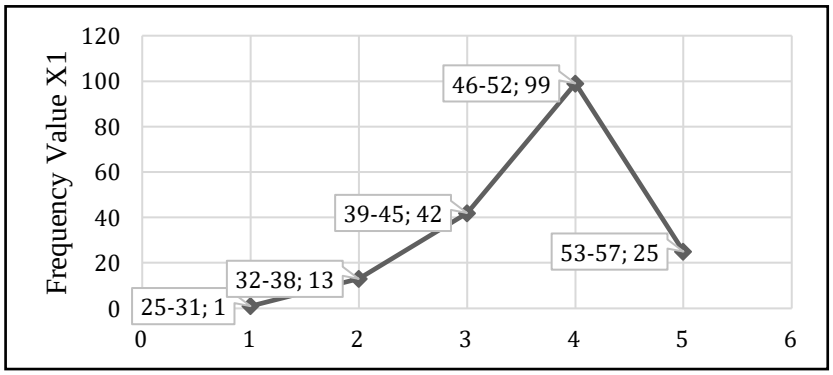


Fig. 1. Industrial Internship Variable Distribution Graph

Based on Figure 1 in the distribution graph of industrial internship, at the interval value 25-31, 1 student obtained a frequency value. Furthermore, in the interval value 32-38, 13 students received a frequency value. Then, at the interval value of 39-45, 42 students received a frequency value.

Furthermore, in the interval value 46-52, 99 students received a frequency value. And finally, in the interval value 53-57, 25 students got a frequency value. So, the highest frequency is found in the interval value 46-52, with a percentage reaching 55%. Meanwhile, the lowest frequency is in the interval value 25-31, with a percentage going 14%.

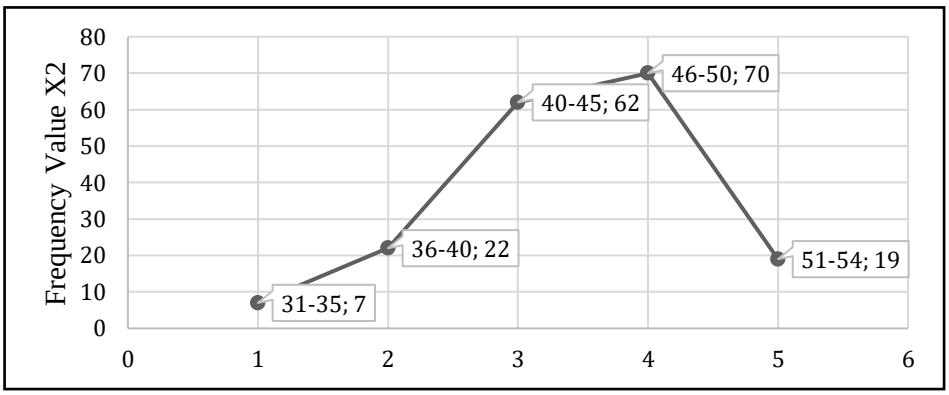


Fig. 2. Distribution Graph of Work Motivation Variables

Based on Figure 2 in the distribution graph of the work motivation variable, at the interval value 31-35, 7 students obtained a frequency value. Furthermore, in the interval value 36-40, 22 students received a frequency value. Then, at the interval value of 40-45, 62 students obtained a frequency value. Furthermore, at the interval value of 46-50, 70 students received a frequency value. And finally, in the interval value 51-54, 19 students obtained a frequency value. So, the highest frequency is found in the interval value 46-50, with a percentage reaching 39%. Meanwhile, the lowest frequency is located in the interval value 31-35, with a percentage going 4%.

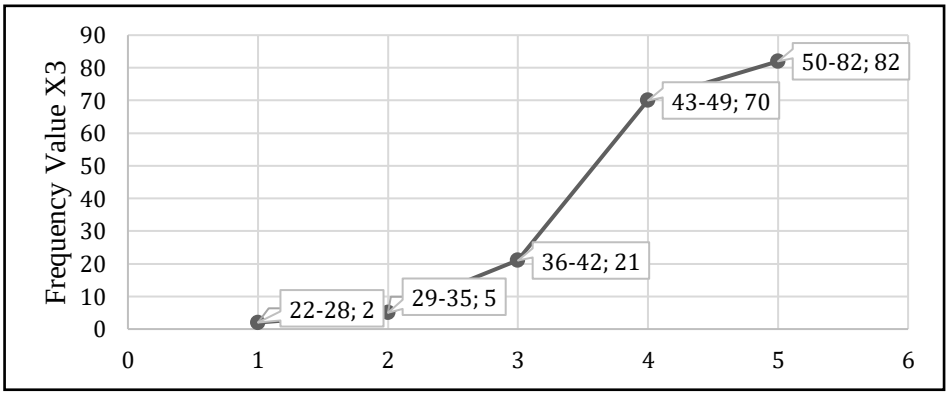


Figure 3. Communication Skills Variable Distribution Graph

Based on Figure 3 in the distribution graph of the communication skills variable, at the interval value 22-28, 2 students obtained a frequency value. Furthermore, in the interval value 29-35, 5 students received a frequency value. Then, in the interval value 36-42, 21 students obtained a frequency value. Furthermore, in the interval value 43-49, 70 students received a frequency value. And finally, in the interval value 50-82, 82 students obtained a frequency value. So, the highest frequency is found in the interval value 50-82, with a percentage reaching 46%. Meanwhile, the lowest frequency is located in the interval value 22-28, with a percentage going 1%.

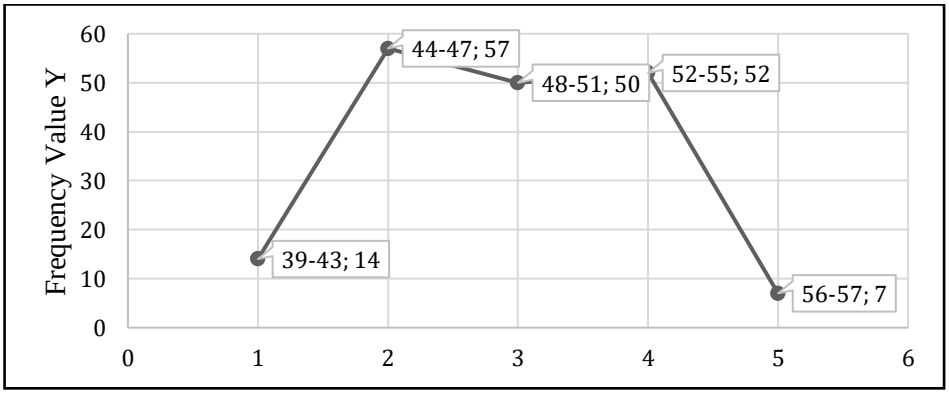


Figure 4. Work Readiness Variable Distribution Graph

Based on Figure 4 in the distribution graph of the work readiness variable, at the interval value 39-43, 14 students obtained a frequency value. Furthermore, in the interval value 44-47, 57 students received a frequency value. Then, at the interval value 48-51, 50 students obtained a frequency value. Furthermore, in the interval value 52-55, 52 students received a frequency value. And finally, in the interval value 56-57, 7 students obtained a frequency value. So, the highest frequency is found in the interval value 44-47, with a percentage reaching 32%. Meanwhile, the lowest frequency is in the interval value 56-57, with a percentage going 4%.

3.1. Simple Regression Test

Hypothesis testing is carried out using a simple regression test. A simple regression test was carried out to determine whether there was an influence on partial work readiness from each variable of industrial internship, work motivation, and communication skills. From the results of calculations carried out using SPSS 26 tools, the results obtained are as shown in Table 5.

Table 5. Simple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square
		B	***Std. Error***	***Beta***			
1	(Constant)	39.288	2.764	.258	14.214	.000	.066
	II (X1)	.207	.058		3.559	.000	
2	(Constant)	42.224	2.982	.170	14.158	.000	0.029
	WM (X2)	.152	.066		2.306	.022	
3	(Constant)	41.506	2.375	.234	17.472	.000	0.055
	CS (X3)	.158	.049		3.209	.002	

The first simple regression test examines the hypothesis of industrial internship variables (X1) on work readiness (Y). In Table 5, we test the hypothesis of variable X1 against Y using a significance level of 0.05 and a T Table of 1.973. It can be seen in the Table that the industrial internship variable (X1) has a significance value of 0.000 and the calculated t is 3.559, where if the significance value is <0.05 and t estimated> T Table, then there is a significant influence between the industrial internship variable (X1) on Y. This means that the hypothesis ha is accepted and H_0 is rejected.

$$Y = 39{,}288 + 0{,}207X1$$

From the equation above, it can be interpreted that the regression coefficient has a positive value of 0.207, which means that by increasing one value in X1, the Y value will increase by 0.207 units. Table 5 describes the hypothesis test results between variable X1 and variable Y, which has an R square value of 0.066. In this case, the magnitude of the influence of variable X1 on Y is 6.6%, with the remainder influenced by other factors.

The second simple regression test examines the hypothesis of the work motivation variable (X2) on work readiness (Y). Table 5 tests the variable hypothesis X2 against Y using a significance level

of 0.05 and a T Table of 1.973. It can be seen in the Table that the work motivation variable (X2) has a significance value of 0.022 and the T count is 2.306, where if the significance value is < 0.05 and T count > T Table then there is a significant influence between the work motivation variable (X2) on Y. This means that the hypothesis ha is accepted and H_0 is rejected.

$$Y = 42{,}224 + 0{,}152X2$$

From the equation above, it can be interpreted that the regression coefficient has a positive value of 0.152, whereby by increasing one value in X2, the Y value will increase by 0.152 units. Table 5 describes the results of hypothesis testing between variable X2 and variable Y, which has an R square value of 0.029. In this case, the magnitude of the influence of variable X2 on Y is 2.9%, with the remainder influenced by other factors.

The third simple regression test examines the hypothesis of the communication skills variable (X3) on work readiness (Y). In Table 5, we test the hypothesis of variable X2 against Y using a significance level of 0.05 and a T Table of 1.973. It can be seen in the Table that the communication skills variable (X3) has a significance value of 0.002, and the calculated t is 3.209. In contrast, if the significance value is <0.05 and the calculated T> T Table, then there is a significant influence between the communication skills variable (X3) and Y. This means that the hypothesis ha is accepted and H_0 is rejected. From the Table, the regression equation can be described as follows.

$$Y = 41{,}506 + 0{,}158X3$$

From the equation above, it can be interpreted that the regression coefficient has a positive value of 0.158, which means that by increasing one value in X3, the Y value will increase by 0.158 units. Table 5 describes the hypothesis test results between variable X3 and variable Y, which has an R square value of 0.55. In this case, the magnitude of the influence of variable X3 on Y is 5.5%, with the remainder influenced by other factors.

3.2. Multiple Linear Regression Test

The multiple linear regression test was carried out to determine whether there was an influence of the variable's industrial internship and work motivation on work readiness, work motivation and communication skills on work readiness, industrial internship and communication skills on work readiness, and industrial internship, work motivation, and communication skills on work readiness simultaneously. From the results of data processing carried out using software, the results obtained are as shown in Table 6.

Table 6. Multiple Linear Regression Test Results

Source	Coefficient	R (Correlation)	R Square	F	Sig.
(Constant)	39.709	0,259	0,067	6,349	0,002
II	.226				
WM	-.029				
(Constant)	40,380	238	0,057	5,300	0,006
WM	.047				
CS	.137				
(Constant)	39,009	264	0,070	6.616	0,002
II	.153				
CS	.059				
(Constant)	39,482	265	0,070	4,431	0,005
II	0,174				
WM	-0,034				
CS	0,060				

The first multiple linear regression test examines the hypothesis of industrial internship variables (X1) and work motivation (X2) on work readiness (Y). Table 6 tests the hypothesis of variables X1 and X2 against Y using a significance level of 0.05 and an F Table of 3.894. Based on the data in

Table 6 above, the significance value of X1 is simultaneous. This is proven because the significance value is <0.05 and F count > F Table. In this case, the hypothesis ha is accepted, and H_0 is rejected.

$$Y = 39{,}709 + 0{,}226X1 - 0{,}029X2$$

From this equation, the regression coefficient of X1 has a positive value of 0.226, which means that every time the value of Then it is known that the regression coefficient X2 has a negative value of 0.029, which means that every time the value of Based on Table 6 above, the R square value is 0.067. This shows that the variables industrial internship (X1) and work motivation (X2) have a simultaneous influence on work readiness (Y) of 6.7%, with the remainder influenced by other factors.

The second multiple linear regression test examines the hypothesis of work motivation variables (X2) and communication skills (X3) on work readiness (Y). Table six tests the hypothesis of variables X2 and X3 against Y using a significance level of 0.05 and a table of 3.894. Based on the data in Table 6, the significance value of X2 is proven because the significance value is <0.05 and F count > F Table. In this case, the hypothesis ha is accepted, and H_0 is rejected. From the test results data, the following equation can be created.

$$Y = 40{,}380 + 0{,}047X2 - 0{,}137X3$$

From this equation, it can be seen that the regression coefficient of X2 has a positive value of 0.047, which means that every time the value of Then it is known that the regression coefficient X3 has a positive value of 0.137, which means that every time the X3 value increases by one unit, the Y value will increase by 0.137 units assuming that Based on table 6, it can be seen that the R square value is 0.057. This shows that the variables work motivation (X2) and communication skills (X3) have a simultaneous influence on work readiness (Y) of 5.7%, with the remainder influenced by other factors.

The third multiple linear regression test examines the hypothesis of industrial internship variables (X1) and communication skills (X3) on work readiness (Y). Table 6 tests the hypothesis of variables X1 and X3 against Y using a significance level of 0.05 and an F Table of 3.894. Based on the data in Table 6 above, the significance value of X1 and) simultaneously. This is proven because the significance value is <0.05 and F count > F Table. In this case, the hypothesis ha is accepted, and H_0 is rejected. From the test results data, the following equation can be created.

$$Y = 39{,}009 + 0{,}153X1 + 0{,}059X3$$

From this equation, the regression coefficient of X1 has a positive value of 0.153, which means that every time the value of Then it is known that the regression coefficient X3 has a positive value of 0.059, which means that every time the value of Based on Table 6, the R square value is 0.070. This shows that the variables industrial internship (X1) and communication skills (X3) have a simultaneous influence on work readiness (Y) of 7%, with the remainder influenced by other factors.

The fourth multiple linear regression test examines the hypothesis of industrial internship variables (X1), work motivation (X2), and communication skills (X3) on work readiness (Y). In Table 6 above, we test the hypothesis of variable X1; based on the data in Table 6 above, the significance value of X1 influences the work readiness variable (Y) simultaneously. This is proven because the significance value is <0.05 and F count > F Table. In this case, the hypothesis ha is accepted, and H_0 is rejected. From the test results data, the following equation can be created.

$$Y = 39{,}482 + 0{,}174X1 - 0{,}034X2 + 0{,}060X3$$

From this equation, it can be seen that the regression coefficient of X1 has a positive value of 0.174, which means that every time the value of Then it is known that the regression coefficient X2 has a negative value of 0.034, which means that every time the value of Then it is known that the regression coefficient of X3 has a positive value of 0.060, which means that every time the value of Based on Table 6, it can be seen that the R square value is 0.070. This shows that the variables

industrial internship (X1), work motivation (X2), and communication skills (X3) have a simultaneous influence on work readiness (Y) of 7%, with the remainder influenced by other factors.

4. Conclusion

The test is a simple regression test for the first, second, and third hypotheses. The significance value obtained from the three hypothesis tests was minor, 0.005, and the calculated T value was more significant than the T Table. then it can be concluded that ha is accepted and H_0 is rejected. In the fourth, fifth, sixth, and seventh hypotheses, the multiple linear regression test is used. From the four hypothesis tests, the significance value obtained was more minor than 0.005, and the calculated F value was more significant than the F Table. Then it can be concluded that ha is accepted and H_0 is rejected.

5. References

[1] Maryanti, N., Rohana, & Kristiawan, M. (2020). The Principal's Strategy in Preparing Students Ready for the Industrial Revolution 4.0. *International Journal of Educational Review*, *2*(1), 54–69.

[2] Arta, I. N., Sudja, I. N., Agung, A. A. P., & Abantao, B. J. V. (2022). The Effect of Training and Work Environment on Performance Mediated by the Work Motivation of Teachers and Employees at SMK Negeri 2 Bangli. *International Journal of Sustainability, Education, and Global Creative Economic*, *5*(2), 73–87.

[3] Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation.* Allyn and Bacon.

[4] Areli, A., Lian, B., & Kristiawan, M. (2020). An Evaluation of Implementation Industrial Work Practice Programs in Vocational School. *International Journal of Progressive Sciences and High Technologies*, *20*(2), 179–186.

[5] Muslim, S., Rahmadyanti, E., Soeryanto, Kusumawati, N., Ismayati, E., & Supriyanto, M. (2019). The Effect of Industrial Work Practice to Work Readiness of Vocational High School (VHS) at Indonesia. *American Journal of Humanities and Social Sciences Research*, *3*(10), 203–210.

[6] Prianto, A., Winardi, & Qomariyah, U. N. (2021). The Effect of the Implementation of Teaching Factory and Its Learning Involvement toward Work Readiness of Vocational School Graduates. *International Journal of Instruction*, *14*(1), 283–302.

[7] Achdiani, Y., & Rusliyani, D. A. (2017). Pengetahuan Keterampilan Dasar Mengajar dalam Menyiapkan Guru Sekolah Menengah Kejuruan. *TEKNOBUGA: Jurnal Teknologi Busana dan Boga*, *5*(2), 34–43. https://journal.unnes.ac.id/nju/index.php/teknobuga/article/view/15368

[8] Fatimah, D., Trisnaningsih, & Pujiati. (2022). Soft Skills of SMK IT Baitunnur Students in Dealing with Work Readiness. *International Journal of Multicultural and Multireligious Understanding*, *9*(3), 335–343.

[9] Ramadhan, I. (2020). Work Character Value in Preparation for Work in Industrial World on Students of SMKN 1 Pontianak. *International Journal of Learning and Instruction*, *2*(1), 1–9.

[10] Anisah, N., Triana, D. D., Sutisna, A., & Sulaemaan, E. (2021). Response Style in the Evaluation of Industrial Work Practice Programs in Integrated Islamic Vocational School. *International Journal of Multicultural and Multireligious Understanding*, *8*(3), 460–476.

[11] Azizah, D. N., Muslim, S., & Cholik, M. (2021). The Correlation of Industrial Work

Experience and Soft Skills on Work Readiness of Graduated of Vocational High School. *International Journal for Education and Vocational Studies*, *3*(4), 248–255.

[12] Fardia, E., Mahdiyah, & Ridawati. (2018). The Influence of the Intensity of Internet Media Usage and Learning Motivation on Increasing Learning Outcomes of Boga Dasar Subjects for Grade X Students at SMK Negeri 57 Jakarta. *International Journal of Education, Information Technology, and Others*, *1*(2), 86–92.

[13] Halim, M., Jamilah, Rizal, Adindo, A. W., & Safaruddin, L. O. (2019). The Effect of Work Motivation and Industrial Work Practices on the Readiness of Work Students in Class XII Accounting Department of SMK Negeri 1 Kendari. *International Journal of Education and Research*, *7*(12), 25–34.

[14] Achmad, F., Kholis, N., Dianawati, R., Rahmatullah, D., Nugroho, Y. S., & Uula, R. F. R. (2023). The Influence of Industrial Work Practice Experience-Career Information on Student Competence with Work Motivation as and Intervening Variable in Bachelor of Electrical Engineering Education Graduates. *IJORER: International Journal of Recent Educational Research*, *4*(6), 700–709.

[15] Vo, T. T. D., Tuliao, K. V, & Chen, C. W. (2022). Work Motivation: The Roles of Individual Needs and Social Conditions. *Behavioral sciences (Basel, Switzerland)*, *12*(2).

[16] Mason, G., Williams, G., & Cranmer, S. (2009). Employability skills initiatives in higher education: what effects do they have on graduate labour market outcomes? *International Journal of Work-Integrated Learning*, *21*(2), 145–161.

[17] Siburian, B., Afifah, S., Sinaga, P. T., & Marpaung, O. (2022). The Effect of Soft Skill and Hard Skill on Work Readiness of The 2018 STIE Jayakarta Students. *International Journal of Informatics, Economics, Management and Science (IJIEMS)*, *1*(2), 136–151.

[18] Borg, J., Borg, N., Scott-Young, C. M., & Naderpajouh, N. (2021). The Work Readiness–Career Resilience Linkage: Implications for Project Talent Management. *International Journal of Managing Projects in Business*, *14*(4), 917–935.

[19] Amri, R., Irwanto, I., & Aribowo, D. (2022). Pengaruh Motivasi Kerja dan Kesesuaian Kompetensi Praktik Kerja Lapangan (PKL) terhadap Kesiapan Kerja Siswa SMKN 1 Cinangka. In *Reslaj : Religion Education Social Laa Roiba Journal* (Vol. 4, Nomor 3). https://doi.org/10.47467/reslaj.v4i3.863

[20] Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

6. Authors

Galeri Garnisha Deanda is a student in the Vocational Education Study Program in Electrical Engineering, Sultan Ageng Tirtayasa University (email: 2283180031@untirta.ac.id).

Ilham Akbar Darmawan is a Lecturer in the Vocational Education Department of Electrical Engineering, Sultan Ageng Tirtayasa University (email: ilham.ad@untirta.ac.id).

Irwanto is a Lecturer in the Vocational Education Department of Electrical Engineering, Sultan Ageng Tirtayasa University (email: irwanto.ir@untirta.ac.id).