JURNAL PENDIDIKAN EKONOMI, PERKANTORAN DAN AKUNTANSI
http://pub.unj.ac.id/index.php/jpepa

THE EFFECT OF INDUSTRIAL WORK PRACTICES, LEARNING ACHIEVEMENT, AND WORK MOTIVATION ON STUDENT WORK READINESS OF SMKN 14 JAKARTA

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Article Info

Article history:
Received:
Accepted:
Published:

Keywords:
Industrial Work Practice, Learning Achievement, Work Motivation, Work Readiness

Abstract

The aim is to determine the effect of industrial work practices (X1), learning achievement (X2), and work motivation (X3) on work readiness (Y) in students. The research population was class XII students at SMKN 14 Jakarta and the sample of 161 students used a Likert measurement scale. The research method used quantitative methods. The variables of industrial work practices, work motivation and work readiness obtain data by distributing questionnaires. While the learning achievement variable used student report card data. The sampling technique was carried out using proportional random sampling. The data analysis technique used in this study was SPSS version 25. The results of the hypothesis testing indicated by multiple linear regression analysis consisted of the T test and F test. The results showed that there was an influence between industrial work practices and work readiness; there is no influence between learning achievement and job readiness; there is an influence between work motivation and work readiness; and there is a simultaneous influence on industrial work practices, learning achievement, and work motivation on work readiness.

Abstrak

Tujuan untuk mengetahui pengaruh antara praktik kerja industri (X1), prestasi Belajar (X2), dan motivasi kerja (X3) terhadap kesiapan kerja (Y) pada siswa. Populasi penelitian adalah siswa kelas XII SMKN 14 Jakarta dan sampel sebanyak 161 siswa dengan menggunakan skala pengukuran likert. Metode penelitian yang digunakan metode kuantitatif. Variabel praktik kerja industri, motivasi kerja dan kesiapan kerja memperoleh data dengan menyebarkan kuesioner. Sementara variabel prestasi belajar menggunakan data nilai rapot siswa. Teknik pengambilan sampel dilakukan dengan menggunakan proportional random sampling. Adapun teknik analisis data yang dilakukan pada penelitian ini adalah dengan menggunakan SPSS versi 25. Untuk hasil uji hipotesis yang ditunjukkan oleh analisis regresi linear berganda terdiri dari uji T dan uji F. Hasil penelitian menunjukkan bahwa terdapat pengaruh antara praktik kerja industri dengan kesiapan kerja; tidak terdapat pengaruh antara prestasi belajar dengan kesiapan kerja; terdapat pengaruh antara motivasi kerja dengan kesiapan kerja; serta terdapat pengaruh secara simultan pada praktik kerja industri, prestasi belajar, dan motivasi kerja terhadap kesiapan kerja.

How to Cite:
Romadhon, N.F., Yohana, C., & Fidhyallah, N.F. (2022). The Effect of Industrial Work Practices, Learning Achievement, and Work Motivation on Student Work Readiness of SMKN 14 Jakarta. *Jurnal Pendidikan Ekonomi, Perkantoran dan Akuntansi*,7(2), 101-111.

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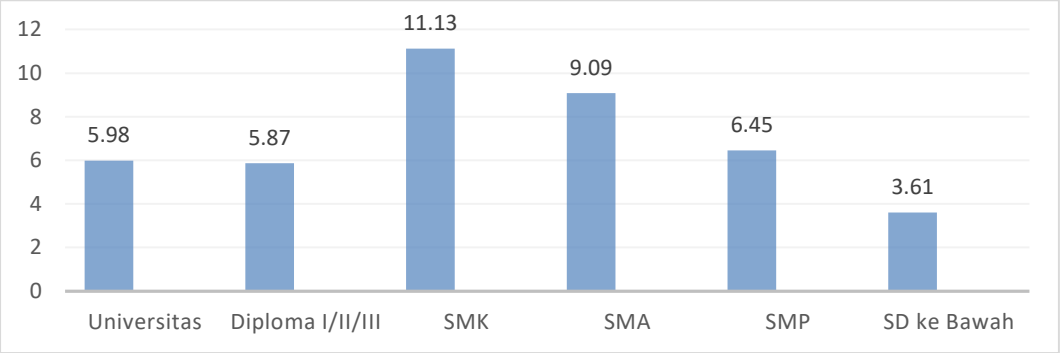
ISSN
2302-2663 (online)
DOI:doi.org/10.21009/JPEPA.007.x.x

INTRODUCTION

Vocational High School is one of the upper advanced levels of formal education which aims to prepare a skilled workforce that is ready to work. Vocational high schools (SMK) are expected to be a solution to reduce the unemployment rate in Indonesia. In addition to being equipped with knowledge, Vocational High School (SMK) students are also given practice in accordance with the field of competence they are interested in (Kusnaeni & Martono, 2016). The school holds an Industrial Work Practice (Prakerin) program as a tangible manifestation of the Dual System Education (PSG) by establishing partnerships between schools and the world of work (Wibowo et al., 2020). Prakerin is expected to increase the work readiness of vocational students, but in reality this expectation is not in accordance with the conditions in the field. This is evidenced by data from the Central Statistics Agency (BPS) regarding the Open Unemployment Rate (TPT) as of August 2021.

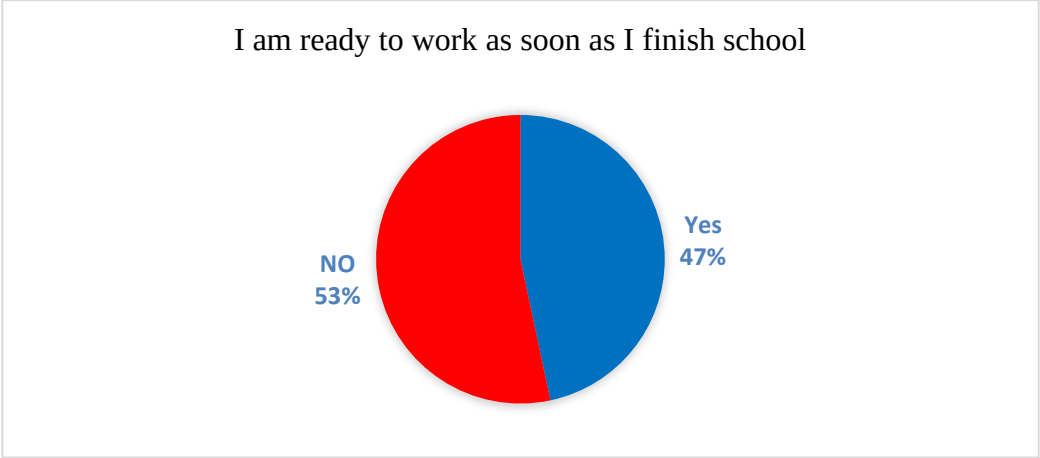
Figure 1 Open Unemployment Rate By Education Level (August 2021)



Source: bps.go.id

Based on the data from the Central Statistics Agency in August 2021 (https://www.bps.go.id accessed on February 17, 2022) regarding the Open Unemployment Rate (TPT) above, it can be seen that the graduates of Vocational High School (SMK) occupy the highest position and contribute 11.13% of the total open unemployment. This shows that the work readiness of vocational students in Indonesia is still less than optimal. The indicator for assessing the success or failure of SMK in producing graduates who are ready to work is that graduates can be absorbed into the world of work by 75% (Depdiknas in Chotimah & Suryani, 2020). In Chotimah and Suryani's research (2020) regarding the initial description of work readiness for the 30 students who were respondents, the result were as follows:

Figure 2 Student Work Readiness Level



Source: Initial overview of Chotimah and Suryani's research (2020)

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ISSN
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DOI:doi.org/10.21009/JPEPA.007.2.3

Referring to the diagram above, it can be seen that 47% or 14 students feel ready to work while 53% or 16 students feel they are not ready to work. When viewed from the results of the observation of work readiness, students do not fully feel ready to work because students who feel ready to work have a smaller percentage than students who feel they are not ready to work.

The number of SMK graduates who do not have a job after graduation also occurs at SMK Negeri 14 Jakarta. SMK Negeri 14 Jakarta is an A-accredited vocational high school that consists of an accounting expertise program, an office management automation expertise program, and an online business and marketing expertise program. SMK Negeri 14 Jakarta has a vision of realizing excellent schools in forming independent and noble people. In other words, SMK Negeri 14 wants to create a superior school by giving birth to many graduates who are competent in their fields and able to work according to the needs of the business or industry world and become independent people who have noble character. However, if you look at the conditions in the field based on the results of observations and observations made by researchers, the search data for graduates of 2020/2021 SMK Negeri 14 Jakarta can be seen in the following table:

Table 1 Search Data for Graduates of SMK Negeri 14 Jakarta for the 2020/2021 Academic Year

No.	Areas of expertise	total students	Working	Continue	Businessman	Not Working	No Indication	Absorption
1	Multimedia	70	4	31	1	16	18	36
2	Accounting and Institutions	104	15	45	0	37	7	60
3	Automation and office governance	70	7	24	0	36	2	31
4	Online Business and Marketing	68	10	15	2	29	12	27
	Total	312	36	115	3	118	39	154

Source: Data BKK SMK Negeri 14 Jakarta

Referring to the search data for graduates of 2020/2021 SMK Negeri 14 Jakarta, it is known that overall graduates who continue to higher education are 115 people (37%). This number is greater when compared to students who are accepted into the world of work as many as 36 people (12%) of the total students for the 2020/2021 academic year. This tracking data is the final data for graduates of the 2020/2021 academic year. This number is admittedly low and not significant with the school's target of around 80% of the total graduates being able to work every year.

The number of graduates of SMK Negeri 14 Jakarta who have not worked is influenced by the work readiness of students who have not been optimal. According to the staff of the Special Job Exchange (BKK) of SMK Negeri 14 Jakarta, the graduates are not yet optimally absorbed by the world of work because most of the street vendors that are carried out are carried out by students online as a result of the Covid-19 pandemic, and there are many invitation lines from state universities such as polytechnics and PTKIN. Some students decide to pursue higher education rather than work after graduation. Based on the explanation above, it can be concluded that job readiness is still a problem at SMK Negeri 14 Jakarta.

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ISSN 2302-2663(online)
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According to Pratama, Daryati and Artur (2018), job readiness is the ability of students to be able to work immediately after graduating from Vocational High School (SMK). When students have adequate abilities, they will be better prepared to enter the world of work. According to Cavanagh et al. (2015), job readiness must come from students' desire to learn and find work. According to Amri and Irwanto (2021) there are two factors that influence job readiness, namely internal factors that come from within students, including physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, and motivation. While external factors that come from outside the students include the role of students in the community, family, school facilities and infrastructure, information on the world of work and work experience. Furthermore, according to Riyanti and Kasyadi (2021)), job readiness can be influenced by several factors such as physical and mental maturity, motivation, experience of industrial work practices, learning achievement, parents' economic condition, and career guidance.

Prakerin is one of the external factors that can affect students' work readiness (Pratama et al., 2019). The results of research conducted by Muayati and Margunani (2014) state that industrial work practices partially affect work readiness. With the internship, students are expected to have an idea of how to get directly involved in the real world of work (Wibowo et al., 2020). Furthermore, Lee et al. (2018)) revealed that work experience is important in shaping student work readiness, a measurable and dynamic internship program aimed at preparing graduates who are ready to work well. Prakerin implementation is expected to train students to interact professionally in the world of work. In line with Nugroho et al, (2020) they stated that prakerin that is carried out optimally can improve skills and provide experience to students so that they are more ready to work. When viewed based on the search data for graduates of SMK Negeri 14 Jakarta which has been described above, there are 118 students, or 36.8% of students who have not worked after graduating from SMK. The graduates are not ready to enter the world of work because the application of prakerin is still not optimal (Ullah, 2022). According to the results of open interviews with resource people, Mrs. Riza Mardiana, as Public Relations of SMK Negeri 14 Jakarta said that there were some students who carried out industrial work practices in schools. Students who are placed in schools are deemed to lack work readiness in accordance with their field of expertise because they have not experienced the work environment and interact directly in the business world or the industrial world of DU/DI. Wardani (2019)) in his research explains that institutions that are not suitable for student placement will have an impact on the success or failure of the Prakerin implementation. Therefore, the suitability between the internship place and the competencies possessed by students is very important.

The next factor that can affect students' work readiness is learning achievement. Ratnawati (2016)) states that learning achievement is one of the dominant factors that can affect work readiness. According to Efriza et al. (2020) learning achievement is one indicator that can show the quality of success and education through learning activities. Then it was also explained by Yamsih and Khafid (2016)) that work readiness was also influenced by learning achievement in the field of productive subjects, which reached 18.15%. Learning achievement reflects the ability of students to master the material and practice their skills in doing work. Mastery of subject matter will have an impact on the student's work readiness (Sari & Sontani, 2021).

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The learning achievement of SMK students can be seen from their productive learning achievement. Learning achievement is the final result of student learning that can reflect the success or failure of a student in the learning process that has been implemented. According to Ulya, Bahri, and Husen (2018) vocational learning achievement is a change experienced by students both in terms of cognitive, affective, and pricomotor skills as preparation for entering the world of work. Students with good learning achievement are expected to have good work readiness as well (Ratnawati, 2016). The learning achievement of marketing students at SMK Negeri 14 Jakarta is quite good. This can be seen from the results of the odd semesters that have been carried out as follows:

Table 2 Odd Semester Results of BDP State Vocational High School 14 Jakarta for the 2021/2022 Academic Year

No.	Class	Total students	Average Value
1	BDP 1	36	84,3
2	BDP 2	33	83,8
Total		69	168,1
Total Average Score			**84,05**

Source: Guardian of Class XI BDP SMK Negeri 14 Jakarta

Based on the average scores above, students of class XI Marketing at SMK Negeri 14 Jakarta have exceeded the Minimum Completeness Criteria (KKM) set by the school, which is 80 with an average odd semester score of 84.05. The KKM determined by the school is quite high, student learning achievement must be encouraged in order to achieve maximum learning achievement.

In addition to industrial work practices and productive learning achievement, the third factor that can affect students' work readiness is work motivation. Work motivation is an encouragement or spirit that arises both from within and outside oneself to enter the world of work (Mutoharoh & Rahmaningtyas, 2019). Wulandari and Prajanti's research (2017) shows that work motivation factors have an effect of 12.60% on work readiness. The higher the student's work motivation, the higher the student's work readiness and conversely the lower the student's work motivation causes the student's work readiness to be low (Tania et al., 2018). According to Sirsa et al, (2014) work motivation is important because students can feel happy when carrying out their work. In line with Malayu and Hasibuan in Kusnaeni and Martono (Kusnaeni & Martono, 2016)), motivation is important because, with motivation individuals are expected to work more enthusiastically to achieve productivity. Based on the results of open interviews with resource people, Mrs. Riza Mardiana as Public Relations of SMK Negeri 14 Jakarta said that when students are in class XII, there will be recruitment from the business world or the industrial world of DU/DI to screen students who meet the standards of DU/DI. Students who want to work will certainly choose to work according to their competence. However, there are also some students who have low self-confidence and interest in entering the world of work. For example, when they are placed in a place of work that is some distance away they are less motivated to work. There are also some students who choose to continue on to higher education. This statement is supported by previous research by Wulandari and Prajanti (Wulandari & Prajanti, 2017) stating the results of interviews conducted with the BK Coordinator that at least the business administration students who work are due to a lack of motivation and even some students are still hesitant between choosing work or continuing to college. From this statement, it can be seen that students still lack motivation to work.

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The non-achievement of the school graduate target shows that there is still a lack of student work readiness, which can be influenced by several factors described above. Therefore, researchers are interested in conducting research related to these factors. This research is entitled "The Influence of Industrial Work Practice, Learning Achievement, and Work Motivation on Work Readiness of SMKN 14 Jakarta Students."

RESEARCH THEORITICAL

Grand Theory

The Grand Theory used in this research is the Connectionism Theory by Edward L. Thorndike, in a book entitled "Behavioristic: Personality Theories" by Yustinus Semiun, OFM, which reveals that the stimulus will give an impression on the five senses while the response will encourage someone to take action. In the legal theory of readiness (this law aims to explain motivational aspects), Thorndike revealed that if a person is ready to perform a behavior (in this study it is work readiness), then he must be in a state of readiness both physically and psychologically. Physical readiness means students are in good health, not sick, and psychological readiness means students have mental readiness and do not experience mental disorders or others. His knowledge matures, as well as the underlying skills. Then it is stated that someone who is ready to have mature knowledge, in this study, is reflected in student achievement, which is the process of learning productive subjects that have been carried out by students in class. Furthermore, the skills that underlie readiness in this study can be reflected through the skills possessed by students after the learning process outside the classroom through industrial work practices in the world of work.

Furthermore, theory used to reflect work motivation is the theory of needs by McClelland (McClelland's theory of needs) in a book entitled "Organizational Behavior 1 (ed.12) HVS" by Robbins (Pearson) which states that some individuals have a strong drive to succeed. , of course they will strive for personal achievement. Individuals tend to have a desire to do things better or more efficiently than before. In this study, the motivation to work means that students tend to have a desire to do a better job to get an achievement at work. The use of industrial work practice variables, learning achievement, and work motivation is considered by researchers as variables that are able to represent students' mental processes that can affect their work readiness.

Work Readiness

Work readiness is a condition that shows that there is harmony between the mental, physical and experience maturity of an individual (Lestari & Mahbubah, 2019). In line with Permana, Kusumah, & Permana (2019)), job readiness is a condition that shows that there is harmony between physical, mental and experiential maturity so that individuals have the skills to carry out certain work-related activities. Sihotang and Samuel (2019) explain that student work readiness is a condition that allows students to work immediately after graduating from school in accordance with the areas of expertise they have learned during school. Lau et al (2020) define job readiness as an individual's ability to prepare for success in the workplace. Work readiness indicates that graduates are ready to enter the workplace after graduation (Spanjaard et al., 2018).

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Industrial Work Practice

Prakerin is a program between SMK and industry where students who carry out internships are under the guidance of someone who has experience of improving the knowledge and skills needed to get a job (Dahlan & Pandeyan, 2021). Fajriah and Sudarman (2017) explain that industrial work practices (prakerin) are one of the mandatory programs that must be followed by students, especially for vocational high school students. Prakerin is a joint program carried out between SMK and industry within a certain period of time. Furthermore, Samsinar (Samsinar, 2021) defines industrial work practices as learning activities that specifically become programs and are held in DU/DI with the aim of implementing, strengthening, and increasing student competencies so that vocational school graduates have more work readiness when compared to other education graduates.

Learning Achievement

Efriza et al (2020), explain that learning achievement is the result of an assessment of special abilities and skills that have been learned during the learning process. Ulya (2018), defines vocational learning achievement as a change experienced by students both in terms of cognitive, affective, and psychomotor preparation for entering the world of work. Furthermore, Rosyid et al (2019, p. 5) define learning achievement as a process that will provide an overview of changes in students, starting from knowledge or behavior that is a measure of student success in learning. Furthermore, Lomu and Widodo (2018) state that learning achievement is an achievement obtained by students in learning activities, learning achievement is obtained through learning activities, doing assignments, tests, or exams at certain educational levels in the form of grades or numbers from evaluations that have been carried out by teachers.

Work Motivation

According to Uno (2021), motivation is an impulse that arises due to stimulation from within and outside of oneself, so that someone wants a change in behavior or certain activities that are better than the previous situation. Mangkunegara in Rifa'I and Sahana (2021) defines work motivation as a condition that affects, arouses, maintains, and directs behavior related to the work environment. Work motivation shows discipline in work, so students will be more careful, diligent, and enthusiastic in doing work so as to create quality results (Wahti et al., 2021). Another opinion was expressed by Fajriah and Sudarman (2017)), who said that work motivation arises because of the desire and interest from within students in the form of hopes for a better future, so that work motivation becomes an impetus for students to fulfill their life needs so that later they can achieve their goals. expected aspirations. In line with Pujianto and Arief (2017) who argue that work motivation is everything that encourages students to enter the world of work in order to achieve certain goals. Salim and Amelia (2022) define work motivation as a series of actions needed to encourage individuals to work according to strategies to meet individual needs.

Figure 3 Theoretical Framework

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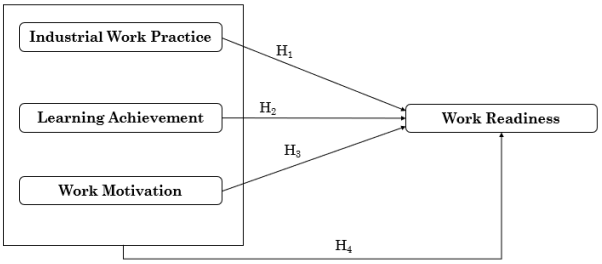

Source: data processed by researchers, 2022

Hypothesis Formulation

The hypothesis is a provisional assumption regarding the research that will be carried out and research still needs to be done to find its validity. Based on the literature review and the theoretical framework that has been stated above, the following hypotheses can be proposed:

H1: There is an influence of industrial work practices on students work readiness
H2: There is an influence of learning achievement on students work readiness
H3: There is an influence of work motivation on students work readiness
H4: There is an influence of industrial work practices, learning achievement, and work motivation on students work readiness

METHOD

The research design used in this study is a quantitative method with a correlation approach. This method is used to obtain data naturally. Researchers collected data using questionnaires and documentation. The population in this study were all class XII students at SMK Negeri 14 Jakarta consisting of the Departments of Institutional Financial Accounting, Office Administration Automation, Online Business and Marketing and Multimedia who had implemented the Industrial Work Practice program totaling 314 students. The sample was determined based on *Isaac Michael's* with an error rate of 5%. With a population of 314 students, the sample in this study amounted to 161 students who have implemented industrial work practice programs. Sampling in this study using *probability sampling* provides a sampling technique by providing equal opportunities for each member of the population to be selected as a sample member (Unaradjan, 2019). The data analysis technique carried out in this study uses the *Software Statistical Product and Service Solutions* (SPSS) program to measure the level of validity and reliability of the instruments that have been filled in by the respondents and assisted by *Microsoft Excel*.

RESULT AND DISCUSSION

The population determined in this study was 314 students with a total sample of 161 students. Respondents were categorized based on several characteristics, namely, major class, gender, and age.

Table 3 Respondent Data

Respondent Profile		Frequency	Percentage
Classes and Majors	XII MM	35	21.7
	XII AKL	55	34.2
	XII OTKP	36	22.4
	XII BDP	35	21.7
	Total	161	100.0
Gender	Male	56	34.8
	Female	105	65.2
	Total	161	100.0
Age	16 Years	15	9.3
	17 Years	102	63.4
	18 Years	37	23.0

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	19 Years	5	3.1
	20 Years	2	1.2
	Total	161	100.0

Source: data processed by researchers, 2022

Data Analysis

Analysis Prerequisite Test

Normality Test

The normality test was conducted to determine whether the data obtained was normally distributed or not. To find out whether the data was normally distributed or not, the researcher used the One Sample Kolmogorov Smirnov test. The decision making criteria is that the data is declared normal if the significance value is > 0.05. The results of the normality test using SPSS 25 can be seen in the following table:

Table 4 Kolmogorov Smirnov Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Unstandardized Residual	.045	161	.200*	.994	161	.775

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: data processed by researchers, 2022

Based on the table of SPSS normality test results above, it can be seen that Sig. of 0.200. This shows that the significance value of the variables of industrial work practice, learning achievement, work motivation, and work readiness is > 0.05. Thus it can be concluded that the data is normally distributed so that further analysis can be done.

Linearity Test

The linearity test was carried out to determine and prove whether there was a linear relationship between the independent variable and the dependent variable using the *ANOVA test*. The linearity test in this study uses *sig. deviation from linearity* with decision making criteria, namely the data is declared linear if the value of *sig. deviation from linearity* > 0.05. The following is the result of the calculation of the linearity test between industrial work practices (X1) and work readiness (Y):

Table 5 Linearity Test of Variable X1 with Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan_Kerja * Praktik_Kerja_Industri	Between Groups	(Combined)	4612.364	29	159.047	2.758	.000
		Linearity	2876.190	1	2876.190	49.868	.000
		Deviation from Linearity	1736.174	28	62.006	1.075	.378
	Within Groups		7555.586	131	57.676		
	Total		12167.950	160			

Source: data processed by researchers, 2022

Based on the table of SPSS calculation results for the linearity test above, it can be seen that the value of *sig. deviation from linearity* is 0.378. This shows that the significance value of the industrial work practice variable (X1) on work readiness (Y) > 0.05. Thus it can

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be concluded that the two variables have a linear relationship. Then to see the results of the linearity test calculation between learning achievement (X2) and work readiness (Y) can be seen in the following table:

Table 6 Variable Linearity Test X2 with Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan_Kerja * Prestasi_Belajar	Between Groups	(Combined)	1048.172	16	65.511	.848	.629
		Linearity	.285	1	.285	.004	.952
		Deviation from Linearity	1047.887	15	69.859	.905	.560
	Within Groups		11119.779	144	77.221		
	Total		12167.950	160			

Source: data processed by researchers, 2022

Based on the table of SPSS calculation results for the linearity test above, it can be seen that the value of *sig. deviation from linearity* is 0.560. This shows that the significance value of the learning achievement variable (X2) on work readiness (Y) > 0.05. Thus it can be concluded that the two variables have a linear relationship. Furthermore, the results of the linearity test calculation between work motivation (X2) and work readiness (Y) can be seen in the following table:

Table 7 X3 Variable Linearity Test with Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kesiapan_Kerja * Motivasi_Kerja	Between Groups	(Combined)	2217.924	33	67.210	.858	.688
		Linearity	729.184	1	729.184	9.307	.003
		Deviation from Linearity	1488.739	32	46.523	.594	.956
	Within Groups		9950.027	127	78.347		
	Total		12167.950	160			

Source: data processed by researchers, 2022

Based on the table of SPSS calculation results for the linearity test above, it can be seen that the value of *sig. deviation from linearity* is 0.956. This shows that the significance value of the work motivation variable (X3) on work readiness (Y) > 0.05. Thus it can be concluded that the two variables have a linear relationship.

Classic Assumption Test

Multicollinearity Test

Multicollinearity is a condition where two or more independent variables in the regression model have a perfect or near perfect linear relationship. A good regression model requires the absence of multicollinearity problems. To find out whether or not there is a multicollinearity problem, you can look at the *Tolerance* and *Variance Inflation Factory* (VIF) values, if the tolerance value is more than 0.1 and the VIF is less than 10.00 then multicollinearity does not occur.

Table 8 Multicollinearity Test

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ISSN 2302-2663(online)
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Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	33.622	16.572		2.029	.044		
	Praktik_Kerja_Industri	.490	.076	.453	6.433	.000	.951	1.052
	Prestasi_Belajar	.155	.170	.065	.910	.364	.929	1.077
	Motivasi_Kerja	.188	.084	.162	2.223	.028	.885	1.130

a. Dependent Variable: Kesiapan_Kerja

Source: data processed by researchers, 2022

Based on the table above, it can be seen that the *tolerance* of industrial work practices (X1) is 0.951, learning achievement (X2) is 0.929 and work motivation (X3) is 0.885, which is > 0.1 and the *Variance Inflation Factory* (VIF) value is 1.052, 1.077, and 1.130 which is < 10, it can be concluded that there is no multicollinearity problem.

Heteroscedasticity Test

Heteroscedasticity is an assumption in the regression where there is an inequality of variance from the residuals in the model. The condition that must be met in the regression model is the absence of heteroscedasticity problems. To determine the presence or absence of heteroscedasticity by using the Sperman's rho test, namely by regressing the absolute residual value to the independent variable.

If the significance value is > 0.05, it can be stated that there is no heteroscedasticity problem and vice versa if the significance value is <0.05, it can be stated that there is a heteroscedasticity problem. The following are the results of heteroscedasticity testing using *Spearman's rho* using SPSS 25:

Table 9 Heteroscedasticity Test

Correlations						
			Praktik_Kerja_Industri	Prestasi_Belajar	Motivasi_Kerja	Unstandardized Residual
Spearman's rho	Praktik_Kerja_Industri	Correlation Coefficient	1.000	-.108	.187*	.041
		Sig. (2-tailed)	.	.172	.018	.606
		N	161	161	161	161
	Prestasi_Belajar	Correlation Coefficient	-.108	1.000	-.258**	.022
		Sig. (2-tailed)	.172	.	.001	.778
		N	161	161	161	161
	Motivasi_Kerja	Correlation Coefficient	.187*	-.258**	1.000	-.007
		Sig. (2-tailed)	.018	.001	.	.931
		N	161	161	161	161
	Unstandardized Residual	Correlation Coefficient	.041	.022	-.007	1.000
		Sig. (2-tailed)	.606	.778	.931	.
		N	161	161	161	161

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: data processed by researchers, 2022

Based on the table above, it can be seen that the significant value of industrial work

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

practices (X1) is 0.606, the significance value of learning achievement (X2) is 0.778, and the significance value of work motivation (X3) is 0.931. These results indicate that the significance value is > 0.05, it can be concluded that there is no heteroscedasticity problem.

Multiple Regression Analysis

Multiple regression analysis was used to test whether there was an effect of the independent variables (Industrial Work Practice, Learning Achievement and Work Motivation) on the dependent variable (Work Readiness). The following are the results of the multiple regression test calculation using SPSS 25:

Table 10 Multiple Regression Test

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.622	16.572		2.029	.044
	Praktik_Kerja_Industri	.490	.076	.453	6.433	.000
	Prestasi_Belajar	.155	.170	.065	.910	.364
	Motivasi_Kerja	.188	.084	.162	2.223	.028
a. Dependent Variable: Kesiapan_Kerja						

Source: data processed by researchers, 2022

Based on the multiple regression analysis table above, the equation can be formulated as follows:

$$Y = 33{,}622 + 0{,}490X_1 + 0{,}155X_2 + 0{,}188X_3$$

It can be seen that column B obtained a constant of 33,622. If the variables of industrial work practice (X1), learning achievement (X2), and work motivation (X3) are 0 then the coefficient value of the work readiness variable is 33,622. The coefficient of industrial work practice (X1) is positive at 0.490, meaning that if the industrial work practice variable increases by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.490 with the assumption that the value of the other variables is constant.

The coefficient of learning achievement (X2) is positive at 0.155, meaning that if the learning achievement variable has increased by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.155 with the assumption that the value of the other variables is constant. The coefficient of work motivation (X3) is positive at 0.188, meaning that if the work motivation variable increases by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.188 with the assumption that the value of the other variables is constant.

Hypothesis Test

T Test (Partial)

T test was conducted to determine the effect of the independent variable on the dependent variable partially and to show how far the influence of the independent variable on the dependent variable, whether it has a significant effect or not. The decision making criteria is by looking at the value of $T_{arithmetic} > T_{table}$, so there is an influence between the independent variables on the dependent variable. The following are the results of the t test using SPSS 25:

Table 11 T Test (Partial)

Coefficients[a]

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.622	16.572		2.029	.044
	Praktik_Kerja_Industri	.490	.076	.453	6.433	.000
	Prestasi_Belajar	.155	.170	.065	.910	.364
	Motivasi_Kerja	.188	.084	.162	2.223	.028

a. Dependent Variable: Kesiapan_Kerja

Source: data processed by researchers, 2022

Based on the test results above, it is obtained that the t count for the industrial work practice variable (X1) is (6,433) and the t table can be found in the t distribution table at the significance level with the formula t table = (a / 2 ; n - k - 1) or (0.025 ; 157) then the t table value is 1.975. Therefore, it is known that the t arithmetic value is (6.433) > t table (1.975) so it can be concluded that there is a significant influence between the industrial work practice variable (X1) on the work readiness variable (Y).

Then for the learning achievement variable (X2), it is known that the t count is (0.910) < t table (1.975) so it can be concluded that there is no significant effect between the learning achievement variable (X2) on the work readiness variable (Y). Furthermore, for the work motivation variable (X3), it is known that the t count is (2,223) > t table (1,975) so it can be concluded that there is a significant influence between the work motivation variable (X3) on the work readiness variable (Y).

F Test (Simultan)

The F test or regression coefficient test is used to determine the effect of the independent variables together on the dependent variable whether it has a significant effect or not by comparing the$_{calculated}$ F with the F$_{table}$ at a significance level of 5%

Table 12 F Test (Simultan)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3165.990	3	1055.330	18.406	.000[b]
	Residual	9001.960	157	57.337		
	Total	12167.950	160			

a. Dependent Variable: Kesiapan_Kerja

b. Predictors: (Constant), Motivasi_Kerja, Praktik_Kerja_Industri, Prestasi_Belajar

Source: data processed by researchers, 2022

Based on the F test table above, it can be seen that the calculated F value is 18.406. The F table value can be found in the statistical table with a significance level of 0.05 with the formula F table = F (k ; n – k) or (3; 158), so the F table value is 2.66. This shows that F count 18,406 > F table 2.66, it can be concluded that the variables of industrial work practice (X1), learning achievement (X2) and work motivation (X3) have a simultaneous influence on the work readiness variable (Y).

Coefficient of Determination Test

The coefficient of determination test is used to determine the percentage of the influence of the independent variables (Industrial Work Practice, Learning Achievement

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

and Work Motivation) together on the dependent variable (Work Readiness). The following is a table of the results of the calculation of the coefficient of determination using SPSS:

Table 13 Coefficient of Determination Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510[a]	.260	.246	7.572
a. Predictors: (Constant), Motivasi_Kerja, Praktik_Kerja_Industri, Prestasi_Belajar				
b. Dependent Variable: Kesiapan_Kerja				

Source: data processed by researchers, 2022

Based on the results of the table above, it shows that the R Square value is 0.260 so it can be concluded that the percentage of industrial work practice variables (X1), learning achievement (X2), and work motivation (X3) to explain the work readiness variable (Y) simultaneously or together. the same that is equal to 26%, while the remaining 74% can be influenced by other variables not examined in this study.

Discussion

Influence of Industrial Work Practices on Work Readiness

Based on the results of the research and calculations described above, the t-count for the industrial work practice variable (X1) is 6.433 and the t-table can be found in the t-distribution table at the significance level with the formula t-table = (a/2 ; n – k – 1) or (0.025 ; 157) then the t-table value is 1.975. Therefore, it is known that the value of t-arithmetic (6.433) > t-table (1.975) and a significant value of 0.000 < 0.05 so it can be concluded that there is a significant influence between the industrial work practice variable (X1) on the work readiness variable (Y).

The results of this study are reinforced by the results of previous research conducted by the researcher, such as conducted by Mutoharoh and Rahmaningtyas (2019) were explained results their research that there was an influence between industrial work practices and student work readiness with a significance value of 0.000 < 0.05. Next, Riyanti and Kasyadi (2021) in their research showed that there was an influence between industrial work practices and work readiness with a significance value of 0.000 < 0.05. And also by Dau, Thoharudin, and Relita (2019) showed that there was an effect of industrial work practices on work readiness with a significance value of 0.002 < 0.05. These are the results of the test with the support of data from several previous research results.

The Effect of Learning Achievement on Work Readiness

Based on the results of the research and calculations described above, it is obtained that the t count is (0.910) < t table (1.975) and the significance value is 0.364 > 0.05 so it can be concluded that there is no significant effect between the learning achievement variable (X2) on the readiness variable. work (Y). Based on these results, it can be said that learning achievement has no effect on student work readiness. According to Alfianto in Ratnawati (Ratnawati, 2016) that the knowledge obtained from a course is not enough to become the main capital to enter the world of work because there are many other factors that can influence it. It is also supported by Goleman's opinion in Askar (2006, pp. 215–216) that the highest intellectual ability only contributes about 20% of the factors that determine success in life, while 80% is determined by other factors.

The results of this study are reinforced by the results of previous research conducted by Junaidi, Silvia, Susanti (2018) showing that learning achievement does not have a

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

significant effect on work readiness with a significance value of 0.157 > 0.05. Andika (2018) found that learning achievement did not have a significant effect on work readiness with a significance value of 0.188 > 0.05. Nur'Aini and Nikmah (2020) that learning achievement does not significantly affect work readiness with a significance value of 0.445 > 0.05.

The Effect of Work Motivation on Work Readiness

Based on the results of the research and calculations described above, it is obtained that the t count is (2,223) > t table (1,975) and the significance value is 0,028 < 0,05 so it can be concluded that there is a significant influence between the work motivation variable (X3) on the work readiness variable. (Y).

The results of this study are reinforced by the results of previous research conducted by Wulandari and Prajanti (2017) that there is an effect of work motivation on students' work readiness in the t test results showing a significance value of 0.000 <0.05. Khoiroh and Prajanti (2018) showed that there was a significant effect of work motivation on work readiness with a significance value of 0.011 <0.05. Putri, Mashudi, and Aminuyati (2019) showed that there was a significant effect of work motivation on work readiness with a significance value of 0.000 <0.05. Novita and Armida (2022) that there is an effect of work motivation on job readiness with the results of a significance analysis of 0.016 <0.05.

The Influence of Industrial Work Practices, Learning Achievements, and Work Motivation on Work Readiness

Based on the results of the research and calculations described above, the results of industrial work practices, learning achievement, and work motivation have a simultaneous or joint influence on the work readiness of students in class X1 SMKN 14 Jakarta. Based on the F test table above, it can be seen that the calculated F value is 18.406. The F table value can be found in the statistical table with a significance level of 0.05 with the formula F table = F (k; n – k) or (3; 158), so the F table value is 2.66. This shows that F count 18,406 > F table 2.66, it can be concluded that the variables of industrial work practice (X1), learning achievement (X2) and work motivation (X3) have a simultaneous influence on the work readiness variable (Y).

The results of this study are reinforced by the results of previous research conducted by Subowo (2015) which showed that there was an influence of industrial work practices, academic achievement, and work motivation on job readiness. Furthermore, in the research of Wibowo, Santoso, and Widiyanto (2020) obtained the results of industrial work practices, learning achievement and motivation to enter the world of work simultaneously affect work readiness.

Based on multiple regression analysis, the equation can be formulated, namely Y = 33.622 + 0.490X1 + 0.155X2 + 0.188X3, which can be interpreted as a constant of 33,622. If the variables of industrial work practice (X1), learning achievement (X2), and work motivation (X3) are 0 then the coefficient value of the work readiness variable is 33,622. The coefficient of industrial work practice (X1) is positive at 0.490, meaning that if the industrial work practice variable increases by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.490 with the assumption that the value of the other variables is constant.

The coefficient of learning achievement (X2) is positive at 0.155, meaning that if the learning achievement variable has increased by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.155 with the assumption that the value of the other variables is constant. The coefficient of work motivation (X3) is positive at 0.188, meaning that if the work motivation variable increases by 1 value, it will be followed by an increase in the value of the work readiness variable (Y) of 0.188 with the assumption that the value of the other variables is constant.

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

Then in the coefficient of determination test the result is 0.260 so it can be concluded that the percentage of industrial work practice variables (X1), learning achievement (X2), and work motivation (X3) to explain work readiness variables (Y) simultaneously or together, namely by 26%, while the remaining 74% can be influenced by other variables not examined in this study.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of data processing that has been carried out by researchers with data descriptions of each variable, data analysis and discussion that have been described in the previous chapter, it can be concluded as follows that there is a significant influence between industrial work practices on the work readiness of SMKN 14 Jakarta students. This means that the higher the industrial work practice, the greater the student's work readiness. The second result is that there is no significant effect between learning achievement on the work readiness of students at SMKN 14 Jakarta. That is, the increase in student learning achievement does not affect students' work readiness. The results of the third study indicate a significant influence of work motivation on the work readiness of students at SMKN 14 Jakarta. That is, the higher the student's work motivation, the higher the student's work readiness. The results of the fourth study, there is a simultaneous influence between industrial work practices, learning achievement and work motivation on the work readiness of SMKN 14 Jakarta.

Recommendations

Based on the conclusions, implications and limitations that have been described previously, the researcher will provide several recommendations for further research so that it can be a useful reference and reference material, namely further researchers who will conduct research on similar topics are advised to use other variables that are predicted to be able to affect work readiness. The next researcher can focus on one major if the subject is a vocational high school student, and is expected to replace the research object and indicators used so that the research results obtained become more varied.

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ISSN 2302-2663(online)
DOI:doi.org/10.21009/JPEPA.007.2.3

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ISSN 2302-2663(online)
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