Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi
E-ISSN: 2722-9750
Volume 5 No. 2 (2024)

SELF-EFFICACY AS A MODERATOR: THE EFFECT OF INDUSTRIAL WORK PRACTICE EXPERIENCE ON STUDENTS' WORK READINESS

Prawestri Yekti Pambudhi
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: prawesyp57@gmail.com

Roni Faslah
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: ronifaslah@unj.ac.id

Darma Rika Swaramarinda
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: darmarikas@gmail.com

ABSTRACT

This research aims to assess the influence of industrial work practice experience on work readiness among students in vocational high schools, with self-efficacy as a moderating factor. This study focuses on 11th-grade students from the administration, accounting, and business programs at SMKN 2 Cikarang Barat during the 2023/2024 academic year. A quantitative methodology is employed, and the research encompasses 176 students as the sample size. For sample selection, the technique used is proportional stratified random sampling. The distribution of questionnaires employing a likert scale was selected as the method for data collection. The SmartPLS 3.0 software facilitated the analysis, including evaluations of both the Outer and Inner Model. This research's results substantiate that industrial work practice experience has a favorable and substantial effect on work readiness. On the other hand, self-efficacy is a moderating factor, significantly diminishing the positive connection between industrial work practice experience and students' work readiness.

Keyword: Industrial work practice experience, Work readiness, Self-efficacy

ABSTRAK

Penelitian ini bertujuan untuk memahami serta mengevaluasi dampak pengalaman praktik kerja industri pada kesiapan kerja, dengan memanfaatkan efikasi diri sebagai variabel moderasi di kalangan pelajar sekolah menengah kejuruan. Subjek penelitian ini melibatkan pelajar dari SMKN 2 Cikarang Barat, khususnya dari kelas XI program studi administrasi, akuntansi, dan bisnis pada tahun pelajaran 2023/2024. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif, dengan penentuan sampel sejumlah 176 pelajar. Untuk pemilihan sampel, teknik yang digunakan adalah proportional stratified random sampling. Distribusi kuesioner yang menerapkan skala likert merupakan metode yang dipilih untuk pengumpulan data. Perangkat lunak SmartPLS 3.0 memungkinkan analisis, yang mencakup penilaian baik Outer Model maupun Inner Model. Hasil dari penelitian ini menegaskan bahwa pengalaman praktik kerja industri memiliki pengaruh yang positif dan signifikan terhadap kesiapan kerja. Di sisi lain, efikasi diri berfungsi sebagai variabel moderasi, yang secara signifikan mengurangi hubungan positif antara pengalaman praktik kerja industri dan kesiapan kerja siswa.

Kata kunci: Pengalaman praktik kerja industri, Kesiapan kerja, Efikasi diri

INTRODUCTION

Currently, the realm of industry is advancing at an unprecedented pace, necessitating Indonesia to equip itself with human resources that are both exceptional and adept at navigating

the increasingly competitive landscape. The development of such human resources should commence during an individual's educational phase at school, where they receive comprehensive training. A pivotal strategy adopted by the government to cultivate a proficient and skilled labor force is implementing education in vocational schools. Vocational training significantly contributes to equipping students with the necessary skills for employment. This type of education encompasses comprehensive activities designed to impart, enhance, and refine job competencies, productivity, discipline, professional attitudes, and ethics, targeting specific levels of proficiency and expertise that align with job positions or careers in terms of level and qualifications (Jauhari, 2022).

Typically, vocational institutions aim to equip learners with the necessary capabilities to become future employees poised for integration into the professional environment. The establishment of these schools responds to societal demands for a skilled workforce. Nevertheless, statistics reported by the Central Statistics Agency (BPS) indicate a significant challenge: as of February 2024, the open unemployment rate among individuals who have completed their education at vocational secondary schools remains notably higher at 8.62 percent, compared to their counterparts from other educational stages (BPS, 2024). This illustrates that vocational institutions must enhance their objective of cultivating students equipped for employment. Upon completing their educational journey, graduates from these schools are anticipated to achieve a high degree of work readiness, thereby contributing to the workforce and diminishing unemployment figures. Based on the available data, many graduates from vocational high schools still need to work; one reason is that students need more readiness to carry out existing jobs.

Students encounter various obstacles that hinder their work readiness. According to Makki et al. (2015) work readiness encompasses the abilities, understanding, and attitudes essential for enabling recent graduates to effectively contribute to realizing an organization's objectives within their workplace. The acquisition of work readiness is crucial for students in vocational education, as the community regards them as potential graduates poised to possess skills that align with their specialized areas of expertise. This alignment is essential for successfully integrating into the professional sphere or venturing into entrepreneurship.

The degree of work readiness is determined by the developmental stage of psychological and emotional states, encompassing attributes such as collaborative inclination, critical thinking, acceptance of responsibilities, aspiration for progression, and the capacity to adapt to commercial and industrial environments. The factors affecting students' work readiness can be categorized into intrinsic factors, originating from the students themselves, and extrinsic factors, derived from external sources (Stevani, 2015). Factors intrinsic to the student encompass physical and psychological maturation (self-assurance), innovative capabilities, intellectual aptitudes, autonomous scientific proficiency, and drive. Conversely, extrinsic elements comprise familial influence, the availability of resources, educational infrastructure, community engagement, insights into the professional landscape, and Industrial work practice experience.

Vocational secondary institutions implement mandatory educational initiatives that students must complete before graduation. This compulsory element involves participation in industrial work practice programs. Such programs are designed to equip vocational students with the necessary job readiness. Furthermore, these experiences serve as a crucial platform for students to develop practical skills, knowledge, and expertise relevant to their future professions. It is equally important to focus on enhancing students' self-efficacy by boosting their confidence in their capabilities. The experience and skills acquired from participating in industrial work practice empower students with increased confidence to compete in the job market effectively. Enhanced self-efficacy is anticipated to improve students' proficiency and ease their adaptation to workplace environments. This is because self-efficacy reflects the

transformation undergone through the educational process, manifesting as behavioral changes that contribute to the development of work readiness. Self-efficacy is one of the essential things that must be present in preparing for work. Students understand how much their ability to get a job according to their skills (Zulaehah et al., 2018).

In a preliminary study executed at Vocational High School 2 Cikarang Barat targeting eleventh-grade students, it was discerned that industrial work practice experience constitutes a primary determinant in enhancing work readiness among pupils. These students acquire this vital experience by participating in industrial work practice programs ranging from three to six months within various industry and business sectors. Furthermore, the preliminary inquiry revealed a pivotal influence of self-efficacy on the relationship between industrial work practice experience and work readiness among students. This study aims to examine how industrial work practice experience affects students' readiness for employment, considering the moderating role of self-efficacy. The research will likely provide a more profound understanding of how self-efficacy modifies the linkage between industrial work practice experience and work readiness, potentially uncovering more effective strategies to improve employment readiness through industrial work practice programs. Additionally, the findings are expected to enhance the responsiveness of vocational education and training policies to both the demands of the employment sector and the traits of the student population.

LITERATURE REVIEW

The Effect of Industrial Work Practice Experience on Work Readiness

Work readiness refers to an individual's comprehensive state, encompassing physiological, psychological, and experiential maturity, alongside the preparedness, capability, and understanding required to perform a task effectively (Muyasaroh et al., 2013). Students' experience in industrial work practice is the knowledge they gain after carrying out industrial work practice to improve their competence and job readiness (Eliyani, 2018).

Handayani et al. (2019) found that industrial work practice experience significantly enhances students' work readiness. Furthermore, Mustikawanto (2019) identified multiple determinants impacting students' work readiness, emphasizing that industrial work practice experience is among the most influential. Through industrial work practice, students can apply their acquired skills and knowledge directly within professional settings. Rosara et al. (2018) conducted research demonstrating a significant and positive linkage between industrial work practice experience and the improvement of work readiness. Their findings suggest that such practical experiences can substantially elevate an individual's preparedness for professional environments. As participants engaged in this program, they acquired professional knowledge and skills and developed the capacity to adjust to new settings and adopt appropriate work attitudes. This, in turn, cultivated a higher level of work readiness. Participants demonstrated the ability to make reasoned and objective decisions, collaborate effectively, regulate their own behavior, and maintain a critical perspective. Additionally, they exhibited a readiness to take on responsibilities, adaptability, and a willingness to keep pace with ongoing changes. Permana et al. (2019) revealed in their research that students who participated in industrial work practice demonstrated proficient work readiness. This practical experience equips students with the necessary preparation to transition into the professional sphere relevant to their field of study

Indicator of work readiness according to Slameto (2015), Yanto (2006), Anoraga (in Rosara et al., 2018), Brady (2010), Pool & Sewell (2007), there are five indicators of physical, mental, and emotional conditions (physical and spiritual health of students); have motivation; have sufficient skills or abilities; have knowledge; and has sincerity, responsibility for the work or task performed. Regarding the criteria for assessing Industrial Work Practice Experience, as derived from the studies of Hamalik (2015), Rosara et al. (2018), Eka Nur (2019), Rahmawati & Hariyati (2019), six distinct indicators have been identified. These include the development

of work skills that align with students' specific areas of expertise, the acquisition of practical experience, the possession of work-related knowledge, the demonstration of professional attitudes, the familiarization with new settings, and the enhancement of students' self-efficacy.

Self-Efficacy Moderates the Effect of Industrial Work Practice Experience on Work Readiness

Self-efficacy plays a pivotal role in preparing for employment. Students must assess their capabilities accurately to secure a position that aligns with their skill set (Zulaehah et al., 2018). In their study, Rochmah et al. (2021) describe self-efficacy as an individual's belief in their capabilities. This belief, when vital, enhances motivation among students to pursue their aspirations and objectives, particularly in the context of industrial work practice experience and work readiness, indicating that self-efficacy encompasses an individual's recognition of their competencies.

Eliyani (2018) revealed that the impact of industrial work practice experience on students' work readiness is significant. Furthermore, it was discovered that factors related to self-efficacy contribute to improving the efficacy of industrial work practice experience in enhancing students' work readiness. The research supports Tirta's (2012) conclusions, asserting that self-efficacy increases empowerment's positive influence on performance. In parallel, self-efficacy strengthens the contribution of industrial work practice experience to enhancing work readiness. The effect of industrial work practice experience on work readiness becomes more pronounced when students exhibit self-efficacy, providing them the confidence to execute their duties and obligations competently.

In their study, Syandianingrum and Wahjudi (2021) articulated that self-efficacy, when serving as a moderating variable, enhances the impact of industrial work practice experience on enhancing work readiness among students. Consequently, high self-efficacy and positive experiences during industrial work practice significantly boost a student's work readiness. The practical experience and self-efficacy students have together can increase students' readiness to face competition in the industrial and business world. According to the research conducted by Smith (2009), Syadullah (2011), and Ermanuddin (2021), self-efficacy encompasses five distinct indicators. Firstly, it includes the assurance students possess regarding their capability to execute specific duties, which involves setting clear objectives and having the confidence to achieve them. Secondly, it is characterized by the student's ability to inspire themselves to proceed with task completion. Thirdly, it involves the conviction that they can tirelessly, persistently, and assiduously strive to accomplish these tasks by leveraging their competencies. It also encompasses the belief in their capacity to confront and navigate challenges and impediments during task completion. Lastly, it describes their confidence in devising solutions under varying circumstances and conditions.

Hypotheses Development

Derived from the problem identification, a comprehensive review of the literature, and pertinent studies referenced in this analysis, hypotheses have been developed, which are articulated below:

H1 : Industrial Work Practice Experience (X) has a significant influence to Student Work Readiness (Y)

H2 : Self-Efficacy (Z) moderates the effect of Industrial Work Practice Experience (X) on Student Work Readiness (Y)

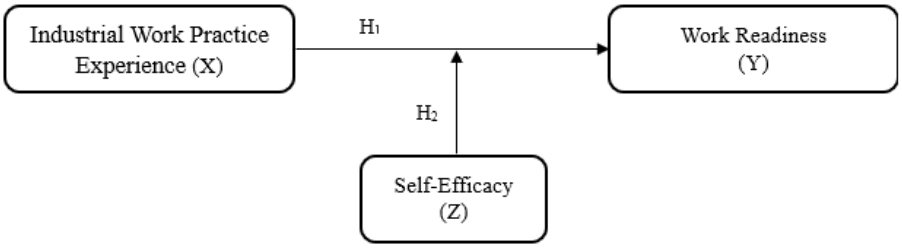

Figure 1. Research Model

METHOD

In this study, data was gathered using questionnaires and quantitative methodologies. The strategy for selecting participants involved proportional stratified random sampling. The Structural Equation Model-Partial Least Square (SEM-PLS), executed via SmartPLS software, served as the analytical technique in this research. The study's demographic comprised students from Vocational High School 2 Cikarang Barat, explicitly targeting the class XI students specializing in administration, accounting, and marketing business for the academic year 2023/2024, totaling 314 individuals. Of these, 176 students were selected as the sample for the research. Data was gathered through the distribution of questionnaires featuring a Likert scale with five response options. Preparation of statement instruments on work readiness variables based on experts Slameto (2015), Yanto (2006), Anoraga (in Rosara et al., 2018), Brady (2010), Pool & Sewell (2007). Furthermore, industrial work practice experience instrument is based on Hamalik (2015), Rosara et al. (2018), Eka Nur Wahyuni (2019), Rahmawati & Hariyati (2019). As well as the self-efficacy variable using a statement instrument based on Smith (2009), Syadullah (2011), Ermanuddin (2021).

The analytical methodology involved the application of SmartPLS 3.0, which included analysis of the outer, inner models and using path coefficients for hypothesis testing and moderation variable analysis. The analysis of the outer model is carried out to ensure that the measurements used are suitable (valid and reliable). This outer model analysis will specify the relationship between manifest variables and their indicators or it can be said that the outer model defines how each indicator relates to its latent variable. This analysis determines measures such as discriminant validity, composite reliability, average variance extracted (AVE), convergent validity, and cronbach's alpha. This inner model analysis is used to predict causal relationships between the variables tested in the model. This analysis involves calculating R-Square, Predictive relevance (Q-square), Variance Inflation Factor (VIF) and goodness of fit (GoF) as part of the model evaluation. In hypothesis testing, looking at the value contained in the output result for inner weight. Referring to the hypothesis in this study, the researcher tested the hypothesis through the measurement of direct effect, direct effect analysis is useful to test the hypothesis of the direct influence of a variable that affects (Tirtayasa & Daulay, 2021).

RESULT AND DISCUSSION

Outer Model

The external model is evaluated to confirm the appropriateness of the utilized tool for measurement purposes, ensuring validity and reliability. This examination delineates the associations between manifest variables and their respective indicators, essentially illustrating how each indicator is connected to its latent variable. This analysis determines measures such as *discriminant validity, composite reliability, average variance extracted* (AVE), *convergent validity,* and *cronbach's alpha.*

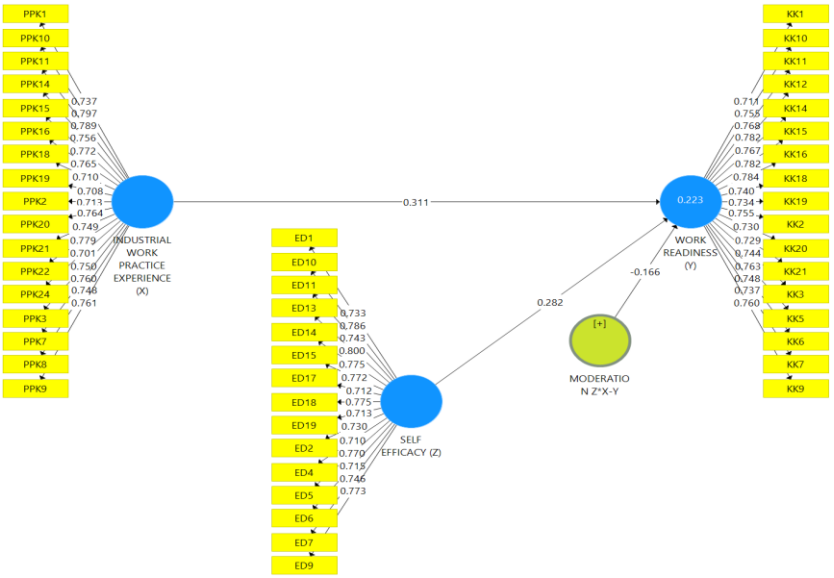

Figure 2. Outer Model

Convergent Validity

An examination of convergent validity within Partial Least Squares (PLS) employing reflective indicators is conducted by analyzing the loading factors. This analysis involves assessing the correlation between the scores of individual items or components and the overall scores of the construct that these indicators are intended to measure (Abdullah & Hartono, 2015). Table 1 presents the loading factors that validate the indicator for assessing the construct. This validation is confirmed by a loading factor value exceeding 0.7 for the designated construct. An increase in the obtained value correlates with enhanced indicator validity. All indicators for the research variables have satisfied the criteria for validity.

Table 1. Outer Loading Factor

	Industrial Work Practice Experience (X) (PPK)	Work Readiness (Y) (KK)	Moderation Z*X-Y	Self-Efficacy (Z) (ED)
PPK1	0.737			
PPK10	0.797			
PPK11	0.789			
PPK14	0.756			
PPK15	0.772			
PPK16	0.765			
PPK18	0.710			
PPK19	0.708			
PPK2	0.713			
PPK20	0.764			
PPK21	0.749			
PPK22	0.779			
PPK24	0.701			
PPK3	0.750			
PPK7	0.760			
PPK8	0.748			
PPK9	0.761			
KK1		0.711		
KK10		0.755		
KK11		0.768		
KK12		0.782		
KK14		0.767		
KK15		0.782		
KK16		0.784		
KK18		0.740		
KK19		0.734		

	Industrial Work Practice Experience (X) (PPK)	Work Readiness (Y) (KK)	Moderation Z*X-Y	Self-Efficacy (Z) (ED)
KK2		0.755		
KK20		0.730		
KK21		0.729		
KK3		0.744		
KK5		0.763		
KK6		0.748		
KK7		0.737		
KK9		0.760		
PPK*ED			1.102	
ED1				0.733
ED10				0.786
ED11				0.743
ED13				0.800
ED14				0.775
ED15				0.772
ED17				0.712
ED18				0.775
ED19				0.713
ED2				0.730
ED4				0.710
ED5				0.770
ED6				0.715
ED7				0.746
ED9				0.773

Moreover, the assessment of convergent validity extends beyond external influences. It is determined through the evaluation of the Average Variance Extracted (AVE) metric, which is considered to demonstrate adequate convergent validity and correlation when the AVE exceeds 0.5. Table 2 reveals that the AVE scores for the variables are as follows: self-efficacy stands at 0.563, work readiness at 0.566, and industrial work practice experience at 0.564. This data indicates that each variable in the research surpasses the threshold of 0.5, suggesting that the items measuring these variables possess convergent validity.

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Self-Efficacy (Z)	0.563
Work Readiness (Y)	0.566
Industrial Work Practice Experience (X)	0.564

Discriminant Validity

The evaluation of discriminant validity is conducted by utilizing the fornell-larcker criterion alongside measurements of cross-loading concerning each construct (Abdillah & Hartono, 2015). The established criterion for discrimination validity exceeds 0.7. Analysis of additional indicators for latent variables demonstrates their generally modest ratings due to their interconnectedness, suggesting strong cross-loading figures. According to Table 3, based on the fornell-larcker criterion employed in this study, the correlation value exceeds those of other variables. Table 4 illustrates that the examination of cross-loadings yields satisfactory results. This is evident as the correlation coefficients among variables, specifically from each indicator within a latent variable, surpass those corresponding to indicators of different variables.

Table 3. Fornell-Larcker Criterion

Variable	Z	Y	Z*X-Y	X
Self-Efficacy (Z)	**0.751**			
Work Readiness (Y)	0.277	**0.753**		
Moderation Z*X-Y	0.048	-0.218	**1.000**	
Industrial Work Practice Exp (X)	0.009	0.348	-0.205	**0.751**

Table 4. Cross Loading

	Self-Efficacy (Z) (ED)	Work Readiness (Y) (KK)	Industrial Work Practice Experience (X) (PPK)
ED1	0.733		
ED10	0.786		
ED11	0.743		
ED13	0.800		
ED14	0.775		
ED15	0.772		
ED17	0.712		
ED18	0.775		
ED19	0.713		
ED2	0.730		
ED4	0.710		
ED5	0.770		
ED6	0.715		
ED7	0.746		
ED9	0.773		
KK1		0.711	
KK10		0.755	
KK11		0.768	
KK12		0.782	
KK14		0.767	
KK15		0.782	
KK16		0.784	
KK18		0.740	
KK19		0.734	
KK2		0.755	
KK20		0.730	
KK21		0.729	
KK3		0.744	
KK5		0.763	
KK6		0.748	
KK7		0.737	
KK9		0.760	
PPK1			0.737
PPK10			0.797
PPK11			0.789
PPK14			0.756
PPK15			0.772
PPK16			0.765
PPK18			0.710
PPK19			0.708
PPK2			0.713
PPK20			0.764
PPK21			0.749
PPK22			0.779
PPK24			0.701
PPK3			0.750
PPK7			0.760
PPK8			0.748
PPK9			0.761

Composite Reability

The robustness of the measurement indicators is reflected through cronbach's alpha and composite reliability scores. It is widely accepted that scores greater than 0.7 in both cronbach's alpha and composite reliability indicate high reliability.

Table 5. Cronbach's Alpha dan Composite Reliability

	Cronbach's Alpha	Composite Reliability
Self-Efficacy (Z)	0.945	0.951
Work Readiness (Y)	0.952	0.957
Moderation Z*X-Y	1.000	1.000
Industrial Work Practice Experience (X)	0.952	0.956

The data presented in the Table 5, indicate that each variable examined, including those involving moderation computations, registers values exceeding 0.7. Based on Cronbach's alpha and composite reliability metrics, one may deduce that every item measuring the variables in the current study demonstrates robust consistency and precision. Consequently, it is evident that this research possesses substantial validity and reliability.

Inner Model

The objective of analyzing the internal framework using a structural approach is to explore the proposed relationships between external and internal variables. This analysis involves calculating *R-Square, Predictive relevance (Q-square), Variance Inflation Factor* (VIF) and *goodness of fit* (GoF) as part of the model evaluation.

R-Square (R^2)

The coefficient of determination, denoted as R^2, quantifies the extent to which variations in the dependent variable are attributable to changes in the independent variables. A classification framework is adopted where coefficients of 0.75, 0.50, and 0.25 represent robust, moderate, and feeble predictive strength, respectively. Table 6 presents this study's calculated coefficient of determination (R^2), which is 0.223, or 22.3%. This suggests the slight influence of industrial work practice experience and self-efficacy on work readiness. The remaining 77.7% of the variance is attributable to factors not examined within the scope of this study.

Table 6. R-Square (R^2)

Variable	R Square
Work Readiness (Y)	0.223

Predictive Relevance (Q^2)

The metric Q-Square evaluates the capability of a model to produce observed values based on parameter estimation. A Q-Square value exceeding zero signifies the presence of predictive relevance in the model, whereas a value less than zero denotes a deficiency in predictive relevance. In this research, the Q^2 metric registered a value of 0.120, which exceeds zero. Consequently, it is inferred that the latent variable within this study possesses predictive capacity for the dependent variable.

Variance Inflation Factor (VIF)

The Variance Inflation Factor (VIF) is a diagnostic tool to identify collinearity among variables. A VIF value below 5.00 indicates an absence of collinearity issues within the research. According to table 7, all construct variables analyzed in this study have variance inflation factor (VIF) values under 5.00, indicating no collinearity concerns within the correlation model used in this research.

Table 7. Variance Inflation Factor (VIF)

Self-Efficacy (Z)	VIF	Work Readiness (Y)	VIF	Industrial Work Practice Experience (X)	VIF
ED1	3.613	KK1	2.669	PPK1	3.531
ED10	2.584	KK10	2.663	PPK10	2.905
ED11	2.290	KK11	4.582	PPK11	3.410
ED13	2.793	KK12	3.110	PPK14	3.207
ED14	2.690	KK14	3.172	PPK15	4.769
ED15	4.911	KK15	4.922	PPK16	3.578
ED17	2.321	KK16	3.008	PPK18	2.891
ED18	2.520	KK18	2.630	PPK19	2.166
ED19	2.085	KK19	2.685	PPK2	3.331

Self-Efficacy (Z)	VIF	Work Readiness (Y)	VIF	Industrial Work Practice Experience (X)	VIF
ED2	2.464	KK2	2.432	PPK20	2.918
ED4	4.314	KK20	2.139	PPK21	3.043
ED5	2.629	KK21	4.155	PPK22	4.447
ED6	2.040	KK3	4.281	PPK24	2.110
ED7	2.508	KK5	2.515	PPK3	4.110
ED9	2.592	KK6	2.360	PPK7	2.644
		KK7	2.394	PPK8	2.966
		KK9	2.656	PPK9	3.640

Goodness of Fit (GoF)

Analyzing the standardized root mean square residual (SRMR) indicator can evaluate the goodness of fit (GoF). Hair et al. (2021) suggest that a model is considered adequately fitting when its SRMR value is less than 0.08. As depicted in table 8, the estimated SRMR from the model utilized in this research is 0.065, indicating that the model achieves an acceptable fit.

Table 8. Standardized Root Mean Square Residual (SRMR)

	Saturated Model	Estimated Model
SRMR	0.065	0.065

Hypothesis Test

Researchers utilize techniques to assess and scrutinize the immediate influences in order to substantiate their hypotheses. This evaluation of immediate effects is crucial for investigating the proposition that an exogenous variable directly affects an endogenous variable (Tirtayasa & Daulay, 2021). The bootstrapping technique evaluates whether relationships among variables are either positive or negative and examines the significance of these relationships. A limitation exists within the framework of hypothesis validation. A path coefficient greater than zero indicates a positive association between variables, whereas a negative association is denoted by a coefficient less than zero. This study confirms significance if the p-value is below 0.05, aligned with a 5% margin of error and a critical t-value of 1.96. The table presented subsequently illustrates the results derived from the path coefficients.

Table 9. Path Coefficient

Var	Original Sample (O)	Sample Mean (M)	Stand-Deviation	T Statistics	P Values
X → Y	0.311	0.328	0.067	4.665	0.000
X*Z → Y	-0.166	-0.156	0.073	2.275	0.023
Z → Y	0.282	0.295	0.060	4.685	0.000

H_1: Industrial Work Practice Experience (X) has a significant influence on Student Work Readiness (Y)

The preliminary analysis investigates the influence of industrial work practice experience on work readiness. According to the data presented in table 4.16, the path analysis produces a coefficient of 0.311 for the pathway, more significant than zero. Additionally, the analysis reveals a t-statistic of 4.665, above the threshold of 1.96, and a p-value below 0.05. These results corroborate the initial hypothesis. Consequently, it is confirmed that industrial work practice experience substantially improves work readiness.

H_2: Self-efficacy (Z) moderates the influence of Industrial Work Practice Experience (X) on Student Work Readiness (Y)

The revised proposition investigates the role of self-efficacy as a moderating factor that influences the nexus between industrial work practice experience and work readiness. The data

analysis illustrated a substantial moderating impact. A path coefficient of -0.166, below zero, suggests a decremental trend. Moreover, a t-statistic of 2.275 surpasses the benchmark value of 1.96, coupled with a p-value of 0.023, under the standard significance level of 0.05, thus supporting the hypothesis. Consequently, it becomes clear that self-efficacy significantly moderates and impacts the relationship between industrial work practice experience and work readiness, with the moderation being both negatively directed and statistically significant.

Discussion

The results in the path coefficient of industrial work practice experience had a positive and the research employed path coefficient analysis to discover a robust and positive linkage between industrial work practice experience and student work readiness. This connection was statistically significant, as indicated by a coefficient value greater than 0.311 and a t-statistic of over 4.665, which exceeds the standard threshold of 1.96. Furthermore, the p-value was profoundly lower than 0.05, recorded precisely at 0.000. From these data, it was deduced that for students in class XI at VHS 2 Cikarang Barat, an increase in industrial work practice experience markedly enhances their work readiness. Therefore, enhancing the quality of Industrial Work Practice Experience correlates positively with heightened Work Readiness among students. As a result, this research substantiates Hypothesis 1 (H_1). Aligning with earlier research, findings from Rosara et al. (2018), Khadifa et al. (2018), and Khoiroh & Prajanti (2018) consistently confirm that an improved industrial work practice experience has a significant and positive impact on students' work readiness.

The examination of the path coefficient reveals that self-efficacy has the potential to either mitigate or influence how industrial work practice experience impacts work readiness in students. Evidence for this assertion is found in the t-statistical values, which stand at 2.275, exceeding the established threshold of 1.96, alongside a p-value of 0.023, falling below the significant level of 0.05. Moreover, the coefficient of -0.166 in the original sample indicates a detrimental effect. These results substantiate that self-efficacy plays a role in moderating or affecting the dynamics between industrial work practice experience and work readiness among students, characterized as both negative and statistically significant. This leads to the validation of hypothesis 2 (H_2) in the study. Furthermore, the self-efficacy factor moderates the influence of industrial work practice experience on students' work readiness. This mitigation stems from the students' inadequate experiences in industrial work practices, which prevents their self-efficacy from enhancing their work readiness. Students' self-efficacy is still lacking to be ready to enter the world of work.

In this investigation, the findings diverge substantially from those reported by Eliyani (2018), Lestari & Ubaidillah (2022) and Syandianingrum & Wahjudi (2021). Their research suggested that self-efficacy played a moderating role, enhancing the impact of industrial work practice experience on students' work readiness in a significant and positive manner. It was noted that self-efficacy amplifies the contribution of industrial work practice experience towards improving students' work readiness.

However, there is a study by Khairani et al. (2019), states that self-efficacy is not directly affecting work readiness. That is due to several other factors that influence student work readiness from internal and external factors with a probability value of 0.867 ($p > 0.05$) and an estimated value of -0.041, which means the relationship between the two variables had a very low correlation. Likewise, the study of Kusmiawati & Sari (2022), stated that there was no effect of self-efficacy on job readiness as evidenced by the t-value of the t-count < t table ($0.704 < 1.974$), the significance value of > 0.05 ($0.482 > 0.05$) and the regression coefficient with a positive value of 0.048.

From the results of this study that has been carried out and obtained results of insufficient self-efficacy can weaken work readiness, this must be the concern of parties related

to students such as teachers, schools, families and the surrounding environment. Because lack of self-efficacy will reduce students' work readiness. Students become less prepared to enter the world of work due to a lack of confidence in their abilities and skills. Self-efficacy in students must be increased again so that work readiness in students increases.

CONCLUSION AND RECOMMENDATION

Conclusion

An analysis concerning the influence of industrial work experience on students' job readiness has disclosed a significant relationship with a coefficient value of 0.311 > 0, t-statistic 4.665 > 1.96 and p-value 0.000 < 0.05. The results show that industrial work practice experience profoundly and positively impacts students' work readiness. It is inferred that heightened participation in industrial work experience boosts students' preparedness for career-related activities, enhancing their work readiness. Self-efficacy moderates the effect of industrial work practice experience on students' work readiness. This moderation is significant but presents as a reduction with a t-statistic value of 2.275 > 1.96, p-value 0.023 < 0.05 and original sample -0.166 < 0. It is revealed that the lack of comprehensive practical skills provided by the industrial work practice experience results in self-efficacy not improving students' work readiness. Instead, it reduces the utility of the industrial work practice experience in equipping students for professional settings, owing to the inadequate practical instruction received during their industrial placement. In other words, students' self-efficacy is still lacking to be ready to enter the world of work. Suboptimal student knowledge and experience tend to cause students to be less confident in their abilities, so that the self-efficacy possessed by students has not been able to increase students' work readiness. Students' self-efficacy must be improved again to increase students' work readiness.

Recommendation

Based on the study's findings, it is proposed that future investigations enhance the scope of research related to Industrial work practice, experience, and additional variables that impact work readiness. It is also. It also recommended that the participant base be expanded and the geographical scope of the research be extended. Additionally, a more detailed exploration of the moderating factors should be undertaken to enrich the understanding and implications of the study.

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