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BUILDING STUDENT WORK READINESS: THE ROLE OF GOAL ORIENTATION AND VOCATIONAL SCHOOL LEARNING FACILITIES

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ABSTRACT

The purpose of this study was to determine the effect of (1) goal orientation on students' work readiness, (2) learning facilities on students' work readiness, and (3) goal orientation and learning facilities on students' work readiness at vocational high schools. This study was conducted using a quantitative approach, with an ex-post facto research type. The population in this study were students of Public Vocational Schools 10 Jakarta who would carry out field work practice. The sample of this study was 140 people. Sampling was carried out using with the proportional random sampling sampling technique. Data collection used a questionnaire. The data analysis technique used was multiple linear regression, using the SPSS 26 statistical application. The results of this study were: (1) goal orientation had an effect on work readiness, (2) learning facilities had an effect on students' work readiness, and (3) goal orientation and learning facilities together had an effect on students' work readiness. From the results of this study, it is suggested that students should better prepare themselves to enter the world of work because of the increasing competition in entering the world of work. Then, improving the quality of facilities and infrastructure and learning processes in schools needs to be considered
Keyword: Goal orientation, Learning facilities, Job readiness

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh (1) *goal orientation* terhadap kesiapan kerja siswa, (2) fasilitas belajar terhadap kesiapan kerja siswa, dan (3) *goal orientation* dan fasilitas belajar terhadap kesiapan kerja siswa SMK. Penelitian ini dilakukan dengan pendakatan kuantitatif, dengan jenis penelitian *ex-post facto*. Populasi dalam penelitian ini adalah siswa SMK Negeri 10 Jakarta yang akan melaksanakan praktik kerja lapangan. Sampel penelitian ini sebanyak 140 orang. Pengambilan sampel dilakukan dengan teknik *probability sampling* dengan jenis *proportional random sampling*. Pengumpulan data menggunakan metode angket. Teknik analisis data yang digunakan adalah regresi linear berganda, menggunakan aplikasi statistic SPSS 26. Hasil penelitian ini adalah: (1) *goal orientation* berpengaruh terhadap kesiapan kerja, (2) fasilitas belajar berpengaruh terhadap kesiapan kerja siswa, dan (3) *goal orientation* dan fasilitas belajar secara bersama-sama berpengaruh terhadap kesiapan kerja siswa SMK. Dari hasil penelitian ini disarankan bahwa siswa sebaiknya lebih mempersiapkan diri untuk memasuki dunia kerja karena semakin tingginya persaingan dalam memasuki dunia kerja. Kemudian peningkatan kualitas sarana prasarana dan proses pembelajaran di sekolah perlu diperhatikan.
Kata kunci: Orientasi tujuan, Fasilitas belajar, Kesiapan kerja

INTRODUCTION

A nation's prosperity is inextricably linked to the robustness of its educational system, which serves as the cornerstone for molding the future's workforce. As the scientific and technological landscapes undergo exponential advancements, the need for a highly adept workforce intensifies, underscoring the imperative for continuous refinement in knowledge, skillsets, professional demeanors, and proficiencies. Vocational education, particularly at the stratum of Vocational High Schools, is meticulously designed to equip students for immediate workforce integration, offering specialized programs that meticulously align with industry requisites. As claimed by to Sure, the legislation governing system No. 20 of 2003, Vocational School are envisioned to prepare students for the professional arena by fostering not only professional competence, but also attitudes conducive to cultivating productive, adaptable, and innovative citizens. Notwithstanding these laudable objectives, recent data gleaned from the Central Bureau of Statistics in 2021 paints a disconcerting picture: Vocational graduates grapple with the highest rate of unemployment amongst educational demographics in Indonesia, signifying a discord between educational attainment and the exigencies of the labor market.

Table 1. The highest rate of unemployment amongst educational demographics in Indonesia

NO	Highest level of education completed	Period		
		February 2021	**August 2021**	**February 2022**
1	Elementary School	1 219 494	1 393 492	1 230 914
2	Junior High School	1 515 089	1 604 448	1 460 221
3	Senior High School	2 305 093	2 472 859	2 251 558
4	**Vocational High School**	**2 089 137**	**2 111 338**	**2 876 661**
5	DIPLOMA I/II/III	254 457	216 024	235 359
6	University	999 543	848 657	884 769

This study focuses Public Vocational High Schools 10 Jakarta, a vocational high school that provides specialized programs in software engineering, financial accounting, retail business, and office administration. These programs are designed to provition students the practical agility they need to enter the workforce immediately following graduation. However, despite this focus on job-specific skills, a significant number of graduates end up in jobs outside of their field of study. This contributes to the multistorey unemployment proportion among occupational school graduates.

The factors that influence a graduate's readiness for the job market are multifaceted and can be categorized as internal and external. Internal factors, as identified by Purnama and Maryadi (2019), are inherent to the students themselves and include their physical and mental maturity, stress management skills, creativity, interests, talents, intelligence, independence, knowledge grasp, and goad. External factors, alternately, encompass societal influences, family dynamics, the quality of school facilities, access to labor market information, and opportunities for work experience.

In this case, to see what the actual conditions are regarding work readiness at Public Vocational High Schools 10 Jakarta. Researchers conducted pre-research by distributing a temporary questionnaire, which consisted of indicators regarding student work readiness, to 108 students.

Table 2. Percentage Results of Survey Responses on Factors Students Are Not Ready to Work

No	Factors	Percentage
1.	Learning Facilities	30%
2.	Family Economics	20%
3.	Goal Orientation	15%
4.	Skill Experience	12%

No	Factors	Percentage
5.	Practice	10%
6.	Personality	8%
7.	Learning Motivation	5%
	Total :	**108 Student**

Concluded the biggest factor student are not ready to work based on their goal orientation and learning facilities. It should be remembered that school facilities are considered to have a major influence on the process of development of their skills, especially in vocational schools, because the facilities determine how students prepare to position themselves as workers according to their skills.

Work readiness is a condition in which an individual has demonstrated a level of maturity indicating that they are capable of working and facing the competition in the workforce. Industrial work practice, which is part of the dual education system, program implemented in vocational high schools, aims to provide students with experience to get closer to the industry and to feel the situation or conditions in the work environment. It is expected that mastering learning facilities relevant to their future job field will enhance students' skills, knowledge, and ability to collaborate with others. They can simulate themselves performing office tasks. This aligns with previous research by Triani (2020), which states that learning facilities in productive subjects and goal orientation for entering the workforce influence students' work readiness. The results of multiple linear regression analysis showed that there is a simultaneous influence between learning facilities and goal orientation for entering the workforce on work readiness (27.5%). Partially, learning facilities have an influence (9.18%), and goal orientation for entering the workforce has an influence (12.89%) on work readiness.

Recognizing that individual student readiness plays a central role, this research acknowledges the significant influence of external factors as well. To gain a deeper understanding, the study will explore the specific impact of educational facilities and goal orientation within the framework of the Dual Education System (PSG), which bridges the gap between theoretical learning and practical industry experience.

This research endeavors to illuminate the factors impeding job readiness amongst graduates of Public Vocational High Schools 10 Jakarta. Through a meticulous analysis of how access to advanced learning facilities and the students' own goal orientation influence preparedness, this study seeks to elevate the vocational education system's germaneity and efficacy in congruently aligning with the demands of the contemporary labor market.

The overarching objective is to meticulously identify and dissect the critical elements that exert a demonstrable influence upon job readiness within the vocational student demographic. By doing so, the research aims to propose strategic refinements to vocational education programs, thereby optimizing their potency in preparing graduates for successful workforce integration. This inquiry delves into the lacuna between educational outcomes and the exigencies of the professional sphere, with the ultimate goal of proffering actionable insights for policymakers, educators, and industry stakeholders alike. By wielding these findings, a more streamlined vocational education system can be meticulously crafted, ensuring its continued relevance within the ever-evolving landscape of work.

This research is expected to enhance knowledge related to the variables used in this study regarding the influence of goal orientation and learning facilities on the work readiness of vocational high school students, both directly and indirectly. This research demonstrates the importance for each student to develop their thinking and goal orientation as preparation to face and prepare for the real world of work. Furthermore, as a consideration, schools can improve cooperation with institutions or companies in providing learning facilities and prepare students to be active and serious in carrying out practical activities in each department. This serves as a benchmark for their ability to master office equipment and other facilities related to

the students' work readiness. The researcher found that the results of this study can serve as a valuable source of information for the workforce/industry about the importance of cooperation with educational institutions in creating professional mid-level workers.

Although many studies have identified factors influencing the work readiness of vocational high school students, several gaps still need further exploration. First, most of these studies focus on academic aspects and physical facilities, while psychological factors such as self-efficacy and resilience have not been extensively explored. Second, these studies generally use quantitative approaches; qualitative approaches can provide deeper insights into students' experiences and their perceptions of work readiness.

Moreover, no research has specifically explored how the integration of various factors such as goal orientation, learning facilities, academic achievement, and social support can holistically influence students' work readiness. The current study conducted at Public Vocational High Schools 10 Jakarta aims to fill this gap by combining these factors and using a more holistic research method to provide a more comprehensive picture of students' work readiness. Overall, these studies highlight that the work readiness of vocational high school students is influenced by various factors, including goal orientation, learning facilities, academic achievement, and psychological and social factors. However, there are still gaps in the research that need further exploration, such as how the integration of these various factors can holistically influence students' work readiness. More holistic and in-depth research is needed to provide more comprehensive and applicable insights in efforts to improve the work readiness of vocational high school students in various regions.

LITERATURE REVIEW

Work Readiness

Work readiness is a order that exhibits a balance of fleshly and cerebral maturity and experience, allowing an individual to do specified job tasks Fitriyanto (2019). Kuswana (2013) and Hana (2013) describe work readiness as an individual's whole state, including physical and mental maturity and experience, that allows them to do a job or activity. Akhyat's (2019) research reveals a good relationship between a student's ability and work preparedness. Hilmi and Lukmantoro (2019) discover a substantial association between students' conditions and their job readiness, supporting the idea that higher work skills improve work readiness.

Individuals are considered ready if they feel capable and willing to engage in an activity or job. Sriyanti (2020) suggests that readiness is influenced by physical conditions and psychological factors including emotional state, personal problems, talents, interests, motivation, and knowledge mastery. According to Muayati and Margunani (2019) multiple factors can affect the work wilingness of vocational high school student, such as learning provocation, practical sophistication, vocational enlightenment, family economic st ate, academic fulfilment, job counsel, intelligence, talents, interests, attitudes, morals, personality, physical condition, self-presentation, mould, skills, artistry, independence, and regimen. Kurniati (2015) and Stevani (2015) highlight that work readiness is influenced by both internal facet (such as physical and mental maturity, motivation, and knowledge mastery) and external facet (such as community and family roles, school facilities, job market information, and practical work experience). Purnama and Maryadi (2019) categorize these influences into internal factors originating from within the coed and external facet arising from their environment. Slameto (2010) highlight numerous work readiness concepts, including: all components of growth interact; physical and spiritual maturity are required to profit from experiences; and experiences have a beneficial influence on readiness. Dalyono (2015) adds that all growth factors work together to create readiness, which includes capacities and preparedness influenced by individual experiences. The primary goal of Vocational School is to prepare students for work in specific fields and achieve success, aligning with the objectives

outlined in Law No. 20 of 2003, Article 3, regarding the purpose of racial education. Vocational School aim to provide students with competencies through educational experiences, ensuring they are ready to enter the job market.

Goal Orientation

Goal orientation refers to the reasons or purposes behind engaging in behaviors aimed at achieving a goal. Schunk elaborates that goal orientation pertains to the aims and focus of an individual's involvement in achievement activities, whereas goal setting focuses on how goals are formulated and modified, along with the role of these goal characteristics in motivating and directing behavior. Locke & Latham relate goal orientation theory to why individuals seek truth and how their performance is articulated. According to Schunk et al. goal orientation is an integrated pattern of beliefs that plays a crucial role in distinguishing the approaches used, how they are employed, and responses to achievement situations. Goal orientation determines how individuals strive to achieve desired outcomes and reflects the standards by which they evaluate their own performance, success, or failure. It represents the reason why individuals wish to excel, beyond merely exhibiting behavior. Goals motivate individuals to engage in specific behaviors (self-regulated learning) as efforts to reduce discrepancies between "where they are" and "where they want to be" (Woolfolk, 2019).

Skaalvik (2019) in his study focuses on the relationship between goal orientation and students' self-confidence. Findings indicate that students with a learning orientation tend to have higher self-confidence and cope better with failures. This aligns with other research, including a meta-analysis that investigated the impact of learning strategies emphasizing goal orientation, revealing that such strategies can enhance student achievement and intrinsic motivation, preparing them more thoroughly for the workforce. From the perspectives of these scholars, it can be concluded that goal orientation is an integrated pattern of beliefs crucial for distinguishing different approaches, usage methods, and responses to achievement situations. These studies provide deep insights into the complexities and impacts of goal orientation within educational contexts. Integrating various theories and research provides a solid foundation for developing educational practices that support the development of work readiness in students. Indicators of Goal Orientation, as synthesized from various experts, align with those identified by Pintrich et al. (2021) which include a vigorous learning motivation aimed at achieving specific goals, a significant impact of motivation on goal attainment, individual perceptions of tasks, persistence in prioritizing tasks due to an understanding of their importance, and outcome orientation of each process undertaken by individuals.

The impact of goal orientation on work readiness is reflected in how individuals face challenges, collaborate with others, and adapt to the work environment. Those with task and goal orientations tend to have high intrinsic motivation for learning and self-improvement, potentially making them better prepared for complex tasks in the workplace. Conversely, those with performance orientations might be driven by extrinsic motivations to achieve recognition and rewards from others, which can drive them to attain high performance levels. However, an excessive focus on external achievements without considering the development of specific intrinsic skills might not always foster holistic work readiness. Understanding how goal orientation affects motivation, task perceptions, and attitudes towards learning is crucial in the context of work readiness. Educational and work environments that support the development of task and goal orientations can provide a strong foundation for creating sustainable work readiness.

Learning Facilities

Learning facilities, which include both physical infrastructures such as classrooms, laboratories, and libraries, and resources like books and technology, play a critical role in

supporting effective learning environments. These facilities are essential for providing access to information, practical skills training, and a conducive learning atmosphere (Mattin & Nurhatti, F, 2019). In vocational education, specifically at Vocational School, these facilities are crucial for practical skills development that aligns with industry standards, thereby enhancing students' readiness for the workforce (Wahyuni, 2019). The conclusion that can be drawn is that learning facilities are infrastructure that supports tuitional and learning activities in schools in the form of physical facilities that directly and indirectly support the process of achieving educational goals.

Studies such as those by Muayati and Margunani (2019) and Lestari and Siswanto (2019) have shown significant impacts of goal orientation, learning facilities, and practical work experiences on the work readiness of occupational tutee, underscoring the importance of these elements in vocational training programs. Therefore, it can be explained that students with good learning facilities will have higher work readiness, and conversely, if students have low levels of creativity, their work readiness will be lower. Furthermore, job readiness high school student is also from their preeminence of using learning facilities that are appropriate to their respective fields of study. As their abilities play a crucial role, they are pivotal for students to progress to the next level of education. These skills also serve as a benchmark for students' readiness to enter the labour force.

Hypothesis

The aim of this research to explore the relationship between goal orientation, learning facilities, and work inclination among students of Public Vocational High Schools 10 Jakarta. The hypothesis posits that both goal orientation (X1) and learning facilities (X2) have a significant collision on job readiness (Y).

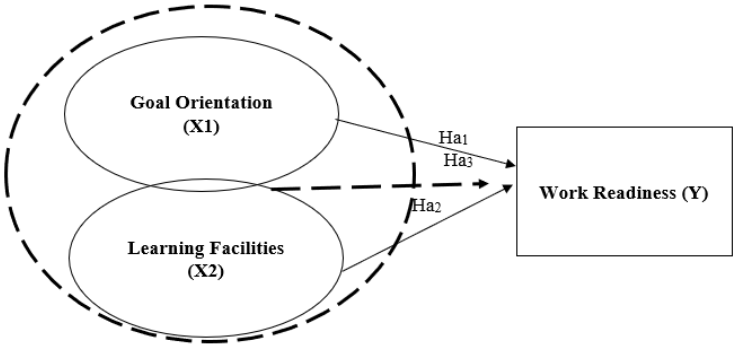

Figure 1. Theoretical Framework

Hinge on Figure 1, the researchers formulate analyse hypotheses as follows:

1. H1: There is a positive and significant relationship between goal orientation (X1) and job readiness (Y). Students with higher goal orientation are more likely to be prepared for the workforce.
2. H2: There is a positive relationship and significant between learning facilities (X2) and work readiness (Y). Students who have access to better learning facilities are more likely to be ready for the workforce.
3. H3: Goal orientation (X1) and learning facilities (X2) jointly influence work readiness (Y). The combined effect of a strong goal orientation and high-quality learning facilities will result in higher work readiness.

METHOD

The analyse was conducted at High School of Education Public Vocational High Schools 10 Jakarta, located at SMEA Road 6, Cawang, East Jakarta. The duration of the study

is in the current academic year, which is the 2023/2024 semester. This research population is a whole of students with the profession of Business Services Office Management, Retail Business and Financial Accounting Institutions in Public Vocational High Schools 10 Jakarta. Teaching Year 2023-2024. In this study the total population was 216 students with the total number of classes of 2 classes each major so there were a total of 6 classes. In this case, it took a sample of 140 students to represent the entire population, the sample was taken based on the calculation of the Slovin formula.

According to Sugiyono (2019) quantitative study method is a analyse approach in accordance with the principles of positivism, which seeks to explore phenomena in a particular population or sample using standardized research instruments. Data collection is carried out by performing quantitative data analysis to find relationships between the variables studied and test the hypotheses that have been contrive previously.

Based on the careful problem, the design of this study employs quantitative methods analyse employing surveys as the primary instrument in finding data, then the analysis uses statistics and the results will be described. The data collection process begins with the distribution of a racket to the respondents, namely Public Vocational High Schools 10 Jakarta. students in the Business Services Office Management, Retail Business, and Institutional Financial Accounting program. The racket is designed with questions focused on goal orientation, availability of learning facilities, and work readiness. After the collection, the data is assembled and processed to enter the analysis phase.

The raw data used in this research is collected directly by the researchers through a questionnaire distributed through Google Forms and secondary data is obtained from the articles, websites, and reference sources related to the variable studied. The selection of such methods is based on the research objective, namely to find out building student work readiness: the role of goal orientation and vocational school learning facilities.

Before distributing the research questionnaire, the researcher first conducted an instrument trial with 30 respondents. This section will describe the data from the measurement results of the variables Goal Orientation (X1) and Learning Facilities (X2) on Work Readiness (Y) comprehensively. This is followed by the results of the prerequisite analysis tests, which include: normality test, linearity test, multicollinearity test, and heteroscedasticity test. Then, the results of the hypothesis tests, namely the T-test, F-test, and determination coefficient test, are presented.

RESULTS AND DISCUSSION

Normality Test

In this study, the normality test's decision criterion is determined by the significance level: if the significance value exceeds 0.05, the data is deemed to be normally distributed; if the significance value is below 0.05, the data is considered non-normally distributed. The normality test specifically targeted the residual values due to the use of multiple regression analysis. For a detailed breakdown of the normality test results, please consult the Table 3.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		140
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.12450104
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.062
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the Table 3, the Asymp. Sig value obtained is 0.200 > 0.05. The normality test for the data in this study used the Kolmogorov-Smirnov (K-S) one sample test. The basis for decision-making in this study is if the asymp. sig (2-tailed) value is above the 5% significance level (0.05), it can be concluded that the variable is normally distributed. Therefore, with the Kolmogorov-Smirnov test, it can be concluded that the three data sets are normally distributed. In addition to using the Kolmogorov-Smirnov test, the researcher also used the Probability Plot test to assess data normality. Through the Probability Plot test, if the points are close to the diagonal line, it can be concluded that the data are normally distributed; conversely, if the points deviate from the line, it can be concluded that the data are not normally distributed. As shown in the Figure 2. Based on the P-Plot graph above, it shows that the points in this study generally approach the diagonal line, indicating that the residual data tested in this study are normally distributed. If the P-Plot graph shows a pattern that is wavy around the test line and no data points are significantly distant from the data distribution, then the data are considered normal. Therefore, this study can proceed to the next steps of testing.

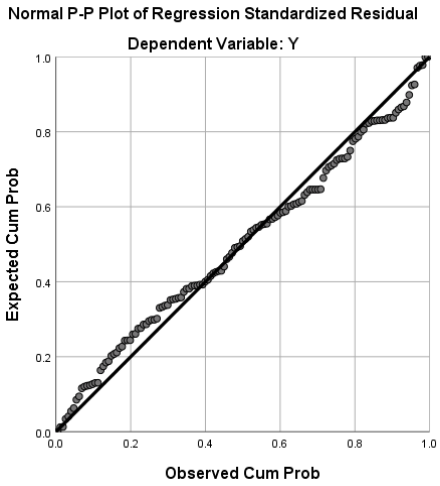

Figure 2. P-Plot Normality Test Graph

Linearity Test

The linearity test is used to determine whether the linear model used is appropriate. To conduct this linearity test, IBM SPSS Statistics 26 is employed. To determine if the linear model is appropriate and accepted, one can look at the significance value in the linearity row in the ANOVA table with a significance level of 0.05. If the Sig. value < 0.05, the linear model is accepted. Conversely, if the Sig. value > 0.05, the linear model is rejected. The results of the linearity test can be seen in tables 4 and 5 below. Based on the Table 4, the linearity test yielded a significance value of 0.000. This indicates a statistically significant linear relationship between the variable goal orientation (X1) and work readiness (Y), given that the significance value is less than 0.05.

Table 4. Linearity Test of Goal Orientation (X1)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	9351.971	30	311.732	8.205	.000
		Linearity	7164.836	1	7164.836	188.582	.000
		Deviation from Linearity	2187.135	29	75.418	1.985	.006
	Within Groups		4103.266	108	37.993		
	Total		13455.237	138			

Table 5. Linearity Test of Learning Facilities

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	9026.710	37	243.965	5.564	.000
		Linearity	7261.814	1	7261.814	165.618	.000
		Deviation from Linearity	1764.897	36	49.025	1.118	.326
	Within Groups		4428.527	101	43.847		
	Total		13455.237	138			

Based on the Table 5, the significance value indicating linearity is 0.000. This signifies that there exists a linear relationship between the variable learning facilities (X2) and work readiness (Y). The significance value of 0.000 being less than 0.05 confirms the presence of a statistically significant linear relationship between these variables.

Multicollinearity Test

This test is conducted to determine whether the effects between the independent variables, goal orientation (X1) and learning facilities (X2), are truly independent (not correlated with each other), thus indicating the absence of multicollinearity. This is important because multicollinearity can lead to issues in the interpretation of regression results, such as unstable or statistically insignificant coefficients. Testing for multicollinearity is crucial before or during regression analysis to ensure that the results are valid and can be interpreted correctly. In this study, multicollinearity testing is performed using IBM SPSS Statistics 26. If the VIF value is < 10 or the Tolerance value is > 0.10, then multicollinearity is not present.

Table 6. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.448	2.230
	X2	.448	2.230

a. Dependent Variable: Y

Based on the Table 6, the VIF (Variance Inflation Factor) for the variables is 2.230. This suggests that there is no multicollinearity among the variables, particularly between goal orientation (X1) and learning facilities (X2). The VIF value of 2.230 is below the threshold of 10, indicating that multicollinearity is not a concern. Additionally, the Tolerance value of 0.448, which exceeds 0.10, provides additional evidence that there is no multicollinearity between these variables.

Heteroscedasticity Test

The heteroscedasticity test is used to determine whether there is a variance inequality of residuals from one observation to another in the regression model. Ideally, heteroscedasticity should not occur in a study. Testing for heteroscedasticity is important to ensure the accuracy and reliability of the regression analysis, as well as to identify necessary corrective measures for the model. In this study, the decision rule is that if the significance value between the independent variable and the absolute residual is greater than 0.05, then heteroscedasticity is not an issue. Based on the provided Table 7, the goal orientation variable (X1) shows a significance level of 0.914, while the learning facilities variable (X2) has a significance level of 0.523. Therefore, it can be concluded that there is no heteroscedasticity present in the regression model. This conclusion is based on both variables having significance values greater

than 0.05. The results of the heteroscedasticity test, as indicated in the table, clearly show that the significance levels for each variable exceed 0.05. This indicates that there is no evidence of heteroscedasticity in the regression model used in this study, leading to the conclusion that the independent variables do not exhibit heteroscedasticity.

Table 7. Heteroscedasticity Test

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.925	2.397		2.890	.004
	X1	-.007	.068	-.014	-.109	.914
	X2	-.035	.054	-.082	-.640	.523

a. Dependent Variable: ABS_RES

Hyphotesis Test

Hypothesis testing is a statistical procedure used to make decisions based on data evidence regarding a statement made about a population. The main goal of hypothesis testing is to evaluate the truth or validity of a claim or statement using a limited sample of data. This testing is conducted to address the hypotheses in this study, which aim to determine the effects of goal orientation (X1) and learning facilities (X2) on work readiness (Y), both individually (partially) and collectively (together). Therefore, to address hypotheses 1 and 2, a T-test is conducted, and to address hypothesis 3, an F-test is used.

Table 8. T Test

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.677	3.495		2.197	.030
	X1	.511	.099	.411	5.169	.000
	X2	.429	.079	.430	5.410	.000

a. Dependent Variable: Y

T-Test Results for Variables X1 and X2 on Y
T-Values: X1 -> Y < 5.169
X2 -> Y < 5.410
Calculated T-Values: t Goal Orientation (X1) = 5.169
t Learning Facilities (X2) = 5.410
T-Table Value (Critical Value at 0.05/2, N-k-1)
T-Table: 1.97743 (for $\alpha = 0.025$ and N-k-1 = 137)
Coefficients:
X1 -> Y: 0.000 (p-value < 0.05)
X2 -> Y: 0.000 (p-value < 0.05)

Analysis of the T-Test:

1. If the significance value (Sig.) is less than the probability level (0.000 < 0.05) and the calculated t-value is > than the t-table value, then It can be concluded (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating an effect.
2. Goal Orientation (X1) and Work Readiness (Y)

The T-value for the Goal Orientation variable is 5.169. Since this value is bigger than the t-table value (5.169 > 1.97743), H1 is accepted, and H0 is rejected. Therefore, Goal Orientation (X1) has a significant effect on Work Readiness (Y) when considered separately.

3. Learning Facilities (X2) and Work Readiness (Y)
   The T-value for the Learning Facilities variable is 5.410. As this value is also bigger than the t-table value (5.410 > 1.97743), Ha2 is accepted, and H0 is rejected. Consequently, Learning Facilities (X2) significantly influence Work Readiness (Y) when considered separately.

Table 9. F Test

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	8278.925	2	4139.462	108.758	.000[b]
	Residual	5176.313	136	38.061		
	Total	13455.237	138			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

F-Table: (k; n-k)

(2; 140-2) = (2; 138) = 3.06

Based on the Significance Value (Sig.) from the ANOVA Output:

1. If the Sig. value < 0.05, then the hypothesis is accepted.
2. If the Sig. value > 0.05, then the hypothesis is rejected.

Coefficient: X1 & X2 -> Y: 0.000 < 0.05

Based on the Comparison of Calculated F Value with F Table:

1. If the calculated F value > F table, then the hypothesis is accepted.
2. If the calculated F value < F table, then the hypothesis is rejected.

F Value: X1 & X2 -> Y: 108.758 > 3.06.

Based on the significance value (Sig.) from the output, if Sig. < 0.05, then the hypothesis is accepted; if Sig. > 0.05, then the hypothesis is rejected. For the coefficients: X1 & X2 -> Y: 0.000 < 0.05. Based on comparing the F value with the F table, if the calculated F value > the F table value, then the hypothesis is accepted; if the calculated F value < the F table value, then the hypothesis is rejected. F value: X1 & X2 > Y: 108.758 > 3.06, thus H3 is accepted and H0 is rejected. Therefore, Goal Orientation (X1) and Learning Facilities (X2) partially influence Work Readiness (Y).

Multiple Regression Equation

This study uses multiple regression analysis to determine the simultaneous effect of the variables goal orientation and learning facilities on work readiness. The multiple regression equation is an essential tool in statistical analysis, utilized across various disciplines to test and explain relationships between variables and to make predictions based on existing data.

Table 10. Multiple Regression Equation

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**	**t**	**Sig.**
Model		**B**	**Std. Error**	**Beta**		
1	(Constant)	7.493	3.476		2.156	.033
	Goal Orientation	.518	.098	.416	5.268	.000
	Learning facilities	.427	.079	.426	5.398	.000

a. Dependent Variable: Work Readiness

Based on the multiple linear regression test (Table 10), the regression equation is obtained as follows: Y = 7.493 + 0.518X1 + 0.427X2. The interpretation of the above regression is as follows:

1. Constant (a)
   This means that if all independent variables are assumed to have a constant value, the value of the dependent variable (Beta) is 7.493.
2. Goal Orientation (X1) on Work Readiness (Y)
   The coefficient value for goal orientation (X1) is 0.518 with a significance of 0.000. This means that for every increase of one unit in goal orientation, work readiness (Y) will increase by 0.518, assuming that other independent variables in the regression model remain constant.
3. Learning Facilities (X2) on Work Readiness (Y)
   The coefficient value for learning facilities (X2) is 0.427 with a significance of 0.000. This means that for every increase of one unit in learning facilities, work readiness (Y) will increase by 0.427, assuming that other independent variables in the regression model remain constant.

This shows that there is a direct relationship between the independent variables and the dependent variable. If goal orientation (X1) and learning facilities (X2) are constant, then work readiness (Y) is valued at 7.493 (as the constant). If goal orientation (X1) increases by one point while learning facilities (X2) remain constant, work readiness (Y) increases by 0.518. Conversely, if learning facilities (X2) increase by one point while goal orientation (X1) remains constant, work readiness (Y) increases by 0.427 points.

Coefficient of Determination

The coefficient of determination provides an important understanding of how well the independent variables explain the variation in the dependent variable in the context of regression analysis.

R square : 0,615 = 61,5%

Based on the coefficient of determination Table 11, the R value (regression coefficient) indicates that there is an influence of goal orientation (X1) and learning facilities (X2) on work readiness, which is 0.784. Meanwhile, the R square (R^2) explains that the independent variables contribute to the dependent variable by 0.615, meaning that 61.5% of work readiness is determined by goal orientation and learning facilities, while the remaining 38.5% (100% - 61.5%) is due to variables not examined by the researcher.

Table 11. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784[a]	.615	.610	6.169

a. Predictors: (Constant), X2, X1

Discussion

In summary, both Goal Orientation (X1) and Learning Facilities (X2) have a significant impact on Work Readiness (Y). This indicates that each element of goal orientation has an important impact on students' readiness for the workforce. The more goal-oriented the students are, the more prepared they are to face the working world, and vice versa. These research findings align with the studies conducted by Rahmatia, Minarni, and Hayati (2023), Fitriana and Megawati (2023), as well as Prabowo and Setiyani (2019), which found a positive and significant influence of goal orientation on work readiness.

This indicates too that the variable of learning facilities partially has a significant impact on students' readiness to face the working world. Students' work readiness will increase with the quality of learning resources and how well they utilize them. On the other hand, students' preparation for entering the workforce will decrease if learning resources are substandard or underutilized. These research findings align with the studies conducted by Nur (2022), Novitasari, Sida, and Madani (2022), Kusumasari and Rustiana (2019), which found a positive and significant influence of learning facilities on work readiness. Based on F-test, goal Orientation (X1) and Learning Facilities (X2) simultaneously influence Work Readiness (Y). The findings of this study are in line with the research conducted by Muayati and Margunani (2019), Lestari and Siswanto (2019), Triwahyuni and Setiyani (2019), Rusliyanto and Kusmuriyanto (2019), and Triani (2020), which found a positive and significant influence of goal orientation and learning facilities on job readiness.

CONCLUSION AND RECOMMENDATION

Conclusion

Data analysis revealed a positive and statistically tenor correlation betwixt Goal Orientation and Work Readiness among students at Public Vocational High Schools 10 Jakarta. This compelling finding suggests that a well-defined goal orientation serves as a potent catalyst for enhanced work preparedness. Conversely, a lack of goal clarity appears to correspond with diminished readiness for employment. With a strong goal orientation, students will develop a high level of mental maturity and, psychologically, they will become trained to have strong willpower and possess adequate job readiness. The quality of Learning Facilities also exerts a substantial and positive influence on Work Readiness. In essence, superior learning environments demonstrably contribute to a significant increase in student preparedness for the workforce. Conversely, substandard facilities are likely to impede this development. Improved learning facilities within the classroom will reflect the extent of students' ability to achieve their set goals. Additionally, the school must continue to enhance the learning infrastructure and resources available. Furthermore, the analysis indicates a noteworthy interaction effect between Goal Orientation and Learning Facilities on Work Readiness. Students exhibiting both elevated goal orientation and access to superior learning facilities demonstrate markedly higher levels of work readiness. This suggests that deficiencies in either of these areas may lead to a reduction in overall work preparedness.

The results of the research are used to develop knowledge regarding the factors that influence students' work readiness to face the real world of work after graduating from school. This study can also contribute to the theory of work readiness. The findings will strengthen the underlying theory that work readiness is influenced by both internal and external factors. In relation to this research, the internal factor is the mastery of mental maturity to have goal orientation within each individual in order to have the desire to advance and be more oriented. The necessary steps are to pay greater attention to indicators with lower percentages and then make improvements in the future by continuously enhancing the variables with the highest percentages. However, it's not only important to focus on the lowest variables; schools should also maintain the indicators with the highest percentages in order to achieve optimal job readiness.

Recommendation

Students should develop a forward-looking orientation, remain critical of labor market trends, and fully utilize and maintain their educational facilities. Schools must work collaboratively with various stakeholders to improve graduates' work readiness and regularly assess industry partnerships to align with educational competencies. Future researchers are encouraged to investigate additional factors that could further enhance students' preparedness

for the workforce. With a strong goal orientation, students will develop a high level of mental maturity and, psychologically, they will be trained to have strong willpower and adequate job readiness. Additionally, improved learning facilities in the classroom will further enhance their ability to achieve set goals. Therefore, schools need to continuously upgrade educational facilities and resources to support the achievement of educational objectives and overall job readiness. The combination of a good goal orientation and adequate learning facilities will ensure that students are well-prepared to enter the workforce.

It is also recommended for future researchers to consider using different research methods, such as longitudinal studies, to track the development of students' job readiness over time, or qualitative methods to gain deeper insights into students' experiences and perceptions. Additionally, researchers should take into account contextual factors such as regional educational policies, local economic conditions, and school-industry relationships in their analysis to provide a more comprehensive picture. Furthermore, in addition to goal orientation and learning facilities, examining other variables that may influence students' job readiness should be considered. Also consider expanding the research sample by including a greater number of vocational schools from various regions to obtain more representative and comprehensive results.

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