

# The Influence of Industrial Work Practice and Vocational Competence on Job Readiness (A Study on Students of Vocational School in SMK Bina Warga Bandung)

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## ABSTRACT

*This study examines how industrial work practice (PKL) and vocational competence influence job readiness among vocational school students in Bandung, specifically those in the Office Administration Automation program. Vocational education in Indonesia faces challenges in preparing graduates for the workforce, especially in the Fourth Industrial Revolution era. Using a descriptive verification method and quantitative approach, data was collected from 95 students through questionnaires. Multiple linear regression analysis showed that both PKL and vocational competence significantly affect job readiness, explaining 38.8% of its variance. The findings highlight the importance of industry experience and vocational skills in enhancing job preparedness. This research emphasizes the need for better alignment between vocational training and industry demands, helping students transition effectively into the labor market. It offers valuable insights for educators, policymakers, and industry stakeholders to strengthen vocational training programs.*

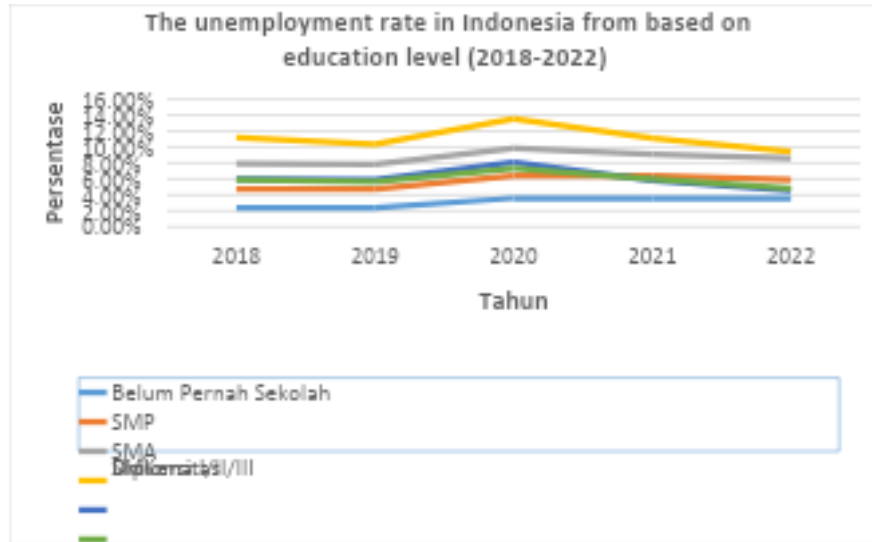
**Keyword :** industrial work practice, job readiness, vocational competence

## 1. INTRODUCTION

Indonesia, as a developing country, continues to strive to enhance economic growth to become an advanced industrial nation. Skills, productivity, critical thinking, and problem-solving are abilities that everyone must possess in the era of the Fourth Industrial Revolution, as these abilities determine the quality of life, employment levels, and economic growth (Nugroho et al., 2023). Thus, human resources (HR) are a valuable asset in driving national economic development, especially in the industrial sector (Hidayati et al., 2022).

Education plays an important role in preparing high-quality human resources. Through education, the quality of human resources in a nation can be improved (Tiara et al., 2023). Based on Law No. 20 of 2003 on the National Education System, Law No. 14 of 2005 on Teachers and Lecturers, and Law No. 12 of 2012, education as the venue for the teaching and learning process must provide the best path to prepare Indonesian human resources who are competent and competitive in facing global challenges, in accordance with the national education vision and mission (Kementrian Bidang Pembangunan Manusia dan Kebudayaan Republik Indonesia, 2022). According to (Pitaloka et al., 2022) the improvement of human resource quality needs to be prioritized starting from schools, especially in Vocational High Schools (SMK). Based on the foundation of vocational school education in the Republic of Indonesia Law No. 20 of 2003, vocational high school (SMK) education is required to prepare students so that they can immediately work according to their chosen field.

However, the fact is that vocational schools have contributed the highest unemployment rates during the period of 2018-2022, as shown in Table 1.



**Figure 1.** The Unemployment Rate in Indonesia from 2018 to 2022 Based on Education Level.

*Source: Badan Pusat Statistik, 2024 (processed)*

Based on Figure 1 above, the highest unemployment rate based on the last level of education from 2018-2022 was achieved by vocational high school graduates with an average total of 11.128%, while the second highest unemployment rate was achieved by high school graduates with an average total of 8.57%. The high unemployment rate in Indonesia is influenced by several factors, including the mismatch between the skills developed by vocational schools (SMK) and the competencies required by the business and industrial sectors (DU/DI), not all SMKs are able to produce graduates with adequate skills and competencies, and the low level of job readiness (Mukhlason et al., 2020; Hidayati et al., 2021; Suryani et al., 2018). According to Arum & Ariani (2022), west Java has a substantial workforce, but not all of them can be absorbed. This is due to the scarcity of job opportunities and the lack of human resources to compete. Based on Dinas Tenaga Kerja dan Transmigrasi (2022), the number of job seekers in West Java increased by 5.23% compared to the average of the previous four years, from 312,780 to 398,381 people. West Java had 44,679 job seekers with the last education being vocational high school in 2020, 135,923 in 2021, and 195,952 in 2022.

The Ministry of Education and Culture of the Republic of Indonesia has had a link and match program since 1989, which focuses on exploring the potential and equipping the competencies of vocational high school graduates in accordance with the needs of the job market. The program is expected to reduce the unemployment rate among vocational school graduates. This program was refined in 2016 under Presidential Instruction No. 9 of 2016 on the revitalization of vocational high schools (SMK) to enhance the quality and competitiveness of Indonesia's human resources (Direktorat Jenderal Pendidikan Vokasi,

2022). In 2020, the Ministry of Education and Culture developed a syncretism of learning between vocational schools (SMK) and the business and industrial world (DU/DI) with learning content that includes the implementation of industrial work practices (prakerin) and student competency certification to enhance vocational competencies, with the main goal being that SMK graduates can be absorbed by DU/DI.

Prakerin is part of the Dual System Education (PSG) as an implementation of the "link and match" program that integrates the world of education and DU/DI using a dual responsibility model. Prakerin began to be adapted in Indonesia in the 2004 SMK curriculum where companies or other work institutions became vocational partner institutions (Wayong, 2012). Based on Permendikbud No.50 of 2020, prakerin is a learning process for vocational high school students conducted in the form of work practice over a certain period according to the curriculum and work needs. In Kepmendikbudristek No.56/M/2022, in the context of recovering learning in the independent curriculum, it is stated that internship is a subject that must be followed by all SMK students with the provision of at least 6 months (792 class hours) in the 12th grade of a 3-year SMK program and at least 10 months (1,368 class hours) in the 13th grade of a 4-year SMK program (Kementrian pendidikan Budaya, 2023)

Direktorat Jenderal Pendidikan Vokasi (2023), continues to strive to modernize vocational education in Indonesia. One way to drive this change is by revitalizing vocational high schools (SMK). In accordance with Presidential Instruction No. 9 of 2016 and Presidential Regulation No. 68 of 2022, the revitalization of vocational high schools (SMK) aims to improve the quality and competitiveness of human resources in Indonesia, thereby enhancing vocational competencies in their respective fields. The manifestation of vocational education revitalization is by increasing access to certification for SMK students through the competency skills test (UKK). UKK is the government's effort to ensure the quality of education in vocational schools because its results will serve as an indicator of achieving graduation competency standards and encourage collaboration between vocational schools and the business and industrial world (DU/DI).

**Table 1.1** Recapitulation of the employment absorption rate of graduates from the OTKP Department 2019-2022 academic years.

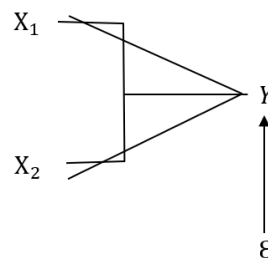
| No | Academic Year | Number of students | Working                         |                            | Studying while working | University | Entrepreneurship | Not Employed/Unknown |
|----|---------------|--------------------|---------------------------------|----------------------------|------------------------|------------|------------------|----------------------|
|    |               |                    | Working According to Competence | Working Outside Competence |                        |            |                  |                      |
| 1  | 2019/2020     | 65                 | 7                               | 11                         | 3                      | 14         | 9                | 21 (32,31%)          |
| 2  | 2020/2021     | 67                 | 10                              | 12                         | 8                      | 11         | 11               | 15 (22,39%)          |
| 3  | 2021/2022     | 72                 | 5                               | 15                         | 3                      | 15         | 5                | 32 (44,44%)          |
| 4  | 2022/2023     | 71                 | 5                               | 2                          | 0                      | 5          | 0                | 59 (84,29%)          |

Source : School Archives (processed)

Based on Table 1.1 above, the absorption into the business world or the industrial world for graduates of SMK Bina Warga Bandung majoring in OTKP is still low. Out of a total of 275 alumni, only 27 people continue to work according to their expertise, 40 people work outside their expertise, 14 people study while working, 40 people continue to higher education, 25 people become entrepreneurs, and 127 people are still unemployed. The data shows that the absorption rate of graduates from SMK Bina Warga fluctuates each year, but the number of graduates who are still unemployed continues to increase. The number of unemployed graduates increased by 64.11% compared to the percentage four years earlier, from 21 people to 59 people. In the 2019/2020 academic year, the percentage of those who had not yet found employment was 32.31%, in the 2020/2021 academic year it was 22.39%, and in the 2021/2022 academic year there was a significant increase, with the percentage reaching 44.44%. and in the 2022/2023 academic year, it reached 84.29%.

This indicates the presence of factors causing low absorption rates at SMK Bina Warga Bandung. This must be taken into consideration because it affects the school's graduates. Vocational school graduates face challenges in meeting the demands of the workforce because if they produce competencies that are lower than the industry's requirements, it will result in low labor absorption. Therefore, it is necessary to follow up on identifying the factors that cause the low absorption rate at SMK Bina Warga Bandung.

Based on the introduction as outlined above, the theoretical framework can be illustrated as follows:



**Figure 2.** Theoretical Framework

## 2. METHODS

The research method used in this study is a census through a survey of 95 students from the XII Grade OTKP Vocational Skills Competency at one of the Private Vocational Schools in Bandung City as respondents.

The data collection technique used in this study is a rating scale questionnaire. Before conducting data analysis, the obtained data has passed the prerequisite tests for data analysis, namely the normality test, linearity test, heteroscedasticity test, and multicollinearity test. Meanwhile, data analysis was conducted using descriptive data analysis to understand the overview related to industrial work practices, vocational competencies, and students' work readiness based on respondents' perceptions obtained from the average scores; as well as multiple linear regression analysis to determine the influence of the role of industrial work practices and vocational competencies on work readiness.

### 3. RESULT AND DISCUSSION

#### 3.1 Validity Test

Based on the results of the validity test conducted on 15 question items from the industrial work practice dimension ( $X_1$ ), 22 question items from the vocational competence dimension ( $X_2$ ), and 18 question items from the work readiness dimension ( $Y$ ), all item numbers in this study are valid. This result is based on  $r_{hitung} > r_{tabel} \alpha = 0,05$  = indicating validity dan  $r_{hitung} \leq r_{tabel} \alpha = 0,05$  = indicating invalidity.

#### 3.2 Reability Test

**Table 3. 1** The Result of Reability Test

| Variabel                      | Nilai Alpha Cornbach | Batas Minimal | Kesimpulan      |
|-------------------------------|----------------------|---------------|-----------------|
| Industrial Work Practice (X1) | 0,955                | 0.60          | Sangat reliabel |
| Work Readiness (X2)           | 0,971                | 0.60          | Sangat reliabel |
| Vocational Competence (Y)     | 0,976                | 0.60          | Sangat reliabel |

Source : SPSS ver.27.0 (processed)

#### 3.3 Normality Test

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test showed that the asymptotic significance (Asymp. Sig. (2-tailed)) value for the industrial work practice and vocational competence variables is 0.200. This value is greater than the threshold of 0.05, which is used to determine the normality of the data distribution. Based on these results, it can be concluded that the data distribution for the industrial work practice and vocational competence variables regarding work readiness is normally distributed, as presented in Table 3.2

**Table 3.2** the Result of Normality Test

#### One-Sample Kolmogorov-Smirnov Test

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 95                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 3.72469895              |

|                                          |                         |             |                   |
|------------------------------------------|-------------------------|-------------|-------------------|
| Most Extreme Differences                 | Absolute                |             | .041              |
|                                          | Positive                |             | .041              |
|                                          | Negative                |             | -.040             |
| Test Statistic                           |                         |             | .041              |
| Asymp. Sig. (2-tailed) <sup>c</sup>      |                         |             | .200 <sup>d</sup> |
| Monte Carlo Sig. (2-tailed) <sup>e</sup> | Sig.                    |             | .966              |
|                                          | 99% Confidence Interval | Lower Bound | .961              |
|                                          |                         | Upper Bound | .970              |

Source : SPSS ver.27.0 (processed)

### 3.4 Linearity Test

Based on the ANOVA table results of the linearity test, the significance value for Deviation from Linearity is 0.871. This value is greater than the threshold of 0.05, which is the criterion for determining the linearity of the relationship between the variables. Therefore, the relationship between the industrial work practice variable (X1) and work readiness (Y) is linear, as presented in Table 3.3.

**Table 3.3** Linearity Test of X1 and Y

**ANOVA Table**

|                                               |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|-----------------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| Kesiapan Kerja *<br>Praktik Kerja<br>Industri | Between Groups | (Combined)               | 1029.907       | 35 | 29.426      | 1.576  | .061 |
|                                               |                | Linearity                | 587.233        | 1  | 587.233     | 31.444 | .000 |
|                                               |                | Deviation from Linearity | 442.674        | 34 | 13.020      | .697   | .871 |
|                                               | Within Groups  |                          | 1101.840       | 59 | 18.675      |        |      |

|       |          |    |  |  |  |
|-------|----------|----|--|--|--|
| Total | 2131.747 | 94 |  |  |  |
|-------|----------|----|--|--|--|

Source : SPSS ver.27.0 (processed)

Next, the results of the linearity test for the relationship between the vocational competence variable (X2) and work readiness (Y) show that the Deviation from as presented in Table 6. This indicates that the relationship between vocational competence (X2) and work readiness (Y) is linear.

**Table 3.4** Result of Linearity Test X2 and Y

**ANOVA Table**

|                                            |                   |                             | Sum of<br>Squares | df | Mean<br>Square | F      | Si<br>g. |
|--------------------------------------------|-------------------|-----------------------------|-------------------|----|----------------|--------|----------|
| Kesiapan Kerja<br>* Kompetensi<br>Kejuruan | Between<br>Groups | (Combined)                  | 1147.081          | 31 | 37.003         | 2.367  | .002     |
|                                            |                   | Linearity                   | 706.428           | 1  | 706.428        | 45.198 | .000     |
|                                            |                   | Deviation from<br>Linearity | 440.652           | 30 | 14.688         | .940   | .563     |
|                                            | Within Groups     |                             | 984.667           | 63 | 15.630         |        |          |
|                                            | Total             |                             | 2131.747          | 94 |                |        |          |

Source : SPSS ver.27.0 (processed)

### 3.5 Heteroscedasticity Test

Based on the analysis results shown in the Coefficients table, the significance (Sig.) value for the industrial work practice variable (X1) is 0.694, and for the vocational competence variable (X2) is 0.646. Both significance values are greater than the threshold of 0.05, indicating that no heteroscedasticity exists in this study, as presented in Table 3.5.

**Table 3.5** Result of Heteroscedasticity Test

**Coefficients<sup>a</sup>**

|            | Unstandardized<br>Coefficients |            | Standardized<br>Coefficients | t | Sig. |
|------------|--------------------------------|------------|------------------------------|---|------|
| M43egyodel | B                              | Std. Error | Beta                         |   |      |

|   |                        |       |       |       |       |      |
|---|------------------------|-------|-------|-------|-------|------|
| 1 | (Constant)             | 3.580 | 2.328 |       | 1.538 | .127 |
|   | Praktik Kerja Industri | .012  | .031  | .050  | .394  | .694 |
|   | Kompetensi Kejuruan    | -.017 | .036  | -.058 | -.461 | .646 |

Source : SPSS ver.27.0 (processed)

### 3.6 Multicollinearity Test

Based on the results of the multicollinearity test, the Variance Inflation Factor (VIF) value for both independent variables is 1.486, which is below the threshold of 10. This indicates that no multicollinearity exists between the industrial work practice variable and the vocational competence variable.

**Table 3.6** Result of Multicollinearity Test

#### Coefficients<sup>a</sup>

| Model                    | Collinearity Statistics |       |
|--------------------------|-------------------------|-------|
|                          | Tolerance               | VIF   |
| 1 Praktik Kerja Industri | .673                    | 1.486 |
| Kompetensi Kejuruan      | .673                    | 1.486 |

a. Dependent Variable: Kesiapan Kerja

Source : SPSS ver.27.0 (processed)

### 3.7 Multiple Linear Regression Test

The coefficient values in the multiple regression model are identified through unstandardized beta. The regression equation used is:  $Y : KP = 35.675 + 0.147 (\text{industrial work practice}) + 0.243 (\text{vocational competence})$ . The constant value of 35.675 represents the initial work readiness value without the influence of the independent variables. The coefficient of 0.147 for industrial work practice means that for each one-unit increase in industrial work practice, work readiness increases by 0.147 units, with vocational competence held constant. The coefficient of 0.243 for vocational competence means that for each one-unit increase in vocational competence, work readiness increases by 0.243 units, with industrial work practice held constant. Overall, both industrial work practice and

vocational competence contribute positively and significantly to work readiness, with vocational competence having a greater contribution.

**Table 3.7** Result of Multiple Linear Regression Test

**Coefficients<sup>a</sup>**

| Model                  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------------|-----------------------------|------------|---------------------------|-------|------|
|                        | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)           | 35.675                      | 3.802      |                           | 9.383 | .000 |
| Praktik Kerja Industri | .147                        | .050       | .291                      | 2.924 | .004 |
| Kompetensi Kejuruan    | .243                        | .059       | .409                      | 4.118 | .000 |

Source : SPSS ver.27.0 (processed)

### 3.8 Hipotesist Test

In this section, the researcher conducts hypothesis testing to understand the effects of the independent variables on the dependent variable, both partially and simultaneously.

#### 3.8.1 T Test

The results of the t-test analysis, as shown in Table 10, indicate that both t-values of 2.924 and 4.118 are greater than the t-table value of 1.985, with a significance value of 0.004. This indicates that Industrial Work Practice is significant at a 95% confidence level, showing a significant effect on work readiness. The significance value, which is smaller than 0.05 ( $0.004 < 0.05$ ), leads to the rejection of the null hypothesis.

Furthermore, the t-value of 4.118 with a significance value of less than 0.001 indicates that Vocational Competence is highly significant at a 95% confidence level. The significance value, which is much smaller than 0.05 ( $0.00 < 0.05$ ), also leads to the rejection of the null hypothesis. Therefore, it can be concluded that both industrial work practice and vocational competence have a positive and significant effect on work readiness.

**Table 3.8** Result of T-Test

**Coefficients<sup>a</sup>**

| Model                  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------------|-----------------------------|------------|---------------------------|-------|------|
|                        | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)           | 35.675                      | 3.802      |                           | 9.383 | .000 |
| Praktik Kerja Industri | .147                        | .050       | .291                      | 2.924 | .004 |
| Kompetensi Kejuruan    | .243                        | .059       | .409                      | 4.118 | .000 |

Source : SPSS ver.27.0 (processed)

### 3.8.2 F Test

The results of the F-test analysis show that the calculated F-value is 29.194, which exceeds the F-table value of 3.10, and the p-value is less than 0.001. With a significance level of  $\alpha = 0.05$ , since the p-value is smaller than 0.05, the null hypothesis can be rejected. This indicates that the independent variables, both simultaneously, have a significant and positive effect on the dependent variable.

Both through the comparison of the calculated F-value of 29.194 with the F-table value of 3.10, and the p-value which is much smaller than 0.05, the analysis results demonstrate that both "vocational competence" and "industrial work practice" simultaneously have a significant and positive effect on "work readiness."

**Table 3. 9** Result of F-Test

#### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 827.649        | 2  | 413.825     | 29.194 | .000 <sup>b</sup> |
|       | Residual   | 1304.098       | 92 | 14.175      |        |                   |
|       | Total      | 2131.747       | 94 |             |        |                   |

Source : SPSS ver.27.0 (processed)

### 3.9 Correlation Coefficient and Determination Coefficient Test

Based on the correlation and coefficient of determination tests, the correlation coefficient (r) between industrial work practice and vocational competence in relation to

work readiness is 0.388. This means that 38.8% represents the contribution of the industrial work practice (X1) and vocational competence (X2) variables to work readiness (Y). The  $r$  value of 0.623 indicates that the combination of these two variables is quite effective in explaining the variation in work readiness. However, 61.2% of the variability is influenced by other factors not included in this study.

**Table 3.10** Correlation Coefficient and Determination Coefficient Test

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .623 <sup>a</sup> | .388     | .375              | 3.765                      | .388              | 29.194   | 2   | 92  | .000          |

a. Predictors: (Constant), Kompetensi Kejuruan, Praktik Kerja Industri

Source : SPSS ver.27.0 (processed)

## 4. DISCUSSION

### 4.1 Industrial Work Practice Level

The industrial work practice variable in this study is measured through five indicators, namely: (1) context (evaluation of context); (2) input (evaluation of input); (3) process (evaluation of process); (4) product (evaluation of outcome). The results of the data processing are shown in the following table:

**Table 4.1** Respondents' Responses to the Industrial Work Practice Variable

| Indicator                  | Average Score | Interpretation Scale |
|----------------------------|---------------|----------------------|
| Context (Evaluasi Konteks) | 3,58          | high                 |
| Input (Evaluasi Masukan)   | 3,72          | high                 |
| Process (Evaluasi Proses)  | 3,57          | high                 |
| Product (Evaluasi Hasil)   | 3,13          | Moderate             |

Source : The results of the data processing of respondents' answers.

Based on the data obtained from the research, it can be described that the majority of respondents' highest answers are found in the positive input evaluation indicator, with a score of 3.72%. This indicates that the adequacy and relevance of the briefing provided by

mentors, the understanding of the activity implementation process, and the purpose of filling in the journal align with students' expectations. On the other hand, the indicator with the lowest score is the product (outcome evaluation) indicator, with an average of 3.13. This reflects that students feel that SMK Bina Warga Bandung and the institution where the industrial work practice is carried out have not been optimal in providing assistance in preparing reports on the outcomes of the practice, in identifying the experiences and skills gained after the practice, and in the ability to evaluate feedback on students' performance during the practice activities.

## 4.2 Vocational Competency Level

The vocational competence variable in this study is measured through seven indicators, namely: (1) Student Competence in Office Technology Governance Automation; (2) Student Competence in Correspondence Management Automation; (3) Student Competence in Archival Management Automation; (4) Student Competence in Human Resources Management Automation; (5) Student Competence in Facilities and Financial Management Automation; (6) Student Competence in Infrastructure Management Automation; (7) Student Competence in Public Relations and Protocol Management Automation. The results of the data processing for the vocational competence variable are shown in the following table:

**Table 4.2** Respondents' Responses to the Vocational Competence Variable.

| Indicator                                           | Average Score | Interpretation Scale |
|-----------------------------------------------------|---------------|----------------------|
| Technology Governance Automation                    | 3,58          | High                 |
| Correspondence Management Automation                | 3,26          | Moderate             |
| Archival Management Automation                      | 3,57          | High                 |
| Human Resources Management Automation               | 3,52          | High                 |
| Financial Management Automation                     | 3,54          | High                 |
| Facilities and Infrastructure Management Automation | 3,80          | High                 |
| Public Relations and Protocol Management Automation | 3,55          | High                 |

*Source : The results of the data processing of respondents' answers.*

The indicator with the highest tendency percentage is the responsibility indicator, with an average score of 3.51. This indicates that students' understanding of adapting to changes in the work environment, their ability to work collaboratively, and their ability to evaluate situations align with students' expectations. On the other hand, the indicator with the lowest

score is the communication indicator, with an average of 3.40. This reflects that students feel that SMK Bina Warga Bandung has not been optimal in providing students with the understanding of their ability to communicate ideas or thoughts in the workplace, communicate effectively in the workplace, and resolve conflicts with coworkers.

#### 4.3 Job Readiness Level

The job readiness variable in this study is measured through six indicators: (1) Responsibility; (2) Flexibility; (3) Skills; (4) Communication; (5) Self-view; (6) Health & Safety. The Student Competence in the Field of Public Relations and Protocol Management Automation. The results of the data processing for the job readiness variable are shown in the following table:

**Table 4.3** Respondents' Responses to the Work Readiness Variable.

| Indicator       | Average Score | Interpretation Scale |
|-----------------|---------------|----------------------|
| Responsibility  | 3,51          | Tinggi               |
| Flexibility     | 3,49          | Tinggi               |
| Skills          | 3,48          | Tinggi               |
| Communication   | 3,40          | Tinggi               |
| Self-view       | 3,47          | Tinggi               |
| Health & Safety | 3,48          | Tinggi               |

*Source : The results of the data processing of respondents' answers.*

The indicator with the highest tendency percentage is the responsibility indicator, with an average of 3.51. This indicates that students' understanding of adapting to changes in the work environment, their ability to work collaboratively, and their ability to evaluate situations align with the students' expectations. On the other hand, the indicator with the lowest score is the communication indicator, with an average of 3.40. This reflects that students feel that SMK Bina Warga Bandung has not been optimal in providing students with the understanding of their ability to convey ideas or thoughts in the workplace, communicate effectively at work, and resolve conflicts with colleagues.

#### 4.4 The Influence of Industrial Work Practices on Work Readiness

The regression analysis results of industrial work practice on students' job readiness indicate that industrial work practice has a positive and significant impact on students' job readiness. This hypothesis is accepted based on a t-test value of 2.924 (greater than the t-table value of 1.985) and a significance value of 0.004 (less than 0.05). The regression coefficient for the industrial work practice variable of 0.147 indicates that every one-unit

increase in industrial work practice will increase students' job readiness by 0.147. The findings of this study suggest that the effectiveness of industrial work practice contributes significantly to students' job readiness, and optimizing the effectiveness of industrial work practice can improve students' job readiness. This study supports the theory that industrial work practice influences job readiness. These results are consistent with research by (Putri et.al., 2023), which shows that the higher the industrial work practice, the higher the students' job readiness. On the other hand, low effectiveness in industrial work practice will decrease students' job readiness (Pitaloka et al., 2022)

#### **4.5 The Influence of Vocational Competence on Work Readiness**

The regression analysis results show that vocational competency has a positive and significant effect on students' work readiness. This hypothesis is accepted based on a t-test value of 4.118 (greater than t-table 1.985) and a significance value of 0.000 (lower than 0.05). The regression coefficient of the industrial work practice variable of 0.243 indicates that every one-unit increase in industrial work practice will increase students' work readiness by 0.243. The findings of this research show that vocational competency makes a significant contribution to students' work readiness and improves students. This research supports the theory that vocational competency affects work readiness. These results are consistent with research by Daryono et al. (2023), which shows that the higher the vocational competency, the higher the students' work readiness. Conversely, low levels of vocational competency will reduce students' work readiness (Hakim & Kurniawati, 2022)

#### **4.6 The Influence of Industrial Work Practices and Vocational Competencies on Work Readiness**

The analysis results show that both industrial work practices and vocational competencies significantly influence students' work readiness at SMK Bina Warga Bandung. This is evidenced by the calculated F-value of 29.194, which is higher than the F-table value of 3.10, and the significance value of 0.000, which is lower than 0.05.

### **5. CONCLUSION**

This research was conducted to determine the effect of industrial work practice and vocational competence on students' work readiness at SMK Bina Warga Bandung. Based on the results of the research conducted, the following conclusions can be drawn:

1. Based on the descriptive testing results, the majority of respondents' answers regarding the level of industrial work practice are in the high category.
2. Based on the descriptive testing results, the majority of respondents' answers regarding the level of vocational competence are in the high category.
3. Based on the descriptive testing results, the majority of respondents' answers regarding students' work readiness are in the high category.
4. Based on the research results, industrial work practice has a positive and significant effect on students' work readiness. This means that if the effectiveness of industrial work practices improves, students' work readiness will also increase.

5. Based on the research results, vocational competence has a positive and significant effect on students' work readiness. This means that if students' vocational competence meets the standards, their work readiness will improve.

Future research should consider additional variables that may influence job readiness, such as self-efficacy, achievement motivation, family support, or soft skills like communication and adaptability. Researchers can also employ longitudinal designs to observe how students' job readiness evolves from internship through post-graduation employment. In-depth qualitative studies may also complement these findings by exploring student experiences in more detail.

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