

The Effect of Industrial Work Practices and Vocational Competencies on Work Readiness by Mediation of Self-Efficacy in Class XII Students of Accounting Skills Competence at South Jakarta State Vocational High School

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ABSTRACT

This research was conducted with the aim of knowing the effect of industrial work practice, vocational competence, and self-efficacy on job readiness and the effect of industrial work practice and vocational competence on job readiness through self-efficacy in Class XII students of Accounting Skills Competence at the South Jakarta State Vocational High School. This research is a quantitative research with survey method. The population used is 174 with a sample of 114 students. The data analysis technique used is influence analysis or path analysis through the SPSS 24 program. The research results obtained, namely there is a positive and significant influence on industrial work practices, vocational competence, and self-efficacy on job readiness partially, and there is a positive and significant influence on practice industrial work on job readiness through self-efficacy and vocational competence on job readiness through self-efficacy.

Keywords:

Industrial Work Practice; Self-Efficacy; Vocational Competence; Work Readiness

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INTRODUCTION

In the current era of Society 5.0, the business and industrial world requires ready-to-work human resources equipped with expertise or skills according to the company's wishes. Improving the quality of human resources can start from school, to be precise through Vocational High Schools. Vocational High School is an educational institution that is carried out to create work-ready graduates and as a means to improve students' abilities (Khusnul Chotimah & Suryani, 2020). Unfortunately, the above definition does not match the reality on the ground.

There are still some problems with Vocational High School graduates who are considered not ready to work. First, they are not sure about their knowledge and abilities (Andrianus, 2020). Second, there is a mismatch of skills with the work given during the internship (Yusuf, 2020). Third, there is a mismatch between values and skills mastered (Putriatama et al., 2016). The researcher also tracked the graduates of State Vocational High Schools in the South Jakarta area and found 18 students working, 82 students continuing their education to college, 4 students becoming entrepreneurs, and 72 students on the waiting list or not yet working. Of the total 176 graduates, only 18 or 10% of them are already working. In fact, this figure is smaller than graduates who choose to continue their education to college or on a waiting list. This means that the skills possessed by graduates are not sufficient for them to enter the world of work so that they continue their education to higher

education institutions to improve their qualifications.

Based on the search for graduates and the background mentioned earlier, the researcher is interested in researching "The Influence of Industrial Work Practices and Vocational Competencies on Work Readiness by Mediation of Self-Efficacy in Class XII Students of Accounting Skills Competence at South Jakarta State Vocational High School".

LITERATURE REVIEW

The lack of vocational graduates who work is thought to be the impact of a lack of work readiness in him. Job readiness is considered as an individual condition in showing the abilities or skills possessed by each company and being able to take advantage of opportunities to enter the job market (Abulhasn & Roberts, 2021). Work readiness is measured by the following indicators, objective consideration, being critical, able to regulate emotions, adaptive to the environment, responsible, ambitious to move forward, able to cooperate (Bagea, 2020). It is important for the company to have employees who are ready to work with the expertise and level of intelligence that are qualified, so that they are able to adapt to the changing times (Nur'Aini & Hikmah, 2020).

The first thing that can help students improve their work readiness is self-efficacy. Self-efficacy is a person's belief in his abilities to complete certain tasks (Nurussyifa & Listiadi, 2021). Self-efficacy can be measured through the dimensions of task difficulty (level), strength of belief (strength), and broad

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area of behavior (generality) (Wiharja MS et al., 2020). The ownership of self-efficacy in students will make their abilities implemented optimally so that they support their work readiness (Sholihah & Listiadi, 2021). Self-efficacy in research is also seen for its role in mediating the influence of industrial work practices and vocational competence on job readiness. Capital to face the world of work in the form of experience when participating in internships will be better if equipped with the presence of self-efficacy that is able to help students overcome difficulties and solve problems in the office so that they are more ready to work and face challenges (Syandianingrum & Wahjudi, 2021). Furthermore, students who have self-efficacy can maximize their skills or competencies to complete work well according to the demands of the company so that they are more ready to enter the world of work and achieve success (Sholihah & Listiadi, 2021).

In addition to self-efficacy, industrial work practices are also able to increase job readiness for Vocational High School graduates. Industrial work practice is the implementation of a dual system of education in partnership with the business world, where students will be given additional insight and theory so as to produce experience to be ready to enter the world of work (Riyanti & Kasyadi, 2021). The indicators for the prakerin implementation consist of preparation, field orientation, prakerin implementation, monitoring and evaluation, and report preparation (Sabon et al., 2020). By participating in internships, students will know the job

descriptions in a company, thus encouraging them to prepare for the world of work (Wibowo & Santoso, 2020).

The next factor that can affect students' work readiness is vocational competence. Vocational competence in vocational students is their ability to carry out tasks in the majors of their choice (Hakim & Kurniawati, 2022). The 2013 Vocational high School curriculum states that the vocational competencies possessed by students can be seen through skills, knowledge, and attitudes (Subijanto et al., 2019). The work readiness of students will increase because they have competencies in the form of knowledge, skills, and attitudes in accordance with the expertise mastered (Riyanto et al., 2020).

METHODHOLOGY

The type of research used is quantitative with a survey method. Quantitative research is carried out on the basis of the philosophy of positivism, where science is built empirically, can be observed, and can be measured using mathematical logic so that generalizations are formed (Raihan, 2017). The survey method is a method that uses a questionnaire as the main data collection tool and is most often used by students because it is simple, practical, and fast (Siyoto & Sodik, 2015). In line with the previous statement, the tool used by researchers in the survey method to collect data is a questionnaire distributed via google form, making it easier for researchers when collecting data.

This study uses primary and secondary data. Variable (Y) job

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readiness and variable (M) self-efficacy were calculated using primary data through questionnaires. While the variables (X1) industrial work practices and (X2) vocational competence use secondary data in the form of the results of the implementation of internships and the results of the implementation of competency tests owned by students. Below is a chart of the relationship between variables X and Y:

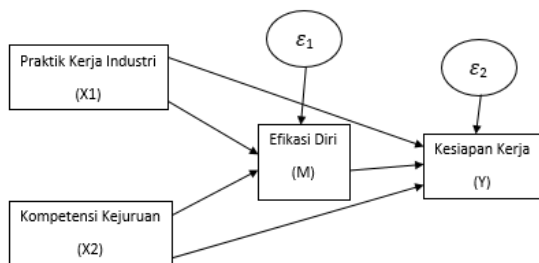


Figure 1 Relationship Between Variables X and Y

RESULT AND DISCUSSION

1. Test Requirements Analysis

The normality test was conducted to determine whether the data used in the study were normally distributed or not. The normality test in this study used the One-Sample Kolmogrov-Smirnov test with a significance of 5% or 0.05. The data is said to be normally distributed if the significance value (sig.) > 0.05. The result of the One-Sample Kolmogrov-Smirnov test is 0.200. This means that data on job readiness, industrial work practices, vocational competence, and self-efficacy are normally distributed.

The linearity test was carried out to determine whether each of the variables studied had a linear

relationship or not. A linear relationship can be seen through the ANOVA table by looking at the value of Sig. on Deviation from Linearity. If the value of Deviation from Linearity > 0.05 then there is a linear relationship between the independent variable and the dependent variable. The results of the linearity test for the variables of industrial work practice, vocational competence, and self-efficacy were 0.584; 0.127; 0.053. That is, there is a linear relationship between industrial work practices, vocational competence, and self-efficacy on job readiness.

2. Path Analysis

a. Chart Path Analysis 1

Table 1 Coefficient of Determination Test Chart 1

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,578 ^a	,334	,322	5,659
a. Predictors: (Constant), Kompetensi Kejuruan, Praktik Kerja Industri				
b. Dependent Variable: Efikasi Diri				

Source: Output SPSS 24

Based on the R Square value from the table above, it is known that the influence of industrial work practice and vocational competence variables on self-efficacy is 0.334 or 33.4%. The error value can be calculated using the formula $e = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0,334)} = 0,816$.

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Table 2 T-Test Chart 1

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	29,059	5,485		5,298	,000
Praktik Kerja Industri	,263	,093	,323	2,829	,006
Kompetensi Kejuruan	,179	,069	,297	2,600	,011

a. Dependent Variable: Efikasi Diri

Source: Output SPSS 24

Based on the table above, it is known that the industrial work practice variable has a Sig value 0.006 and the variable of vocational competence has a value of Sig. 0.011, then industrial work practices and vocational competence have a significant effect on self-efficacy. Furthermore, the structural equation for Chart 1 can be made, namely $M = 0.323.X1 + 0.297.X2 + 0.816$.

b. Chart Path Analysis 2

Table 3 Coefficient of Determination Test Chart 2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,692 ^a	,478	,464	3,230

a. Predictors: (Constant), Efikasi Diri, Kompetensi Kejuruan, Praktik Kerja Industri
b. Dependent Variable: Kesiapan Kerja

Source: Output SPSS 24

Based on the R Square value from the table above, it is known that the influence of industrial work practice, vocational competence, and self-efficacy variables on job readiness is 0.478 or 47.8%. The error value can be calculated by the formula $e = \sqrt{(1 - R \text{ Square})} = \sqrt{(1 - 0,478)} = 0,722$.

Table 4 T-Test Chart 2

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	47,699	4,993		9,554	,000
Praktik Kerja Industri	,165	,051	,235	3,228	,002
Kompetensi Kejuruan	,093	,043	,157	2,156	,033
Efikasi Diri	,150	,016	,645	9,370	,000

a. Dependent Variable: Kesiapan Kerja

Source: Output SPSS 24

Based on the table above, it is known that the industrial work practice variable has a Sig value 0.002, the variable of vocational competence has a value of Sig.

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0.033, and the self-efficacy variable has a Sig value 0.000, then industrial work practices, vocational competence, and self-efficacy have a significant effect on job readiness. Furthermore, a structural equation can be made for Chart 2, namely $Y = 0.235.X1 + 0.157.X2 + 0.645.X3 + 0.722$.

3. Sobel Test

The Sobel test was carried out to determine whether the mediating variable was able to act as a mediator between the relationship between the independent variables and the dependent variable significantly. The Sobel test in this study will be calculated through the Calculation For The Sobel Test (<https://quantpsy.org/sobel/sobel.htm>).

The decision-making basis used is if the Test Statistic value > 1.96 or $p\text{-value} < 0.05$, then the mediating variable plays a role in mediating the relationship of the independent variable to the dependent variable or there is a significant relationship between the independent variable and the dependent variable through the mediating variable.

- a. Sobel test the effect of industrial work practices on job readiness through self-efficacy

Based on the results of the Sobel test, the test statistic value is 2.70 and the p-value is 0.006, meaning that the self-efficacy variable is able to play a significant role in mediating the

relationship between industrial work practices and job readiness.

- b. Sobel test the effect of vocational competence on job readiness through self-efficacy

Based on the results of the Sobel test, the test statistic value is 2.50 and the p-value is 0.012, meaning that the self-efficacy variable is able to play a significant role in mediating the relationship between vocational competence and job readiness.

1. The Effect of Industrial Work Practices on Work Readiness

Based on the t-test, the Tcount value of the industrial work practice variable is 3.228 and Ttable is 1.981. Meanwhile, the significance is 0.002. Thus, $T_{count} > T_{table}$ and $significance < 0.05$, meaning that H1 is accepted (There is an influence of industrial work practices on work readiness). Furthermore, the variable coefficient of industrial work practice is 0.235 and is positive, meaning that the better students undergo industrial work practices, their work readiness also increases. Yusadinata et al. (2021), states that industrial work practices have a positive and significant effect on job readiness. Students who carry out internship activities can receive experience and information about the real world of work which they will then use as self-preparation before work.

2. The Effect of Vocational Competence on Work Readiness

Based on the t-test, the Tcount value of the vocational competence variable is 2.156 and Ttable is 1.981.

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Meanwhile, the significance is 0.033. Thus, $T_{count} > T_{table}$ and significance < 0.05 , meaning that H2 is accepted (There is an influence of vocational competence on job readiness). Furthermore, the coefficient of the vocational competence variable is 0.157 and is positive, meaning that the better the vocational competence of students, the better their work readiness will also increase. Pangastuti & Khafid (2019), states that vocational competence has a positive and significant effect on job readiness. Students who have vocational competence can complete the job well according to the demands of the company, so that they are confident and ready to enter the world of work.

3. The Effect of Self-Efficacy on Work Readiness

Based on the t-test, the T_{count} value of the self-efficacy variable is 9.370 and T_{table} is 1.981. Meanwhile, the significance is 0.000. Thus, $T_{count} > T_{table}$ and significance < 0.05 , meaning that H3 is accepted (There is an effect of self-efficacy on work readiness). Furthermore, the coefficient of the self-efficacy variable is 0.645 and is positive, meaning that the better the self-efficacy of students, the higher their work readiness. Amalia & Murniawaty (2020), states that there is an effect of self-efficacy on job readiness. Students who have self-efficacy have the ability to work and are able to adapt easily so that it affects their readiness to enter the world of work.

4. The Effect of Industrial Work Practices on Work Readiness through Self-Efficacy

Self-efficacy as a mediating variable is able to significantly mediate the effect of industrial work practices on job readiness. This is indicated by the results of the Sobel test, where the Test Statistic value is > 1.96 (2.70) and the p-value is < 0.05 (0.006), meaning that H4 is accepted (There is an influence of industrial work practices on work readiness through self-efficacy). Syandianingrum & Wahjudi (2021), states that there is an influence of industrial work practices on job readiness through self-efficacy. The influence of industrial work practices on work readiness will be stronger if it is equipped with students' confidence in their abilities. This shows that the stock of internship experience they have must be accompanied by the belief that they are able to do their job well so that it will increase their work readiness.

5. The Effect of Vocational Competence on Work Readiness through Self-Efficacy

Self-efficacy as a mediating variable is able to significantly mediate the effect of vocational competence on job readiness. This is indicated by the results of the Sobel test, where the Test Statistic value > 1.96 (2.50) and p-value < 0.05 (0.012), meaning that H5 is accepted (There is an influence of vocational competence on job readiness through self-efficacy). Sholihah & Listiadi (2021), states that there is an

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influence of vocational competence on job readiness through self-efficacy. Students who have self-efficacy can maximize their skills to complete work well according to the demands of the company so that they are more ready to enter the world of work and achieve success.

CONCLUSION

Based on the results of the analysis of research on the Effect of Industrial Work Practices and Vocational Competencies on Work Readiness with Mediation of Self-Efficacy in Class XII Students of Accounting Skills Competence at South Jakarta State Vocational High Schools, the researchers concluded:

There is a positive and significant influence between industrial work practices on job readiness.

There is a positive and significant influence between vocational competence on job readiness.

There is a positive and significant influence between self-efficacy on job readiness.

There is a positive and significant influence between industrial work practices on job readiness through self-efficacy.

There is a positive and significant influence between vocational competence on job readiness through self-efficacy.

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