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THE INFLUENCE OF INDUSTRIAL WORK PRACTICES AND INTERNAL LOCUS OF CONTROL ON WORK READINESS IN STUDENTS OF WEST JAKARTA STATE VOCATIONAL SCHOOL

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ABSTRACT

This study aims to determine the effect of industrial work practices and internal locus of control on students' work readiness at West Jakarta State Vocational High Schools. The method used in this study is a quantitative method. The accessible population of this study were 214 students of Office Management at SMKN 42 Jakarta, SMKN 9 Jakarta, and SMKN 11 Jakarta. The sample was 140 students using the proportionate random sampling technique. The data were analyzed using multiple regression techniques using the SPSS 26.0 program. The analysis techniques used consisted of analysis prerequisite tests (normality and linearity tests), classical assumption tests (multicollinearity tests and heteroscedasticity tests), multiple regression equations, F tests, T tests, and determination coefficient analysis. The research data used were primary data obtained using questionnaires. The results of the study concluded that: (1) there is a positive and significant effect between industrial work practices and students' work readiness; (2) there is a positive and significant effect between *internal locus of control* and students' work readiness; (3) there is a positive and significant influence between industrial work practices and *internal locus of control* on students' work readiness.
Keyword: Industrial Work Practices, *Internal Locus of Control*, Work Readiness

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh praktik kerja industri dan *internal locus of control* terhadap kesiapan kerja siswa di SMK Negeri Jakarta Barat. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Populasi terjangkau penelitian ini siswa Manajamen Perkantoran SMKN 42 Jakarta, SMKN 9 Jakarta, dan SMKN 11 Jakarta yang berjumlah 214 siswa. Sampel berjumlah 140 siswa dengan menggunakan teknik *proportionate random sampling.* Data dianalisis dengan teknik regresi berganda menggunakan bantuan program SPSS 26.0. Teknik analisis yang digunakan terdiri dari uji prasyaratan analisis (uji normalitas dan linieritas), uji asumsi klasik (uji multikolinearitas dan uji heteroskedastisitas), persamaan regresi berganda, uji F, Uji T, dan analisis koefisien determinasi. Data penelitian yang digunakan merupakan data primer yang diperoleh menggunakan angket/kuesioner. Hasil penelitian menyimpulkan bahwa: (1) terdapat pengaruh positif dan signifikan antara praktik kerja industri dengan kesiapan kerja siswa; (2) terdapat pengaruh positif dan signifikan antara *internal locus of control* dengan kesiapan kerja siswa; (3) terdapat pengaruh positif dan signifikan antara praktik kerja industri dan *internal locus of control* dengan kesiapan kerja siswa.
Kata kunci: Praktik Kerja Industri, *Internal Locus of Control*, Kesiapan kerja

INTRODUCTION

Forces of rapid industrial growth In order to participate in the free market, Indonesia must develop human resources of the highest caliber. Human resources themselves are the main key to a company's progress in economic activities. To meet today's workforce needs, the world of education must be able to compete to produce employees who are educated, skilled, innovative, trained, disciplined, environmentally sensitive, qualified, and competitive (Y. Sari & Abrian, 2020). Education or skills training institutions can be used to enhance the quality of skills and abilities of the workforce (Hulu & Rozaini, 2020). Education is among the various methods used to elevate the quality of human assets. Hence, education holds a significant strategic position in developing the spiritual, intellectual, and professional abilities of Indonesia's workforce. This is consistent with the opinion of Setyaningrum et al., (2018)

who said that SMK is an educational institution that is expected to achieve educational goals because education is the capital for forming high-quality human resources.

However, in reality, graduates from vocational education do not yet meet the requirements needed for employment and more are looking for work than job providers (Wahyu et al., 2020). Based on data released by BPS, an analysis conducted by the Indonesian Employment Data and Information Center from 2019 to 2022 shows that individuals Graduates from Vocational High Schools (SMK) have the greatest open unemployment rate (TPT) when compared to graduates from other educational institutions. According to the results of data acquired using BPS, it displays that the open unemployment rate (TPT) at the education lavel, especially for vocational schools, is the largest contributor every year. In 2019, unemployment from vocational school level was 10.36%, then there was an increase in 2020 of 13.55% due to the Covid-19 outbreak at that time. In 2021 it decreased to 11.13%, and the latest data shows a decrease again to 9.42% in 2020. Although the number of jobless vocational school graduates fluctuates from year to year, it is significantly higher than that of graduates from other levels of education.

In the observations conducted by researchers at SMKN West Jakarta, there were obstacles, namely when looking for jobs that are in line with students faced with many obstacles both from within the individual such as fear, hesitation, even doubt in themselves. To overcome these obstacles, one of them can be done by instilling Locus of Control in the individual. Reviewed from external factors, one of them is the lack of maximum in carrying out industrial work practices which are school programs. During the PKM activity, the researcher obtained additional information by asking several students directly about the causes of the lack of work readiness levels of students. According to several students, there are multiple reasons that can lead to unpreparedness for work. These factors include students who do not think about the future, which results in limited knowledge possessed by students, lack of motivation to work, uncomfortable PKL places, and PKL places that are not appropriate for the skills they have.

Table 1. Factors Affecting Work Readiness

No	Description	Average Precentage of Answers	
		Agree	Disagree
1	Industrial Work Practice	96.7%	3.3%
2	*Internal Locus of Control*	88.9%	11.1%
4	Family Support	78.9%	21.1%
3	School Social Support	77.8%	22.2%
5	Motivation	73.3%	26.7%

As presented in table 1. pre-research shows that there are several factors that effect work readiness. Industrial work practice factors as many as 96.7% of respondents and internal Locus of Control is endorsed by 88.9% of participants who believe it plays a role in preparedness for work. Furthermore, family support is acknowledged by 78.9% of individuals as a contributing factor, school social support with a percentage of 77.8%, and the last is the motivation factor of 73.3%.

Work experience has a significant impact on an individual's preparation to enter the workforce. According to Pambajeng et al., (2024), internship experience is capital in increasing work motivation. Internship experience is considered important to increase work readiness, if students do not have it, of course it will be difficult to achieve their enthusiasm in facing the world of work later. This opinion is reinforced by research Pitaloka et al., (2022) which found that work practices in the industrial sector positively and significantly influence job readiness. According to Novita & Armida, (2022), findings industrial internship experience has a great impact on readiness for work at SMK Negeri 1 Solok. Research by Kusumasari & Rustiana, (2019), states the opposite that there is no effect between work-based-learning experiences and learning facilities on students' work readiness. Muktiani's

research (2014) also provides results that internship experience has a fairly low contribution of 3.76% to work readiness(Syandianingrum & Wahjudi, 2021)). Thus, it can be concluded that if the experience in industry is better, then the readiness for work will be better, and vice versa.

Another component that ranks second is the internal locus of control, which impacts pupils' job preparedness. Rotter created the Internal Locus of Control personality theory in 1966, which states that personal actions impact an event (D. P. Sari et al., 2020). Therefore, students who are oriented towards Locus of Control hold the conviction that they will definitely get the job they want because they believe that all the successes and failures they receive come from themselves. This indicates that learners must possess a personal Locus of Control to effectively equip them for their upcoming employment hunt. Internal Locus of Control will later maximize students during learning at school to increase efforts in managing skills, which skills will be very important for the success of students' future careers. This aligns with the results from Puspitasari & Bahtiar (2022), which suggest that possessing an internal locus of control significantly influences an individual's readiness to participate in accounting tasks, even if only to a degree. On the other hand, different research indicates otherwise, showing that self-competence and an internal locus do not positively or meaningfully impact students' readiness for work (Setiawati & Mayasari, 2021). Additionally, research by Sondakh and associates in 2020 revealed no connection between an internal locus of control and the professional growth of employees. Therefore, it can be inferred that if students possess a strong internal Locus of Control, work readiness will also be good, and vice versa. As a result, when learners do not adhere to the PKL procedure and do not possess an internal Locus of Control, it leads to insufficient work preparedness among students. Based on the information provided, the researcher wishes to conduct further research titled “The Impact of Industrial Work Experiences and Internal Locus of Control on Student Work Readiness at SMK Negeri Jakarta Barat.”

LITERATURE REVIEW

Industrial Work Practice

Nasrullah et al., (2020) argue that industrial work practice (prakerin) is an activity related to education and training carried out in the industrial world related to students' expertise competencies according to their respective fields. Practical experience in industrial settings can teach students how to adjust to workplace conditions and work together efficiently with peers in their upcoming professional journeys. This aligns with the viewpoint of Lisnawati & Adman (2019), who suggest that hands-on training is designed to equip individuals with the necessary skills for specific professions based on job requirements.
Meanwhile, in Azizah et al., (2021) Firdaus highlighted that Industrial Work Practice is a component of a dual education model. This model represents an innovative educational approach in Vocational High Schools, enabling students to engage in the industrial sector for a certain length of time on projects that are related to their expertise. From the information given, one can determine that practical experience in an industrial setting serves as training in the industrial realm related to the competencies of students in their specific fields, aiming to equip them with the necessary skills for employment.

Internal Locus of Control

The notion of Locus of Control is based on Julian B. Rotter's self-concept and social learning theory, and it gives an overview of a person's views about the source of their action. According to Rotter (1996), locus of control refers to how much a person believes the reinforcement or outcome of their activity to be determined by self-assessment or personal attributes.

The concept of Locus of Control can be categorized into two types: internal Locus of Control and external Locus of Control. The idea of Locus of Control (center of control) is considered one of the traits of personality. If an individual has his own perception that behavior and attitude will result in positive success, internalization is shown as internal Locus of Control, but if an individual has a perception beyond his control (such as fate and destiny) then by being responsible for the behavior that is beneficial. Externality is described as an outside locus of control. Individuals with an internal locus of control usually feel that their abilities, abilities, and hard work play a greater role in determining what they accomplish in life, therefore they endeavor to accomplish achievement with high excitement. According to Lefcourt and Martin (1983), internal locus of control is a concept that arises from the interaction of persons and that events that occur are caused by the individual himself.

Based on the above explanation, the researcher determines that an internal locus of control refers to a form of contro in which a person believes that all events occur as a result of their own talents, skills, and efforts.

Work Readiness

Fathur Ahkyat et al., (2019) stated that work ready refers to persons who possess the skills, knowledge, and attitudes required for graduates to contribute positively to the business/industry environment. This opinion is reinforced by the opinion of Rahmawati et al. (2022), it is essential for students to have job preparedness to gain the essential abilities and qualifications required for employment,, enabling them to be competitive after completing their education. Things that support work readiness such as attitudes, knowledge, and skills where this allows students to be more aware, confident in their roles and responsibilities.

This statement is in line with Sukardi's view, which states that work readiness includes abilities, abilities and professional behaviors that align with societal demands and correspond with the capabilities of learners for different kinds of jobs that can be directly applied (Chotimah & Suryani, 2020). Setiarini et al. (2022) also argue that work readiness is the capability of learners to swiftly join the workforce after graduating without requiring a long adjustment period in the work environment. Based on the statement explained above, the researcher concludes that being prepared for employment reflects the complete state of learners regarding their understanding, abilities, and mindset, enabling them to engage in job-related tasks in the workforce without needing an extended adaptation phase to fit into the workplace.

METHOD

This study employs a quantitative research technique. The research technique that addresses research problems necessitates rigorous assessment of the variables of the objects researched in order to create results that can be generalized independently of time, location, or situation. In this study using statistics or SPSS.v.26. In this study, the population range includes all students in class XII majoring in Office Management from SMK Negeri 42 Jakarta, SMK Negeri 9 Jakarta, and SMK Negeri 11 Jakarta, totalling 214 students. How to determine the quantity of samples from a group employing the Slovin method with a 5% acceptable error rate resulted in the choice of 140 students. The technique utilized for sampling consists of probability sampling combined with random sampling that is proportional. This research technique is a survey method that uses a questionnaire with written questions or statements to respondents as a data gathering tool. The Likert scale serves to evaluate the beliefs, opinions, and insights of a person or a collective (Sugiyono, 2019). The Likert scale is used in research to help researchers obtain respondents' responses in selecting questions and assessing each statement in the variable indicator with five

alternative answers. The distribution of questionnaires is done through google form online. The industrial work practice questionnaire was modified from the indicators proposed by Wena, (2009) namely 1) planning, 2) implementation, and 3) evaluation/assessment. Meanwhile, the internal locus of control questionnaire was created using the indications suggested by Yunita & Rahayu, (2021) namely 1) ability, 2) interest, and 3) effort. And finally, the work readiness questionnaire was developed from the indicators proposed by Ariyanti & Bowo, (2018) namely 1) knowledge, 2) skills, and 3) attitudes.

RESULTS AND DISCUSSION

Multiple Linear Regression Analysis

The outcome of the evaluation employing several linear regression methods may be utilized to formulate the subsequent equation for multiple linear regression: Y = 10.629 + 0.410X1 + 0.273X2. This regression formula reveals a constant of 10.629, which is a positive figure. A positive symbol signifies a unidirectional connection between the independent and dependent variables. This demonstrates that if the Industrial Work Practice Variable and Internal Locus of Control are assumed to be zero or do not change, the Work Readiness value is 10.629.

The regression coefficient for industrial work practices measures 0.410. This positive coefficient indicates that the Industrial Work Practice Variable affects the Work Readiness Variable in a comparable way. This implies that a one-unit rise in Industrial Work Practice Variable will lead to a rise of 0.410 in the Work Readiness Variable, providing all other factors remain constant.

The regression coefficient for Internal Locus of Control stands at 0.273. A positive regression coefficient suggests that the Internal Locus of Control Variable influences the Work Readiness Variable in the same way. This means that for each unit increase in the Internal Locus of Control Variable, the Work Readiness Variable will rise by 0.273, assuming all other variables remain unchanged.

Partial Test (T-Test)

According to the received data, the computed t for the Industrial Work Practice Variable is 7.509. At a confidence level of 0.05, the t table value is identified using degrees of freedom (df), which are determined by the formula n−k−1. In this formula, n stands for the overall number of observations, while k indicates the number of independent variables. For 140−2−1=137, the value from the t table is 1.28776. This implies that the t count exceeds the t table value, specifically 7.509 is greater than 1.28776. The significance for industrial work practice is noted as 0.000, which is below 0.05. Hence, it may be deduced that practical experience in industrial settings holds an essential role in enhancing work readiness favorably.

According to the t value calculated for the Internal Locus of Control Variable, which is 4.787, we can observe that for the table at a significance level of 0.05, the calculation of the degrees of freedom is represented as df = n-k-1, with n denoting the total number of data points and k indicating the independent variables. This results in 140-2-1 = 137, leading to a ttable of 1.28776. Thus, we can demonstrate that the calculated t-value of 4.787 exceeds the critical t-value of 1.28776. Additionally, the significance value associated with the internal locus of control is 0.020, which is less than 0.05. Consequently, we can conclude that a strong internal locus of control has a meaningful and beneficial impact on being prepared for work.

Table 2. T-Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.629	2.382		4.462	0.000
	Praktik Kerja Industri	0.410	0.055	0.520	7.509	0.000
	Internal Locus of Control	0.273	0.057	0.331	4.787	0.000

a. Dependent Variable: Kesiapan_Kerja

Simultaneous Test (F-Test)

According to the data provided, the calculated Fcount is 99.496, whereas the Ftable value is derived from the statistical table at a significance threshold of 5% (0.05). With degrees of freedom (df) of 1 can be determined using the formula n-1, which in this case is (3−1)=2 and df 2 calculated as n -k-1 or 140-2-1=137, the Ftable value found is 3.06. Since Fcount (99.496) exceeds Ftable (3.06), it may be inferred that Industrial Work Practices and Internal Locus of Control positively influence Work Readiness at the same time, supporting the acceptance of the hypothesis.

Table 3. F-Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1646.946	2	823.473	99.496	0.000[b]
	Residual	1133.876	137	8.276		
	Total	2780.821	139			

a. Dependent Variable: Kesiapan_Kerja

b. Predictors: (Constant), X2, X1

Coefficient of Determination (R^2)

The test for the coefficient of determination is employed to forecast and evaluate how much influence independent variables collectively exert on the dependent variable. The R Square figure represents the coefficient of determination. Below are the outcomes of the determination coefficient test conducted with SPSS version 26.

Table 4. Coefficient of Determination Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.770[a]	0.592	0.586	2.877

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Kesiapan_Kerja

According to the gathered information, the coefficient of determination, referred to as R Square, stands at 0.592. The R Square value is calculated by squaring the correlation coefficient, known as R. Consequently, the R Square is 0.592, which is equivalent to 59.2%. This figure indicates that the factors of industrial work experience (X1) and personal sense of control (X2) together influence the work readiness factor (Y) by 59.2%.

Discussion

The Influence of Industrial Work Practices on Students' Work Readiness

According to the findings from the previously conducted tests, this research indicates that industrial work practices positively and considerably influence the preparedness for employment among the XII grade Office Management students at SMKN 42, SMKN 9, and

SMKN 11 in Jakarta. This is supported by a coefficient value of 0.410 for the X1 variable in the multiple regression analysis, signifying that an increase of one point in industrial work practices will lead to a 0.410 rise in work readiness, with a constant of 10.629. The positive coefficient for the X1 variable implies that enhancing industrial work practices will positively influence work readiness. Furthermore, the results of the partial significance assessment (t-test) reveal a t score of 7.509, which exceeds the t table value of 1.28776, along with a significance value of 0.00, which is below 0.05. This implies that the influence of industrial job methods on work preparedness is noteworthy.

The findings of this research align with earlier results from Liyasari & Suryani (2022), which indicated that industrial work experiences have a beneficial and notable connection to work readiness, evidenced by a partial coefficient of 2.036 and a significance level of 0.045 (<0.05). A similar investigation was carried out by Nisrina et al. (2023), revealing a significant positive association between industrial work experiences and work readiness, with a coefficient of 0.521 and a significance level of 0.00 (<0.05). Additionally, the study clarified that to equip students for work readiness, vocational schools (SMK) employ a learning approach known as Dual System Education (PSG).

The Influence of Internal Locus of Control on Student Readiness

According to the findings from the tests conducted earlier and outlined above, the study indicated a notable and positive impact of internal locus of control on work readiness among class XII Office Management students at SMKN 42, SMKN 9, and SMKN 11 in Jakarta. This is supported by the coefficient value of the X2 variable in the multiple regression analysis, recorded at 0.273. This signifies that for every one-point increase in internal locus of control, work readiness is expected to rise by 0.273, with a constant value of 10.629. The positive coefficient for the X2 variable suggests that an enhancement in internal locus of control correlates with higher work readiness. Additionally, the results from the partial significance test (t-test) for internal locus of control yielded a t value of 4.787. This indicates that this value exceeds the table t value of 1.28776, and the significance value was 0.00, showing that it is below the threshold of 0.05.

The findings from this research align with earlier studies carried out by Habibah & Dwijayanti (2023), which indicated a notable positive correlation between internal locus of control and work preparedness, illustrated by a regression coefficient of 0.195 and a significance level of 0.049, indicating it is lower than 0.05. Furthermore, research by Lestari et al. (2024) also highlighted a significant positive link between industrial work experience and work readiness, showcased by a coefficient of 0.193 and a significance level of 0.00, which also means it is less than 0.05. Additionally, the research indicated that a strong internal locus of control among students correlates with an enhancement in their work readiness..

The Influence of Industrial Work Practices and Internal Locus of Control on Students' Work Readiness

Drawing from the findings of the previously conducted tests and detailed above, the study's outcomes indicated a significant and positive impact of industrial work practices and an internal locus of control on the work readiness of class XII Office Management students at SMKN 42, SMKN 9, and SMKN 11 in Jakarta. According to the f test, the f count recorded was 99.496 with a significance level of 0.000, implying that this figure is below 0.05. Additionally, the determination coefficient R2 yielded a result of 0.592. This coefficient reveals that the extent of the relationship between the influence of industrial work practices and internal locus of control on work readiness is 59.2%.

The findings of this investigation connect to prior studies by Habibah & Dwijayanti (2023), which indicated a beneficial connection between industrial work practices and internal locus of control. This correlation is evidenced by the results that reveal an F count of 3.255, while the F table value is 2.696 (derived from F (3, 99) = 2.696). Hence, since the F count is superior to the F table, with 3.255 being more than 2.696, it can be inferred that a greater degree of industrial work practices and internal locus of control results in increased work readiness. In contrast, low levels of industrial work practices and internal locus of control will lead to diminished work readiness.

A different but related research by Puspitasari & Bahtiar, (2022) reveals a beneficial link between practices in industrial work and an internal locus of control. The results indicate an F count of 5.663 alongside a probability of 0.002. These figures surpass the F table value, and the probability is less than 0.05. Therefore, as industrial work practices and internal locus of control increase, so does the preparedness of students for work.

CONCLUSION AND RECOMMENDATION

According to the findings from the analysis of statistical data in the research regarding the Effects of Industrial Work Practices and Internal Locus of Control on the Job Preparedness of Vocational High School Learners, it may be determined that industrial work experiences positively influence the job readiness of students specializing in Office Management in the West Jakarta region. This indicates that the more industrial job experience pupils get, the better they are prepared for work. In contrast, low-value industrial labor practices reduce students employment preparation. A notable and meaningful relationship exists between an internal locus of control and readiness for work, suggesting that learners who possess a strong internal locus of control are more prepared for employment. Conversely, those with a weak internal locus of control are less apt to be ready for the job market. Industrial work practices and internal locus of control have a simultaneous effect on work readiness. So it is possible to conclude that the higher the level of industrial work practices and internal locus of control possessed by vocational high school students, the higher their work readiness; conversely, when both industrial work methods and an internal locus of control are minimal, the level of work readiness will decrease.

Recommendation

For further researchers who will study students' work readiness, it is recommended to consider using other independent variables or adding relevant independent variables. Some variables that can influence students' work readiness that have been identified previously include motivation to enter the workforce, soft skills, self-efficacy, career guidance, and other variables that can enrich research in this field. This aims to offer a broader insight into the elements that impact how prepared students are for the workforce. Considering the relationship between workplace practices and personal control, it is hoped that students will continue to improve and focus when carrying out industrial work practice activities due to the expectation that engaging in hands-on industrial activities will provide students with valuable experience for their future careers. Similarly, when considering the internal locus of control, the significance of students' skills, interests, and dedication is crucial for them to immerse themselves in genuine work environments.

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