

Determinant Factor Career Readiness Of Malahayati Merchant Marine Polytechnic Cadets

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ABSTRACT

The career readiness of the employee with the competence ability become the main goal for all educational institution. Hard skills are not enough to declare themselves to have the career readiness to compete in the world of work. The knowledge which is gained from formal education, especially vocational education. Apparently, it has not been able to guarantee the graduates to get a job and be ready in the world of work and the difficulties of vocational education graduates to succeed job opportunity offer because of the low career readiness or mismatching between graduates skills with the industry needs. This phenomenon encourages conducting empirical studies related to career readiness. By the reasons mentioned above directed the study to training variables, industrial job training, locus of control, self-efficacy and parental congruence which are suspected to be able to explain the problem occurred in career readiness.

Furthermore, to find out the existence of the influence or ability of exogenous variables mapped in explaining endogenous variables. Empirical studies were conducted using research samples of Malahayati Merchant Marine Polytechnic Cadets. The sample of study conducted an interview by using questionnaire as a medium to measure the variable of study. Then, the data obtained is analyzed by using Structural Equation Modelling (SEM) approach.

The test results from five variables training and career readiness, job training, locus of control, self-efficacy and parental carrier congruence by using empirical data showed that training significantly give positive effect to career readiness. The results also showed if the respondent get the effective training, they will be ready in facing the world of work.

Keywords: training, job training, locus of control, self-efficacy, career readiness

1. Introduction

Indonesia is the country with the most population in Southeast Asia. Due to Indonesia's population growth keep rising, it effects in the number of employer which increase every year, the limitation of job opportunities because the economic growth has not been able to absorb the labor force into the labor market.

The problem regarding the imbalance between supply and demand for human resources in the company which causes the buildup of the workforce causes further problems. The further problem regarding the workforce occurs when the latest graduates are faced with the fact that they still have to compete tightly with job seekers who graduated from the previous year or even job seekers who have had experience so that many of the fresh graduates got anxious or even fear of failure (fear of failure) when looking for work.

McClelland (Fitria, Dian & Riyono, Bagus, 2006) states that the fear of failure is the anxiety felt by individuals regarding to the views of the people around them. Individuals are afraid to face failure because there will be several perceptions for the individual such as humiliation from people around him accompanied by shame, fear of decreasing individual self-estimates, fear of loss of social influence, fear of future uncertainty, and failure and fear of disappoint the people who are important to them. In addition, Conroy (2002) defines the fear of failure as an anticipation of the negative consequences of failure, and the lost hope for success. Fear of failure can arise from the negative consequences that threaten oneself due to failure or not being successful.

The readiness of the employer with the competence ability is the main goal for all educational institutions. The readiness itself has meaning as a condition that reflects the development of readiness or the level of maturity that enables a person to practice something (Chaplin, 2006). Hard skills are not enough to declare yourself to have career readiness to enter the world of work. The knowledge which is gained from formal education, especially vocational education, in fact has not been able to provide sufficient guarantees for graduates to be ready to enter the world of work and get a job. Besides, it is hard for vocational education graduates to be succeed in job vacancies because of the low of working readiness and lack of conformity between the skills of graduates and the needs of the world of industry (Sulistyarini, 2012).

Baron and Byrne (2005) state that self-efficacy is an individual's belief about his ability to organize, perform a task, achieve a goal, produce something and implement actions to display certain skills. The more someone has high self-efficacy, the more the individual has high confidence in his ability to be able to complete tasks well and vice versa, thereby reducing feelings of fear of failure. Weak self-efficacy can be an internal barrier to achieve the improvement and obstruct the ability to overcome external barriers effectively. Low self-efficacy can obstruct business even though individuals have skills and qualities above average, so that caused individuals become easily despair in facing problems.

2. Methodology

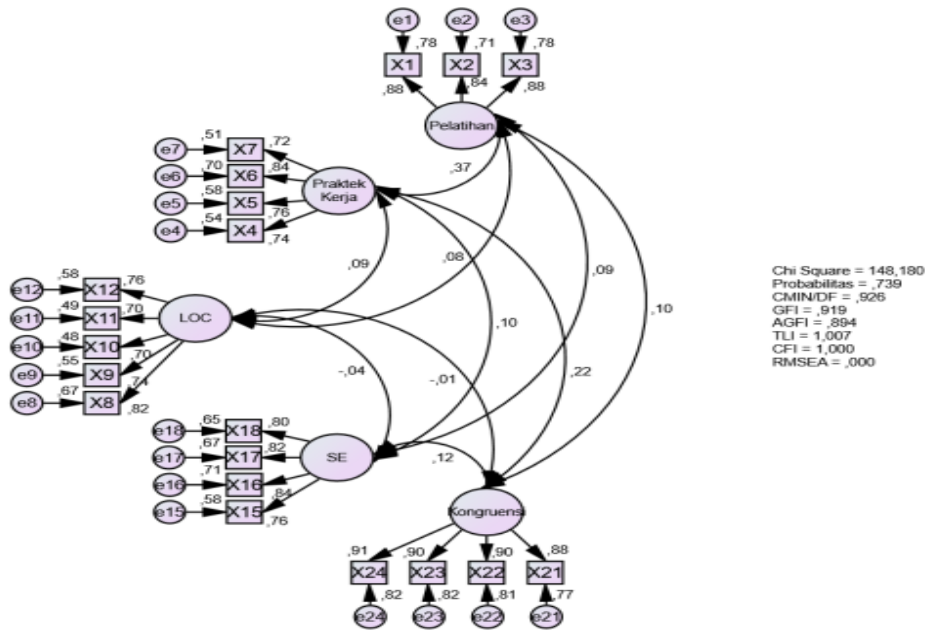
This is an explanatory research with a causal approach, namely the research that wants to find an explanation in the form of a cause-effect relationship. The population used in this study was the final semester cadets of the Malahayati Aceh Polytechnic as many as 249 people and a sample of 170 respondents. The technique of collecting data by interview or indept interview will be applied for gain the data on training, industrial work practices, locus of control, self efficacy and parental congruence and career readiness. Moreover, The questionnaire is an instrument instrument which is contained several statements of the determinant factors of each

research variable. Respondents were asked to respond to the statements by choosing the alternative answers that had been provided by the researcher in the range of 1 to 10. Finally, Inferential analysis by using Structural Equation Modeling (SEM) which is run by AMOS Program.

3. Results and Discussion of Confirmatory Analysis

A. Confirmatory Factor Analysis of Exogenous Variables

Testing the significance of the indicators that form the exogenous variables consist of five variables, namely training, work practice, internal locus of control, self-efficacy, and parental career congruence, were analyzed from the standardized regression weight values for each indicator. If a very significant test value is obtained, this indicates that the indicator is good enough to form an exogenous variable. The following results are a test of the significance of each indicator in forming exogenous variables.



Source: Processed Data , 2020

Figure. 1 Confirmatory Analysis of Exogenous Variables

To ensure the accuracy of the indicator as a measuring tool, an analysis is carried out on each standardized regression weight value and significance value.

			Std Estimate	Estimate	S.E.	C.R.	P
X1	<---	training	,885	1,000			
X2	<---	training	,844	,988	,070	14,058	***
X3	<---	training	,885	1,046	,071	14,786	***
X21	<---	congruence	,877	,875	,051	17,166	***

		Std Estimate	Estimate	S.E.	C.R.	P
X22	<--- conuence	,899	1,015	,056	18,235	***
X23	<--- congruence	,904	,978	,053	18,505	***
X24	<--- Congruence	,908	1,000			
X4	<--- On Job training	,736	1,000			
X5	<--- On Job training	,759	1,018	,113	9,048	***
X6	<--- On job training	,836	1,211	,124	9,766	***
X7	<--- On Job training	,718	1,032	,119	8,655	***
X8	<--- LOC	,820	1,000			
X9	<--- LOC	,738	,971	,094	10,311	***
X10	<--- LOC	,696	,802	,090	8,906	***
X11	<--- LOC	,700	,804	,088	9,175	***
X12	<--- LOC	,763	,836	,085	9,819	***
X15	<--- SE	,764	1,000			
X16	<--- SE	,843	1,283	,114	11,206	***
X17	<--- SE	,817	1,259	,120	10,466	***
X18	<--- SE	,804	1,271	,124	10,263	***

Source: Processed Data, 2020

For the training variable, this study adopts and develops three indicators as a measurement of the training variable. The results of the confirmatory analysis show that the standardized regression weight and significance values for the three training variable indicators meet the required criteria. Thus, the measurement of training variables is carried out using three indicators, namely X1, X2 and X3

Exogenous variables of industrial work practices, adopted and developed four indicators as a means of measuring variables. From the results of the confirmatory analysis, it can be seen that the standardized regression weight value and the significance value on the four indicators meet the specified criteria. Thus, the measurement of industrial practice variables is carried out by using four indicators, namely X4, X5, X6, and X7.

The measurement of Locus of control is done by adopting and developing seven measurement indicators. The results of the confirmatory analysis show that only five indicators meet the criteria for standardized regression weight and significance value. Thus, the locus of control variable measurement is carried out by using five indicators, namely X8, X9, X10, X11, and X12.

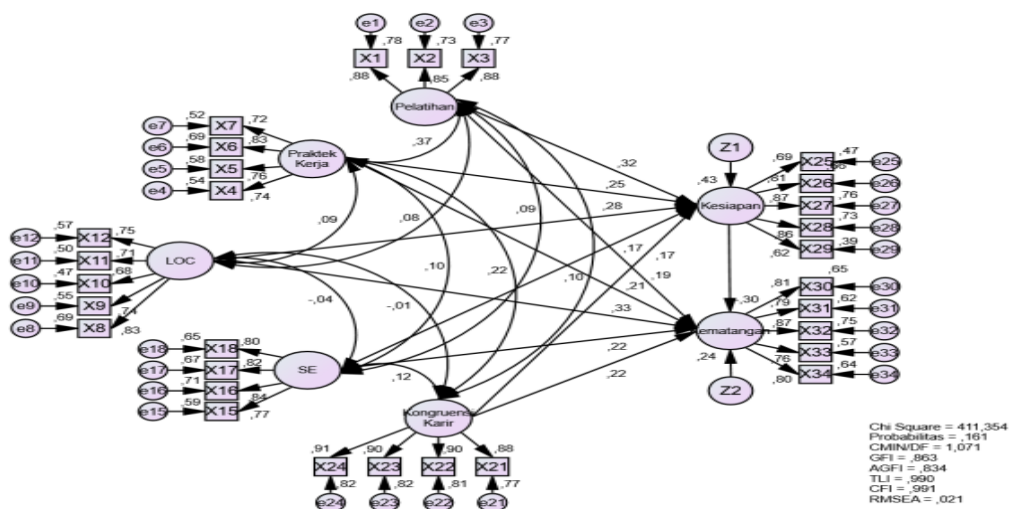
The self-efficacy which is examined in this study was measured by using five indicators. Referring to the results of the confirmatory analysis, it can be seen that there is one indicator that does not meet the criteria and four indicators that meet the requirements of the standardized regression weight value and significance value. Thus, the measurement of the self-efficacy variable is carried out by using four indicators, namely X15, X16, X17, and X18.

The variable of parental career congruence was measured by using five indicators. It is found that five indicators adopted and developed, it is seen that four indicators meet the criteria for standardized regression weight and the required significance value. Thus, the measurement of parents' career congruence variables is carried out by using four indicators, namely X21, X22, X23, and X24.

B. Testing the feasibility of research model

After analyzing the level of un-dimensionality of the indicators forms the latent variables tested by confirmatory factor analysis, the next analysis is the full model of Structural Equal Modeling analysis (SEM).

The results of data processing for the full SEM model analysis are described below.



Source: Processed Data, 2020

Figure 2. Research Model Testing

The results of the feasibility test on the research model developed in this study are presented in Table 4.24 below.

Table 2 The Result of the research model feasibility test

Goodness of Fit Indeks	Cut off Value	Result	Model Evaluation
Chi-Square (df = 384)	< 430,692	411,354	Good
Probability	$\geq 0,05$	0,161	Good
CMIN/DF	$\leq 2,00$	1,071	Good
GFI	$\geq 0,90$	0,863	Marginal
AGFI	$\geq 0,90$	0,834	Marginal
TLI	$\geq 0,95$	0,990	Good

CFI	≥ 0,95	0,991	Good
RMSEA	≤ 0,08	0,021	Good

Source: Processed Data, 2020

Based on the results of the feasibility test of the model presented in Table 4.24 above, it shows that the test criteria are overall in the good category or meet the required assessment criteria. In the Chi-Square test, a model will be considered good if the results show a calculated Chi-Square value that is smaller than the table Chi-Square value. The more Chi-square count which is smaller than the Chi-square value in the table indicates that the better the model. It means that there is no difference between estimated population and the tested sample. This research model shows that the calculated Chi-Square value is 411.354, while the critical value/Chi-Square table with $df = 384$ is 430.692. Because the calculated Chi-Square value in this study is smaller than the table value, it means that this research model is not different from the estimated population. In other words, the model is considered good and accepted

C. Hypothesis Testing

After assessing the assumptions in SEM, then hypothesis testing will be carried out as proposed in the previous chapter. The testing of the eight hypotheses proposed in this study was carried out by analyzing the value of the Critical Ratio (CR) and the probability of a causal relationship.

	Std. Estimate	Estimate	S.E.	C.R.	P
Readiness <-- Training	,318	,274	,070	3,912	***
Readiness <-- Job training	,245	,242	,083	2,900	,004
Readiness <-- LOC	,278	,221	,060	3,669	***
Readiness <-- SE	,166	,200	,088	2,289	,022
Readiness <-- Career Congruence	,171	,123	,051	2,396	,017

Source: Processed Data, 2020

1. The Effect of Training on Career Readiness.

The estimated parameter for testing the effect of training on job readiness shows a CR value of 3.912 with a probability of 0.000. Since, the probability value is (0.000) < 0.05 , it can be concluded that the training variable is statistically proven can give significantly positive effect on job readiness. By means, if the training provided to respondents is getting better, it will be able to improve and strengthen the career readiness of respondents to enter the world of work.

2. The Effect of Job Training on Career Readiness.

The estimated parameter for testing the effect of work practices on career readiness shows a CR value of 2.900 with a probability of 0.004. Therefore, the probability value is (0.004) < 0.05 , it can be concluded that the work practice variable is statistically proven to have a significant positive effect on job readiness. That is, if the work practices provided to the respondents are in accordance with the competency skills, it will be able to improve and strengthen the respondents' career readiness to enter the world of work.

3. The effect of Locus of Control on Career Readiness

The estimated parameter for the effect of locus of control testing on career readiness shows a CR value of 3.669 with a probability of 0.000. Because the probability value (0.000) < 0.05 , it can be concluded that the locus of control variable is statistically proven to have a significant positive effect on job readiness. That is, if the respondents have a strong locus of control, they will be able to increase and strengthen their career readiness to enter the world of work.

4. The Effect of Self Efficacy on Career readiness

The estimated parameter for the effect of self-efficacy testing on career readiness shows a CR value of 2.289 with a probability of 0.022. Because the probability value is (0.022) < 0.05 , it can be concluded that the self-efficacy variable is statistically proven to have a significant positive effect on career readiness. That is, if the respondents has strong self-efficacy, he will be able to increase and strengthen his career readiness to enter the world of work.

5. The effect of parental career congruence on Career readiness

The parameter estimation for testing the effect of parents' career congruence on job readiness shows a CR value of 2.396 with a probability of 0.017. Because the probability value (0.017) < 0.05 , it can be concluded that the parental career congruence variable is statistically proven to have a significant positive effect on job readiness. That is, if the respondent has a career choice that is in the line with his parents, it will be able to increase and strengthen the respondent's career readiness to enter the world of work.

6. Discussion

A. The effect of training on Career readiness

This study has tested the effect on training and job readiness variables by using empirical data. The result of statistical test that is produced shows that training is statistically proven to have a significant positive effect on job readiness. In other words, if the cadet respondents who are

prospective graduates of the Malahayati Merchant Marine Polytechnic receive good training, they will have an impact on strengthening career readiness.

Stevani and Yulhendri (2014) state that career readiness is the overall condition of individuals which is aligned between physical readiness, mental and experience as well as the desire and the ability to carry out a job or activity that is being or will be faced. Career readiness needs to be possessed by final year students, because it is expected that before graduating from their college, The students must have the competency that are in accordance with their fields , namely being able to develop their skills and knowledge as tools to compete in the world of work. Also, it is expected that after getting a job later the individual must has the ability to keep his job.

To have physically and mentally ready to enter the world of work, the graduates candidate are expected to have abilities according to their fields, able to develop knowledge, and have broader minded and well-knowledge in order to compete with other graduates in the world of work (Agusta, 2015). The students are not only required to be able to master their academic fields , but they are also required to be able to balance their soft skills, in terms of communication, manners, have a high leadership attitude, and high responsible for themselves and others. These abilities are acquired and developed through training activities which is provided on campus and outside the campus.

B. The Effect of Job training on Career Readiness.

Empirical data related to industrial work practices and perceived career readiness which is obtained in this study were used as a database to perform statistical analysis on these two variables. The results of statistical analysis that have been carried out show that industrial work practices are statistically proven to have a significant positive effect on perceived career readiness. That is, if the respondent gets sufficient industrial work practice in terms of practical time and conformity to the field of education concentration, it will increase the respondent's perception of his readiness to enter the world of work.

Career readiness is defined as the ability that comes from oneself without intervention by other in seeking and adjusting the work according to what is needed and desired by the individual (Ward & Riddle, 2002). Brady (2009) state that career readiness focuses on individual personal traits, such as the nature of being ready to work and the defense mechanisms needed, not only to get a job, but also more than that, namely how to keep a job after the job is obtained.

A student must feel confident that in preparing for the world of work, he is ready and able to face every challenge or obligation that will be given to him. According to Pool and Sewell (2007) a student can be said to be ready to face the world of work if he has the following 4 aspects: such as having the career management skills, knowledge in accordance with his field , understanding of the knowledge that has been learned, as well as personality attributes that encourage the student to bring out the potential that exists within him or personal circumstances. This is the role of industrial work practices as a real place to hone and develop the abilities and skills needed by graduates candidate so that they are ready to enter the world of work.

C. The effect of Internal Locus of Control on Career readiness

Tests regarding the influence of the locus of control variable on perceived job readiness have been carried out in this study by using empirical data obtained through interviews by applying questionnaires. The statistically results show that, internal locus of control has a significant positive effect on perceived job readiness. That is, if the respondent has a strong internal locus of control then this will also strengthen the respondent's perception of his readiness to enter the world of work.

Entering the world of work requires both physical and mental readiness. In addition to the knowledge and skills and experience that prospective workers have, the mental readiness of prospective workers is very necessary. There are two mental factors studied in this study, namely locus of control and self-efficacy. The locus of control factor is also an important factor in explaining job readiness. Locus of control in Social Cognitive Career Theory (SCCT) (Brown, 2005) is a cognitive factor that can explain job readiness. This locus of control explains in what extent a person believes that he is in control of his own destiny or external factors that exist outside of him that can determine his destiny. Differences in locus of control in a person can lead to other aspects of personality. Adolescents who have an internal locus of control have confidence that they can organize and direct their lives and are responsible for the achievement of whatever reinforcement they receive (Aji, 2010).

D. The Effect of Self Efficacy on Working Readiness

The effect of self-efficacy on perceived job readiness tested in this study shows that self-efficacy is statistically proven to have a significant positive effect on job readiness. That is, if the respondent has a strong self-efficacy in himself, this will also strengthen his perception of readiness to enter the world of work.

The concept of self-efficacy is actually the core of social cognitive theory which is generally understood as an individual's belief in the ability to organize and carry out a series of activities that require an achievement or achievement. The thought that underlies self-efficacy testing is that everyone who feels confident that he has the ability to make career decisions so he is ready to enter the world of work. Self efficacy in Social Cognitive Career Theory (SCCT) (Brown, 2005) is a cognitive factor that can explain job readiness. Garg (2010) also explains that self-efficacy is a factor that can explain one's career readiness.

The results of this study will complete the results of previous studies, such as Sidiropoulou-Dimakakou et al (2012), Townsend, Busenitz, & Arthurs (2010), Feldt & Woelfel (2009), ztemel (2012, 2013) which revealed that self-efficacy is an important predictor of on career readiness. In addition, the results of this study also strengthen the theory declared by Bandura (1991) that someone who has high self-efficacy will not avoid doing tasks that involve the career decision-making process, and carry out these tasks with high and dilligent performance. The argument is that self-efficacy greatly affects a person's motivation in developing their potential, pursuing the achievements they want to achieve and also affecting self-confidence in socializing in people's lives. Individuals will further improve their quality if they believe in their potential so that they also believe that they are ready to enter the world of work which they choose.

E. The Effect of Parental Career Congruence on Working Readiness

Empirical data obtained in this study related to the variables of parental career congruence and job readiness have been used as a database to perform statistical analysis on these two variables. The results show that parents' career congruence is proven to have a significant positive effect in explaining perceived job readiness. That is, if the career chosen by the respondent is congruent with the career of the parents, this will support their readiness to enter the world of work.

In Social Cognitive Career Theory (SCCT), there are contextual factors that can explain job readiness (Brown, 2005, Lindawati, 2010, Kawakib, 2012). The influence of family support on student's career decision can be understood because the family has the function on transmitting values, beliefs, attitudes, and knowledge to the next generation, so that career decisions that will be taken by students refer to the values that have been instilled by the family. The effect of family support on career readiness was also found in a study conducted by (Metheny, 2013).

The influence of parents' career congruence in forming and building their children's career readiness cannot be denied. Indonesia still views that parents as having an important role in determining their career decisions. This is understandable because Indonesian society is a collectivistic Eastern cultured society, where the family is the determining factor in making a decision. Several studies reveal that the determination of career decisions for Indonesian students influenced by the role of the family (Purwanto, 2012, Ali, 2016).

Although this study was not conducted in the Java region, this study is in line with the results of a study from Lestari (2012). In Lestari's research, it was found that children in Javanese families are required to behave naturally, such as being obedient (*manut*) to their parents, as well as older people. Obedient culture itself is an attempt by the Javanese people to maintain other values they adhere to, namely social harmony and avoiding conflict. In the context of career decision making for children, being obedient to parents means that there is no social rift between family members, so that harmony will be maintained (Suseno, 2003).

7. Conclusion

The test results on five variables of training and career readiness, work practice, locus of control, self-efficacy, and parental career congruence by using empirical data show that training has a significant positive effect on career readiness. These results indicate that if the respondent gets sufficient training, this will increase the respondent's readiness to enter the world of work. The findings of this study also indicate that respondents need to get work practices because by achieving adequate work practices, it will increase the readiness of respondents to enter the world of work. Besides, Locus of control needs to be owned by respondents because a strong or good locus of control will increase their readiness to enter the world of work. The results of this study are empirical evidence that preparing respondents to enter the world of work requires good self-efficacy, the more linear or appropriate between cadets and parents career choice will further strengthen the readiness of respondents to enter the world of work.

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