

The Effect of Practical Experience, Knowledge of Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness

Darul Prayogo¹, Andy Wahyu Hermanto², F. Pambudi Widiatmaka³, Dwi Prasetyo⁴, Sugiyarto⁵

^{1,2,3,4} Politeknik Ilmu Pelayaran Semarang, Indonesia

⁵ Politeknik Keselamatan Transportasi Jalan Tegal, Indonesia

Corresponding Author ✉ darul@pip-semarang.ac.id

ABSTRACT

The main problem faced by the education world is the low employment level for graduates of Vocational Senior High Schools (SMK). Ideally, there should be 80% to 85% graduates that should be directly admitted to the work forces, but up till now this percentage is approximately only 61%. The article analyze how the effect of Practical Experience, Knowledge of Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness at Vocational High School (SMK) Semarang Automotive mechanical expertise program. The research sample was taken using cluster proportional random sampling. Data were collected by questionnaires and documentation. Based on a preliminary test on grade XII students of Mechanical Automotive of SMK found that there were 36 valid problems and 18 invalid ones in the questionnaires. These problems were then refined and reduced proportionally to only 40 according to the existing sub-factors. After being e-tested the instrument produced a validity score higher that the table r (0.334). It meant that the instrument was valid and could be used as an appropriate tool for tests. The data were analyzed using percentage-descriptive analyses. The total effect of experiences in practices on the readiness of the students to enter the existing wok force was 2%, the total effect of students' knowledge about employment was 3.04% and the total effect of teachers' professionalism was 2.63%. Based on the above findings, it can be concluded that there were effects of experiences in academic practices, of students' knowledge about the existing employment, of teacher professionalism and of students' motivations for work on readiness to enter the work forces. Collectively, these four factors contributed 30.6% of the total effect, while the remaining 60.4% of the total effect was due to by some other factors not investigated in this research.

Keywords: *Practical Experience, Teacher Profesionalism, Work Readiness*

ARTICLE INFO

Article history:

Received
December 31, 2021
Revised
May 01, 2022
Accepted
June 09, 2022

How to cite

Prayoga, et al., (2022). The Effect of Practical Experience, Knowledge of Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(1). 204-218

<https://doi.org/10.25217/ji.v7i1.2062>

Journal Homepage

<http://journal.iaimnumetrolampung.ac.id/index.php/ji/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

It has been outlined in National Education System that National Education is carried out based on Pancasila, aimed at increasing devotion to God Almighty, intelligence and skills, enhancing character, and strengthening personality and spirit of

nationalism and love for the country. These goals are intended to foster human development who can build themselves and be responsible for national development. Quality of Human Resources (HR) determines success of a nation which is influenced by quality of education as its main asset considering a fact that education sector plays a very important role in determining Indonesian's future.

One of fast-growing industries is automotive industry, marked by increasing number of vehicles. Large number of products from automotive industry should provide sufficient employment opportunities for students who graduated from Automotive Vocational High Schools (Sekolah Menengah Kejuruan - henceforth, SMK). In Indonesia, in fact, many SMK graduates are unemployed, (Aprilliofany, 2020). It is then necessary to find out cause of large numbers of unemployment since many jobs are still wide open, especially in industrial sector. Unemployment in Indonesia until February 2013 decreased to 7.17 million people compared to August 2012 which reached 7.24 million people, meaning that the unemployment rate in Indonesia is still high despite the economic improvement, (Tobing, 2013).

Vocational High School (SMK) is an institution that has a potential to prepare Human Resources who can be easily absorbed by world of work. This is because material both theory and practical practice have been given from an early age, with an expectation that SMK graduates have competencies in accordance with needs of world of work. However, it turns out that world of work can only absorb 61% of SMK graduates. Moreover, it is even more a dilemma when not all 60% of SMK graduates work in accordance with major they have taken. There should ideally be 80 - 85% of SMK graduates nationally who can directly enter world of work, while so far only 61% have been absorbed. SMK graduates in Indonesia, in 2006, reached 628,285 students, but only 385,986 students or around 61.43% could directly have a job, (Ngadi, 2014).

There are of course several factors causing the aforementioned phenomenon including lack of work readiness of SMK graduates, absence of a link and match between SMK and world of work, unidentified needs of world of work by SMK, and so on. It is necessary for education in SMK to be able to provide competencies and skills so that graduates are ready and able to adapt to advances in world of work. Being skilled in industrial sector and having ability according to their field of expertise is main objective of implementation of vocational education. Research conducted by (Mustikawanto, 2019) shows that work motivation has a positive and significant effect on the work readiness of graduates of the Electrical Skills Program Vocational School. Meanwhile, research conducted by (Eliyani, 2016), found that internship experience had an indirect positive effect on job readiness. This research was conducted with the aim of knowing how much work readiness of smkn students in Semarang Automotive mechanical expertise program to face the world of work in accordance with their field of expertise. This research is important because the more motor vehicles / cars, the employment opportunities in the automotive industry will be greater and require a lot of labor in the field.

Research conducted by (Mustikawanto, 2019) shows that work motivation has a positive and significant effect on the work readiness of graduates of the Electrical Skills Program Vocational School. Meanwhile, research conducted by (Eliyani, 2016), found that internship experience had an indirect positive effect on job readiness.

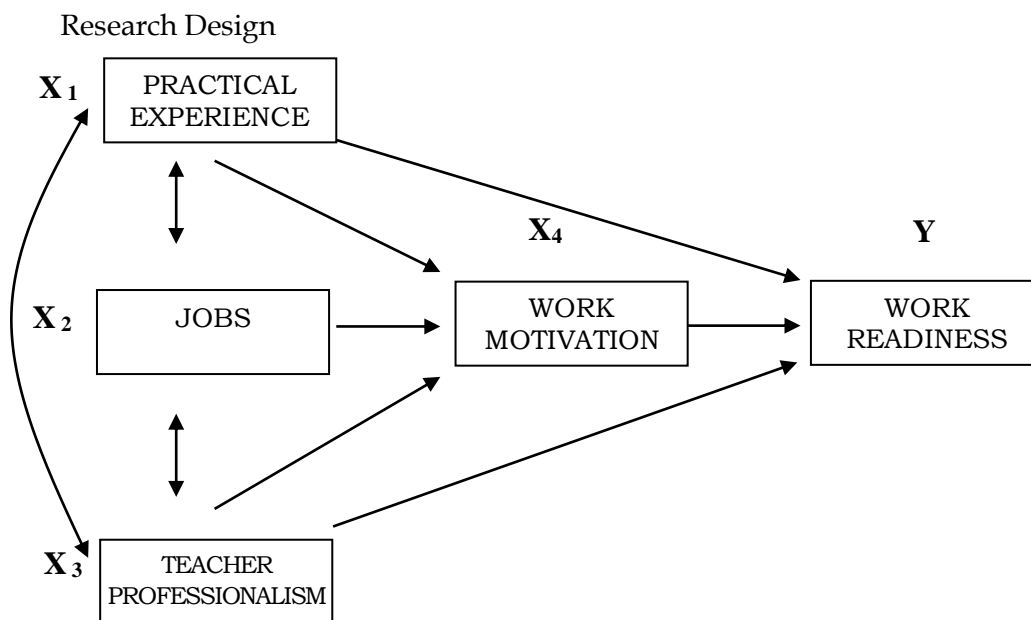
Several studies have been carried out but in general, and do not focus on one major, namely the Automotive Mechanical Engineering expertise program. Because it is still common, this research will focus on the Automotive Mechanical Engineering expertise program. He took this major because other researches were not ready to work

in the industrial world who took that major. It seems that this research has not discussed in depth the Automotive Mechanical Engineering expertise program which is in fact very much needed along with the increase in motorized vehicles, therefore this study will discuss the results of research in the field related to practical experience, about employment, work motivation, and job readiness in the Automotive Mechanical Engineering expertise program. This article analyze how the effect of Practical Experience, Knowledge of Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness at Vocational High School (SMK) Semarang Automotive mechanical expertise program.

METHOD

This quantitative research uses a path analysis. The research sample was taken using cluster proportional random sampling.

Figure 1 Relationship of Research Variables



Population was spread over 6 public schools consisting of: SMK N 1 Semarang (141 students). SMK N 3 Semarang (57 students). SMK N 4 Semarang (95 students). SMK N 5 Semarang (62 students). SMK N 7 Semarang (71 students). SMK N 10 Semarang (95 students). Thus, total population was 521 students. Sample

SMK N 1 Semarang $\frac{141}{521} \times 226 = 61$ students.

SMK N 3 Semarang $\frac{57}{521} \times 226 = 25$ students.

SMK N 4 Semarang $\frac{95}{521} \times 226 = 41$ students.

SMK N 5 Semarang $\frac{62}{521} \times 226 = 27$ students.

SMK N 7 Semarang $\frac{71}{521} \times 226 = 31$ students.

SMK N 10 Semarang $\frac{95}{521} \times 226 = 41$ students.
Thus, total sample was 226 students.

Research Variables research uses a Independent variables, Intervening Variable and Dependent variable. (Arikunto, 2006) claimed that independent variable is a variable that can affect dependent variable. There were three independent variables in this study. The first one was practical experience (X1) with indicators of objectives and benefits of practice, implementation of practice which included how to guide, tools, student relations with supervisors, and student abilities. The second one was knowledge about jobs (X2) with indicators of knowledge about job opportunities, types of work, and worker requirements. In addition, the third one was teacher professionalism (X3) with indicators of teaching methods, work discipline, work motivation, mastery of material, and commitment to improving quality.

Intervening variables are variables that theoretically affect (strengthen or weaken) relationship between independent and dependent variables but are not measurable (Arikunto, 2006). In this study, intervening variable was work motivation (X4) with indicators of need, mastery of skills, hobbies, innovation and creativity. Dependent variable is a variable that will be affected by independent variable (Arikunto, 2006). Dependent variable in this study was students' work readiness (Y) with indicators of level of maturity, experience, mental and emotional state, critical attitude and cooperating with others, being responsible and able to complete work, following developments in their field of expertise and being eager to move forward, professional and have more skills, dare to take risks and make right decisions.

Documentation method is a method used to find data about things or variables in the form of notes, books, newspapers, magazines, inscriptions and so on (Arikunto, 2006). In this study, documentation method was used to obtain data on names of class XII students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang for the 2020/2021 Academic Year.

Based on the instrument testing, reliability of instruments was obtained as follows:

$$r_{11} = \alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \alpha^2 b}{\alpha^2 t} \right]$$
$$r_{11} = \alpha = \left[\frac{40}{40-1} \right] \left[1 - \frac{22.343}{171.159} \right]$$
$$= 0,892$$

Since $0.892 > 0.60$ (predetermined r), it could be concluded that instrument was reliable. Data Analysis Research uses a Percentage Descriptive Analysis and Path Analysis, Requirement Tests, Normality Test, Linearity Test, Homogeneity Test, Multicollinearity Test.

RESULT AND DISCUSSION

Research results and discussion are stages that must be carried out carefully because data presented determine whether research objectives can be realized. This chapter provides an overview of research subject, research implementation, data presentation and discussion of research results. Entire description of the above discussion can be explained in following sections.

Table 1 Hypothesis Testing The Effect of practical experience, knowledge of jobs, teacher professionalism on work motivation

Model	Unstandardized Coefficients	Standardized		t	Sig.	Correlations	Collinearity Statistics	
		B	Beta				Partial	Tolerance
1 (Constant)	18.41	7.16		2.57	.011			
Practical experience	.371	.076	.305	4.85	.000	.310	.862	1.16
Knowledge about jobs	.251	.057	.272	4.37	.000	.282	.879	1.13
Teacher professionalism	.110	.072	.091	1.52	.129	.102	.962	1.04

a Dependent Variable: Work motivation

Based on above calculations, here is some information obtained: Practical experience variable in relation to work motivation variable obtained t-score of 4.857 with a significance level of 0.000. Since significance level < 0.05, H₀ was rejected. Accordingly, practical experience variable had an effect on work motivation. Additionally, direct effect of practical experience on work motivation was $0.3052 = 0.0930 = 9.30\%$. Indirect effect obtained score of $(0.305 \times 0.343 \times 0.272) = 0.0285$ or 2.85%. Total effect obtained score of $(9.30\% + 2.85\%) = 12.15\%$.

Knowledge about jobs in relation to work motivation obtained t-score of 4.374 with a significance level of 0.000. Since significance level < 0.05, H₀ was rejected. Thus, knowledge about jobs variable had an effect on work motivation. Direct effect of knowledge about jobs on work motivation was $0.2722 = 0.0739 = 7.40\%$. Indirect effect obtained score of $(0.272 \times 0.123 \times 0.091) = 0.0030$ or 0.30%, while total effect obtained score of $(7.40\% + 0.30\%) = 7.70\%$. Teacher professionalism in relation to work motivation obtained t-score of 1.525 with a significance level of 0.129. Since significance level > 0.05, H₀ was accepted. Accordingly, it could be said that teacher professionalism had no effect on work motivation. Direct effect of teacher professionalism on work motivation was $0.0912 = 0.0083 = 0.83\%$. Indirect effect obtained score of $(0.091 \times 0.305 \times 0.186) = 0.0052$ or 0.52%. Total effect obtained score of $(0.83\% + 0.52\%) = 1.35\%$.

Table 2 Results of hypothesis of the effect of practical experience, knowledge of jobs and teacher professionalism on work motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5345.441	3	1781.814	24.364	.000(a)
	Residual	16235.740	222	73.134		
	Total	21581.181	225			

a Predictors: (Constant), Teacher professionalism, Knowledge of jobs, Practical Experience

b Dependent Variable: Work motivation

Based on calculations, variables of practical experience, knowledge about jobs, teacher professionalism in relation to work motivation obtained an F score of 24.364 and a significance level of 0.000. Since significance level < 0.05, practical experience, knowledge about jobs and teacher professionalism jointly had an effect on work motivation.

Table 3 Results of analysis of the effect of practical experience, knowledge about jobs and teacher professionalism on work motivation

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	.498(a)	.248	.238	8.55184	.248	24.364	3	222	.000

a Predictors: (Constant), Teacher professionalism, Knowledge about jobs, Practical Experience

b Dependent Variable: Work motivation

Based on calculation of correlation coefficient, R score was 0.238. Thus, it could be concluded that practical experience, knowledge about jobs and teacher professionalism contributed 23.8%, while remaining 76.2% was affected by other variables not examined in this study.

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Correlations	Collinearity Statistics	
		B	Std. Error	Beta	Partial				Tolerance	
1	(Constant)	18.419	7.160			2.573	.011			
	Practical Experience	.371	.076	.305	.310	4.857	.000	.310	.862	1.161
	Knowledge about jobs	.251	.057	.272	.282	4.374	.000	.282	.879	1.138
	Teacher professionalism	.110	.072	.091	.102	1.525	.129	.102	.962	1.040

Dependent Variable: Work motivation

Additionally, results of partial analysis provide information that practical experience variable obtained $r = 0.310$ or 31%. Knowledge about jobs obtained $r = 0.282$ or 28.2%, while teacher professionalism obtained $r = 0.102$ or 10.2%. Thus, practical experience was variable that had the greatest effect on work motivation, which was 31%.

Table 4 The effect of practical experience, knowledge of jobs, teacher professionalism and work motivation on work readiness

		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Correlations	Collinearity Statistics	VI F
		B	Std. Error	Beta				Partial	Tolerance	
1	(Constant)	5.773	8.412			.686	.493			
	Practical experience	.138	.093	.093		1.480	.140	.099	.779	1.284
	Knowledge about jobs	.144	.069	.128		2.074	.039	.138	.809	1.236
	Teacher professionalism	.212	.084	.145		2.538	.012	.168	.952	1.051
	Work motivation	.489	.078	.403		6.292	.000	.390	.752	1.329

Dependent Variable: Work readiness

Based on above calculations, here are some information obtained: Practical experience variable in relation to work readiness variable obtained t-score of 1.480 with a significance level of 0.140. Since significance level > 0.05 , H_0 was accepted, so that it could be concluded that practical experience variable had no effect on work readiness. Here, direct effect of practical experience on work readiness was $0.0932 = 0.0086 = 0.86\%$. Meanwhile, indirect effect of practical experience, since there was work motivation, obtained a score of $(0.093 \times 0.305 \times 0.403) = 0.01143$ or 1.14%. Total effect of practical experience on work readiness was $(0.86\% + 1.14\%) = 2.00$ or 2%.

Knowledge about jobs variable in relation to work readiness variable obtained t-score of 2.074 with a significance level of 0.039. Because significance level < 0.05 , H_0 was rejected, so that knowledge about jobs had an effect on work readiness. Direct effect of knowledge about jobs on work readiness was $0.1282 = 0.01638 = 1.64\%$. Indirect effect of knowledge about jobs, since there was work motivation, obtained a score of $(0.128 \times 0.272 \times 0.403) = 0.0140$ or 1.40%. In addition, total effect of knowledge about jobs on work readiness was $(1.64\% + 1.40\%) = 3.04\%$.

Teacher professionalism variable in relation to work readiness variable obtained t-score of 2.538 with a significance level of 0.012. Since significance level < 0.05 , H_0 was rejected, so that teacher professionalism had an effect on work

readiness. Direct effect of teacher professionalism on work readiness was equal to $0.1452 = 0.021 = 2.1\%$. Indirect effect of teacher professionalism, since there was work motivation, obtained a score of $(0.145 \times 0.091 \times 0.403) = 0.0053$ or 0.53% . Total effect of teacher professionalism on work readiness obtained $(2.1\% + 0.53\%) = 2.63\%$.

Work motivation variable in relation to work readiness variable obtained t-score of 6.292 with a significance level of 0.000. Since significance level < 0.05 , H_0 was rejected, so that work motivation had an effect on work readiness. Direct effect of work motivation on work readiness was equal to $0.4032 = 0.1624 = 16.24\%$.

Table 5 Hypothesis of the effect of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10108.104	4	2527.026	25.776	.000(a)
	Residual	21666.786	221	98.040		
	Total	31774.889	225			

a Predictors: (Constant), Work motivation, Teacher professionalism, Knowledge about jobs, Practical Experience

b Dependent Variable: Work readiness

Above calculations demonstrated that practical experience, knowledge about jobs, teacher professionalism and work motivation in relation to work readiness obtained an F score of 25.776 with a significance level of 0.000. Since significance level < 0.05 , hypothesis of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness was accepted.

Table 6 Results of analysis of the effect of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness

Mode	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.564(a)	.318	9.90150	.318	25.776	4	221	.000

a Predictors: (Constant), Work motivation, Teacher professionalism, Knowledge about jobs, Practical Experience

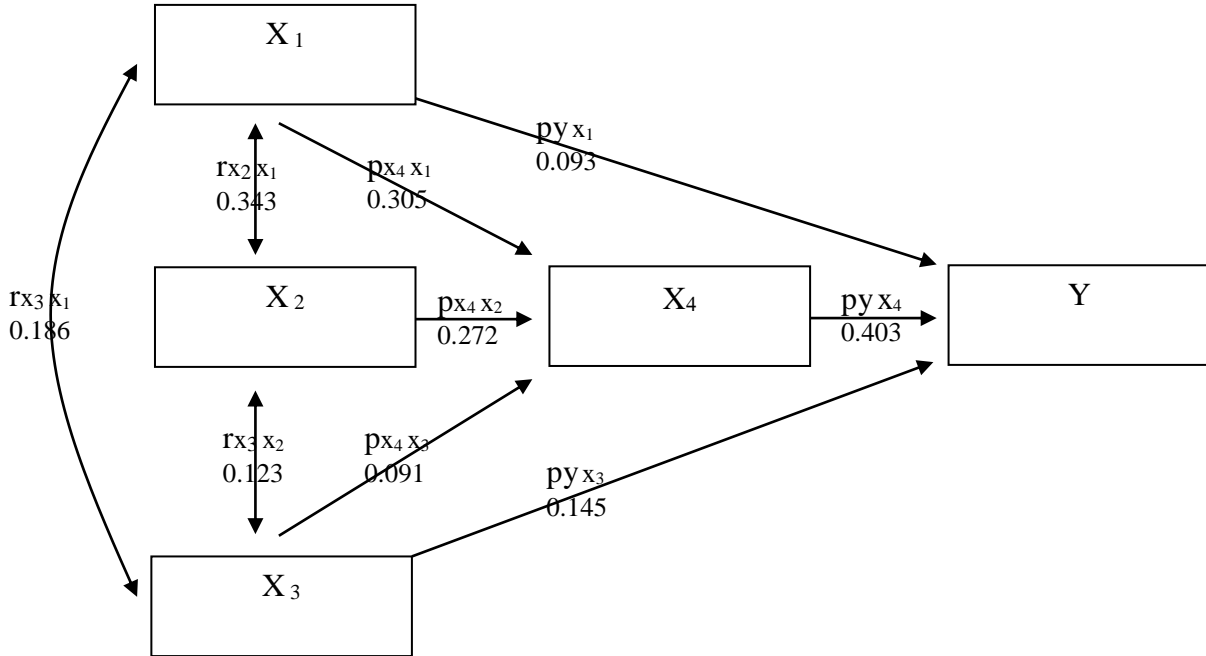
b Dependent Variable: Work readiness

Based on calculation of correlation coefficient, R score was 0.306. Thus, practical experience, knowledge about jobs, teacher professionalism and work motivation contributed 30.6%, while remaining 69.4 was affected by other variables not examined in this study.

Based on results of analysis, independent variables including practical experience, knowledge about jobs and teacher professionalism through work motivation as an intervening variable on dependent variable, namely work readiness, obtained a total score of 67.5%. Importantly, teacher professionalism supported by work motivation on work readiness obtained 49.4%. Therefore, knowledge about jobs was a variable that had a very strong effect on work readiness, which was 67.5%.

Score of relationship between variables of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness is shown in the following figure:

Figure 2. Research Result Path Diagram



Note:

X1 : Practical Experience

X4 : Work Motivation

X2 : Knowledge about Jobs

Y : Work Readiness

X3 : Teacher Professionalism

Regression Equation: $Y = a + bx$

Structural Equation: $Y = 5.773 + 0.138 X_1 + 0.144 X_2 + 0.212 X_3 + 0.489 X_4$

The Effect of Practical Experience, Knowledge about Jobs and Teacher Professionalism on Work Readiness. Results showed that practical experience was in very good category, which was 22.29%. There were 143 out of 226 students (63.27%) in very good category and remaining 83 students (36.73%) in good category. Industrial work practice activities are part of activities that must be followed by SMK students. This is in accordance with link and match policy as an effort to approach world of education to world of work or world of industry by making an effective linkage system for educational institutions graduates in jobs (Khasanah, 2020).

To carry out industrial work practice program, SMK students of Automotive Mechanical Engineering Skill Program in Semarang are equipped with practical activities in automotive field at schools. Training courses taught principally equip students to be experts in automotive field so that they are ready to work after graduating.

More importantly, students' work readiness is shown from their readiness to keep abreast of automotive developments which are progressing rapidly every year, in which students need to be ready to follow existing developments so as not to be left behind. Besides, in jobs, someone is certainly provided with training activities for his

career path. Based on data, it was found that most students felt ready to take part in these activities. They were also ready to work while studying in order to increase their knowledge and skills in automotive field (Hoyles, et al, 2010).

Industrial Work Practices basically have a positive effect on students' work readiness. Results of a study conducted by (Yulianti, 2015) found that practical experience had a positive effect on students' work readiness. This system gives SMK students opportunity to adapt to world of work or industrial world, so that they have more adequate readiness to enter world of work after completing their studies.

Furthermore, results of this study showed that knowledge about jobs was in a good category, which was 16.51%. There were 50 students (22.12%) in a very good category, 163 students (72.12%) in a good category, and 13 students (5.76%) in a poor category. This study shows that students' knowledge about jobs can encourage students' work readiness. Automotive Mechanical Engineering students generally only consider workshop as a place to work after graduating (Guessous, et al, 2013). In fact, Automotive Mechanical Engineering graduates are not only focused on workshops but also in other fields such as production services, construction, automotive, industrial, trade, spare parts, industrial equipment, maintenance, salesmen, service advisors, industrial warehouses, entrepreneur, etc.

Vocational education prepares students to be able to work in certain fields. It prioritizes development of students' abilities to carry out certain types of work. It directs students to study a special field as an attempt to make sure that its graduates have certain skills according to their respective areas of expertise. Technological and vocational education is provided for students who plan and develop their careers in certain areas of expertise to work productively.

Results of this study showed that teacher professionalism was in a good category, namely 28.57%. A total of 72 students (31.86%) stated that teacher was in a very good category, 152 students (67.26%) stated that teacher was in a good category, and 2 students (0,09%) stated that teacher was in a poor category. Teachers have direct relationships and interactions with students. Professional teachers determine students' work readiness. Through interesting and innovative teaching methods, they can assist students to understand materials presented more easily. Teacher mastery of material directly affects their method of delivering lessons. Skilled teachers will have an easier way of teaching, especially in matters of academic and technical skills. Mastery of subject materials can foster a confident attitude in teaching and recognize various difficulties experienced by students in learning so that teachers are able to overcome and determine learning patterns which are easily accepted by students.

The Effect of Practical Experience, Knowledge about Jobs, Teacher Professionalism and Work Motivation on Work Readiness. Results of this study showed that the effect of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness was 0.306 or 30.6%, while remaining 0.694 or 69.4% was affected by other variables/models not examined in this study. Based on this study, practical experience, knowledge about jobs, teacher professionalism and work motivation had an effect on work readiness of Class XII Students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang.

Moreover, results showed that most of students of Automotive Mechanical Engineering at State Vocational High Schools in Semarang had good readiness. Most of them felt ready to work after participating in Industrial Work Practices. High level of students' work readiness was shown by data showing that 57.96% of students were

extremely ready and 40.27% were ready to work quickly and with satisfactory results. Industrial Work Practice (Prakerin) for 3-4 months is considered sufficient to gain knowledge and experience to adapt to industrial world. Average time needed each day to take part in Prakerin is approximately 8 hours which corresponds to employee's working hours. This similarity of time is a form of learning about discipline for students. This is in accordance with aims of Prakerin which is not only to provide skills but also to train students about relationships with other people in work, train discipline, and respect work hours. In this case, practical experience can prepare students to be ready to enter world of work, This is similar to the research conducted by (Wood et al., 2015).

Additionally, students' work readiness is also affected by students' knowledge about various jobs. This knowledge is expected to encourage their motivation to further pursue their automotive expertise. With various fields of work/jobs that can be studied, students are not only fixated on one job. Based on results, 22.12% of students had very good knowledge about jobs and 72.12% had good knowledge about jobs after graduation. Students' skills at work are affected by skills at work while in industrial work practices, This is similar to the research conducted by (Fitriyanto, 2019). Desire of students in choosing Automotive Mechanical Engineering was shown from high level of students' knowledge about various jobs that they could be engaged in, and advantages of Automotive Mechanical Engineering when looking for a job.

Students' work readiness is also affected by teacher professionalism. Teachers have direct relationships and interactions with students. Professional teachers determine students' work readiness. Through interesting and innovative teaching methods, they can assist students to understand materials presented more easily. Results of this study discovered that 31.86% teachers were very professional and 67.26% teachers were professional in teaching Automotive. Teachers of State Vocational High Schools in Semarang had a high level of discipline in administration of student assignments, mastered materials and had excellent academic qualifications and were skilled in Automotive field. Teacher preparation in teaching, mastery of materials, methods of delivering materials and evaluation of learning outcomes determine students' material mastery, This is similar to the research conducted by (Ajoke et al., 2017).

In the teaching and learning process, teachers are expected to motivate the importance of practical experience so that students are ready to enter the world of work. Teachers are encouraged to arouse students' motivation and provide knowledge about the outcome. The government prepares infrastructure to facilitate learning to be practical, exciting, and fun. It means that work motivation as an intervening variable plays a role in determining students' work readiness. In this study, students' work motivation was still classified as low. Based on conditions and observations in the field, Students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang had better mastery of hard skills than soft skills. Therefore, practical experience, knowledge about jobs and teacher professionalism are needed to increase students' motivation to work.

Last but not least, based on results of this study, total effect was always greater than direct effect. It means that work motivation as an intervening variable plays a role in determining students' work readiness. In this study, students' work motivation was still classified as low. Based on conditions and observations in the field, Students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang had better mastery of hard skills than soft skills. Therefore, practical

experience, knowledge about jobs and teacher professionalism are needed to increase students' motivation to work. Interested in conducting research on "The Influence of Practical Experience, Researcher Knowledge About Job Opportunities, Teacher Professionalism and Work Motivation on Work Readiness of Students of Class XII Automotive Mechanical Engineering Expertise in SMK Negeri Schools in Semarang". This research was conducted to find out why and how to improve job readiness for prospective SMK graduates of the Automotive Mechanical Engineering expertise program so that the teachers who are in charge of their department can immediately change the method in the learning process.

This research has contributed to the world of Education, especially Vocational Education to see how much work readiness. The Vocational School focuses its graduates to be ready to enter the world of work. As the number of vehicles grows, the author wants to know how much work readiness of vocational students, especially the Automotive Mechanical Engineering Expertise Program. Work readiness is influenced by motivation to work, relating to current experience of practice, knowledge of employment and professionalism of teachers.

CONCLUSION

The combined effect of practical experience, knowledge about jobs, teacher professionalism on work motivation is 23.8%, while remaining 76.2% is affected by other variables/models that are not examined in this study. The combined effect of practical experience, knowledge about jobs, teacher professionalism and work motivation on work readiness is 30.6%, while remaining 69.4% is affected by other variables/models not examined in this study. Based on this study, practical experience, knowledge about jobs, teacher professionalism and work motivation have an effect on work readiness of Class XII Students of Automotive Mechanical Engineering Skill Program at State Vocational High Schools in Semarang.

Practical experience makes a huge contribution in preparing SMK students to be ready to enter world of work. Accordingly, there is a need for continuous cooperation between schools and industrial workplaces to increase students' knowledge and skills in practical activities so that they can understand and experience real conditions optimally and are ready to enter world of work. Collaborative efforts between schools and industrial sector are needed in recruiting workers, so as to motivate students to be ready to enter world of work. There needs to be an increase in teacher professionalism in preparing students for world of work, for example through teacher training programs, further studies, teacher certification and so on. There needs to be support from government, business world, schools, communities and various parties to prepare Vocational High School students to enter world of work.

ACKNOWLEDGEMENT

The author thanked the students, teachers and principals of SMK N Semarang city so that they could complete this research.

AUTHOR CONTRIBUTION STATEMENT

Darul Prayogo (DP) is the first author of this article. Andy Wahyu Hermanto (AWH) is the second author that Collects data. F. Pambudi Widiatmaka (FPW) is the third author that tabulates. Dwi Prasetyo (DP) is the fourth author and processes field research data. Sugiyarto (SG) is the fifth author to translate research articles.

REFERENCES

- Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, 6(9), 36-44. [Google Scholar](#)
- Aprilliofany, A. (2020). Analisis Penyebab Pengangguran Lulusan Sekolah Kejuruan di Jawa Barat dan Garut. *Jurnal Litbang Sukowati: Media Penelitian dan Pengembangan*, 3(2), 12-12. <https://doi.org/10.32630/sukowati.v3i2.137>
- Cahyaningtyas, A. (2019). The Cooperation of Senior High School with the Business and Industry Sector. 381(CoEMA), 27-30. <https://doi.org/10.2991/coema-19.2019.7>
- Cook, D. A., & Jr, A. R. A. (2016). the cross-cutting edge Motivation to learn : an overview of contemporary theories. October, 997-1014. <https://doi.org/10.1111/medu.13074>
- Davis, H. A., & Davis, H. A. (2014). Conceptualizing the Role and Influence of Student-Teacher Relationships on Children ' s Social and Cognitive Development Conceptualizing the Role and Influence of Student - Teacher Relationships on Children ' s Social and Cognitive Development. December 2003. https://doi.org/10.1207/S15326985EP3804_2
- Edi, S. (2016). Pengembangan Standar Pelaksanaan Praktik Kerja Industri (Prakerin) Siswa Smk Program Keahlian Teknik Pemesinan Di Wilayah Surakarta. [Google Scholar](#)
- Eliyani, C., & Yanto, H. (2016). Determinan kesiapan kerja siswa SMK kelas XII kompetensi keahlian akuntansi di Kota Semarang. *Journal of Economic Education*, 5(1), 22-30. [Google Scholar](#)
- Fitriyanto, M. N., & Pardjono, P. (2019). Factors affecting the employability skills of vocational students majoring mechanical engineering. *Jurnal Pendidikan Vokasi*, 9(2), 132-140. [Google Scholar](#)
- Guessous, L., Zou, Q., Sangeorzan, B., Schall, J. D., Barber, G., Yang, L. X., ... & Wang, X. (2013, November). Engaging Underrepresented Undergraduates in Engineering Through a Hands-On Automotive-Themed REU Program. In *ASME International Mechanical Engineering Congress and Exposition*(Vol. 56277, p. V005T05A040). American Society of Mechanical Engineers. [Google Scholar](#)
- Herawati, H. (2020). Memahami proses belajar anak. *Bunayya: Jurnal Pendidikan Anak*, 4(1), 27-48. [Google Scholar](#)
- Hoyles, C., Noss, R., Kent, P., & Bakker, A. (2010). Improving mathematics at work: The need for techno-mathematical literacies. *Routledge*. [Google Scholar](#)
- Kamdi, W., & Dewi, D. M. (2019, January). The Effectiveness of Industrial Work Practice in Preparing the Capabilities of Students to Enter the Business, Industrial World (DUDI) and Industrial Revolution 4.0. In *2nd International Conference on Vocational Education and Training (ICOVET 2018)*. Atlantis Press. [Google Scholar](#)
- Khasanah, U. (2020). Link and Match Program with Business and Industry (DU/DI) As An Effort for Placement of Graduates at SMK Muhammadiyah Delanggu. *Journal of Islam and Science*, 7(2), 79-87. [Google Scholar](#)
- Malfasari, E., Febtrina, R., Herniyanti, R., Timur, L. B., Sekaki, P., Tim, L. B., ... & Pekanbaru, K. (2020). Kondisi mental emosional pada remaja. *Jurnal Keperawatan Jiwa*, 8(3), 241-246. [Google Scholar](#)

- Mustikawanto, A. (2019). Pengaruh Kompetensi, Motivasi Kerja, Pengalaman Praktik Kerja Industri Dan Sarana Terhadap Kesiapan Kerja Lulusan Smk Program Keahlian Elektro (Doctoral dissertation, Universitas Pendidikan Indonesia). [Google Scholar](#)
- Ngadi, D. (2014). The relevance of Vocational Education on labor market in Salatiga. *Jurnal Kependudukan Indonesia*, 9(1), 59-70. [Google Scholar](#)
- Ohi, S. (2017). Teachers Professional Knowledge and the Teaching of Reading in the Early Years. May 2007. <https://doi.org/10.14221/ajte.2007v32n2.5>
- Putri, D. Y., & Sutarto, S. (2018). The effect of industrial work practice, guidance intensity of industrial side, and vocational competence on working readiness of grade XII students of banking program, Vocational High School Perbankan, Pekanbaru. *Jurnal Pendidikan Vokasi*, 8(2), 132-142. [Google Scholar](#)
- Schunk, D. H. (1995). Self-efficacy, motivation, and performance. *Journal of applied sport psychology*, 7(2), 112-137. [Google Scholar](#)
- Shah, S. R., & Udgaonkar, U. S. (2018). Influence of gender and age of teachers on teaching: students perspective. *International Journal of Current Microbiology and Applied Sciences*, 7(1), 2436-2441. [Google Scholar](#)
- Suharsimi, A. (2006). *Prosedur penelitian*. Jakarta: Rineka Cipta. [Google Scholar](#)
- Suharsimi, A. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta, 120-123. [Google Scholar](#)
- Tehseen, S. (2015). Factors Influencing Teachers ' Performance and Retention Factors Influencing Teachers ' Performance and Retention. March. <https://doi.org/10.5901/mjss.2015.v6n1p233>
- Thurik, R. (2017). The Impact of Entrepreneurship on Economic Growth The Impact of Entrepreneurship on Economic Growth. January. <https://doi.org/10.1007/978-1-4419-1191-9>
- Tobing, G. L. (2015). Korelasi Antara Ketersediaan Lapangan Kerja, Sistem Pengupahan Dan Pekerjaan Sektor Informal. *to-ra*, 1(2), 129-140. [Google Scholar](#)
- Toraman, C. (2020). The Relationship between Effective Teacher Characteristics and Reasons for Choosing Teaching Profession : Development of an Effective Teacher Inventory The Relationship between Effective Teacher Characteristics and Reasons for Choosing Teaching Profession : Development of an Effective Teacher Inventory. August. <https://doi.org/10.21449/ijate.707272>
- Wardani, F. S. Analisis pelaksanaan praktik kerja lapangan dalam mempersiapkan siswa memasuki dunia kerja di era revolusi industri 4.0. *jikap (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 3(4), 19-30. [Google Scholar](#)
- Wibowo, A. (2016). Adversity Quetient, Self Efficacy dan Kesiapan kerja Siswa Kelas XII Program Keahlian Multimedia SMKN 1 Kabupaten Jombang. *Persona: Jurnal Psikologi Indonesia*, 5(02). [Google Scholar](#)
- Wood, L. N., Psaroshttps, J., Lai, J. W. M., Wood, L. N., Psaroshttps, J., Wood, L. N., Psaros, J., French, E., & Lai, J. W. M. (2015). Learning experiences for the transition to professional work Learning experiences for the transition to professional work. *Cogent Business & Management*, 56(1), 0-16. <https://doi.org/10.1080/23311975.2015.1042099>
- Wrzesniewski, A., Mccauley, C., Rozin, P., & Schwartz, B. (1997). Jobs , Careers , and Callings : People ' s Relations Jobs , Careers , and Callings : People ' s Relations to Their Work Amy Wrzesniewski Clark McCauley Paul Rozin and Work constitutes more than one-third of waking life for most human adults , and there is a substantial psychological literature devoted to the study of work .

Satisfaction with work varies widely across individuals (Staw & Ross , 1985) and seems to constitute a substantial part of the subjective qual-. October 2017. <https://doi.org/10.1006/jrpe.1997.2162>

Yahya, M. (2015). Analisis wawasan kejuruan mahasiswa jurusan pendidikan teknik otomotif Universitas Negeri Makassar. *Jurnal MEKOM (Media Komunikasi Pendidikan Kejuruan)*, 2(1). <https://doi.org/10.26858/mekom.v2i1.2575>

Yulianti, I., & Khafid, M. (2015). Pengaruh pengalaman praktik kerja industri, motivasi memasuki dunia kerja, dan kemampuan soft skills terhadap tingkat kesiapan kerja siswa kelas XII kompetensi keahlian akuntansi di SMK Negeri 2 Semarang tahun ajaran 2014/2015. *Economic Education Analysis Journal*, 4(2). [Google Scholar](#)

Copyright Holder :

© Prayoga, et al., (2022).

First Publication Right :

© Jurnal Iqra' : Kajian Ilmu Pendidikan

This article is under:

