

WORK READINESS IN FINAL STUDENTS OF THE FACULTY OF ECONOMICS AND BUSINESS MALIKUSSALEH UNIVERSITY

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Abstract

Work readiness is one of the attributes that new graduates need to have. Work readiness is the condition when new graduates feel ready and ready to be successful in the work environment. In Indonesia, until now studies explaining the measurement of work readiness itself are still limited. This research aims to develop work readiness for undergraduates so that it can be useful both for companies, universities and the graduates themselves. The success of an institution, organization or company is supported by the success of the workforce at work, and the success of the workforce at work is the result of the work readiness that the workforce has. Work Readiness or job readiness is really needed by every individual before entering the world of work. Therefore, students, especially final students, must have good work readiness. Work Readiness must be carefully prepared while students are going through the study process so that when they graduate, students will have complete work readiness to enter the world of work. Work Readiness influences three variables, namely academic achievement, career development, and career self-efficacy. This research aims to determine the work readiness of final students at the Faculty of Economics & Business, Malikussaleh University. This research uses primary data using research instruments in the form of questionnaires with a sample of 100 respondents with a population of 503 students. The results of this research show that research instrument testing, for Validity, $r_{count} > r_{table}$ (0.196) and Reliability, Cronbach Alpha $>$ Constant (0.60). The data analysis method used is multiple linear regression analysis and hypothesis testing in the form of t-test (partial). The results of the research partially show that Academic Performance, Career Development and Career Self-Efficacy have a positive and significant influence on Work Readiness in Final Students of the Faculty of Economics & Business, Malikussaleh University.

Keywords: *Academic Performance, Career Development, Career Self- Efficacy, Work Readiness, Final Student*

1. INTRODUCTION

In the current era of globalization, individuals are expected to further explore their potential in various fields of human resources in order to compete effectively on an international scale. Globalization also has an indirect impact on increasing competition in the labor market. Indonesia faces various challenges related to human resources (HR), such as low quality workforce, high unemployment rates, and limited job opportunities due to the large population lacking skills. This also makes Indonesia a significant market for foreign products and a workplace for workers from abroad (Indonesian Department of Manpower, 2011). In his research, Agusta (2014) revealed that according to data from the Central Statistics Agency (BPS), the unemployment rate among college graduates reached 360,000 people in February 2013. This represented around 5.04% of the total 7.17 million unemployed at that time. . Meanwhile, in August 2019, the number of unemployed who were college graduates increased to 5.67% of the total available jobs, which amounted to around 13 million people. Furthermore, in 2020, of the total 9.77 million registered unemployed, around 7.35% were college graduates. This figure shows an increase in the number of individuals graduating from college compared to the previous year.

Research conducted by Franita (2016) states that one of the steps the government can take to reduce the high unemployment rate is to improve the quality of existing human resources. One strategy in an effort to improve the quality of human resources is through education. However, in

reality, college graduates still account for a significant proportion of the unemployed compared to those with less than a college education.

The unemployment contribution rate among college graduates reached 10.26%. This includes alumni from various levels of higher education, including Diploma I/II/III and University. This reflects the shortcomings and inability of universities to prepare their students to enter the world of work. Progress can only be achieved through innovation. Reforms in the education system that lead to success require the creation of new solutions (Hartono, 2014). To align education with society's needs, innovation is needed in learning methods and ways of developing the necessary skills. In Indonesia, there are many State Universities (PTN), one of which is Malikussaleh University. Currently, Malikussaleh University is working hard to produce graduates who have the competencies needed to face increasingly fierce job competition. Apart from that, this university also emphasizes the importance of students' readiness to enter the world of work from an early age, so that after graduating, they can immediately be ready to enter the world of work. High work readiness is influenced by various factors originating from various sources, both internal and external to the individual. Individual external factors include things such as level of intelligence, interests, motivation, attitudes, experiences, skills, and factors outside the individual, such as influences from society, family, school, and the surrounding environment (Tasman, 2019). Readiness itself is a general condition that allows individuals to respond to situations in a certain way (Hartono, 2014). Adapting to situations at any time tends to involve different responses. This situation usually has three main aspects, namely: a) physical, emotional and mental conditions; b) motives, needs, and goals; c) skills, knowledge and understanding that have been acquired.

Another opinion, according to Stevani and Yulhendri (2014), states that work readiness is the overall condition of an individual who shows harmony between physical, mental and experience maturity as well as the willingness and ability to carry out a job or activity that is being or will be faced. Final year students need to have work readiness, because it is hoped that before graduating from college, students will have competencies appropriate to their field of expertise, namely being able to develop the skills and knowledge they have as a tool in facing increasingly fierce competition in the world of work. The phenomenon experienced by students today is the difficulty in applying the theories learned during college to real life in society. Lack of self-awareness of their responsibilities often causes them to forget their obligations as students. When given coursework, many students tend to postpone it rather than completing it immediately. Phenomena like this can be detrimental to themselves and have the potential to increase the unemployment rate for college graduates. Students should have clear goals and adequate abilities, especially in planning their careers long before they graduate from university. Without specific and clear goals, this condition will only hinder their development and delay the potential they should achieve. As a result, students will also have difficulty recognizing themselves and the type of work that is suitable for them after graduating.

Student academic achievement can be measured through the use of the Cumulative Achievement Index (GPA). GPA is also used as an evaluation tool to improve performance and achieve educational goals and ensure graduates have good qualities and are ready to face the world of work. Activities in organizations are one of the external factors that influence student academic achievement, because organizing is an activity that occurs within the campus environment. Pratiwi (2015) stated that students who are active in organizations will have a positive impact on their learning achievement. By being active in organizations, students are faced with demands to effectively manage their time, both for college and organizational activities. Students who are able to manage their time well between studying and organizing tend to achieve better academic performance compared to those who cannot manage their time well. Career development, or often referred to as work experience, is an effort to prepare individuals for advancement in a planned career path. Career development includes two important aspects, namely career planning and career management. To understand the concept of career development in an organizational context, we need to consider two main processes. First, how each individual plans and achieves his personal career goals (career planning). Second, how the organization designs and implements career development or career management programs. Career management is a continuous process in

preparing, implementing and monitoring individual career plans which are aligned with the career system in the organization (Bernardin, 2007).

The phenomenon observed in final year students at the Faculty of Economics and Business, Malikussaleh University is that the majority of them have never taken part in an internship program at a company or institution that organizes internship programs for students. As a result, these students lack solid career planning and career management as preparation for entering the world of work. Active involvement in organizational activities is one of the external factors that can influence student academic achievement. Because organizing is an activity that occurs within the campus environment, according to Pratiwi (2015), active participation in organizations will have a positive impact on student learning achievement. By being involved in organizational activities, students are faced with the demand to effectively manage their time well, both for study purposes and organizational activities. Students who are able to manage their time well between lectures and organizational activities tend to achieve better academic performance than those who have difficulty managing their time.

Krisnamurti (2017) also stated that students who are actively involved in organizational activities will accumulate various organizational experiences, which will increase their readiness to enter the world of work. Through this experience, students will develop self-confidence and interest in new things. Apart from gaining experience through practical field work, many experts have also identified factors that influence work readiness, as stated by Sastro Hadiwiryono in research cited by Suryati (2017). According to him, work readiness is influenced by several main factors: (1) Academic achievement: Academic achievement is used as an indicator to directly evaluate the abilities of prospective workers, as well as to collect data relevant to their abilities. (2) Experience: Experience is an important key for prospective workers to enter the field they are interested in, because the theory obtained during education is often different from the practical experience they gain in the workplace. (3) Physical and mental health: Physical and mental health are factors that companies must pay attention to in order to avoid potential losses in the future.

In addition to the level of academic achievement, career development, *career self-efficacy* also plays an important role. *Career self-efficacy* is an extension of the concept *self-efficacy* which focuses on career aspects. In this sense, *career self-efficacy* reflects a person's belief in their own ability to plan, carry out and achieve success in accordance with the chosen career goals (Betz and Hackett, 2006). Career self-efficacy is one element that can influence students' capabilities in making solid career decisions after they complete their education at university. Students need to have a sufficient level of independence and self-confidence to be successful in choosing a job that suits their interests and abilities. This ability plays an important role in making decisions and deeply understanding their life goals. In the context of career-related decision making, this refers to when students choose jobs that suit their personal characteristics and field of study. This level of decision-making ability can reflect the individual's level of readiness in planning their career path. A low level of decision making indicates that a person may not be fully ready to face the career planning process, while a high level of decision making indicates better readiness in facing career planning (Widyastuti & Pratiwi, 2013).

According to Stevani and Yulhendri (2014), there are a number of factors that influence work readiness, which can be grouped into internal factors that originate from the individual. These factors involve aspects such as intelligence, skills, expertise, abilities, interests, motivation, health, psychological needs, personality and ideals. From the combination of these internal factors possessed by students, strong self-confidence emerges within them to face the various tasks given to them in the work environment. College studies are a strategic choice for individuals who wish to achieve their goals through formal education. The teaching and learning process in higher education is considered a privilege because only qualified individuals have the opportunity to study at these educational institutions. The goals of higher education are generally related to national education goals. Supposedly, because they have this special opportunity, students are required to contribute more than those who do not have this opportunity. Studying at college not only develops technical skills, but also builds a strong level of self-confidence and high motivation to achieve the

desired learning achievements. However, in reality, the educational process in this country may require internal restructuring of students.

By considering the context of the problem previously explained, the researcher was interested in conducting research with the title "**Employment Readiness of Final Students of the Faculty of Economics and Business, University." Malikussaleh.**"

Based on the background of the problem, the problem formulation in this research is:

1. Does academic performance have a positive effect on the work readiness of final year students at the Faculty of Economics & Business, Malikussaleh University?
2. Does career development have a positive impact on the work readiness of final year students at the Faculty of Economics & Business, Malikussaleh University?
3. Does student career self-efficacy have an influence on final year students' work readiness at the Faculty of Economics & Business, Malikussaleh University?

2. RESEARCH METHODS

This type of research uses quantitative data, identifying research variables consisting of the dependent variable, namely Work Readiness (Y), while the independent variables are Academic Performance (X1), Career Development (X2) and Career Self-Efficacy. operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 162 samples were taken based on random sampling techniques. Data collection methods were obtained through surveys and distributing questionnaires. The work readiness scale is a measuring tool that measures aspects or attributes of a sample of work readiness through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through four types of scale instruments, namely Work Readiness, Academic Performance, Career Development and Career Self-Efficacy.

Scale Validity and Reliability Test Results

Organizational Commitment Scale

Based on the results of the validity test, this test was carried out on 100 respondents, so ($df = n - 2$), it was found that $df = 100 - 2 = 98$, with an α value of 0.05 (5%) then the r table value was 0.196 (Ghozali, 2016), then the results of the validity test are as follows:

Table 1.1 Validity test

Academic Performance Variable (X1)			
Statement	r_{count}	R_{table}	Validity
1	0.689	0.196	Valid
2	0.602	0.196	Valid
3	0.739	0.196	Valid
4	0.788	0.196	Valid
5	0.581	0.196	Valid
Career Development Variable (X2)			
Statement	r_{count}	r_{table}	Validity
1	0.761	0.196	Valid
2	0.674	0.196	Valid
3	0.214	0.196	Valid
4	0.708	0.196	Valid
5	0.725	0.196	Valid
Career Self-Efficacy Variable (X3)			

Statement	rcount	rtable	Validity
1	0.732	0.196	Valid
2	0.597	0.196	Valid
3	0.601	0.196	Valid
4	0.473	0.196	Valid

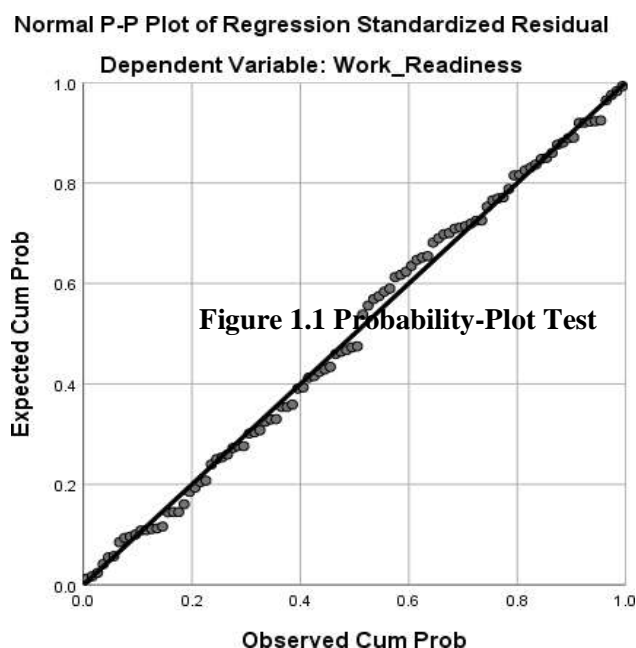
Work Readiness Variable (Y)			
Statement	rcount	rtable	Validity
1	0.303	0.196	Valid
2	0.609	0.196	Valid
3	0.609	0.196	Valid
4	0.620	0.196	Valid
5	0.490	0.196	Valid

Source Processed by the Author (2023)

From the results of validity testing shown in table 4.9, it can be seen that all statements on the independent variables are declared valid. This is declared valid because it produces a value $r_{count} > r_{table}$. So it can be concluded that all statements from each variable are declared valid or accurate.

Normality test

According to Ghozali (2016), the normality test is carried out to determine whether the independent variable, dependent variable, or both in a regression model have a normal or abnormal distribution. There are two methods that can be used to test data normality, namely graphical methods and statistical methods. The graphic method uses a normal probability plot.



After looking at the results of Figure 4.1 Normal P-Plot, it can be concluded that the regression model meets the normality assumption because on the normal P-Plot graph you can see the dots approaching the line and spreading around the diagonal line and showing very significant results.

Heteroscedasticity Test

Heteroscedasticity testing is carried out to assess whether there is non-uniformity in the

variance between the residuals from one observation and another in the regression model. When the residual variance is constant or uniform between observations, it is called homoscedasticity. However, if there is a difference in variance between the residuals, then this is called heteroscedasticity, in accordance with the explanation by Ghazali (2011). To identify heteroscedasticity, researchers used a scatterplot graph between the dependent prediction variable (ZPRED) and the residual (SRESID). Heteroskedasticity can be detected by looking at certain patterns in the graph. If a typical pattern is seen, then this indicates heteroscedasticity. However, if the points in the graph are spread evenly in all directions without a clear pattern, then this indicates that there is no heteroscedasticity. For more details, below is a picture of the heteroscedasticity test results of the data:

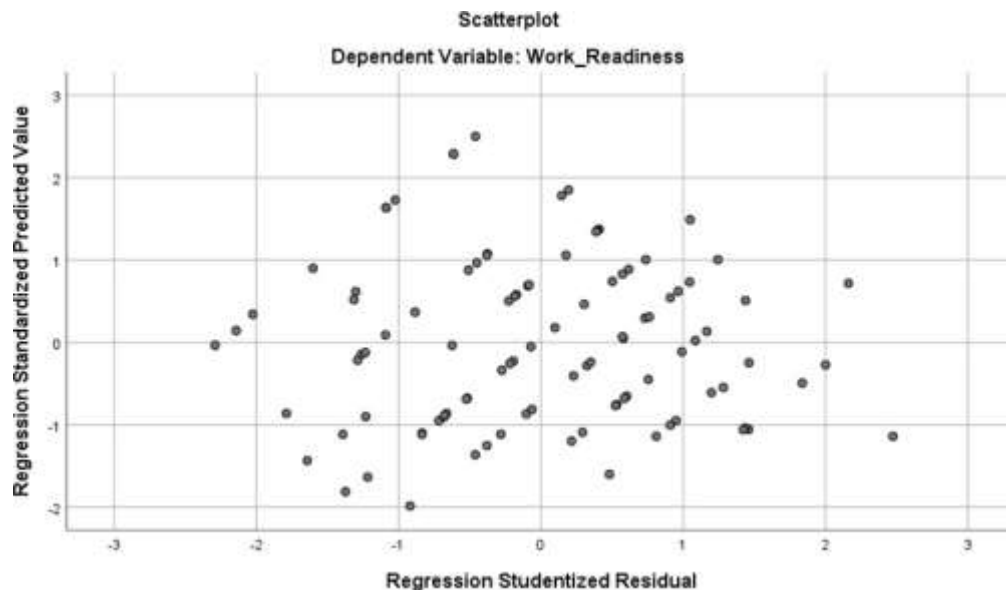


Figure 4.2 Heteroscedasticity Test, Scatterplot

Multiple Linear Regression Analysis

Multiple linear regression analysis aims to predict changes in the dependent variable (criteria) when two or more independent variables (predictors) are manipulated or change their values (Sugiyono, 2016). In the context of this research, multiple linear regression analysis was used to analyze the impact of Academic Performance, Career Development, and Career Self-Efficacy on Work Readiness in Final Students of the Faculty of Economics and Business, Malikussaleh University. The analysis results can be found in the following table:

Table 4.12 Multiple Linear Regression Analysis

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	8,143	,390		20,888	,000
<i>Academic_Performance</i>	,132	,019	,419	7,139	,000
<i>Career_Development</i>	,109	,017	,303	6,242	,000
<i>Career_Self-Efficacy</i>	,209	,029	,390	7,089	,000

a. Dependent Variable: Work_Readiness

Source Processed by the Author (2023)

Based on table 4.12 above, the multiple linear regression equation is obtained as follows:

$$Y = 8.143 + 0.132X_1 + 0.109X_2 + 0.209X_3 + e$$

The results of the multiple linear regression equation above obtained a constant value (a) of 8.143 which shows that when the independent variable is

Academic Performance(X1), Career Development (X2) and Career Self-Efficacy (X3), has a value of 0 (zero), then Work Readiness (Y) is 8.143.

The description of the multiple linear regression equation above is as follows:

1. The Academic Performance coefficient (X1) has a value of 0.132. This means that if Academic Performance is increased by 1 unit value, then the Work Readiness of Final Students at the Faculty of Economics and Business, Malikussaleh University (Y) is predicted to increase by 0.132.
2. The Career Development coefficient (X2) has a value of 0.109. Thus, if Career Development is increased by 1 value unit, it is predicted that Work Readiness among Final Students of the Faculty of Economics and Business, Malikussaleh University (Y) will increase by 0.109.
3. The Career Self-Efficacy coefficient (X3) has a value of 0.209. This indicates that if Career Self-Efficacy is increased by 1 unit value, then the Work Readiness of Final Students at the Faculty of Economics and Business, Malikussaleh University (Y) is predicted to increase by 0.209.

Hypothesis test

Hypothesis testing in this research was carried out using two methods, namely simultaneous testing (F-test) and partial regression coefficient testing (t-test). This hypothesis testing was carried out using SPSS statistical software.

Partial Test (t-test)

The t test is used to partially assess the influence of the independent variable on the dependent variable. Decision making is carried out by comparing the tcount value with the ttable value at a certain level of significance, in this case 5% ($\alpha = 0.05$) (Ghozali, 2016). In this research, there are two independent variables which are considered to influence the dependent variable. The results of hypothesis testing show that:

1. The Influence of Academic Performance (X1) on Work Readiness

Table 4.14 Partial Test Results (Test-) X1

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	8,143	,390		20,888	,000
<i>Academic_Performance</i>	.132	.019	,419	7,139	,000

A. Dependent Variable: Work_Readiness

Source Processed by the Author (2023)

Based on the significance value from table 4.14 above, the results show that the significance of the variable. Thus, it can be concluded that Academic Performance (X1) has a positive and significant effect on Work Readiness. In other words, the first hypothesis (H1) is accepted, which indicates that good academic performance during the study period at the Faculty of Economics and Business, Malikussaleh University has a significant influence on final students' work readiness after completing their education.

2. The Influence of Career Development (X2) on Work Readiness

Table 4.15 Partial Test Results (Test-) X2

Model	Coefficientsa			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	8,143	,390		20,888	,000
<i>Career_Development</i>	.109	.017	,303	6,242	,000

A. Dependent Variable: Work_Readiness

Source Processed by the Author (2023)

Based on the significance value from table 4.15 above, the results show that the significance of the variable Therefore, it can be concluded that Career Development (X2) has a positive and significant effect on Work Readiness. This means that the second hypothesis (H2) is accepted, indicating that the Career Development factor has a significant influence on the work readiness of final students at the Faculty of Economics and Business, Malikussaleh University. This indicates that career preparation, including experience, planning, and documentation, is very important for final students in improving their portfolios, which in turn contributes to their readiness to enter the world of work.

3. The Influence of Career Self-Efficacy (X3) on Work Readiness

Table 4.16 Partial Test Results (Test-) X3

Model	Coefficientsa			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	8,143	,390		20,888	,000
<i>Career_Self-Efficacy</i>	,209	,029	,390	7,089	,000

A. Dependent Variable: Work_Readiness

Source Processed by the Author (2023)

Based on the significance value from table 4.16 above, the results obtained show that the significance of the variable Therefore, it can be concluded that Career Self-Efficacy (X3) has a positive and significant effect on Work Readiness. This means that the third hypothesis (H3) is accepted, indicating that the Career Self-Efficacy factor has a significant influence on the work readiness of final students at the Faculty of Economics and Business, Malikussaleh University. This indicates that self-confidence in facing a career will influence final students' psychological readiness in facing the world of work. Final students need to understand the extent of their level of self-confidence regarding their career, because this can influence their readiness to enter the world of work after completing their education.

3. RESULTS AND CONCLUSIONS

From the results and analysis that have been carried out, the following are several conclusions that can be drawn:

1. *Academic Performance* has a positive and significant influence on Work Readiness. This shows that Academic Performance greatly influences Work Readiness in Final Students of the Faculty of Economics and Business, Malikussaleh University.
2. *Career Development* has a positive and significant influence on Work Readiness. This shows that Ambient Markerting does not affect Work Readiness in Final Students of the Faculty of Economics and Business, Malikussaleh University.
3. *Career Self-Efficacy* has a positive and significant influence on Work Readiness. This shows that Career Self-Efficacy greatly influences Work Readiness in Final Students of the Faculty

of Economics and Business, Malikussaleh University.

4. *Academic Performance*, Career Development and Career Self-Efficacy, have a positive and significant influence on Work Readiness. This shows that Academic Performance, Career Development and Career Self-Efficacy greatly influence the Work Readiness of Final Students at the Faculty of Economics and Business, Malikussaleh University.

4.SUGGESTIONS

Based on the research results, discussion and conclusions obtained, the following suggestions can be given:

1. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University will be able to re-understand the lecture material provided during the education or lecture process so that the knowledge provided can be applied in the world of work.
2. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University will be able to increase their knowledge and understanding in accordance with their desired job interests both in lectures and outside of lectures.
3. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University will continue to improve their learning experience as a form of intellectual skill in order to obtain work placements that suit their interests.
4. It is hoped that final students from the Faculty of Economics and Business, Malikussaleh University will be able to improve their career security through training, internships, skills, workshops and other programs as sufficient provision for future work readiness.
5. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University, will be able to re-plan several job options they are pursuing so that they have several plans for the future and prepare all the skills and documentation needed before completing their studies.
6. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University will be able to prepare mentally and physically to face work pressure in completing work at their intended workplace.
7. It is hoped that final students at the Faculty of Economics and Business, Malikussaleh University, will be able to control their emotions and reduce negative behavior when their superiors criticize the tasks/work you are doing.
8. It is hoped that future researchers can develop the results of this research by examining the factors that influence the Work Readiness of final students at the Faculty of Economics and Business, Malikussaleh University in the future. Future researchers can also use relevant methods or theories in conducting research, such as conducting interviews with sources to further develop this research.

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