

The influence of career planning, self-confidence, and internship experience on work values that have an impact on the work readiness of SMK Students in the Tulungagung region

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Abstract: Preparing vocational high school students to meet the demands of the job market is a significant challenge. The hypothesis suggests that students' work values, which are determinants of their work readiness, are shaped by factors including career planning, level of self-confidence, and experience in Field Work Practices (PKL). This study aims to determine the effects of career planning, self-confidence, and PKL experience on work values that impact the work readiness of vocational students in the Tulungagung area. The research utilized a quantitative methodology, specifically an ex post facto design. It is a correlational study that seeks to identify the causal phenomena related to the work readiness of vocational high school students in the Tulungagung area. The data collected were evaluated using AMOS 26.0. The results showed that self-confidence has no effect on work value, while career planning and PKL experience have positive effects on work value. This indicates that an increase in work value correlates with an increase in job readiness by 100%.

Keywords: Career planning, Job readiness, PKL experience, Self-confidence, Work value.

1. Introduction

The goal of Vocational High Schools is to provide students with the academic foundation and practical competencies required for direct employment in industry. Vocational High Schools exist to prepare students for employment by developing both their professional demeanor and practical skills [1]. This means that vocational training will actively contribute to improving the quality of human resources, enabling them to meet the labor demands of the business and industrial sectors.

The demands of the Fourth Industrial Revolution necessitate that SMK graduates possess advanced skills and a high level of competitiveness to thrive in the global workforce [2]. Currently, to get a job, you have to go through intense and high competition, and this is a serious problem in the world of work in Indonesia. As a strategic move, the Indonesian government is expanding the number of vocational high schools, aiming to create a closer connection between education and the workforce and ensure graduates find employment [3]. However, SMK, which is expected to be able to reduce the problem of unemployment in Indonesia, has not been able to function properly. There are still many SMK students who do not fully have work readiness so that there are still many SMK graduates who are unemployed after graduation [4]. This proves that there is a gap between expectations and facts in the field. Vocational High Schools are expected to be able to produce work-ready graduates so that they play a role in reducing the unemployment rate in the global era, but the reality is that many vocational school graduates still lack the necessary readiness for employment. This proves the problem that Vocational High School students do not have job readiness after graduating from school.

The Central Bureau of Statistics [5] showed that open unemployment in Indonesia is dominated by vocational school graduates. In August 2022, the open unemployment rate of SMK graduates was the highest, at 9.42 percent, more than high school graduates [5]. The open unemployment rate is a

parameter or pointer to measure labor that is not absorbed or cannot enter the labor market. Unemployment among SMK graduates was recorded at 9.60 percent as of February 2023 (BPS, 2023). From this data, it is known that out of 100 people in the labor force, there are around 5 unemployed people.

The idea of work readiness is a relatively recent addition to research, serving as a measure for evaluating graduate skills and abilities [6]. Individuals who have work readiness mean that they have the necessary *basic skills* according to the minimum criteria for a particular job. Work readiness demands a combination of basic and job-specific skills, with their importance and level of difficulty fluctuating based on the specific job requirements outlined in job profiles. Work readiness is also defined as the behaviors and attributes possessed by graduates so that they are ready and prepared to achieve success in the world of work [6].

Job readiness is influenced by career planning, because with good planning, a person, including vocational students, will have an idea related to the career and work that will be undertaken after graduating from school. Students who engage in career planning take early steps to prepare for their professional lives, so that they will try to understand their potential and career opportunities that suit them, to then prepare a career to be undertaken after graduating from school. Research shows that the variety of differences in high-low job readiness can be explained by career planning [7]. Career planning has a close relationship with one's professional identity [8] which means that a person's work is influenced by their career planning in the past.

The results of preliminary observations by researchers at SMK Negeri 2 Tulungagung obtained data that the first factor that causes students to lack work readiness is due to the lack of student career planning. This can be known through interviews with several students, and the results show that most students still have insufficient career planning.

Confidence is the second factor influencing the work readiness of vocational students. Studies have shown a direct link between self-confidence and work readiness among vocational students [9, 10]. The results of preliminary observations by researchers also prove that student self-confidence affects work readiness. The interviews revealed that with respondent Eka (18 years old) stated that she wanted to work immediately after graduating from SMK, but was not confident because she felt there were many rivals.

"I want to be able to work right away after graduation, Mom. But there must be a lot of competition. Especially if you only graduate from SMK management, the competition is management graduates from college. So I am not sure about applying for a job, ma'am" (Source: interview, January 8, 2024).

In addition to the results of interviews, reports from several DU / DI state that SMKN 2 Tulungagung students actually have quite good potential in terms of cognitive skills and competencies, but students lacking self-confidence struggle to fully apply their skills during field work practices.

Another factor that influences work readiness is the PKL experience or *internship program*. The purpose of PKL is to enable students to translate their academic learning into practical experience within a professional environment [11]. Relevant to today's dynamic and competitive market, businesses prioritize hiring graduates who have proven competencies [12]. The PKL program aims to fulfill student requirements and provide industry input to enhance vocational high school education, through a cooperative effort between schools and workplaces. Through PKL, students acquire knowledge and practical experience that eases their shift from the classroom to the business or industrial environment [13].

After vocational students have participated in career guidance and planning, participated in the PKL program, and have self-confidence, it is expected that work values will emerge because of the aspirations and interests of students to work. Work values define the factors that hold significance for someone in their career search. Individuals use their work values as a guiding principle when deciding on employment opportunities, across all sectors [14]. Research shows that a person's work values become a compass to indicate what job he or she should take. These values are what motivate a person to work and create [15].

Therefore, research is crucial to identify the factors that enhance vocational student work readiness. This study specifically investigates the impact of “career planning, self-confidence, and PKL experience”, and examines the role of strong work values can increase students' work readiness.

The novelty of this study lies in its exploration of the relationship between interpersonal skills, specifically self-confidence, knowledge development through PKL experience, the influence of counseling services on career planning, psychological factors in the form of work values, and the work readiness of vocational students. This research concentrates on vocational students, a distinct population being educated and trained to become a workforce-ready generation.

In addition, understanding vocational students' work values is crucial for identifying their unique needs and challenges, which in turn allows schools, teachers, and policymakers to create targeted programs that optimize their work readiness. By analyzing the relationship between these factors and their influence on job readiness, this study deepens knowledge about the factors that make vocational school graduates successful in entering the workforce. This study reveals the mechanisms by which interpersonal abilities, learning through experience, psychological attributes, and counseling services shape vocational students' work readiness.

2. Research Methods

This research uses a quantitative, ex post facto, and correlational design. Numerical data will be collected and analyzed to examine pre-existing conditions and determine if relationships exist between various factors and the work readiness of vocational students in Tulungagung

The data collected in this investigation were then evaluated using AMOS 26.0. The method was deemed appropriate for examining the relationships between independent, dependent, and intervening variables, as outlined in the research hypotheses. This study has independent variables, namely career planning (X1), self-confidence (X2), PKL experience (X3); intervening variable or mediating variable Work value (Z). This study has a dependent variable of work readiness (Y). The site of the research was:

- a. SMK Negeri 2 Tulungagung is located at Jabalsari Sumbergempol, Loderesan, Kec. Kedungwaru, Tulungagung Regency, East Java 66291.
- b. SMK Sore Tulungagung is located at Jl. Mastrip No.100, Kates, Serut, Kec. Boyolangu, Tulungagung Regency, East Java 6623.
- c. SMK Veteran Tulungagung which is located at l. Yos Sudarso Gg. 1, Ngrecu, Sobontoro, Kec. Boyolangu, Tulungagung Regency, East Java 66232.
- d. SMKN 1 Rejotangan, address at Jln Raya Buntaran, Village / Sub-district Buntaran, Rejotangan District, Tulungagung Regency
- e. SMKN 1 Bandung, address at Jln. Ds. Bantengan, Rt. 004, Rw. 001, Tulungagung Regency.
- f. SMKN 3 Boyolangu, located at Jln. Mangunsakoro, Beji, Boyolangu District, Tulungagung Regency.

The population here is:

Table 1.
Research Population

School Name	Number of Students in Class XII
SMK Negeri 2 Tulungagung	816
SMK Sore Tulungagung	630
SMK Veteran Tulungagung	85
SMKN 1 Rejotangan	976
SMKN 1 Bandung	766
SMKN 3 Boyolangu	710
Total Population	3.983

The research sample in this study used the Slovin formula.

n = Number of Samples
 N = Total Population
 e = Error tolerance limit

$$n = \frac{N}{1 + N e^2}$$

$$= \frac{3983}{1 + 3983 (0,05)^2}$$

$$= \frac{3983}{10,9575}$$

The number of samples is 363.5 or 364 students as a sample.

The data source of this research was obtained from the results of a questionnaire through the *Google Form* technique. Meticulous planning and execution of data collection are essential for maximizing research results. A poorly executed data collection process will hinder the study's ability to achieve its objectives. In the research questionnaire technique was used for data collection, and Partial Least Squares (PLS), a variance-based SEM, was applied for data analysis.

3. Results

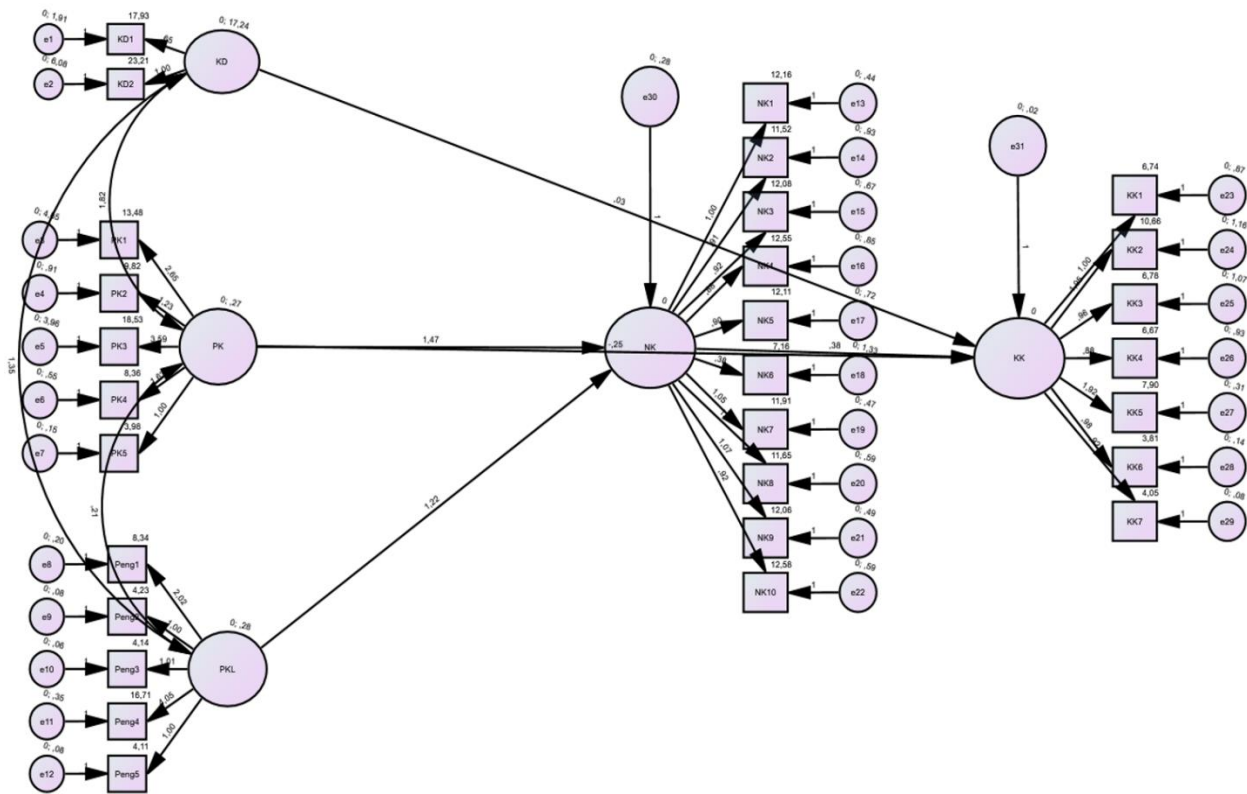


Figure 1. SEM Structural Model: Relationships Between Conceptual Variables in Quantitative Research.

Construct reliability is determined by checking if “the Construct Reliability (CR) exceeds 0.7 and the Average Variance Extracted (AVE) is above 0.5”.

CMIN

Table 2.
CMIN.

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	95	13560.051	369	0.000	30.675
Saturated model	464	0.000	0		
Independence model	58	77780.678	406	0.000	190.159

The CMIN value in this study is 0.000 for the saturated model while the value for the default model is 1356.051. χ^2 -relative value < 2.00 , the model is said to be fit and < 3.00 is an indication of an acceptable fit between the model and the data. The result of the CMIN / DF value in the research model is $3.675 > 2.00$ the model is said to be less fit.

FMIN

Table 3.
FMIN.

Model	FMIN	F0	LO 90	HI 90
Default model	0.000	0.000	0.000	0.006
Saturated model	0.000	0.000	0.000	0.000
Independence model	10.452	10.436	10.286	10.597

The Model fit index FMIN, has a 90% confidence interval, with lower and upper bounds. The closer the FMIN score is to 0, the better the model fits the data. 0 is a perfect fit. In this study, values were obtained:

1. LO 90 is 0.000.
2. HI 90 is 0.006. The FMIN results, between 0.000 and 0.006 with a 90% confidence level, show the model has an excellent fit.

RMSEA

Table 4.
RMSEA.

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.0103	0.097	0.109	0.000
Independence model	0.268	0.263	0.274	0.000

The RMSEA index quantifies the difference between the actual data's covariance structure and the model's predicted covariance structure, adjusting for the model's complexity. The RMSEA confidence interval results, with LO 90 at 0.097 and HI 90 at 0.109, support the conclusion that the model provides a very good fit to the data.

*RMR, GFI, and AGFI***Table 5.**
RMR, GFI, and AGFI.

Model	RMR	GFI	AGFI	PGFI
Default model	0.373	10.000	0.998	0.67
Saturated model	0.000	10.000		
Independence model	220.884	0.594	0.391	0.396

Goodness-of-fit statistic (GFI) ranges from 0-1, with a large sample size increasing its value. GFI tends to increase with an increasing number of parameters and also has overestimation with large samples. The AGFI, an adjusted measure of model fit, typically requires a value of 0.90 or higher to indicate a good fit. However, research indicates that a stricter cut-off of 0.95 is more suitable in situations with low factor loadings or small sample sizes. AGFI values fall between 0 and 1.

3.1. Hypothesis Testing

To determine the validity of the research hypotheses, the study examined the Inner Model (structural model), analyzing r-square values, parameter coefficients, and t-statistics. Hypothesis acceptance or rejection was based on the significance of construct relationships, t-statistics, and p-values, using AMOS 26/0 software and bootstrapping results for direct effects.

3.2. Direct Influence

Table 6.

Strdzied Direct Effects (Group number 1 - Default model).

	Planning	Trust	Peng	Value	Readiness
Value	0.536	0.000	0.449	0.000	0.000
Readiness	-0.236	0.218	0.000	10.004	0.000
KK7	0.000	0.000	0.000	0.000	0.871
KK6	0.000	0.000	0.000	0.000	0.822
KK5	0.000	0.000	0.000	0.000	0.884
KK4	0.000	0.000	0.000	0.000	0.444
KK3	0.000	0.000	0.000	0.000	0.450
KK2	0.000	0.000	0.000	0.000	0.702
KK1	0.000	0.000	0.000	0.000	0.504
NK10	0.000	0.000	0.000	0.864	0.000
NK9	0.000	0.000	0.000	0.910	0.000
NK8	0.000	0.000	0.000	0.900	0.000
NK7	0.000	0.000	0.000	0.910	0.000
NK6	0.000	0.000	0.000	0.429	0.000
NK5	0.000	0.000	0.000	0.835	0.000
NK4	0.000	0.000	0.000	0.808	0.000
NK3	0.000	0.000	0.000	0.851	0.000
NK2	0.000	0.000	0.000	0.805	0.000
NK1	0.000	0.000	0.000	0.907	0.000
Peng1	0.000	0.000	0.924	0.000	0.000
Peng2	0.000	0.000	0.879	0.000	0.000
Peng3	0.000	0.000	0.910	0.000	0.000
Peng4	0.000	0.000	0.964	0.000	0.000
Peng5	0.000	0.000	0.877	0.000	0.000
PK1	0.531	0.000	0.000	0.000	0.000
PK2	0.556	0.000	0.000	0.000	0.000
PK3	0.685	0.000	0.000	0.000	0.000
PK4	0.754	0.000	0.000	0.000	0.000
PK5	0.805	0.000	0.000	0.000	0.000
KD1	0.000	0.891	0.000	0.000	0.000
KD2	0.000	0.860	0.000	0.000	0.000

The output in the Standardized Direct Effects table shows the direct effects of the variables of Self-Confidence (X1), Career Planning (X2), PKL Experience (X3), and Work Value (M) on the Work Readiness variable (Y).

3.3. Direct Effect on M

Based on the table in the Standardized Direct Effects figure above, the direct effect on M can be concluded as follows:

1. The direct effect of X1 on M is 0.000, which means that X1 does not affect M.
2. The direct effect of X2 on M is 0.536, which means that X2 has a positive effect on M by 53.6%. This means that for every one unit increase in X2, M can increase by 53.6%.
3. The direct effect of X3 on M is 0.449, which means that X3 has a positive effect on M by 44.9%. This means that for every one unit increase in X3, M can increase by 44.9%.

3.4. Direct Effect on Y

Based on the table in the Standardized Direct Effects figure above, the direct effect on Y can be concluded as follows:

1. The direct effect of X1 on Y is 0.218, which means that X1 has a positive effect on Y by 21.8%. This means that for every one unit increase in X1, Y can increase by 21.8%.
2. The direct effect of X2 on Y is -0.236, which means that X2 has a negative effect on Y by 23.6%. This means that for every one unit increase in X2, Y can decrease by 23.6%.
3. The direct effect of X3 on Y is 0.000, which means that X3 has no effect on Y.
4. The direct effect of M on Y is 1.000, which means that M has a positive effect on Y by 100%. This means that every one unit increase in M, Y can increase by 100%.

3.5. Indirect Effect

While the output of the Standardized Indirect Effects table shows the indirect effect, which is the multiplication between axb.

Table 7.
Standardized Indirect Effects (Group number 1 - Default model).

	Planning	Trust	Peng	Value	Readiness
Value	0.000	0.000	0.000	0.000	0.000
Readiness	0.538	0.000	0.451	0.000	0.000
KK7	0.263	0.190	0.393	0.875	0.000
KK6	0.248	0.179	0.371	0.825	0.000
KK5	0.267	0.192	0.399	0.887	0.000
KK4	0.134	0.097	0.201	0.446	0.000
KK3	0.136	0.098	0.203	0.451	0.000
KK2	0.212	0.153	0.317	0.704	0.000
KK1	0.152	0.110	0.227	0.506	0.000
NK10	0.463	0.000	0.388	0.000	0.000
NK9	0.487	0.000	0.409	0.000	0.000
NK8	0.482	0.000	0.404	0.000	0.000
NK7	0.488	0.000	0.409	0.000	0.000
NK6	0.230	0.000	0.193	0.000	0.000
NK5	0.448	0.000	0.375	0.000	0.000
NK4	0.433	0.000	0.363	0.000	0.000
NK3	0.456	0.000	0.382	0.000	0.000
NK2	0.431	0.000	0.362	0.000	0.000
NK1	0.486	0.000	0.408	0.000	0.000
Peng1	0.000	0.000	0.000	0.000	0.000
Peng2	0.000	0.000	0.000	0.000	0.000

	Planning	Trust	Peng	Value	Readiness
Peng3	0.000	0.000	0.000	0.000	0.000
Peng4	0.000	0.000	0.000	0.000	0.000
Peng5	0.000	0.000	0.000	0.000	0.000
PK1	0.000	0.000	0.000	0.000	0.000
PK2	0.000	0.000	0.000	0.000	0.000
PK3	0.000	0.000	0.000	0.000	0.000
PK4	0.000	0.000	0.000	0.000	0.000
PK5	0.000	0.000	0.000	0.000	0.000
KD1	0.000	0.000	0.000	0.000	0.000
KD2	0.000	0.000	0.000	0.000	0.000

Based on the standardized indirect Effects table above, the indirect effect of each variable can be seen.

1. The indirect effect of X1 on Y through M is 0.00, which means that X1 has no indirect effect on Y through M.
2. The indirect effect of X2 on Y through M is 0.538, which means that X2 has a positive indirect effect on Y through M by 53.8%. This means that for every one unit increase in X2, Y can increase indirectly through M by 53.8%.
3. The indirect effect of X3 on Y through M is 0.451, which means that X3 has a positive indirect effect on Y through M by 45.1%. This means that every one unit increase in X3, Y can increase indirectly through M by 45.1%.

4. Discussion

4.1. The Effect of Self-Confidence on Work Value, Which Impacts on Job Readiness of Vocational Students

Based on the results of data analysis, it is known that the direct effect of Self-Confidence (X1) on Work Value (M) is ,000 which means that X1 has no effect on Work Value. While the direct effect of Self-Confidence (X1) on Work Readiness (Y) is 0.218 which means that Self-Confidence has a positive effect on Work Readiness by 21.8%. This means that for every one unit increase in self-confidence, work readiness can increase by 21.8%. Because the indirect effect is smaller than the direct effect, in other words, Work Value is not a mediator of the relationship between Self-Confidence (X1) and Work Readiness (Y).

The direct effect of X1 on Y shows that self-confidence has a positive effect on work readiness. This data strengthens the findings of previous investigations conducted by Muspawi and Lestari [16] with similar results on vocational students. These results further validate previous research by Haq and Adiwati [17]; Coetzee and Oosthuizen [18] and research by Ristian and Lusianingrum [19] that there is a “positive and significant effect of self-confidence on work readiness”.

Bandura states that people who have self-confidence set high goals for themselves and continue to persist in practices that are essential to achieving those goals [20]. Self-confidence in terms of career can be used to predict people's belief in their ability to accomplish things related to a particular career. Self-confidence can be an indicator of a person's self-evaluation of his or her own strength or competence to carry out actions to achieve desired outcomes [21].

As supported by this study's findings, which show self-confidence boosts work readiness, prior research emphasizes that a lack of self-confidence detracts from an individual's ability to be work-ready. Self-confidence is not just a sense of assurance, but also reflects one's understanding of oneself. When a person has good self-confidence, they not only feel capable of making decisions but also more stable in facing challenges. Recognition of one's abilities and acceptance of strengths and weaknesses can improve psychological well-being and support more positive social interactions [10].

4.2. *The Effect of Career Planning on Work Values that Impact on Job Readiness of Vocational Students*

Based on the results of data analysis, it is known that the direct effect of Career Planning (X2) on Work Value (M) is 0.536, which means that Career Planning has a positive effect on Work Value by 53.6%. This means that every one unit increase in Career Planning, the Work Value can increase by 53.6%. The direct effect of Career Planning (X2) on Job Readiness (Y) is -0.236, which means that X2 hurts Job Readiness (Y) by 23.6%. This means that every one unit increase in Career Planning, Job Readiness can decrease by 23.6%. Because the indirect effect of 0.538 is greater than the direct effect of -0.236, it can be said that there is a mediating role in this model, or in other words, Work Value is a mediator of the relationship between Career Planning (X2) and Work Readiness (Y).

There is a direct effect of Career Planning (X2) on Work Value (M), and there is an indirect effect of Career Planning (X2) on Work Readiness (Y) with Work Value (M) as a mediator. Career planning, work value, and work readiness in this study are proven three factors that influence each other. There is a direct influence of career planning on work values, This result supports the research of Hlad'ov, et al. [22] that there is a relationship between career and work values. Work values provide a compass for career decisions, organizing thinking, and guiding the selection and evaluation of professional conduct [23] so work values affect one's career. Goal-oriented work values are associated with career-oriented work [23].

The study demonstrated an indirect influence of career planning on work readiness. These results support previous research, that 28.7% of variations in high-low work readiness can be explained by career planning [7]. The same thing is shown by Maulida [24] research that there is an effect of career planning on the work readiness of vocational students with a magnitude of influence of 18.8% [24]. Career planning has a close relationship with one's professional identity [25] which means that a person's work is influenced by his past career planning.

4.3. *The Effect of PKL Experience on Work Value Which Impacts on Job Readiness of Vocational Students*

Based on the results of data analysis, it is known that the direct effect of PKL Experience (X3) on M is 0.449, which means that PKL Experience has a positive effect on Work Value by 44.9%. This means that every one unit increase in PKL Experience, the Work Value can increase by 44.9%. The direct effect of PKL Experience (X3) on Work Readiness (Y) is 0.00, which means that PKL Experience does not affect Work Readiness. Because the indirect effect of 0.449 is greater than the direct effect of 0.00, it can be said that there is a mediating role in this model, or in other words, Work Value is a mediator of the relationship between PKL Experience (X3) and Work Readiness (Y).

This study shows that the PKL Experience has a positive effect on Work Value by 44.9%, as well as Work Value is a mediator of the relationship between PKL Experience and Job Readiness. It is during the PKL that students engage with and make meaning of the process during the PKL. Each intern has unique characteristics, such as educational background, skills, and motivation, interacting with external factors such as mentor support, limited internship duration, and financial conditions that can influence their decisions. All experiences during the internship will shape the student's perspective towards professional and personal values, which will ultimately determine the student's future career direction and goals [26].

4.4. *The Influence of Career Planning, Self-Confidence, PKL Experience on Work Value Which Impacts on Job Readiness of Vocational Students*

Based on the results of data analysis, it is known that the effect of Work Value (M) on Work Readiness (Y) is 1.00, which means that X3 has a positive effect on M by 100%. This means that for every one unit increase in Work Value, Work Readiness can increase by 100%. In an era of intense competition, having work readiness is crucial so that one can easily adapt and meet the needs of the industry. SMK students, who receive education based on expertise and practical skills, are expected to enter the workforce with work readiness that plays a role in determining their success in the future. Currently, SMK graduates are faced with various demands to enter the world of work, so many

adjustments are needed. Various factors can affect work readiness. Work readiness is defined as the combination of attitudes and characteristics that prepare graduates for the professional world [27]. This concept is crucial for SMK graduates to consider and enhance, as it directly impacts their ability to secure, maintain, and advance in employment. Some of the factors that can affect the job readiness of vocational students are self-confidence, career planning, PKL experience, and work values. In this section, it is examined how self-confidence, career planning, and PKL experience affect work value, which will have an impact on work readiness. So, the value of

Work values are principles or beliefs that influence the way a person views and behaves in their work. Individuals who have strong work values tend to make decisions that are aligned with their personal principles, which impact the way they work, interact with coworkers, and achieve professional goals [28]. In making decisions regarding career and professional life, individuals often consider their work values, as these play a role in determining the direction they take in the world of work and reflect the aspects, they consider important in the professional environment. Individuals' preferences for certain aspects of work may vary, such as stability, work-life balance, personal development, or social contribution. Understanding these preference patterns helps individuals realize how work values influence their career choices and professional decisions. Work values can be associated with various aspects, including social, financial, autonomy, and recognition at work. For example, social work values refer to an individual's tendency to choose jobs that involve interacting with others, such as in service, education, or professions that require teamwork. This value suggests that interpersonal relationships are an important factor in one's job satisfaction [29].

Work values are the basis for expectations and goals that will determine what is important to the individual and thus can influence the passions that the individual pursues and the goals to be achieved. For an individual, it may take time to discover and stabilize work values, and they will change as the individual grows in life and career. When work values are aligned with actions taken and lived every day, it will make the individual more work-ready.

In assessing work values, it is important to understand the factors that motivate and drive a person in the professional world. Making a list of core values and reviewing it regularly can help identify which ones are most important when considering a job offer. In addition, researching the company culture before an interview or even before applying can help ensure that the position is in line with your personal values and desired lifestyle. The results of this study indicate that work value has an influence on work readiness of 1.00, which means there is a positive relationship with the level of influence reaching 100%. In other words, every one-unit increase in work value will increase work readiness by 100%.

5. Conclusions

Based on the research results, it was found that:

1. Based on the results of data analysis, it is known that the direct effect of Self-Confidence (X1) on Work Value (M) is 0.00, which means that X1 has no effect on Work Value.
2. Based on the results of data analysis, it is known that the direct effect of Career Planning (X2) on Work Value (M) is 0.536, which means that Career Planning has a positive effect on Work Value by 53.6%. This means that every one unit increase in Career Planning, the Work Value can increase by 53.6%.
3. Based on the results of data analysis, it is known that the direct effect of PKL Experience (X3) on M is 0.449, which means that PKL Experience has a positive effect on Work Value by 44.9%. This means that every one unit increase in PKL Experience, the Work Value can increase by 44.9%. The direct effect of PKL Experience (X3) on Work Readiness (Y) is 0.00, which means that PKL Experience does not affect Work Readiness
4. Based on the results of data analysis, it is known that the effect of Work Value (M) on Work Readiness (Y) is 1.00, which means that X3 has a positive effect on M by 100%. This means that every unit increase in Work Value, then Work Readiness can increase by 100%.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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