

The Role of Mediation of Work Motivation in Determining Working Readiness of Vocational School Students

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ABSTRAK

Kompetensi siswa sekolah menengah kejuruan masih dikatakan kurang dalam kesiapan kerja. Hal ini disebabkan oleh kurangnya dorongan pada diri sendiri, keluarga, fasilitas sekolah, lingkungan sekolah dan lain sebagainya. Tujuan penelitian ini yaitu untuk menganalisis peran mediasi motivasi kerja dalam menentukan kesiapan kerja siswa SMK. Penelitian ini menggunakan pendekatan kuantitatif *ex-post facto* dengan metode analisis jalur. Subjek penelitian di 3 SMK bidang keahlian teknik pemesinan pada kelas XII dengan jumlah sampel sebanyak 193 orang. Pengumpulan data menggunakan angket, wawancara dan dokumentasi. Uji hipotesis pada penelitian ini menggunakan software SmartPLS 3. Hasil temuan menunjukkan secara langsung kompetensi kerja dan pengalaman praktik kerja industri mampu mempengaruhi motivasi kerja. Secara langsung motivasi kerja mampu mempengaruhi kesiapan kerja siswa. Secara tidak langsung kompetensi kerja terhadap motivasi kerja melalui kesiapan kerja. Secara tidak langsung pengalaman praktik kerja industri terhadap motivasi kerja melalui kesiapan kerja. Disimpulkan bahwa motivasi kerja berperan dalam menentukan kesiapan kerja siswa SMK khususnya pada kelas XII teknik pemesinan yang diikuti dengan kompetensi kerja dan pengalaman praktik kerja industri. Maka disarankan kepada masyarakat SMK untuk selalu memberikan motivasi agar siswa siap kerja, memiliki kompetensi dan pengalaman yang cukup, serta selalu memperhatikan 3 hal yang peneliti temukan dan diskusikan, karena tujuan sekolah kejuruan adalah untuk bekerja, melanjutkan dan berwiraswasta.

ABSTRACT

The competency of vocational high school students is still said to be lacking in work readiness. This is caused by a lack of encouragement for oneself, family, school facilities, school environment, etc. This research aims to analyze the mediating role of work motivation in determining vocational school students' work readiness. This research uses an *ex-post facto* quantitative approach with the path analysis method. Research subjects in 3 vocational schools in machining engineering expertise in class XII with a total sample of 193 people. Data collection uses questionnaires, interviews, and documentation. Hypothesis testing in this study used SmartPLS 3 software. The findings show that work competency and industrial work practice experience can influence work motivation. Work motivation can directly influence students' work readiness. Indirectly, work competency affects work motivation through work readiness. Indirectly, industrial work practice experience affects work motivation through work readiness. It was concluded that work motivation plays a role in determining vocational school students' work readiness, especially in class XII machining engineering, followed by work competency and industrial work practice experience. So it is recommended to the vocational school community always to be motivated so that students are ready to work, have sufficient competence and experience, and always pay attention to the 3 things researchers discovered and discussed because vocational schools aim to work, continue, and become self-employed.

1. INTRODUCTION

Education is very important for a country. So that education becomes the basis of everyone's future. Indonesia is required to provide Human Resources (HR) that can survive and compete globally, especially in the industrial sector in the Industrial Revolution Era 4.0 (Nabiyevna, 2023; Rosmadi et al., 2019). The

implementation of technology in the industry is an important technical background for Industry 4.0, this technical base is usually combined with an adequate vision of the future. One of the educational institutions that can create human resources that are able to compete in the era of the industrial revolution 4.0 is a vocational school, vocational school is a level of education that is considered capable of creating ready-to-use graduates to meet the demands of the world of work, in accordance with the student expertise program (Ellitan, 2020; Tri & Minh, 2022).

Vocational schools are required to be able to create human resources who can socialize and adapt to various advances in science and technology, and are required to be able to create human resources who are able to socialize and adapt to various advances in science and technology. However, the fact is that vocational school graduates still dominate the Open Unemployment Rate (Ali et al., 2020; Kinasih & Nihaya, 2022; Soelistiyono & Feijuan, 2021), this means that there is a gap between the goals of vocational schools and the facts on the ground. This is reinforced by the findings of researchers during the initial observation, with 32% of students already working, 26% of others entrepreneurship and continuing and 42% of vocational graduates unemployed (Maghfiroh et al., 2019). The absorption capacity of vocational school graduates is not optimal so that they cannot meet the expectations and goals of vocational education, resulting in a lack of student work readiness and must be improved. Ideally, vocational school graduates can be directly absorbed into the world of work. But unemployment is still the main cause. One of the reasons why students are not ready to work is because their competence is not sufficient to be accepted in the world of work. This lack of competence is caused by a lack of compatibility between the knowledge and learning gained from school and what will be applied in the industrial world so that students who will work do not have adequate work competence. The government should follow the example of developed countries, such as Germany, England, the Netherlands and other developed countries which pay great attention to the competency of vocational students (Haasler, 2020; Haleem et al., 2022; Weigel et al., 2007).

Work competence is individual workability which includes aspects of knowledge, skills, and work attitudes in accordance with predetermined standards (Lukertina & Lisnatiawati, 2020; Wardani et al., 2021). If vocational schools want graduates with expertise that can meet the requirements of the business world industry, vocational schools must really focus on hard skills with valid theory (Wahyudi et al., 2023). However, in reality, the competence of 12th grade vocational students in 3 Yogyakarta vocational schools is still said to be lacking in being ready to work, because these students were still unsure when asked by researchers who carried out initial observations. This was caused by several things, starting from a lack of encouragement in self, family, school facilities, school environment and so on. It is also proven by empirical data of 45.6%, this means that the competence of vocational school graduates needs to be improved to reach the good and very good categories (Rahmadhani et al., 2022). Then, there are still many prospective workers who do not meet industry work standards and do not even know about the application of the Indonesian National Work Competency Standards, especially for vocational school graduates (Kusuma et al., 2020; Sitohang et al., 2022). Thus, there is a link between the high unemployment rate and weak support from various parties with the low work competence of vocational students. Work competence is very important for students to work, because competence relates to the superiority or competence of a person to be ready to work (Badrianto & Permatasari, 2022; Gunadi et al., 2022). The higher the competency possessed by students, the higher job readiness and employment. On the other hand, the worse the vocational competence, the lower the readiness of students to enter the world of work, so that to support this goal students are needed who are ready to enter the world of work and have competencies that are competent in accordance with the times (Ihsan et al., 2020). The previous findings state that work competence can affect the work readiness of vocational students with a significant value of 0.00 (Mustikawanto et al., 2019; Utami & Raharjo, 2020). So that it can be concluded that work competence is an important thing to be further investigated, especially for the Yogyakarta city machining engineering department. In addition to competence, industrial work practices are also seen as good for increasing the work readiness of vocational students.

Industrial work practices are educational, training, and learning activities carried out in the business world & industrial world in an effort to improve the quality of vocational school students with student competencies according to their fields and to add future provisions to enter the world of work & the world of work which is increasing and competition is tough as it is today (Kamdi & Mulya Dewi, 2019; Rizki et al., 2018). To prepare students to start a career, vocational schools provide industrial work practice programs for students who work together from various parties, students who are trained in industrial work practices will make students who are competent with qualifications of expertise in a field, and this will be useful in creating competitive human resources and can be absorbed by the industrial business world, the connection between industry and vocational education is indispensable in realizing the goals of industrial work practices. However, link & match with the industrial business world has not been maximized because

it is not easy for schools to gain access to industry, and link & match in the world of education and industry is difficult to achieve due to the limited number of industries in accordance with their fields.

This proves that there is a gap between the competencies in schools and those applied by industry which is also the reason for the difficulty in obtaining optimal industrial work practice experience. Likewise, the findings of the researchers during the initial observation conducted at State Vocational School 3 Yogyakarta and Muhammadiyah Vocational School 3 Yogyakarta. The experience gained by students during industrial work practices is not in accordance with their competencies or not in accordance with the competencies of their fields, so these students are lazy or not motivated to carry out internships. The incompatibility of industrial work practices has an impact on students' lack of competence and real work experience and students' unpreparedness to enter the world of work (Khoerunnisa et al., 2020; Setyadi et al., 2021). The findings of previous study show that industrial work practice experience can affect the readiness of vocational students with a t value of $5.950 > 1.976$ and a significance of 0.001 (Nur Halifah & Usman, 2019). So that industrial work practices are carried out properly, it will have an impact on the life and work readiness of vocational students.

In addition to competence and experience in industrial work practices, student work readiness is also influenced by internal factors, namely motivation. If a person has the skills and knowledge to do a particular job and has a mental attitude or enthusiasm and high work motivation, then he is said to be ready to work (Barbosa et al., 2022; Van der Hauwaert et al., 2022). Motivation determines the extent to which a person's drive to enter the world of work, someone who is motivated will generate encouragement at work (Khoiroh & Prajanti, 2019; Widyawati et al., 2018). Motivation is a desire related to individual achievement which is a factor in student success. Meanwhile, work motivation is a trigger for enthusiasm or encouragement to enter the world of work (Ahmad & Mukhaiyar, 2020; Indra et al., 2023). Thus, it can be concluded that work motivation is a conscious effort made by students to do something and aims as the main support to be ready to work, work competence and industrial work practices must be supported by high work motivation because motivation greatly influences student performance at work. However, there are still many that there are still many students who lack motivation for many reasons, including students not liking the way their teachers teach at school or their instructors during internships, students who do not like lessons, lack of parental attention, bad associations, etc. Thus, the teacher must always provide motivation as well as be a student role model because this is the main capital for students to determine their careers (Asplund & Flening, 2022; Huo, 2023). Educators who are motivated tend to be able to achieve the expected learning goals. It can be said that the teacher plays a very important role in maintaining student learning motivation so that the hope will have an impact on the readiness of vocational students. It can be said that teachers play a very important role in maintaining student learning motivation so that the hope will have an impact on vocational student work readiness.

Based on the background of the problems above, work competence, industrial work experience, and work motivation have an important role for vocational school graduates entering the world of work. However, there are still many vocational school students who do not yet have competence, experience in industrial work practices, and work motivation which is a very important factor and even the main support in determining the success of vocational school students because it relates to all aspects. The implementation of the 4.0 industrial revolution era, and the emergence of 5.0, as well as the issue of readiness to enter the world of work, so it needs to be studied and researched in depth to provide information, input to educational institutions, the business world, the wider community, and to test whether it is true that work motivation is an important factor or main to determine that vocational students are ready to work in the field of machining engineering expertise, as well as urgency and novelty in this study are the factors that cause the influence of internal factors (work motivation) and external (work competence, and experience of industrial work practices) in determining readiness to work vocational students in the field of machining engineering expertise. As for what the researchers will do in this study is to analyze the effect of work competence and industrial work practice experience on vocational students' work motivation, the direct effect of work motivation on vocational student work readiness.

2. METHOD

This research is non-experimental research with ex-post facto method. Ex-post facto, namely research on an event that occurred and then looking back to look for factors that might have been the cause of events that were not manipulated by researchers (Wiranto & Slameto, 2021). The subjects involved in this study were all 12th grade students at vocational schools in the field of machining engineering at 3 Yogyakarta City vocational schools (Yogyakarta 2 Vocational School, Yogyakarta 3 Vocational School, Yogyakarta 3 Muhammadiyah Vocational School), while the population of the three schools was 372 with a total sample of 193, the sample calculation using the formula, Slovin's.

Data collection techniques in this study were questionnaires, interviews, and documentation. The researcher submits a questionnaire that will be tested in this study. The questionnaire grid use in this study is show in [Table 1](#).

Table 1. Questionnaire Grid

Variable	Indicator	Number of Indicator Items
Job Competence (JC)	Knowledge	6
	Skills	6
	Attitude	8
Industrial Internship Experience (IIE)	Have Working Knowledge	4
	Have Work Skills	4
	Have an Adaptable Attitude	4
	Getting to Know the New Environment	3
	Have a Work Attitude	5
Work motivation (WM)	Desire to Do Activities	4
	Encouragement to Do Activities	4
	Hopes and Aspirations	4
	Appreciation of Self	3
	Supportive Environment	5
Working readiness (WR)	Interesting Activities	5
	Willingness to Work	3
	Willingness to Work	3
	Working with the Team	3
	Responsible	3
	Be Critical	3
	Ambitions to Advance	3
	Take Advantage of Future Opportunities	2
Total		85

Before the researcher tested the hypothesis, the validity of the instrument was tested by 2 experts in the field of vocational education, and an instrument was tested to see how far the points made by the researcher were valid and reliable. At the time of validity testing with experts in the field of vocational education and testing of instruments on students. There are several items that are invalid and reliable, so these items are deleted. In the following, the researcher conveys several invalid and reliable items. 1) 20 items of work competence variable and found 4 invalid items, so these items were deleted, 2) 20 items of industrial work experience variable and found 4 invalid items, so these items were deleted, 3) work motivation variable as many as 25 items and 6 items were declared invalid so the items were deleted, 4) in the work readiness variable as many as 20 items and 2 items were found to be invalid so the items were deleted. So, there were 16 items deleted, and as many as 69 items were tested. Furthermore, researchers conducted a questionnaire test again with a total sample of 193 people.

Data analysis in this study is path analysis. Path analysis is a statistical technique for examining and testing the influence between a set of observed variables, this analysis allows the study of several direct and indirect relationships or influences between variables simultaneously, with path analysis, the researcher can determine whether the proposed model is consistent with the overall data ([Valenzuela & Bachmann, 2017](#)). Furthermore, researchers will test some of these variables using SmartPLS 3 software.

3. RESULT AND DISCUSSION

Result

Researchers conduct research in vocational schools in the city of Yogyakarta, including Yogyakarta 2 state vocational schools, Yogyakarta 3 state vocational schools, and Yogyakarta Muhammadiyah 3 vocational schools. After the researcher conducted research at the 3 vocational schools, the researcher then tested the proposed design, but before the researcher tested the hypothesis the researcher conducted a normality and reliability test first by looking at the outer loadings value in the SmartPLS 3 application with a qualification of 0.7 if the indicator value < 0.7 then the indicator was deleted by the researcher. Next, the authors presented the test results as show in [Table 2](#).

Table 2. Outer Loadings Value Results

Variable	Indicators and Values
Job Competence (JC)	JC 1 (0.874)
	JC 3 (0.896)
Industrial Internship Experience (IIE)	IIE 1 (0.759)
	IIE 4 (0.832)
	IIE 5 (0.863)
Work Motivation (WM)	WM 1 (0.798)
	WM 4 (0.848)
	WM 5 (0.802)
Working Readiness (WR)	WR 2 (0.703)
	WR 3 (0.843)
	WR 4 (0.758)
	WR 5 (0.779)
	WR 6 (0.785)

The proposed model has been tested 8 times as show in Table 2 the authors found in the work competency variable there is 1 invalid indicator because < 0.7, namely the JC 2 indicator, then in the industrial work experience variable there are 2 invalid indicators because < 0.7, precisely in IEE 2 and 3, then in the work motivation variable there are 3 invalid indicators because < 0.7, namely in the WM indicators 3, 4 and 6, then in the work readiness variable there are 2 invalid indicators because < 0.7 exactly in WR 1 and 7. After eliminating several indicators that did not meet the test requirements, now it can be said that all of these indicators are valid because they are > 0.7. After testing the normality and reliability by looking at the outer loading value > 0.7. Furthermore, the researcher will test the model design with the hypothesis, along with the authors presenting the results of the hypothesis test. The result is show in Figure 1 and Table 3.

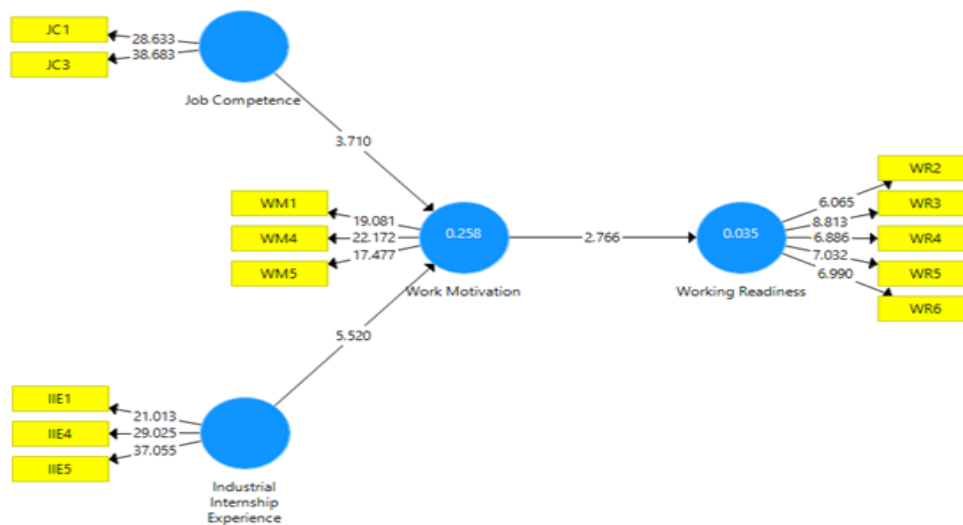


Figure 1. Results of Research Design and Hypothesis Testing

Table 3. Direct and Indirect Hypothesis Test Results

Hypothesis	Variable	Original Sample		P Values	Information
		Direct	Indirect		
Hypothesis 1	JC → WM	0.230	-	0.000	Accepted
Hypothesis 2	IIE → WM	0.377	-	0.000	Accepted
Hypothesis 3	WM → WR	0.186	-	0.006	Accepted
Hypothesis 4	JC → WM → WR	-	0.070	0.017	Accepted
Hypothesis 5	IIE → WM → WR	-	0.043	0.045	Accepted

Based on Table 3 it can be concluded that: 1) Work Competence (JC) directly on Work Motivation (WM) is positive 0.230 and significant 0.000, meaning that the first hypothesis is accepted the better the

student's Work Competency the higher the Work Motivation, 2) Practical Work Experience Industry (IEC) directly on Work Motivation (WM) is positive 0.377 and significant 0.000, with the R Square value of work competence and industrial work practice experience on work motivation a positive value of 0.258, meaning that the second hypothesis is accepted the better the student's Industrial Practical Work Experience, the Work Motivation is getting higher, and supported by the R Square value which is included in the weak category, meaning that there are other variables that are able to answer the R Square value but not in this study, 3) Work Motivation (WM) directly to Work Readiness (WR) is positive 0.186 and significant 0.006, with the R Square value of work motivation on work readiness having a positive value of 0.035, meaning that the third hypothesis is accepted the higher the student's work motivation, the better the student's work readiness, and supported by the R Square value which is included in the weak category, meaning that there are other variables who are able to answer the value of R Square but not in this study, 4) indirectly Work Competence (JC) on Work Motivation (WM) through Work Readiness (WR) is positive 0.070 and significant 0.017, meaning that the fourth hypothesis is accepted, Work Motivation plays a role in mediating Work Competency on Student Work Readiness, 5) indirectly Industrial Work Practice Experience on Work Motivation (WM) through Work Readiness (WR) is positive 0.043 and 0.045 significant, meaning that the fifth hypothesis is accepted, Work Motivation plays a role in mediating Student Industrial Work Practice Experience on student work readiness.

After testing the hypothesis, the researcher will then look at the suitability of the model in testing this design. Model suitability criteria can be seen in the Standardized Root Mean Residual (SRMR) and Normed Fit Index (NFI) values. The SRMR value is stated to meet the model fit test criteria if the value is < 0.1 and if the value is < 0.08 then the SRMR value is declared perfect fit, and if the NFI value ranges from 0 to 1 or close to 1 then the conclusion is that the model built is very good. Here the author describes the results of the evaluation of the fit model. The SRMR fit model with criteria < 0.1 - < 0.08, the findings were 0.075 and the evaluation results were Perfect Fit, the NFI models with criteria 0 - 1, the findings were 0.719 and the evaluation results were Fit.

Based on these findings it can be said that the proposed design is suitable because it meets the required standards. So, it can be concluded that work motivation is the main factor in determining the success of vocational students in careers.

Discussion

Based on the findings above, all the results of hypothesis testing are positive and significant, so it can be said that someone who has high work motivation is able to directly influence work competence and industrial work practice experience, and indirectly the work motivation variable is able to influence competence and practical experience industrial work. So, it is important for vocational schools to motivate their students to be able to compete in national and international markets and need to improve competence and always encourage students to do internships in places that are appropriate to their fields, especially in this case mechanical engineering. This is in line with the results of research stated that work competence has a positive and significant effect on work motivation with a sig. of 0.00 and R^2 of 0.239 or 76.1% is influenced by other variables, in other words, if the competence and motivation of students are high it will affect student readiness (Amrullah & Hermani, 2018; Lianasari & Ahmadi, 2022). Then the results of other study stated that experience of industrial work practices had a positive and significant effect on work motivation with a value of 56.10% so that the presence of industrial work practice experience and good motivation would affect the work readiness of vocational school students (Yusadinata et al., 2021).

Then previous research results stated that work motivation has a positive effect on student readiness with a sig. of 0.05 with a score of 24.7% (Zahmelinda & Armiami, 2023). Furthermore, together the three variables play a role in influencing student work readiness. This is confirmed by the results of research which states the results of multiple regression between industrial work practice experience and work motivation on work readiness fell by 68.4% (Bagea, 2020). Furthermore other study states that work competence, practical work experience, and work motivation have a significant effect on work readiness (Novita & Armida, 2022; Zahmelinda & Armiami, 2023). Then work competence and experience of industrial work practices on work readiness through work motivation as an intervening variable are positive and significant, this is because factors from several parties such as teachers and family are the main factors of this success. This is also in line with the findings mentioned teachers who are able to provide motivation will affect students at school, students' health must also be maintained in carrying out their daily lives, healthy they will have motivation at school, industrial work practices, and this will result in many positive things that they will achieve (Kinnett-Hopkins et al., 2022; Oyserman et al., 2021). These findings prove that student work readiness is influenced by work competence, practical work experience, and work motivation which are very important for every individual or profession. So that a combination of solid work competencies, relevant work practice experience, and high work motivation will increase the work

readiness of grade 12th students majoring in mechanical engineering because this prepares them well to enter the world of work and face the demands and challenges that exist.

Student Attendance

The teachers always give punishment students if they are late and are not present in class or in the workshop while at school, then students who are doing internships are always controlled by the person in charge of the teacher assigned to control student activities at the internship. The teacher from State Vocational School 3 Yogyakarta also revealed "if the students do not comply with the rules made by the school, then they will be given sanctions in the form of punishment, and if this continues to be done by students then, we as teachers will call the parents of the students concerned". Then one of the students at State Vocational School 2 Yogyakarta commented, "we are always checked for attendance every day by the teacher, both before class starts and after class, even though sometimes being absent at any time is annoying. However, I realize that our presence during class time is important to grow our discipline". Of course, this is considered reasonable, because teachers try to give the best for their students, for themselves, and for the future hopes of the Indonesian people (Damberg, 2023; Iqbal et al., 2023; Soehardi et al., 2020).

Previous research result mentioning student attendance is not only an important indicator for schools to see student achievement but also an objective assessment of the quality of teacher teaching (Chen, 2023). A finding of other study expressing attendance is an important factor for students (Hanretty, 2023). However, if these students are familiar with work, these students will leave class more often, because they already know money. Then the research results mention that with the development of technology so fast and sophisticated, one of them is using attendance tools more effectively for student attendance (Afandi et al., 2023; Budiman et al., 2023). This can be a solution for vocational schools to develop this tool or invite students to make the tool so that collaboration occurs and adds to their competence, experience and will have an impact on high work motivation so that it will make students mentally strong to face the world of work or be ready to face challenges in the world of work. Then the research results state that digital-based learning activities, added motivation and a conducive environment have a much higher level of attendance, meaning that teachers can try other alternatives to increase student attendance in the teaching and learning process (Haugom, 2022; Joseph et al., 2021; Ye et al., 2022).

Equipment Available at School

It is undeniable that the equipment available at school is another supporting factor that will influence students from all aspects, based on observations when carrying out research and the results of interviews with several teachers, especially in the mechanical engineering expertise program. The author sees that the classes and workshops at the three vocational schools in Yogyakarta are very good and neat. This is inseparable from the performance of teachers and their students. This is also supported by the results of an interview with one of the Yogyakarta Muhammadiyah Vocational School teachers, he revealed "the equipment in this vocational school is indeed still a lot of old equipment, but this is still relevant if it is to accommodate students' practical activities". Then one of the teachers at state vocational school 2 Yogyakarta revealed "the equipment at school is quite adequate for carrying out practical, and we as teachers always tell students to tidy up and clean up the tools that have been used after practice. Then one of the Yogyakarta State Vocational School 3 students gave his opinion, "I think the equipment available at school is quite a lot and when I did my internship the tools were almost the same as at school. Yet holding more in the industry and more". The opinions of teachers and students were also confirmed by the results of research state Vocational schools are one of the main places that offer instruction in vocational education (Inderanata & Sukardi, 2023; JinJie, 2023). School characteristics and input and use of resources will have a direct impact on the legitimacy of learning both in theory and practice, one of which is by utilizing computer-based equipment in practical learning (Quaranta et al., 2023; Shymko & Khoury, 2023). So, for the context of vocational education and HR development, the tools must be relevant to the times. The tools available in schools are indeed an important factor as well, but by taking advantage of technological advances such as digital citizenship competencies, then digital entrepreneurial competencies are seen as suitable for improving students' information technology skills (Paganelli & Northern, 2023; Xu et al., 2023). Then the findings of other study suggest that teacher must provide green knowledge, meaning that even though the equipment in schools is relevant to the industry, providing green knowledge is also important for students (Ahmed et al., 2021).

Competence and Experience of Teachers

Like the two previous things, the competence possessed by the teacher also greatly influences and determines the student's future career. At the time of research, the authors saw several certificates in the field of machine engineering expertise and the average teacher at the school had attended Teacher

Professional Education. It can be concluded that several teachers from the three vocational schools studied were competent and experienced. It is supported by opinions that mention classroom pedagogy skills can improve students' higher-order thinking, communication, and decision-making skills (Mambetnyazova, 2023; Moore et al., 2023). So that with an increase in the competence of students and teachers who have a lot of experience will be able to support student readiness to work. Then other study state the suitability value of teachers who have participated in the Teacher Professional Education program gets a score of 80%, there is still a 20% gap level (Muksin et al., 2023). However, this shows that teachers who have participated in the Teacher Professional Program and are experienced can be said to be quite competent in educating students. Then the research results stated that overall there are six skills that are relevant to the company, including social skills, work approach, motivation, interest, ethics, responsibility, digital skills, and knowledge (Schlüter et al., 2022; Smestad et al., 2023). Further findings provide suggestions for teachers or instructors to inform industry rules, provide motivation, explain events that lead to results, discuss challenges faced, summarize results, summarize lessons that can be taken, messages to take home, and suggestions from practitioners based on their experiences (Garousi et al., 2021). More in-depth findings revealed educational institutions need to leverage the resilience and diversity of their employees to maximize their success by attracting and developing an engaged, healthy, and high-performing workforce through the provision of a stimulating work environment that will promote a balance of work, family, work motivation, job satisfaction, and work commitment overall (Popoola & Fagbola, 2023). This means that educational institutions need to develop skills, and experience, and implement healthy living for the people involved.

Work competence and industrial work experience have been shown to have a direct effect on student work motivation, and indirectly work competence and industrial work experience influence work motivation through work readiness as an intervening variable. So, it can be concluded that work motivation is the main factor that determines a person's work readiness, strong motivation will be able to encourage him to learn and gain a lot of experience, followed by the presence of students, facilities in schools, as well as the expertise and competence of teachers to be one of the supporting factors for success future students. So, it is hoped that educators and stakeholders will always maintain the motivation of vocational students so that quality graduates are created and able to realize work, continue, and become entrepreneurs.

Limitations of the researchers, including: 1) the variables tested were only work competence, industrial work practice experience, work motivation, and work readiness, 2) the authors only took the 12th grade population, because vocational schools aim to work and open a business so that the writer feels that he is very suitable for the topic of discussion, 3) the writer has difficulty collecting data, because grade 12th has a lot of practice and cannot be disturbed, and this student will soon be facing graduation exams, 4) data collection by learning participants is carried out automatically, offline and online, so it cannot be ascertained whether the students did the statement seriously, 5) the limitations of the authors in presenting and interpreting the findings and other limitations that the authors cannot describe one by one.

In the following, the authors suggest that the teacher and several related parties should pay attention to the motivation of their students or students so that these students are able to gain competence and are happy to take part in internships outside of school or the business & industrial world, for further research it is recommended to: 1) test or find students Vocational school graduates who have graduated are then used as research so they can actually get valid results, 2) the authors suggest looking for several variables related to work readiness or career success, especially vocational school graduates, 3) the authors suggest researching not only in machining engineering majors or graduates, 4) when carrying out research the authors suggest that further researchers conduct surveys and participant observations first to ensure that the data studied is more valid and in accordance with the circumstances under study, 5) the authors hope that future researchers will be wiser in determining the test model.

4. CONCLUSION

This paper presents the results of direct and indirect testing of the five hypotheses tested, with the results of testing the five hypotheses accepted. So the authors conclude that work motivation plays an important role, but it is not the main factor in equipping students' readiness to work but a must for students to have because motivation is internal to vocational students themselves and must also be supported by the competencies of students and practical work experience in the industry, as well as four factors that the researchers found during cross-checks by interviewing vocational teachers and students, including student attendance, equipment available at school, competence and experience of teachers. Thus, these findings have been tested and proven that the design proposed by the author is very suitable for vocational students, especially those in mechanical engineering study programs, who are ready to work, continue, and be entrepreneurial in their field or even a wider field.

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