

Productive Competence, Internship, and Family Support on Student Work Readiness Mediated by Self-Efficacy

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ABSTRAK

Permasalahan yang ada saat ini adalah banyak lulusan SMK yang masih membutuhkan keterampilan lebih. Keterampilan dan kesiapan mahasiswa dipengaruhi oleh banyak faktor antara lain kompetensi produktif, magang, dan dukungan keluarga. Tujuan penelitian ini yaitu untuk menganalisis pengaruh persepsi kompetensi produktif, kerja industri, dan dukungan keluarga terhadap kesiapan kerja siswa SMK yang dimediasi secara parsial maupun simultan oleh efikasi diri. Penelitian ini merupakan penelitian asosiatif kausal dengan pendekatan kuantitatif. Jumlah populasi dalam penelitian ini adalah 1132 siswa. Sampel penelitian ini adalah 296 responden. Metode yang digunakan untuk mengumpulkan data adalah kuesioner. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Metode analisis data yang digunakan adalah analisis statistik deskriptif dan inferensial. Teknik analisis data yang digunakan adalah Structural Equation Modelling (SEM). Hasil penelitian menunjukkan bahwa persepsi siswa tentang kompetensi produktif, praktik kerja industri, dukungan keluarga, dan self-efficacy berpengaruh positif dan signifikan terhadap kesiapan kerja siswa. Berdasarkan hasil uji sobel, Self-Efficacy dapat memediasi pengaruh kompetensi produktif, praktik kerja industri, dan dukungan keluarga terhadap kesiapan kerja siswa SMK. Disimpulkan bahwa kesiapan kerja siswa SMK dipengaruhi oleh persepsi kompetensi produktif, kerja industri, dan dukungan keluarga. Implikasi penelitian ini yaitu dukungan keluarga dan sekolah sangat diperlukan oleh siswa sehingga siswa memiliki kesiapan kerja yang baik.

ABSTRACT

The current problem is that many vocational school graduate students still need more skills. Students' skills and readiness are influenced by many factors including productive competence, internship, and family support. This research aims to analyze the influence of perceptions of productive competence, industrial work, and family support on vocational school students' work readiness, partially or simultaneously mediated by self-efficacy. This research is causal associative research with a quantitative approach. The total population in this study was 1132 students. The sample for this research was 296 respondents. The method used to collect data is a questionnaire. The instrument used to collect data was a questionnaire. The data analysis method used is descriptive and inferential statistical analysis. The data analysis technique used is Structural Equation Modeling (SEM). The research results show that students' perceptions of productive competence, industrial work practices, family support, and self-efficacy have a positive and significant effect on students' work readiness. Based on the results of the Sobel test, Self-Efficacy can mediate the influence of productive competence, industrial work practices, and family support on vocational school students' work readiness. It was concluded that perceptions of productive competence, industrial work, and family support influenced vocational school students' work readiness. The implication of this research is that family and school support is very necessary for students so that students have good work readiness.

1. INTRODUCTION

In this era of globalization, competition in any field is getting tougher so that efforts to improve the quality of education continue to be intensified by the Indonesian government. Therefore, the Government of Indonesia through the Directorate of Vocational Education with the organizational unit of the Directorate of Vocational High Schools is trying to realize the vision of seeking qualified, superior, evenly skilled,

character, and competitive human resources at work (Oktarina et al., 2021; Silaban & Rizal, 2020; Supriyadi et al., 2019; F. Tentama & Paputungan, 2019). Vocational High School (SMK) is a form of formal education unit in the field of education that organizes vocational education at the secondary education level which is prepared to produce graduates who are competent in their fields so they can immediately enter the world of work (Afandi & Sentot Wijanarka, 2019; Silaban & Rizal, 2020; Soputan, 2017; Zurqoni et al., 2018).

Improving the quality of human resources positively impacts a nation's progress and individuals who have participated in a series of educational processes (Fatwa Tentama & Riskiyana, 2020; Zurqoni et al., 2018). Competent human resources can undoubtedly contribute to the development of the nation's progress (Dewi et al., 2019; Prihatin et al., 2018). Vocational High Schools have objectives as stated in the curriculum, namely, preparing students to enter the workforce and developing professional attitudes (Disas, 2018; Y. Wijaya et al., 2020). Second, prepare students to choose a career, be competent, and develop themselves (Ariyanti, 2020; Hidayat & Muladi, 2016). Third, prepare graduates to become productive, adaptive, and creative citizens (Bustanil S et al., 2019; Hartanti & Yuniarsih, 2018). Based on the empirical theory called the *tabulae rasae* (wax table) theory, it is explained that humans do not have any talents or traits from birth. A person's personal development is determined by the experience gained through interaction with factors in their environment, especially educational factors. Therefore, it is hoped that Vocational High School education will be of good quality so that students graduating from vocational schools have the skills needed in the world of work (Dwi Riyanti et al., 2016; Purnamasari, 2018).

However, the current problem is that many students graduating from vocational schools still need more skills. Previous research findings also stated that some students had low learning outcomes (Ariawan & Muhsetyo, 2017; Arif & Mukhaiyar, 2020; Novalinda et al., 2018). The results of data collection from the Central Statistics Agency (BPS) show that open unemployment at Vocational High Schools (SMK) is still the highest among other levels of education. This phenomenon shows that the condition of vocational school students' work readiness tends to be in the low category, while the aim of Vocational High School (SMK) education is to prepare graduates who are competent in their fields to enter the world of work. The situation was that the Special Region of Yogyakarta Province had open unemployment, with 83,481 people coming from various levels of education, ranging from educational levels without/never attending school to tertiary institutions. The highest contributor to open unemployment in this province is the vocational education level of 21,334 people.

Based on observations at the MM 52 Plantation Vocational School in Yogyakarta, the principal stated that more productive subjects in the Agribusiness Department were needed to create student competency in agribusiness. A similar thing also happened at SMK N 1 Pandak and SMK N 1 Nanggulan, where children's abilities regarding understanding knowledge of productive subjects still needed to improve. Other conditions show that vocational school graduates' job readiness still needs to be improved, and job opportunities are limited. Apart from that, it was found that graduates who were unable to work occurred because they chose to continue their education or were going through a phase of waiting for work. Alumni who choose to continue their education decide to continue to universities, polytechnics, academies, high schools, institutes, and several other higher education institutions, both private and state, with various levels of education. It means there are still graduates who have not yet found work, even though these students have been provided with internship experience (Industrial Work Practice) for approximately 6 months, so they are expected to have excellent and sufficient soft skills to enter the world of work directly. The conditions that occur at SMK Perkebunan MM 52 Yogyakarta and SMK N 1 Pandak show that there are several problems related to family support, which is still low because some students have problems in their families (broken homes, loss of parents, and unsupportive families). Condition emotional support for children's sense of comfort is still lacking). Students with less than good family backgrounds are often found at this school.

Based on these problems, to help students increase their readiness for work, the solution offered is to analyze factors that can influence work readiness (Baiti & Munadi, 2014; Nurhayati & Kusmuriyanto, 2019; Rahayu et al., 2021). A person's personal development is determined by the experiences gained during the individual's development, namely through environmental factors, especially education (Ashari et al., 2021; Putriatama et al., 2016). Meanwhile, the social cognitive theory put forward by previous study states that social and cognitive factors, as well as actor factors, play an essential role in learning (Bandura, 1977). The factor referred to by Bandura is self-efficacy. Self-confidence (self-efficacy) is also essential in work readiness (Mansor et al., 2021; Mielniczuk & Laguna, 2020). Self-efficacy can be interpreted as a person's belief in their ability to control the person's functioning and events in their environment (Nordlöf et al., 2019; F. Tentama & Paputungan, 2019). A person's belief in self-efficacy is the central aspect of their self-knowledge. Readiness is closely related to human behavior.

Vocational school students' work readiness is not only influenced by the ability to master productive subjects obtained from the school environment and experience in the industrial/business world.

However, it is also influenced by work experience or practice outside of school. Industrial Work Practice, or what is called an internship, is a form of providing professional skills education, which systematically and synchronously combines education at school and skills mastery programs obtained through direct work activities in the world of work aimed at achieving confident professionalism (Gohae, 2020; Samidjo, 2017; Setyorini et al., 2017; Sunardi & Sudjimat, 2016). Home conditions can also influence the success or failure of someone working or someone in the process of getting a job (Indra et al., 2019; Yanti & Marimin, 2017). Family members who support a person's work also help mentally and spiritually for a person's success in his career. The family is the leading educational institution outside of school, which provides the primary and fundamental contribution in forming a child's attitudes and personality (Prasanti & Dinda, 2018; Ulfa & Na'imah, 2020). Family support can be viewed as a set of beliefs and approaches for strengthening and empowerment that will influence the development of a child's character (Satya Yoga et al., 2015; Siregar et al., 2021).

Other findings also confirm that family factors, such as educational background, employment, and parental support, have contributed significantly to children's educational performance at school (Ratnawati, 2016; Rosikum, 2018; Yoga Purandina & Astra Winaya, 2020). Previous research findings also state that individuals need to actively develop the ability to adapt to work by participating in internship participation experiences; through this program, there is a balance between classroom teaching and the development of practical skills in the world of work (Gohae, 2020; Lase, 2022; Samidjo, 2017). It was concluded that Perceptions of Productive Competence, Internships, and Family Support will influence vocational school students' work readiness. However, there has yet to be a study regarding Perceptions of Productive Competence, Internships, and Family Support, which will influence vocational school students' work readiness. Therefore, the novelty of this study is to explain the causal relationship between the influence of students' productive competence, apprenticeship, and family support on work readiness through self-efficacy. This research aims to analyze the influence of perceptions of productive competence, industrial work, and family support on vocational school students' work readiness, partially or simultaneously mediated by self-efficacy.

2. METHOD

This research is causal associative research with a quantitative approach because it examines the causal relationship between two or more variables: the independent, dependent, and intervening variables. This research is also ex post facto research because the data obtained has already happened. The research was conducted at the Agribusiness Department Vocational School in the Special Region of Yogyakarta. The subjects or population in this research were students of the Yogyakarta Special Region Agribusiness Vocational School class XI who had carried out industrial work practice activities. The total population in this study was 1132, as presented in Table 1.

Table 1. Research Population Data

No	Name of SMK	Population size	Number of Samples of Class XI Students
1	SMK Muhammadiyah 1 Bambanglipuro	22	$22/1132 \times 296 = 5$
2	SMK Negeri 1 Pandak	248	$248/1132 \times 296 = 65$
3	SMK Negeri 1 Cangkringan	411	$411/1132 \times 296 = 107$
4	SMKS Hamong Putera Pakem	14	$14/1132 \times 296 = 4$
5	SMK Negeri 1 Saptosari	142	$142/1132 \times 296 = 37$
6	SMK Negeri 1 Nanggulan	284	$284/1132 \times 296 = 74$
7	SMKS Perkebunan MM 52	11	$11/1132 \times 296 = 3$
Total		1132	296

Base on Table 1, the sampling technique used proportional random sampling. The formula used in this research is the Slovin formula to calculate the sample. The results of data analysis showed that the sample size for this research was 296 respondents, which was then adjusted to the number of students at the 7 research location schools. The method used to collect data is a questionnaire. This questionnaire was used to obtain data on the variables Perception of Productive Competence (X_1), Perception of Industrial Work Practices (X_2), Perception of Family Support (X_3), Perception of Work Readiness (Y), and Perception of Self-Efficacy (Z). The instrument used to collect data was a questionnaire. The questionnaire grid is presented in Table 2.

Table 2. Research Instrument Grid

No	Variable	Indicator	Total
1	Perception of Job Readiness	1. Knowledge 2. Skills 3. Attitude	15
2	Perception of Productive Competence	1. Skills 2. Knowledge 3. Attitude	15
3	Perception of Industrial Work Practices	1. Work Motivation 2. Practical work skills 3. Mastery of material	15
4	Perception of Family Support	1. Informative 2. Instrumental support 3. Assessment/reward support 4. Emotional support	15
5	Perception of Self-Efficacy	1. Magnitude/level 2. Strength 3. Generally	15

Research instruments need to be tested before use. Trials were carried out to ensure the validity and reliability of the instruments used in the research. Test the validity of statement items in this research using Product Moment correlation (Karl Person). The validity test results of the 15 statements of the work readiness perception variable instrument found 4 invalid statements; in the productive competency perception variable of the 15 statements, there were 3 invalid statements; in the industrial work practice perception variable of the 15 statements, there were 5 invalid statements; in the perception variable Family support from 15 statements contained 3 invalid statements, and in the self-efficacy perception variable from 15 statements there were 3 invalid statements. The instrument reliability test in this study used Cronbach's Alpha formula. The results of the analysis showed that all instruments were reliable. The data analysis techniques used are descriptive and inferential statistical analysis. Descriptive statistical analysis to calculate mean, median, mode, and standard deviation. Furthermore, before the data is analyzed, it is necessary to carry out analysis prerequisite tests, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity test. For the model developed in this research, the data analysis tool used is SEM, operated using the AMOS application (Ghozali, 2018).

3. RESULT AND DISCUSSION

Result

This section explains the analysis of data results carried out after data collection. First, it discusses the descriptive statistical analysis of this study. Second, report the results of the hypothesis test, and then the results of the Sobel test to see the mediating relationship between the independent variable and the dependent variable through the mediating variable. In this section, the data for each variable is described, looking at the mean, median, mode, standard deviation, distribution table and trend table. The following are details of the results of the data processing that has been carried out. Description of research data showed in Table 3.

Table 3. Description of Research Data

Variable	Mean	Median	Mode	Standard Deviation	Relative Frequency	Trend Category
Perception of Job Readiness	35.36	35	34	2.96	60.5%	Good
Perception of Productive Competence	38	38	36	2.99	58.1%	Good
Perception of Industrial Work Practices	30.85	30	30	2.79	71.28%	Good
Perception of Family Support	37.03	36	36	4.13	60.13%	Very Good
Perception of Self-Efficacy	35.31	36	36	4	79.39%	Good

In accordance with the model developed in this research, the data analysis tool used is SEM which is operated using the AMOS application. The following is a simplified structural model that explains the

results of chi-square = 2019.715, Probability = 0.000, RMSEA = 0.033, GFI = 0.815, AGFI = 0.800, CMIN/DF = 1.321, TLI = 0.958, CFI = 0.959. From this figure, it can be concluded that the research variables have a strong influence so they are depicted with solid lines.

This research used a sample of 296 respondents. The normality test is carried out using the z value (critical ratio or C.R. on AMOS output) from the skewness and kurtosis values of the data distribution. The critical value is set at ± 2.58 at a significance level of 0.01. Based on the test results, it shows that the majority of univariate normality tests are normally distributed because the critical ratio (c.r) values for kurtosis and skewness are in the range -2.58 to +2.58. Meanwhile, in multivariate terms, the data meets normal assumptions because the value -2.408 is in the range of ± 2.58 .

In connection with the identification of outliers in this case, with 57 question items, a result of 95.71 was found. The number 95.71 means that all data or cases whose value is greater than 95.71 are multivariate outliers which shows the value of the Mahalanobis Distance from the data. In the processed data, no value greater than 95.71 was detected, so it can be concluded that there are no outliers in the data. The AMOS output results show a model df value of 1529. This indicates that the model is in the over identified category because it has a positive df value. Therefore, data analysis can be continued to the next stage. Assessing goodness of fit is the main goal in SEM to find out to what extent the hypothesized model "fits" or fits the data sample. The goodness of fit results showed in [Table 4](#).

Table 4. Goodness of Fit Criteria

GOF index	Cut-off value	Research Model	Model
Chi-square	≤ 1621.082	2019.715	Not Fit
Sign. Prob.	≥ 0.05	0.000	Not Fit
RMSEA	≤ 0.08	0.033	Fit
GFI	≥ 0.90	0.815	Marginal
AGFI	≥ 0.90	0.800	Marginal
CMIN/DF	≤ 2.0	1.321	Fit
TLI	≥ 0.90	0.958	Fit
CFI	≥ 0.90	0.959	Fit

Hypothesis testing was carried out to answer temporary assumptions in this research. Hypothesis analysis can be seen from the standardized regression weight value which shows the influence coefficient between variables showed in [Table 5](#).

Table 5. Hypothesis Testing Results

No.	Hypothesis	Estimate	S.E.	C.R.	P	Results
H1	Perception of Productive Competence → Perception of Self-Efficacy	0.235	0.056	4.186	0.000	Significant Positive
H2	Perception of Industrial Work Practices → Perception of Self-Efficacy	0.110	0.032	3.388	0.000	Significant Positive
H3	Perception of Family Support → Perception of Self-Efficacy	0.462	0.066	7.021	0.000	Significant Positive
H4	Perception of Productive Competence → Perception of Job Readiness	0.211	0.079	2.675	0.007	Significant Positive
H5	Perception of Industrial Work Practices → Perception of Job Readiness	0.277	0.048	5.759	0.000	Significant Positive
H6	Perception of Family Support → Perception of Job Readiness	0.205	0.092	2.244	0.025	Significant Positive
H7	Perception of Self-Efficacy → Perception of Job Readiness	0.271	0.105	2.593	0.010	Significant Positive

To see the mediating relationship between the independent variable and the dependent variable through the mediating variable, it is carried out using the Sobel test, showed in [Table 6](#).

Table 6. Sobel Test Results

No	Variable	a	b	sa	sb	Test Statistics	P Value
H8	Perception of Productive Competence → Perception of Job Readiness mediated by Perceived Self-Efficacy	0.235	0.271	0.056	0.105	2.198	0.028
H9	Perception of Industrial Work Practices → Perception of Job Readiness mediated by Perceived Self-Efficacy	0.110	0.271	0.032	0.105	2.064	0.039
H10	Perception of Family Support → Perception of Job Readiness mediated by Perceived Self-Efficacy	0.462	0.271	0.066	0.105	2.422	0.015

Discussion

First, there is a positive and significant influence of perceptions of productive competence on perceptions of self-efficacy. Based on the research results, vocational school students majoring in Agribusiness in Yogyakarta Special Region Province feel they have good productive competence. If students perceive themselves as having the ability to understand the substance/material of education and training studied at school, of course students will have an awareness that the knowledge and skills of productive competencies can facilitate adaptation to the world of work. The existence of student awareness will be able to increase students' self-confidence so that in doing everything related to productive competency material students are confident that they will be able to do it well (E.MacQuillan, 2018; Ray et al., 2021). Other research found that productive competence has a positive and significant effect on self-efficacy (Blegur et al., 2019; Nurlaela et al., 2020). Apart from that, research similar to this research was also conducted who stated that competency in productive accounting training courses had an effect on the self-efficacy of class XII students in the accounting skills program by 3.5% (Nurhayati & Kusmuriyanto, 2019).

Second, there is a positive and significant influence of perceived industrial work practices on perceived self-efficacy. Based on the research results, students of the Agribusiness Department of Vocational Schools in the Special Region of Yogyakarta Province have a good perception of industrial work practices. If students perceive themselves as having the ability to take part in industrial work practices according to the schedule determined by DU/DI and have an interest in carrying out the tasks given at the practice site with full responsibility, of course students will have an awareness of the importance of good work attitudes during industrial work practices. Student awareness has an impact on increasing self-confidence so that in doing everything students are confident that they will be able to do it well (L. Anggraini & Perdana, 2019; Suryani & Gunawan, 2018). Previous research support was found in research stated that industrial work practices had a positive and significant effect on self-efficacy (Gohae, 2020; Nurlaela et al., 2020). However, on the other hand, this research is not in line with research conducted which stated that industrial work practices did not have a significant effect on the self-efficacy of class XII students in the accounting skills program (Nurhayati & Kusmuriyanto, 2019).

Third, there is a positive and significant influence of perceived family support on perceived self-efficacy. Based on the research results, vocational school students majoring in Agribusiness in the Special Region of Yogyakarta Province have very good perceptions regarding family support. Students have the perception that assessment/reward support is the main encouragement and direction when they face problems. If students give positive rewards, students will be more motivated in learning (Arinalhaq & Eliza, 2022; Febianti, 2018; Puspitasari et al., 2022). This is reinforced by research findings which state that high learning motivation will influence student learning outcomes (Putri et al., 2021; Sumitro et al., 2017; Yuliani H & Winata, 2017). Family support has a positive and significant effect on self-efficacy. However, on the other hand, this research is not in line with research stated that family support does not have a positive effect on self-efficacy (Nurlaela et al., 2020).

Fourth, there is a positive and significant influence of perceived productive competence on perceived work readiness. Based on the research results, vocational school students majoring in Agribusiness in Yogyakarta Special Region Province feel they have good productive competence. If students perceive themselves as having the ability to understand the substance, this will impact their abilities (Maya et al., 2019; Siskawati et al., 2020). Previous findings stated that students' perceived vocational competence positively and significantly affected work readiness (Nurussyifa & Listiadi, 2021; Riska Afriani & Rediana Setiyani, 2015). The educational and training materials studied at Vocational Schools, organized into various substances, will increase knowledge and skills so students can adapt to work situations. However,

on the other hand, this research is different from previous research, which stated that students' productive competence does not directly affect work readiness (Nurlaela et al., 2020).

Fifth, there is a positive and significant influence of perceptions of industrial work practices on perceptions of work readiness. Based on the research results, Agribusiness Vocational School students in the Special Region of Yogyakarta Province understand industrial work practices well. This good perception is shown by students completing their internship according to the schedule set by DU/DI and being willing to complete the tasks given in industrial work practice activities with full responsibility. It will significantly influence increasing work readiness after graduation (Alfiani, 2021; Nurhayati & Kusmuriyanto, 2019). Supporting previous research aligns with the statement that industrial work practice experience positively and significantly affects work readiness (Alfiani, 2021; I. Lestari & Siswanto, 2015).

Sixth, there is a positive and significant influence of perceived family support on perceived work readiness. Based on data analysis, vocational school students majoring in Agribusiness in Yogyakarta Special Region Province have an excellent perception of family support. This good perception is reflected in the increasingly supportive awards students receive from their families. The family plays a vital role in student development (Anggraini, 2021; Lestari, 2019; Wijaya & Riayadi, 2022). Thus, the more students are aware of the positive praise or appreciation they receive for their progress, support for participating in vocational training programs, and this motivational support will encourage students' work readiness after graduation. Previous research support aligns with research that states that family social support positively and significantly affects work readiness (I. Lestari & Siswanto, 2015; Nurhayati & Kusmuriyanto, 2019; Sunardi & Sudjimat, 2016).

Seventh, there is a positive and significant influence of perceived self-efficacy on perceived work readiness. Based on research results, most vocational school students majoring in Agribusiness in Yogyakarta Special Region Province have good self-efficacy (self-confidence). This perception is reflected in students who have a good level of strength and stability of self-confidence (Fransiska et al., 2016; Gohae, 2020). Students who have this stability will realize that they can compete with their friends in class; if they encounter obstacles, they will be more motivated to learn, able to overcome difficulties in learning, and able to do the exercises given by the teacher (Asiyah & Walid, 2019; Rahayu et al., 2021). This student's self-confident attitude will majorly impact increasing work readiness after graduation. Self-efficacy has a positive influence (Basito et al., 2018; Iskandar et al., 2020).

Eighth, perceived self-efficacy has a positive and significant influence in mediating perceptions of productive competence on perceptions of work readiness. Based on the research results, vocational school students majoring in Agribusiness in the Special Region of Yogyakarta Province feel they have good productive competence. Previous research support is in line with research that states that the influence of vocational school students' productive competence, mediated by self-efficacy, has a positive and significant effect on work readiness (Nurlaela et al., 2020).

Ninth, perceived self-efficacy has a positive and significant influence in mediating perceptions of industrial work practices on perceptions of work readiness. Based on data analysis, vocational school students majoring in Agribusiness in Yogyakarta Special Region Province perceive industrial work practices nicely. This good perception is reflected in the tendency of students to take part in internships (Rahayu et al., 2021; Sunardi & Sudjimat, 2016). Of course, this will significantly impact improving work attitude skills, making students more confident. This sense of self-confidence will majorly impact increasing work readiness after graduation. Previous research states that self-efficacy positively and significantly affects work readiness (Nurlaela et al., 2020).

Tenth, perceived self-efficacy has a positive and significant influence in mediating perceptions of family support on perceptions of work readiness. Based on the research results, Yogyakarta Special Region Agribusiness Vocational School students have a good perception of family support. This positive perception can be seen from the assessment and appreciation students receive from their families (Nurussyifa & Listiadi, 2021; Wijaya et al., 2020). Thus, the more praise or positive rewards they receive for progress, support to take part in professional training programs, and other support. This motivating support will encourage students to feel self-satisfaction and make them believe more in themselves (Nurhayati & Kusmuriyanto, 2019; Ratnawati, 2016). Students' self-confidence will significantly impact their confidence to be ready to work after graduating. Other research suggests that self-efficacy can mediate the influence of the family environment on work readiness (Nurussyifa & Listiadi, 2021).

The results of data analysis also show that Self-Efficacy can mediate the influence of productive competence, industrial work practices, and family support on the work readiness of Agribusiness Vocational School students in Yogyakarta Special Region Province. The research implies that the perception of vocational school students majoring in Agribusiness in DIY will be better regarding attitudes, skills, and knowledge if their families support them and carry out internships. The informational, instrumental,

assessment/reward, and emotional support they receive will produce a more substantial level of self-efficacy, impacting students' more robust work readiness.

4. CONCLUSION

The results of this research show that students' perceptions of productive competence, industrial work practices, family support, and self-efficacy have a positive and significant effect on students' work readiness. Thus, the better the perception of vocational school students majoring in Agribusiness in DIY regarding attitudes, skills and knowledge related to productive competence, practical work skills and mastery of material related to industrial work practice activities, as well as the family support they receive, the stronger their self-esteem will be. efficacy among students.

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