



## The Effect of Industrial Work Practices, Work Skills, and Work Motivation on the Work Readiness of State Vocational School Students Department DPIB in Makassar City

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### ABSTRACT

This research is motivated by the suboptimal work readiness of vocational high school students, especially those majoring in Building Modeling and Information Design (DPIB) in Makassar City. This condition is influenced by the implementation of Industrial Work Practices, work skills, and student work motivation. A quantitative approach with the ex post facto method was used. The population consisted of 100 grade XII DPIB students from public high schools/vocational high schools, with 88 students selected as samples using the Slovin formula and proportional random sampling. Data were collected through observation, documentation, and questionnaires. Data analysis included descriptive analysis, prerequisite tests, and regression analysis. The results of the study show that (1) Industrial work practice has a positive effect on work readiness with a contribution of 56.4%, (2) Work skills have a positive effect on work readiness with a contribution of 44.6%, (3) Work motivation has a positive effect on work readiness with a contribution of 59.1%, (4) simultaneously, the three variables have a positive effect on work readiness with a combined contribution of 67.0%. This study concludes that industrial work practice, work skills, and work motivation have a positive effect on work readiness, with work motivation as the most dominant variable.

## 1. Introduction

Vocational education, particularly Vocational High Schools (SMK), plays a strategic role in preparing competent human resources who are ready to enter the workforce. These institutions are specifically designed to equip students with vocational competencies that are aligned with the needs of the business and industrial world (DUDI), enabling graduates to transition directly into employment upon completing their studies. Unlike general education pathways, vocational education emphasizes applied learning, skill mastery, and practical exposure to

real-world work environments. In the broader context of national development and global economic competition, the presence of vocational graduates who possess strong job readiness is increasingly important. This is especially evident in strategic sectors such as construction and building engineering, which continue to expand alongside national infrastructure development. The rapid transformation of industry due to technological advancement further requires vocational institutions to produce graduates who are not only technically competent but also adaptable, productive, and professionally prepared. In the era of the Fourth Industrial Revolution, educational innovation becomes essential to enhance students' global competitiveness and ensure alignment with evolving industrial demands (Nurbuana & Sirozi, 2025). Therefore, strengthening job readiness among vocational students is not merely an institutional responsibility but also a national development priority that supports workforce competitiveness and sustainable economic growth (Sari & Mariyanti, 2024).

Despite the strategic function of vocational education, empirical data indicate that unemployment among senior high school (SMA) and vocational high school (SMK) graduates remains relatively high compared to diploma and bachelor's degree graduates. This condition suggests the existence of a gap between graduate competencies and labor market expectations. According to data released by the Central Statistics Agency (BPS, 2023), the open unemployment rate among secondary education graduates continues to exceed that of higher education graduates, reflecting structural challenges within the education-to-employment transition process. Such conditions imply that vocational education has not yet fully achieved its objective of producing work-ready graduates. The persistence of this gap emphasizes the importance of strengthening competency-based learning, improving curriculum relevance, and enhancing collaboration between schools and industry partners. In addition to curriculum alignment, the availability of adequate practicum facilities and infrastructure plays a fundamental role in ensuring that students acquire industry-standard competencies. Effective management of vocational learning environments significantly contributes to practical skill formation and enhances the overall quality of competency development (Munaqib et al., 2025). Without strong alignment between educational outcomes, learning facilities, industrial partnerships, and labor market needs, vocational graduates may continue to face difficulties in securing employment that matches their field of expertise.

One of the expertise programs that is highly relevant to current industrial developments is the Building Design, Modeling, and Information Technology (DPIB) program. The construction sector is undergoing significant transformation with the adoption of digital technologies such as Building Information Modeling (BIM), computer-aided design, and technology-based project management systems. These developments require graduates who not only master traditional technical skills such as engineering drawing and construction planning but also demonstrate digital literacy, technological adaptability, and collaborative competence. Sutrisno and Kurniawan (2022) emphasize that vocational graduates must possess a balanced combination of technical expertise and technological competence to remain competitive in the modern labor market. Consequently, job readiness among

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DPIB students cannot be understood solely in terms of hard skills mastery but must also incorporate experiential learning, soft skill development, and psychological readiness to meet evolving industry standards. The development of vocational-based learning media in practicum activities has been shown to strengthen students' hands-on competencies and improve their preparedness for industrial engagement (Alfaisal et al., 2025). Thus, preparing DPIB students for employment requires an integrated educational strategy that combines technological literacy, practical skill reinforcement, and character formation.

Job readiness itself is a multidimensional construct encompassing cognitive, affective, and psychomotor domains. It reflects an individual's preparedness to perform effectively in professional settings and to adapt to workplace demands and organizational cultures. Lestari et al. (2023) argue that job readiness includes not only mastery of technical competencies but also non-technical or employability skills such as communication, teamwork, discipline, responsibility, adaptability, and problem-solving ability. These competencies are increasingly recognized as critical determinants of employability because employers seek graduates who can collaborate effectively, manage responsibilities independently, and respond constructively to workplace challenges. Yorke (2016) further explains that employability is shaped by a complex integration of knowledge, skills, understanding, and personal attributes that enable graduates to gain employment and succeed in their careers. Therefore, strengthening job readiness requires a holistic educational approach that integrates academic instruction, practical training, character development, and the cultivation of professional attitudes.

Industrial work practice or internship programs (Prakerin) represent a key component of vocational education in bridging the gap between school-based learning and the world of work. Through Prakerin, students gain direct exposure to industrial environments, professional standards, workplace culture, and real project implementation. This experiential learning process enables students to apply theoretical knowledge in authentic contexts while simultaneously developing professional attitudes, work discipline, and technical confidence. Rahmawati and Hadi (2021) demonstrate that industrial work experience significantly influences vocational students' job readiness, particularly in strengthening technical competence and professional confidence. However, several studies indicate that the implementation of Prakerin is not always optimal. Issues such as mismatched internship placements, insufficient mentoring, limited supervision, and inadequate evaluation mechanisms may reduce the effectiveness of internships in developing comprehensive competencies (Maulanada et al., 2024). These limitations highlight the need for systematic evaluation, stronger industry partnerships, and continuous improvement of industrial collaboration programs to maximize their impact on student readiness.

In addition to industrial experience, employability skills play a crucial role in shaping vocational students' readiness for employment. Suarta et al. (2017) report that mastery of soft skills significantly contributes to graduates' success in entering and sustaining employment. Nevertheless, vocational learning practices often prioritize technical training while soft skill development remains insufficiently

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integrated into instructional design. As a result, some graduates may demonstrate strong technical abilities but lack communication skills, collaborative capacity, leadership potential, and adaptability required in dynamic workplace environments. Furthermore, work motivation functions as an internal psychological driver that influences students' engagement, persistence, and commitment to preparing for employment. A supportive motivational climate within vocational institutions contributes to discipline, responsibility, and active participation, which are fundamental elements in preparing students for professional environments (Trihandayani et al., 2025). Arfandi et al. (2023) explain that highly motivated students tend to participate more actively in internships, demonstrate stronger professional attitudes, and show greater confidence in transitioning to the workforce. Motivation thus interacts with experiential learning and skill development in shaping overall job readiness outcomes.

Although previous studies have examined the influence of industrial internships, employability skills, and work motivation on job readiness, most investigations have analyzed these variables separately or within limited contextual settings. Relatively few studies have explored the simultaneous interaction of these three variables specifically within the DPIB specialization, particularly in the context of Makassar City, where regional characteristics, industry availability, and socioeconomic conditions may influence program implementation. Nashrullah (2025) notes that contextual factors such as the quality of industrial partnerships, institutional support systems, and regional economic conditions significantly affect student readiness outcomes, while Hasanah et al. (2025) highlight the importance of environmental and educational contexts in shaping employability development. Therefore, a comprehensive and contextual empirical study is necessary to better understand how industrial work practices, employability skills, and work motivation collectively influence the job readiness of vocational students.

Based on the aforementioned background, this study aims to examine and analyze the partial and simultaneous effects of industrial internships, employability skills, and work motivation on the job readiness of students majoring in Building Modeling and Information Design (DPIB) at State Vocational High Schools in Makassar City.

## **2. Methodology**

### ***Type of Research and Method***

This research uses a quantitative approach with an ex post facto method. This approach was chosen because the research aims to analyze the relationships and influences between variables based on existing facts without providing special treatment to the research subjects. The variables studied include Industrial Work Practices, job skills, and work motivation as independent variables, and student work readiness as the dependent variable. All research procedures are systematically structured so that they can be replicated by other researchers in similar contexts and with similar subjects.

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### ***Population and Sample***

The subjects in this study were 12th-grade students of State Vocational High Schools (SMK) who have the expertise competency of Building Modeling and Information Design (DPIB) in Makassar City. The study population included all 12th-grade DPIB students who had participated in Industrial Work Practice (Prakerin). The sample determination was carried out using a proportional random sampling technique to provide an equal opportunity to each member of the population to become a research sample. The number of samples was adjusted to the population size and took into account the level of data representation so that the research results are generalizable.

### ***Research Instrument***

The research instrument used was a closed-ended questionnaire designed based on the indicators of each research variable. The questionnaire was presented on a Likert scale with five response alternatives: strongly disagree, disagree, undecided, agree, and strongly agree. The Industrial Internship Instrument was designed to measure the quality of the internship implementation, including the suitability of the internship location to the student's expertise, duration of the internship, industrial guidance, and work experience gained by the student. The employability skills instrument measured students' non-technical abilities, such as communication, teamwork, discipline, responsibility, and problem-solving. The work motivation instrument measured students' internal drive related to work interest, career orientation, perseverance, and readiness for the world of work. Meanwhile, the work readiness instrument measured students' level of preparedness in terms of work knowledge, skills, and work attitudes. Before being used in the research, all instruments were tested for validity and reliability. Validity was tested using product-moment correlation, while reliability was tested using Cronbach's Alpha coefficient. Instruments were deemed suitable for use if they met the valid and reliable criteria according to quantitative research standards.

### ***Data Collection Techniques***

Data collection was conducted directly by distributing questionnaires to respondents who had been selected as the research sample. The questionnaires were completed within the school environment under the supervision of the researcher and school officials to ensure data accuracy and completeness. Prior to completing the questionnaires, respondents were given an explanation of the research objectives and the instrument's procedures to minimize misperceptions. In addition to the primary data obtained through the questionnaires, this study also utilized secondary data in the form of relevant school documents, such as data on student numbers, skill competencies, and implementation of Industrial Work Practices. Secondary data was used to support and complement the information obtained from the primary data.

### ***Data Analysis Technique***

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Data analysis was conducted in stages using statistical software. The first stage was descriptive statistical analysis to describe the characteristics of each research variable, including the mean, standard deviation, minimum, and maximum values. This analysis aimed to obtain a general overview of the level of Industrial Internship (IIP), employability skills, work motivation, and student work readiness. The next stage was inferential statistical analysis. Before testing the hypotheses, the data were first tested for analysis prerequisites, including normality, linearity, and multicollinearity. Hypothesis testing was conducted using multiple linear regression analysis to determine the effect of Industrial Internship (IIP), employability skills, and work motivation on student work readiness, both partially and simultaneously. The significance level used in this study was 0,05. The results of the data analysis are presented in tabular form and systematic narrative descriptions to facilitate readers' understanding of the research findings and to enable the study to be replicated in similar contexts.

### 3. Results and Discussion

This research was conducted on 12<sup>th</sup> grade students majoring in Building Information Modeling and Design (DPIB) at a State Vocational High School in Makassar City. Twenty students participated in the study, consisting of 20 males and 20 females. This composition reflects the general characteristics of the DPIB expertise program, which is still dominated by male students, in line with the characteristics of the construction and building engineering fields. Based on initial observations and school data, the learning process implemented so far uses a competency-based learning approach that combines theoretical learning in the classroom with practical work in workshops or drawing laboratories. The dominant teaching methods used by teachers are lectures, discussions, assignments, and hands-on practice using building modeling software. Furthermore, 12<sup>th</sup> grade DPIB students have participated in Industrial Internships (Prakerin) with various construction industry partners and planning consultants, so generally, students have had fieldwork experience prior to this research. A structured questionnaire was employed to measure the variables examined in this study, including industrial internships, employability skills, work motivation, and work readiness. The complete list of questionnaire statements is presented in Table 1.

Table 1. Presents the Statements of the Questionnaire

<b>Statement of the Questionnaire</b>	
<b>Field Industrial practice</b>	
1.	Through my Industrial Internship, I gained new knowledge that I hadn't learned in school.
2.	The Industrial Internship helped me understand the application of the theories learned in class.
3.	The experience during the Industrial Internship broadened my understanding of the real world of work in industry.
4.	I feel more confident in understanding work processes after participating in the Industrial Internship.
5.	The Industrial Internship gave me the opportunity to learn directly from practicing professionals in their fields

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6. I am able to search for and learn building design software tutorials (AutoCAD, SketchUp, Revit) from the internet. The material I learned was relevant to the work I did during the Industrial Internship.
  7. I was able to apply the theories I learned in school to my work activities at the internship site effectively and accurately.
  8. The supervisor at the Industrial Internship site helped me connect theory with practical work.
  9. I felt there was a good match between the competencies taught in school and the needs of the construction workforce.
  10. The Industrial Internship clarified the connection between learning in school and work implementation in the field.
  11. During the Industrial Internship, I practiced technical skills relevant to my field of expertise.
  12. I learned to work with discipline and responsibility during the Industrial Internship.
  13. The Industrial Internship helped me improve the work skills needed in the industrial world.
  14. I learned to adapt to the work culture and regulations in the industry.
  15. Through Industrial Internship, I was trained to work independently and professionally.
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#### Employability Skills

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1. I am able to find alternative solutions when faced with work-related problems.
  2. I can make quick and accurate decisions in my industrial internship.
  3. I am accustomed to analyzing situations before deciding on a course of action.
  4. I take the initiative to complete work without waiting for instructions.
  5. I am able to evaluate various alternatives before choosing the best decision.
  6. I am able to express my opinions clearly to my fellow internship participants or superiors.
  7. I communicate easily and collaborate with others in a team.
  8. I respect others' opinions when completing work together.
  9. I actively contribute to group activities in my internship environment.
  10. I accept criticism and suggestions as an effort to improve my work results.
  11. I adapt easily to new internship environments.
  12. I remain calm when faced with changes in my work.
  13. I quickly learn new things required in my internship, effectively and on time.
  14. I can adapt my work methods to the demands of the industry.
  15. I am able to work well even under pressure.
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#### Work motivation

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1. I have a strong desire to work immediately after completing my education.
  2. I am interested in pursuing a career in a field that aligns with my expertise.
  3. I eagerly seek information about job opportunities relevant to my field.
  4. I am motivated to improve my skills to be competitive in the workforce.
  5. I am confident that my learning experiences can help me succeed in the workforce.
  6. I have aspirations that I want to achieve through my dream job quickly.
  7. I believe that working in my field will help me achieve personal success.
  8. I want to find a job that gives me satisfaction and pride.
  9. I have a life purpose that drives me to continue striving to find a good job.
  10. I am committed to achieving a stable and growing career in the future.
  11. My family supports me in working immediately after graduation. I am able to put myself in situations that require cooperation within a group.
  12. My friends motivate me to prepare for the workforce.
  13. I am motivated by the demands of my environment for a stable job.
  14. The encouragement from my teachers and mentors encourages me to seriously prepare for the workforce.
  15. My surroundings inspire me to excel in the workforce.
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#### Work Readiness

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1. I have the basic skills needed to perform work in the construction field.
  2. I have a strong will to work hard to achieve the best results.
  3. I am ready to carry out my duties according to my job responsibilities.
  4. I have a strong desire to have my own business in the future.
  5. I am able to use the skills I have to complete the job well.
  6. I understand the work standards that apply in the industrial world.
  7. I am able to operate the tools or technology used in the job.
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8. I can adapt to the rules and work ethics at work.
  9. I am able to control my emotions when facing pressure at work.
  10. I stay focused on completing the work even though I experience difficulties
  11. I stay focused on completing the work even though I experience difficulties
  12. I try to remain calm and wise when dealing with conflicts at work.
  13. I am able to evaluate work results to correct errors that occur.
  14. I always try to find new ways to improve work effectiveness.
  15. I think logically before making decisions in work.
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## Result

### *The Influence of Industrial Work Practice on the Work Readiness of State Vocational High School Students in Makassar City, Department of DPIB*

The first research hypothesis is "There is an influence of industrial work practices on the work readiness of State Vocational High School students in Makassar City", while the statistical hypothesis proposed during testing is:  $H_0$  = There is no influence of industrial work practices on the work readiness of state vocational school students in Makassar City.  $H_1$  = There is an influence of industrial work practice on the work readiness of state vocational school students in Makassar City. To test this hypothesis, a simple regression analysis was conducted to examine the effect of industrial work practice on students' work readiness. The results of the regression analysis as presented in Table 2.

Table 2. Results of simple regression test of industrial work practice on students' work readiness

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	R Square		
1 (Constant)	18,555	4.205			4,412	.000
Field Industrial Practice	.700	.066	.751	.564	10,554	.000

Based on table 2, it shows that the calculated t value is greater than the t table =  $10.554 > 1.666$ . Then the significance value (Sig) = 0.000 produced is smaller than the  $\alpha$  level of 5%, namely  $\text{sig} = 0.000 < 0.05$ . This shows that  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, the R Square value = 0.564 on the industrial work practice variable on work readiness. The effective contribution of the influence of the industrial work practice variable on work readiness is 56.4%, while 43.6% of the dependent variable is influenced by other independent variables. The regression equation is  $\hat{Y} = 18.555 + 0.70 X$ . So it can be concluded that the research hypothesis which reads "There is an influence of industrial work practice on the work readiness of State Vocational High School students in Makassar City majoring in DPIB" is proven.

### *The Influence of Employability Skills on the Work Readiness of State Vocational High School Students in Makassar City, Department of DPIB*

The second research hypothesis is "There is an influence of Employability Skills on the work readiness of state vocational school students in Makassar City" while the

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statistical hypothesis proposed during the statistical hypothesis testing is:  $H_0$  = There is no influence of Employability Skills on the work readiness of State Vocational School students in Makassar City.  $H_a$  = There is an influence of Employability Skills on the work readiness of State Vocational School students in Makassar City. To examine this hypothesis, a simple regression analysis was conducted to determine the effect of employability skills on students' work readiness. The results of the regression analysis are presented in Table 3.

Table 3. Results of simple regression test of work skills on work readiness

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	R Square		
1 (Constant)	21,197	5,007			4,233	.000
Employment Skills	.720	.086	.668	.446	8,328	.000

Based on Table 3, it shows that the calculated t value is greater than the t table =  $4.233 > 1.6666$ . Then the significance value (Sig) = 0.000 produced is smaller than the  $\alpha$  level of 5%, namely  $\text{sig} = 0.000 < 0.05$ . This shows that  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, the R Square value = 0.446 on the Employment Skills variable on work readiness. The effective contribution of the influence of the Employment Skills variable on work readiness is 44.6% while 55.4% of the dependent variable is influenced by other independent variables. The regression equation is  $\hat{Y} = 21.197 + 0.720 X$ . So it can be concluded that the research hypothesis which reads "There is an influence of Employment Skills on the work readiness of State Vocational High School students in Makassar City majoring in DPIB" is proven.

### ***The Influence of Work Motivation on the Work Readiness of State Vocational High School Students in Makassar City, Department of DPIB***

The second research hypothesis is "Work motivation influences the work readiness of state vocational school students in Makassar City." The statistical hypothesis proposed during testing is:  $H_0$  = There is no influence of work motivation on the work readiness of state vocational school students in Makassar City.  $H_a$  = There is work motivation towards the work readiness of state vocational school students in Makassar City. The results of the analysis are presented in Table 4.

Table 4. Results of simple regression test between work motivation and students' work readiness

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	R Square		
1 (Constant)	17,051	4,121			4,138	.000
Work Motivation	.792	.071	.768	.591	11,136	.000

Based on Table 4, it shows that the calculated t value is greater than the t table, namely  $4.138 > 1.6666$ . Furthermore, the significance value (Sig) = 0.000 produced is smaller than the  $\alpha$  level of 5%, namely  $\text{sig} = 0.000 < 0.05$ . This indicates that  $H_0$  is rejected and  $H_a$  is accepted. The R Square value = 0.591 on the work motivation variable on work readiness. The effective contribution of the influence of the work motivation variable on work readiness is 59.1% while 40.9% of the dependent variable is influenced by other independent variables. The regression equation is  $\hat{Y} = 17.051 + 0.792 X$ . So it can be concluded that the research hypothesis which reads "There is an influence of work motivation on the work readiness of State Vocational High School students in Makassar City" is proven.

***The Influence of Industrial Work Practice, Employability Skills and Work Motivation on the Work Readiness of State Vocational High School Students in Makassar City, Department of DPIB***

The fourth research hypothesis is "The Effect of Industrial Internship, Employability Skills, and Work Motivation on the Employability Readiness of State Vocational High School Students in Makassar City majoring in DPIB". Multiple regression tests were conducted using the SPSS application. With the results of data processing to determine the effect of Industrial Internship, Employability Skills, and Work Motivation on students' Employability Readiness. The results of the multiple regression analysis are presented sequentially in Table 5 and Table 6.

Table 5. Value of the coefficient of determination  $R^2$  in the Multiple Regression

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.818 <sup>a</sup>	.670	.658	3.78940

Table 6. Results of multiple regression tests between industrial work practice, work skills and work motivation on students' work readiness

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2447.244	3	815,748	16,809	.000 <sup>b</sup>
Residual	1206.199	84	14,360		
Total	3653.443	87			

Based on the results presented in Table 5 and Table 6, it can be seen that the calculated f value is greater than the f table, which is 16.809 exceeding 2.84. In addition, the significance value (Sig) obtained is 0.000, and this is smaller than the  $\alpha$  limit of 5%, which is 0.000 less than 0.05. This means that  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, the correlation coefficient value R is 0.818 and Rsquare is 0.670 which is related to the variables of industrial work practice, job skills, and work motivation on work readiness. The effective contribution of the industrial work practice variable to work readiness is 30.0% and its relative contribution is 44.05%. The effective contribution of the world of work information variable to work readiness is 13.0% and its relative contribution is 1.894%. Meanwhile, the effective contribution of the work motivation variable to work readiness is 36.0% and its relative contribution is 53.87%. Overall, the effective contribution of the

influence of industrial work practice variables, job skills, and work motivation on work readiness reached 67%, while the relative contribution of the three variables was 100% or equal to 1. A summary of the effective and relative contributions of each independent variable to students' work readiness is presented in Table 7.

Table 7. Contributions together

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10,449	4.204		2,485	.000
1 Field Industrial Practice	.367	.126	.393	2,903	.005
Employment Skills	.021	.134	.019	.155	.877
Work Motivation	.485	.094	.470	5,139	.000

Based on Table 7, the coefficients found are:

- The constant value is 10.449. This means that if there is no Industrial Work Practice (X1), Work Readiness (Y) will be 10.449.
- b1 is the regression coefficient with a value of 0.367. This means that if industrial work practice (X1) increases, Job Readiness (Y) will also increase by 0.367. Because the regression coefficient value is positive (+), this indicates that industrial work practice (X1) has a positive impact on Student Job Readiness (Y).
- b2 is the regression coefficient with a value of 0.021. This means that every time information about the world of work (X2) increases, Job Readiness (Y) will also increase by 0.021. Because this regression coefficient is positive (+), this indicates that information about the world of work (X2) has a positive effect on Student Job Readiness (Y).
- b3 is a regression coefficient with a value of 0.485. This states that every time work motivation (X3) increases, Work Readiness (Y) will increase by 0.485. Because this regression coefficient is also positive (+), this indicates that work motivation (X3) has a positive influence on Student Work Readiness (Y).

The results of the data research with multiple regression test show the relationship between the determined and undetermined variables. The regression equation obtained is  $\hat{Y} = 10.449 + 0.367 X1 + 0.021 X2 + 0.485 X3$ . So, based on the results of the F test, we can say that the research hypothesis which states "there is a significant joint influence of industrial work practices, information on the world of work, and work motivation on the work readiness of State Vocational High School students in Makassar City in the DPIB Department" is true.

## Discussion

### *The influence of industrial work practices on work readiness*

The analysis results indicate that Industrial Internships have a positive and significant impact on students' work readiness. This research aligns with research

by (Heriyati, 2017). which states that industrial work practices significantly contribute to students' work readiness. Students who enthusiastically and actively participate in industrial work practices tend to demonstrate better levels of work readiness compared to students who participate less. Industrial work practices contribute not only to the development of students' technical skills but also to building work attitudes, discipline, responsibility, and the ability to adapt to the real work environment.

The results of this study also align with previous research that found that "The implementation of industrial work practices, academic achievement, and motivation have a positive and significant impact on the work readiness of eleventh-grade students in vocational high schools. The magnitude of the impact of industrial work practices, academic achievement, and work motivation on students' work readiness" (Laras & Rifai, 2019). Furthermore, the results of this study are in line with findings from previous research published in the *Journal of Educational Sciences* which showed that industrial work practices had a significant influence on vocational high school students' work readiness when combined with other variables such as emotional intelligence, soft skills, and self-efficacy (Febriyana et al., 2025). This is in accordance with the research conducted by (Arfandi et al., 2023). which concluded that Industrial Work Practices contribute significantly to work readiness by increasing work experience, understanding of industrial culture, and problem-solving skills in the workplace. This experience makes students more confident and ready to face the transition from the world of education to the world of work. Research by Wahyuni et al. (2021) and Iskandar et al. (2023) also confirmed that Industrial Work Practices are one of the main predictors of work readiness of SMK students. Both studies stated that students who participate in Industrial Work Practices with high levels of participation and motivation tend to have better work readiness than students who are less active during the implementation of Industrial Work Practices.

### ***The Influence of Employability Skills on Job Readiness***

The results of this study align with research conducted by (Ullah, 2022). which emphasized the importance of employability skills in improving the job readiness of vocational education graduates. He also found that employability skills, particularly communication, teamwork, and work discipline, contribute significantly to the job readiness of vocational high school students. Pratama emphasized that graduates with strong non-technical skills tend to be better prepared to adapt to the work environment and have greater self-confidence when entering the industrial world.

These results are also consistent with research conducted by (Iktarastiwi, 2025). which stated that employability skills are the main predictor of vocational high school students' job readiness in the modern industrial era. They emphasized that the business and industrial world requires not only mastery of hard skills but also soft skills such as professionalism, responsibility, work ethic, and the ability to work in a team. Students with strong employability skills are considered more easily integrated into the industrial work culture and able to meet company expectations.

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### ***The Influence of Work Motivation on Work Readiness***

This research is in line with that conducted by (Sianipar, 2024). Entitled The Influence of Learning Motivation on Academic Achievement of FKIP Students Class of 2024, Muhammadiyah University of Jember. The results of previous studies showed a positive and significant influence between learning motivation and academic achievement, with a significance value of 0.000 and a regression coefficient of 0.482. The coefficient of determination ( $R^2$ ) value of 0.374 indicates that 37.4% of variations in student academic achievement are influenced by learning motivation, while 62.6% are influenced by other factors such as learning strategies, environmental support, psychological readiness, and other external factors. The findings of this study confirm that students with higher learning motivation tend to have better academic achievement. This also confirms that motivation to enter the workforce influences the work readiness of 12th-grade students at SMK Negeri 2 Semarang in the 2014/2015 academic year, thus accepting the alternative hypothesis (Arfandi et al., 2023).

In line with research, these results support Iwan's study that work enthusiasm influences students' level of work readiness. Motivation to enter the job market impacts student readiness, as evidenced by the regression equation, which shows a regression coefficient of 0.272. In other words, if motivation to enter the workforce increases by one unit, while other variables remain constant, student work readiness will increase by 0.272 (Amin, 2017).

### ***The Influence of Industrial Work Practice, Employability Skills, Work Motivation on Work Readiness Together***

The results of the f test in this study show that the f-value of the industrial work practice variable (X1), work skills (X2), work motivation (X3), on work readiness (Y) f-value is 15.125 and f-table is 2.73 with a significance value of 0.000. With the testing criteria if f-value > f-table then  $H_0$  is rejected and  $H_a$  is accepted. The f-value > f-table with a value of  $16.809 > 2.84$ , then  $H_0$  is rejected and  $H_a$  is accepted. The sig. value < 0.05 with a value of  $0.000 < 0.05$ , then  $H_0$  is rejected which means that there is a positive and significant influence between industrial work practice, work skills, and work motivation on student work readiness. The results of the analysis show that the higher the level of industrial work practice, work skills, and student work motivation, the higher their readiness to face the world of work will increase. Conversely, if students' industrial work practices, job skills, and work motivation are low, their readiness to enter the workforce will also be lower. (Laras & Rifai, 2019).

The results of this study are in line with previous research conducted by Nirmala (Pebruanti & Munadi, 2015). Entitled The Influence of Industrial Work Practices, Information on the World of Work, and Work Motivation on Work Readiness. The results of this study indicate that: (1) there is an influence of industrial work practices on the work readiness of students at State Vocational High Schools in Makassar City. (2) there is an influence of information on the world of work on the

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work readiness of students at State Vocational High Schools in Makassar City. (3) there is an influence of work motivation on the work readiness of students at State Vocational High Schools in Makassar City. (4) there is an influence between industrial work practices, information on the world of work, and work motivation on the work readiness of students at State Vocational High Schools in Makassar City. Therefore, this research hypothesis is accepted (Febriyana et al., 2025).

Furthermore, the results of this study are also in line with this study conducted by Entitled The Influence of Work Motivation, Industrial Work Practices, Soft Skill Mastery, and Information on the World of Work on the Readiness of Vocational High School Students. That Vocational High School is a vocational secondary education that aims to prepare students to become professional workers to work in certain fields. With the results of this study, there is a positive and significant influence of work motivation, industrial work practices, soft skill mastery, and information on the world of work on work readiness partially by 8%, 22.2%, 6.2%, 5.9%, and simultaneously by 59.3% (Wahyuni et al., 2021).

#### **4. Conclusion**

Based on the results of the study and discussion, it can be concluded that industrial work practices, employability skills, and work motivation have a positive and significant influence on the work readiness of State Vocational High School students majoring in Building Modeling and Information Design (DPIB) in Makassar City. Descriptive findings indicate that the levels of industrial work practices, employability skills, work motivation, and students' work readiness are generally categorized as high. This condition reflects that students have gained adequate learning experiences through both classroom instruction and industrial exposure, supporting their preparedness to enter the workforce.

Partially, industrial work practices significantly influence students' work readiness, demonstrating that relevant internship experiences, appropriate placement, and effective supervision contribute to strengthening technical competence, professional attitudes, and understanding of workplace culture. Employability skills also show a significant positive effect, confirming that communication, teamwork, discipline, responsibility, and problem-solving abilities are essential determinants of students' adaptability to workplace demands. Moreover, work motivation exhibits the strongest influence, indicating that students with higher motivation tend to demonstrate greater commitment, confidence, and psychological readiness in transitioning from school to employment.

Simultaneously, these three variables collectively contribute significantly to students' work readiness. This finding underscores that vocational graduates' preparedness is shaped not by a single factor but by the integration of experiential learning, soft skill development, and internal motivational strength. Therefore, strengthening industrial partnerships, systematically embedding employability skills in vocational curricula, and fostering students' motivation are strategic efforts to enhance graduate work readiness in the DPIB specialization.

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