The Influence of Emotional Intelligence, Industrial Work Practices, Soft Skills, and Self-Efficacy on Students Work Readiness

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A B S T R A C T

Vocational High School is one of the institutions that prepare the workforce, Students from Vocational High School should have good work readiness to work immediately. However, based on data from the Central Statistics Agency (BPS), Indonesia has the highest open unemployment rate for SMK graduates compared to other levels of education. This study aims to determine the effect of emotional intelligence, industrial work practices, soft skills, and self-efficacy on students' work readiness. This study uses a descriptive method with a quantitative approach. The research subjects were class XII students majoring in Accounting at SMKN 1 and SMKN 6 Pekanbaru City. The population in this study totalled 233 students and a sample of 147 students. The sampling technique used is Proportional Random Sampling. The data analysis technique uses descriptive analysis and multiple linear regression equations with the help of SPSS. The results showed that work readiness as a variable (Y) was simultaneously influenced by emotional intelligence (X1), industrial work practices (X2), soft skills (X3) and self-efficacy (X4) in Pekanbaru City Vocational High School students.

1. Introduction

In the current era of globalization, development and economic growth are very rapid, and this dramatically impacting job seekers, workers, and workforce qualifications. Competition for the quality of human resources is getting tighter in all sectors of life. Through the education program, one of the efforts made to form human resources as a professional workforce is the Vocational High School (SMK), a formal educational institution. SMK an institution that prepares the workforce is required to produce graduates according to what is expected of the

world of work (Urip & Kuat, 2021). It is expected that after graduating from vocational high school education students have good work readiness to work immediately without taking a long time. With a good job readiness students can quickly get a job later.

Indonesia is the highest contributor to open unemployment, namely vocational high school graduates, which is the highest compared to other levels of education. Based on data from the Central Bureau of Statistics, the unemployment rate in February 2022 was 8.40 million people, unemployment for Vocational High School graduates reached 10.38%, being the most significant contributor to unemployment compared to graduates of other educational levels, such as SMA 8.35%, followed by D-IV, S1, Masters, Masters, three by 6.7% and diploma I/II/III graduates by 6.09% (Sembiring, 2022).

From the results of data collection from the Central Statistics Agency (BPS), it can be concluded that the absorption rate of Vocational High School (SMK) graduates is still low in the world of work. This condition also occurs at SMK Negeri 1 and SMK Negeri 6 Pekanbaru, where most of the students who graduated from SMK Negeri 1 Pekanbaru and SMK Negeri 6 Pekanbaru in the accounting skills program are still many who have not worked or work outside the field they got while at SMK, many even who choose to continue to college level (Higher Education). Based on graduate tracing data, it was obtained from the absorption data of graduates of the accounting skills program at SMKN 1 Pekanbaru and SMKN 6 Pekanbaru in the world of work that did not meet ideal standards.

Only a few graduates of SMKN 1 Pekanbaru and SMKN 6 Pekanbaru are already working. In addition to working graduates, some go on to tertiary education, in the data obtained some graduates are in college and some are entrepreneurs, although only a tiny proportion. Besides the absorption rate in the world of work which still has not reached the ideal figure, even though ideally, SMK graduates can immediately work it is expected to be around 80% -85%. This is in line with the opinion (Alimudin, I. A., Permana, T. & Sriyono. S., 2019) that ideally around 80% - 85% of SMK graduates who can directly enter the world of work are expected. In contrast, so far only 60% have just been absorbed into the world of work.

Low work readiness can also be seen from initial observations made at Pekanbaru 1 Vocational School and Pekanbaru 1 Vocational School regarding work readiness in class XII students of the accounting expertise program which is still relatively low. This can be seen from the small number of students who show and have the readiness to work. Based on the initial survey regarding work readiness obtained through distributing questionnaires on August 8, 2022 to 30 students randomly, it showed that work readiness was still low.

on the phenomenon of job readiness conditions, SMKN students to work tend to be in a low category, namely 58.66% of students do not meet the indicators of work readiness, both physical, mental and emotional conditions, needs, motives

and goals, knowledge and skills. Meanwhile, education for Vocational High Schools (SMK) aims to prepare graduates who are competent in their fields so they can enter the world of work.

In line with research conducted by (Tou, 2022) that unemployment that occurs at the SMK graduate level is due to the low quality of students because they have low work readiness both mentally and physically, because theoretically work readiness is the most critical factor for SMK graduates to Facing competition in the world of work/industrial world is also a benchmark expected by industry players (companies) or labour recipients in accepting or absorbing labor from SMK graduates.

Based on the pre-research with the survey that has been conducted, a second survey was conducted to know the driving factors that according to SMK students influence work readiness. From some of the data and presentations explained by BPS regarding the Open Unemployment Rate (TPT) and the phenomena that occur at SMKN 1 and SMKN 6 Pekanbaru regarding the low absorption of graduates of the accounting expertise program in the world of work as well as the results of initial observations conducted at SMKN 1 and SMKN 6 Pekanbaru , regarding work readiness in class XII students of the accounting expertise program, it shows that the level of job readiness for SMK graduates is still low , so that it is not under what is expected under the objectives of SMK, besides that limited job opportunities and increasingly fierce competition have resulted in students graduating from SMK Negeri 1 and SMK Negeri 6 Pekanbaru, especially the accounting expertise program, cannot occupy the field or type of work that is under the competency skills that have been studied at school.

So thus, SMK is expected to be able to improve the quality of education so that graduates can be realized who are ready to work in their fields, to improve so that students have high work readiness, it is necessary to look at what factors can influence work readiness. This is also in line with (Syarif et al., 2018) which state that students' work readiness after graduating from vocational schools can be influenced by various factors, namely internal factors and external factors.

The overall readiness of a person's condition makes him ready to respond or answer in a certain way to a situation and condition faced (Riwayati & Santoso, 2022) . Work readiness is a person's ability to do a job according to abilities in the world of work, which can be in the form of knowledge and skills and good behaviour and attitudes (Rahmadani & Mardalis, 2022). Building work readiness for vocational students is an essential aspect in producing graduates who can compete and succeed in their jobs later in the world of work.

Factors affecting student work readiness. One of the factors that influence work readiness is emotional intelligence that comes from within students by 80% compared to only 20% intellectual intelligence (Sabilah, J., Riyanti. S.N & Saputra, N, 2021). Emotional intelligence is the ability to recognize one's own feelings and the feelings of others, motivate oneself, and manage emotions well in oneself and in relationships with others (Ardiansyah, 2022). In line with the

research conducted (Fitriani, N. Wahyuni, S., & Widianto & E, n.d.) there is a positive effect of emotional intelligence on work readiness, the effect of intelligence on work readiness is 0.623 or 62.3%.

Emotional intelligence is recognizing and managing the feelings of oneself and others to establish good communication and cooperation between these students. In addition, the factors that influence work readiness are practical work experience (Urip & Kuat, 2021). Industrial work practices provide provisions for SMK graduates to adapt to the work environment (Nagari et al., n.d.). This theory under vocational education aims to make vocational students have work readiness after graduation through experiences during learning, the business world and industry will provide students with practical experience.

This industrial work practice is very beneficial for students because they can read how the situation is in the workplace, besides that those who graduate in industrial work practice will have opportunities to become employees later. In line with research (Purnama et al., 2018), simultaneously, industrial work practices, career guidance, and information on the world of work have a positive and significant effect on student work readiness by 46.6%. In line with research conducted by (Liyasari & Suryani, 2022), research shows industrial work practices have a positive and significant effect on work readiness of 4.49%. Building work readiness for vocational students is an essential aspect in producing graduates who can compete and succeed in their jobs later in the world of work.

Job readiness is also influenced by skills, which are soft skill factors such as interpersonal relationship behaviour and one's personality, such as teamwork, training forums, communication decision-making initiatives, adaptability, leadership, problem-solving and others. The low soft skills possessed by SMK students are one of the causes of the high number of unemployed graduates of SMK. Soft skills determine a person's success at work (Azizah et al., 2021). In line with research (Fatimah, D., Trisnaningsih, T. & Pujiati. P., 2022) there is a positive and significant influence between interpersonal soft skills and intrapersonal soft skill of SMK students on work readiness as indicated by the significance value of the interpersonal soft skills variable of 0.039 and the intrapersonal soft skills variable of 0.026 which is less than 0.05.

Another factor influencing student work readiness is self-efficacy (Afriadi, A., Sentosa,S.U., & Mawarwan, 2018). Self-efficacy can increase students' self-confidence in facing business and industry competition. Self-efficacy is a person's belief in his ability to perform tasks or activities needed to achieve specific results,self-efficacy is the result of cognitive processes in the form of decisions, beliefs, or awards about the extent to which a person estimates his ability to complete or carry out tasks or achieve desired results, expected(Ariyono, S., & Wiwid, 2022).

Self-efficacy rests on one's beliefs. Someone with self-efficacy believes they can do something to change events around them. Conversely, someone with low self-efficacy considers himself unable to do anything around him. In line with research

(Syofyan, 2022) there is a positive relationship of 35.7% between self-efficacy and work readiness, so the higher the self-efficacy, the higher the work readiness of students currently studying

The absorption of SMK graduates in the world of work and industry is still not optimal, SMK graduates should be expected to be able to work immediately after completing their education and become the highest contributor to the number of workers, but the reality is different. The realization of SMK's goal to make students able to work immediately after graduation has yet to be fully realized because there are still many SMK alums who have yet to be absorbed into the world of work. This research aims to investigate the factors that influence students' work readiness in Vocational High Schools, specifically focusing on emotional intelligence, industrial work practices, soft skills, and self-efficacy.

2.   Methodology

The method used in this research is a quantitative research method. The population in this study were students majoring in class XII accounting at SMKN 1 and SMKN 6 Pekanbaru City. The research population was 233 class XII students majoring in accounting at SMKN 1 and SMKN 6. The sample size was 147 students. The sampling technique used is proportional random sampling.

The instrument used to collect was a student job readiness questionnaire consisting of 20 questions, emotional intelligence consisting of 20 items, industrial work practices consisting of 15 items, soft skills consisting of 20 items and self-efficacy consisting of 11 items. A validity test was carried out on each question item. Instrument reliability was carried out jointly on all questions. If the Alpha value is > 0.60, the instrument is said to be reliable.

The questionnaire in this study consists of questions with four alternative answers that are used to collect data related to the variables of job readiness, emotional intelligence, industrial work practices, soft skills, and self-efficacy to make it easier for respondents to give a score, the criteria for limiting are as follows.

Table 1. Score Alternative Answers

Score	Alternative Answers
4	Strongly Agree (SS)
3	Agree (S)
2	Disagree (TS)
1	Strongly Disagree (STS)

Source: Processed Data, 2022

Descriptive analysis is used to analyze data by describing or describing data in frequency descriptions and frequency distributions. Emotional intelligence, industrial work practices, soft skills, self-efficacy, and job readiness. Descriptive analysis in this study calculates the average, minimum, maximum, total, and

deviation. The frequency distribution is categorized into four categories for the following categories:

Table 2. Categories of Emotional Intelligence, Soft Skills and Student Work Readiness

X_1, X_3 and Y Intervals	Information
68-83	Very ready
52-67	Ready
36-51	Simply Ready
20-35	Less Ready

Source: Processed Data, 2022

Table 3. Categories of Industrial Work Practices

X_2 Intervals	Information
51-62	Very high
39-50	Tall
27-38	Currently
15-26	Low

Source: Processed Data, 2022

Table 4. Self-Efficacy Category

X_4 intervals	Information
38-46	Very high
29-37	Tall
20-28	Currently
11-19	Low

Source: Processed Data, 2022

Multiple linear regression analysis previously carried out the classical assumption test with the help of the SPSS program used the classic assumption test. The purpose of testing the classical assumptions is to provide certainty that the regression equation obtained has estimation accuracy, is not biased, and is consistent. This study's classic assumption test includes normality, linearity, heteroscedasticity, and multicollinearity tests. The hypothesis will be rejected if it is wrong and accepted if it is correct. Rejection and acceptance of the hypothesis depend on the investigation results of the facts collected, then use the F and t-tests.

3.   Results and Discussion

The data used in this study consisted of the dependent variable, namely job readiness and four independent variables, namely emotional intelligence, industrial work practices, soft skills and self-efficacy. Figure 1, at the time of research.

Figure 1. Research Photos

These figures are some photos taken at the time of research in two schools. Research was carried out at SMKN 1 and SMKN 6 in Pekanbaru City and the research time was October 2022 to December 2022. The choice of this locations was based on the reasons for the problems being studied at these schools. To explain each variable, this section presents a description of the variables in the form of maximum value, minimum value, mean, and standard deviation presented as follows:

Table 5. Description of Research Variables

No.	Variable	N	Min	Max	Sum	Mean	Std. Deviation	Below average	Above average
1.	Emotional Intelligence	147	40,6	84.8	9521.6	64,773	8.7534	58	71,1
2.	Industrial Work Practices	147	29,9	62,6	7255,8	49,359	6.7867	44.05	54,8
3.	Soft Skills	147	45,7	85.0	9878,4	67,200	8.0865	62,9	73,3
4.	Self Efficacy	147	19.5	44,6	5043.0	34,306	6.4331	27,8	40
5.	Working readiness	147	49.0	82.0	9830,4	66,873	7.6847	49	72,8

Source: SPSS Processed Data, 2022

Table 5 provides a description of the research variables, including their sample size (N), minimum (Min), maximum (Max), sum, mean (Mean), and standard deviation (Std. Deviation). The table also presents the distribution of values below and above average for each variable.

The first variable, Emotional Intelligence, is based on data from 147 participants, with scores ranging from 40.6 to 84.8. The sum of the scores is 9521.6, with a mean of 64.773 and a standard deviation of 8.7534. Among the participants, 58 individuals scored below the average, while 71 individuals scored above the average. The second variable, Industrial Work Practices, is also derived from data collected from 147 participants. The scores range from 29.9 to 62.6, with a sum of 7255.8, a mean of 49.359, and a standard deviation of 6.7867. In terms of distribution, 44.05 individuals scored below the average, while 54.8 individuals

scored above the average. Based on Table 1, shows the description of each variable of work readiness, emotional intelligence, industrial work practices, soft skills and self-efficacy as follows:

Student Work Readiness (Y)

Based on the results of the respondents' answers to each work readiness indicator, the overall average score results can be seen in the recapitulation of the frequency distribution of student work readiness data in Table 6.

Table 6. Frequency Distribution of Job Readiness

No.	Category	Intervals	Frequency	Percentage (%)
1.	Very ready	68-83	46	31.3
2.	Ready	52-67	66	44.9
3.	Simply Ready	36-51	31	21.1
4.	Less Ready	20-35	4	2.7
	Total		147	100.0

Source: SPSS Processed Data, 2022.

According to the table, the majority of students, 66 individuals or 44.9%, fall into the "Ready" category, with scores ranging from 52 to 67. The fact that most students are classified as "Ready" suggests that they have acquired the necessary competencies and qualities to meet the demands of the job market. This is a positive finding, as work readiness is an important attribute for vocational high school students. It indicates that the students at SMKN Pekanbaru City have work readiness in the "Ready" category, which is encouraging for their future employment prospects.

Emotional Intelligence (X₁)

Based on the results of the respondents' answers to each emotional intelligence indicator, the overall average score results can be seen in the recapitulation of the frequency distribution of emotional intelligence data in Table 7.

Table 7. Emotional Intelligence Frequency Distribution

No.	Category	intervals	Frequency	Percentage (%)
1.	Very high	68-83	45	30.6
2.	Tall	52-67	82	55.7
3.	Currently	36-51	19	13
4.	Low	20-35	1	0.7
	Total		147	100.0

Source: SPSS Processed Data, 2022

Based on Table 7, shows that the majority of students at SMKN Pekanbaru City have a high level of emotional intelligence of 82 students or 55.7%. Based on Table 5, the average is 64.4 which is in the high category. This means that students at SMKN Pekanbaru City have emotional intelligence in the high category.

Industrial Work Practices (X_2)

Based on the results of the respondents' answers to each indicator of industrial work practices, the results of the overall average score can be seen in the recapitulation of the frequency distribution of industrial work practice data in Table 8.

Table 8. Frequency Distribution of Industrial Work Practices

No.	Category	Intervals	Frequency	Percentage (%)
1.	Very high	51-62	48	32.6
2.	Tall	39-50	69	47
3.	Currently	27-38	29	19.7
4.	Low	15-26	1	0.7
	Total		147	100.0

Source: SPSS Processed Data, 2022

Table 8 shows that most students at SMKN Pekanbaru City have a level of industrial work practice in the high category of 69 students or 47%. Based on Table 5, the average is 49.3 which is in the high category. So the higher industrial work practices prepare students to enter the world of work.

Soft Skills (X_3)

Based on the results of the respondents' answers to each soft skill indicator , the results of the overall average score can be seen in the recapitulation of the frequency distribution of soft skill data in Table 9.

Table 9. Frequency Distribution of Soft Skill

No.	Category	Intervals	Frequency	Percentage (%)
1.	Very high	68-83	37	25.3
2.	Tall	52-67	87	59
3.	Currently	36-51	19	13
4.	Low	20-35	4	2.7
	Total		147	100.0

Source: Processed SPSS Data, 2022

Based on Table 9 it shows that the majority of students at SMKN Pekanbaru City have a soft skill level in the high category of 87 students or 59%. Based on Table 5 the average is 67.2 which is in the high category, soft skills in this case soft skills in politeness must be owned by SMK students . we will be able to respect and be appreciated by others.

Self Efficacy (X_4)

Based on the respondents' answers to each self-efficacy indicator, the overall average score results can be seen in the recapitulation of the frequency distribution of self-efficacy data in Table 10. Based on Table 10. shows that the majority of students at SMKN Pekanbaru City have a level of self-efficacy in the

very high category of 62 students or 42%. Based on Table 5 the average is 34.3 which is in the high category.

Table 10. Self-Efficacy Frequency Distribution

No.	Category	Intervals	Frequency	Percentage (%)
1	Very high	38-46	62	42.3
2.	Tall	29-37	47	32
3.	Currently	20-28	37	25
4.	Low	11-19	1	0.7
	Total		147	100.0

Source: SPSS Processed Data, 2022

First, the normality test for statistical values was carried out by the Kolmogrorov-Smirnov with a value of N = 147. It can be seen that the Asymp.Sig value is 0.200. This shows that the data is normally distributed, because the significance value is greater than 0.05 or 0.200> 0.05. After the normality test is fulfilled, the second is the linearity test. The linearity test can be fulfilled if the F test produces a significant test (p-value <0.05) meaning that the linearity assumption is met. Furthermore, the heteroscedasticity test results of examining the assumptions that heteroscedasticity does not occur, and the results of examining the multicollinearity assumptions are carried out by calculating the Variance in-flation Factor (VIF) value on the independent variable, the VIF value is smaller than 10 or <10, so multicollinearity does not occur , because all assumption tests have been fulfilled, then it can be continued by answering this research. In this study to test the hypothesis, data processing was carried out using multiple regression formulas and the F test with the results of the analysis which can be seen in Table 11.

Table 11. F test Results (simultaneously)

No.		Sum Of Squares	Df	Mean Square	F	Sig.
1.	Regression	7807,209	4	1951,802	340,153	0.000
2.	Residual	814,797	142	5,738		
	Total	8622.007	146			

Source: SPSS Processed Data, 2022

Table 16. shows that the calculated F-value is 340.153 with F- $_{table}$ = 2.43 (F $_{table}$ obtained from F (k ; nk) = F (2 ; 145) = 2.43). This shows that the calculated F-value is greater than the F - $_{table\ value}$ or 340.153 > 2.43 with a significant level of 0.000 <0.05, from the decision-making process the simultaneous test states that high emotional intelligence, industrial work practices, soft skills , and self-Efficacy will make students increasingly have good job readiness.

The t-test results of this calculation are then compared with the t $_{table}$ using an error rate of 0.05 (5%). The criteria used are as follows:
1) Ha is accepted if the value of t $_{count}$ > t $_{table}$ or sig. < α.
2) Ho is rejected if the value of t $_{count}$ <t $_{table}$ or sig. > α.

The results of research on emotional intelligence, industrial work practices, soft skills, self-efficacy and work readiness are presented in Table 12.

Table 12. Emotional Intelligence, Industrial Work Practices,
Soft Skills, Self Efficacy and Job Readiness

No.	Variable	Unstandardized Coefficient		Coefficient Standard	t
		B	std. Error	Betas	
1.	Constant	17,774	1,959		8,963
2.	Emotional Intelligence	0.109	0.040	0.125	2,621
3.	Industrial Work Practices	0.147	0.048	0.127	2,977
4.	Soft Skills	0.155	0.043	0.161	3,391
5.	Self Efficacy	0.727	0.067	0.607	10,987

Source: SPSS Processed Data, 2022

The Influence of Emotional Intelligence (X_1) on Job Readiness (Y)

The results of the calculation of the t-test variable emotional intelligence on work readiness can be seen based on Table. 17 of the calculation assistance from the SPSS 22 program, it is known that the emotional intelligence variable (X_1) has a t - $_{count value}$ of 2.621. Then for t - $_{table}$ using dk = n − 2 where n is the number of respondents, so the result is t - $_{table}$ = t (α ; nk) = t (0.05 ; 145) = 1.65543. Based on the decision that if the value of Sig. <probability value or 0.000 <0.05 and t- $_{count}$ > t - $_{table}$ or 2.621 > 1.65543, it can be concluded that H1 is accepted which means emotional intelligence affects the work readiness of Pekanbaru City SMKN students.

The Influence of Industrial Work Practices (X_2) on Work Readiness (Y)

As for the results of the calculation of the t-test for the variable of industrial work practices on work readiness, it can be seen in Table 17 of the calculation assistance from the SPSS 22 program, it is known that the variable of industrial work practices (X_2) has a t - $_{count value}$ of 2.977. Then for the t - $_{table}$ using dk = n - 2 where n is the number of respondents, so the result is tt $_{able}$ = t (α ; nk) = t (0.05 ; 145) = 1.65543. Based on the decision that if the value of Sig. <probability value or 0.000 <0.05 and t-count value> t-table or 2.977> 1.65543, it can be concluded that H2 is accepted which means industrial work practices affect the work readiness of Pekanbaru City SMKN students.

The Influence of Soft skills (X_3) on Work Readiness (Y)

Soft Skill variable t-test on work readiness can be seen based on Table 17 of the calculation assistance from the SPSS 22 program, it is known that the Soft Skill variable (X_3) has a t - $_{count value}$ of 3.391. Then for t - $_{table}$ using dk = n − 2 where n is the number of respondents, so the result is t - $_{table}$ = t (α ; nk) = t (0.05 ; 145) = 1.65543. Based on the decision that if the value of Sig. <probability value or 0.000 <0.05 and t- $_{count}$ > t - $_{table}$ or 3.391 > 1.65543, it can be concluded that H3 is

accepted which means Soft Skill affects the work readiness of Pekanbaru City Vocational High School students.

The Influence of Self-Efficacy (X_4) on Job Readiness (Y)

The results of the calculation of the t-test variable self-efficacy on work readiness can be seen based on Table 17 of the calculation assistance from the SPSS program, it is known that the self-efficacy variable (X_4) has a t_{count} value of 10.987. Then for t_{table} using dk = n – 2 where n is the number of respondents, so the result is t_{table} = t (α ; nk) = t (0.05 ; 145) = 1.65543. Based on the decision that if the value of Sig. <probability value or 0.000 <0.05 and t_{count} > t_{table} or 10.987 > 1.65543, it can be concluded that H4 is accepted which means self - efficacy influences the work readiness of Pekanbaru City Vocational High School students.

Multiple Linear Regression Equations

Based on Table 17 multiple linear regression equations of emotional intelligence (X_1), industrial work practices (X_2), soft skills (X_3), self-efficacy (X_4), and work readiness (Y) taking into account the numbers in the coefficients Betas namely:

$Y = 17.774 + 0.109X_1 + 0.147X_2 + 0.155X_3 + 0.727X_4$
The regression equation obtained a constant of 17.774 meaning that if the variable work readiness (Y) is influenced by the four independent variables (values X_1, X_2, X_3 and $X_4 = 0$) it indicates the magnitude of work readiness is 17.774. If the value of X_1, X_2, X_3 and X_4 increases Y will also increase.

The regression coefficient value of the emotional intelligence variable (X_1) is 0.109 which is positive, this indicates that the regression coefficient value of the emotional intelligence variable has a unidirectional relationship with work readiness (Y). The regression coefficient value of the industrial work practice variable (X_2) is 0.147 which is positive, this indicates that the regression coefficient value of the industrial work practice variable has a direct relationship with work readiness (Y).

The regression coefficient value of the soft skills variable (X_3) is 0.155 which is positive, this indicates that the regression coefficient value of the soft skills variable has a direct relationship with work readiness (Y). This shows that by adding the value of soft skills , there will be an increase in the unit value of work readiness (Y) of 0.155 assuming that the other variables used are fixed. So that soft skills affect the work readiness of Pekanbaru City Vocational High School students.

The regression coefficient value of the self-efficacy variable (X_4) is 0.727 which is positive, this indicates that the regression coefficient value of the self-efficacy variable has a direct relationship with work readiness (Y). This shows that adding the value of self-efficacy will increase the unit value of work readiness (Y) of

0.727 assuming that the other variables used are fixed. So self-efficacy influences the work readiness of Pekanbaru City Vocational High School students. Self-efficacy has a significant influence on the level of student work readiness, this invites the implication that the higher the student's self-efficacy , the better work readiness students have, and vice versa. Self-efficacy includes having a higher influence than other variables.

The coefficient of determination determines how much the independent variables contribute to the dependent variable. The adjusted R square determines the value of the coefficient of determination, the results of the coefficient of determination can be seen in Table 13.

Table 13. Coefficient of Determination (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.952a –	0.905	0.903	2,395

Source: SPSS Processed Data, 2022

Based on Table 13 the value of the coefficient of determination which shows the degree of accuracy of the analysis of multiple linear regression equations which illustrates the magnitude of the contribution of emotional intelligence, industrial work practices, soft skills, and self-efficacy to job readiness, the R Square contribution value is 0.905. This means that the contribution of emotional intelligence, industrial work practices, soft skills, self-efficacy to the work readiness variable is 90.5%. At the same time the remaining 9.5% of work readiness is contributed by other variables not included in this study such as parents' economic background, motivation, expectations of entering the world of work, job information (Urip & Kuat, 2021) and other learning achievements, talents, interests, attitude, independence, discipline and others (Puspitasari & Bahtiar, 2022).The discussion of the results of this study will be described in detail as follows:

The Influence of Emotional Intelligence on the Work Readiness of School Students

Based on data analysis and hypothesis testing that has been carried out, the results of this study prove that emotional intelligence influences the work readiness of Pekanbaru City Vocational High School students. It means that the higher emotional intelligence of students will make students more and more have good work readiness. It is because students are expected to have the ability to recognize their own emotions, manage their own emotions, motivate themselves, recognize the emotions of others (empathy), build cooperative relationships with others, overcome difficulties and mitigate conflicts. Self-motivation is included in the highest category at Pekanbaru City Vocational School. In line with the research conducted (Fitriani, N. Wahyuni, S., & Widianto & E, n.d.)there is a positive effect of emotional intelligence on work readiness, the effect of intelligence on work readiness. Emotional intelligence is recognizing and managing the feelings

of oneself and others to establish good communication and cooperation between these students.

Someone who wants to continue to improve his emotional intelligence will facilitate his career in the world of work (Sabilah, J., Riyanti. S.N & Saputra, N, 2021). Argues that emotional intelligence on work readiness has a significant and positive influence, and work readiness will increase. The emotional intelligence of the millennial generation has a level too.

The Influence of Industrial Work Practices on the Work Readiness of Students

Based on data analysis and hypothesis testing that has been carried out, the results of this study prove that industrial work practices affect the work readiness of Pekanbaru City Vocational High School students. It means that the higher the student's industrial work practice, the more students will have good job readiness and vice versa.

This industrial work practice is also beneficial for students in training their hard and soft skills, to become capital in shaping their work readiness. Many things can be learned from this field practice. Students can find out how the situation occurred in the field. According to the Directorate of Vocational High School Development, indicators of industrial work practice include: (a) Practical experience and productive work, (b) Relevance of work to that carried out at school, (c) Familiarity with the basics and work processes and work tools (Lestari et al., 2019).

The study results are in line with (Sapriadi et al., 2019) there is a positive influence of industrial work practices on student work readiness. It can be concluded that students who are experienced in industrial work practices will have work readiness. That way the value of industrial work practices increases and the job readiness will be even higher. This study supports that the industrial work practice variable has a significant positive relationship with work readiness.

Revealed that showing industrial work practices positively and significantly affects work readiness (Liyasari & Suryani, 2022). The success of industrial work practices plays an essential role in shaping the level of student work readiness, this success can be in the form of experiences that will influence mindsets, attitudes and behaviour at work, with industrial work practice experiences students become better trained to dare to accept responsibility, wiser in facing problems, disciplined, able to adapt, cooperate with other and uphold the right attitude.

There is a significant influence between industrial work practices on student work readiness (Thoharudin & Relita, 2019). Students are expected to take industrial work practices seriously so that after carrying out maximum industrial work practices and students are better prepared to enter the world of work. Students are expected to be able to work together and dare to accept responsibility and be able to use time effectively during industrial work practices with the industrial world.

Thus, students with good industrial work practices will also have reasonable job readiness.

The Influence of Soft Skills on the Work Readiness of Students

Based on data analysis and hypothesis testing that has been carried out, the results of this study prove that soft skills affect the work readiness of Pekanbaru City Vocational High School students. It means that the higher the soft skills students have, the better job readiness students have and vice versa. Students must possess soft skills in oral communication, courtesy, participation, honesty, creativity, and responsibility, because with the mastery of the soft skills themselves students can improve their social quality and work abilities.

Someone needs to cultivate mastery of soft skills that make a person accepted in the work environment that can support student work readiness including prospective workers who can communicate well, have self-confidence in work, be responsible, can interact and be able to adapt to other people which can be the key to success when entering the world of work and being considered by employers in seeking employment. Soft skills in the politeness indicator are included in the high category owned by Pekanbaru City Vocational High School students.

The results of this study are in line with research (K Parangin-Angin & S., 2022) it is known that soft skills have a positive effect on student work readiness. The higher the soft skills of students, the more prepared they are to enter the world of work, and vice versa. In line with this, research was also conducted (Lie & Darmasetiawan, 2018) where the results showed a significant positive relationship between soft skills and work readiness which indicated that the higher the soft skills in an individual, the more ready the individual was to work.

There is a positive influence of soft skills on work readiness (Fatimah, D., Trisnaningsih, T. & Pujiati. P., 2022). The world of work will master some competencies in the world of work, so the job readiness of students who will become prospective workers is essential. Because with adequate work readiness students can complete the work given without experiencing difficulties or obstacles and obtain maximum results.

The Influence of Self-Efficacy on the Work Readiness of Students

Based on data analysis and hypothesis testing that has been carried out, the results of this study prove that self-efficacy affects the work readiness of students at SMKN Pekanbaru City. It means that the higher the student's self-efficacy makes the student his good work readiness, and vice versa. Self-efficacy includes the most substantial influence of other variables, the highest indicator in general, students are confident to continue to be able to address any problem in a good and positive way and to manage time well.

Self-efficacy is one of the factors that can affect student work readiness, because self-efficacy in students can increase self-confidence in determining what goals to

choose and the benefits for these students. It shows that self-efficacy directs individuals to understand their condition realistically and recognize their strengths and weaknesses so that they can adjust the expectations related to what they want with their abilities.

According to (Syofyan, 2022) there is a positive relationship between self-efficacy and work readiness, so the higher the self-efficacy, the higher the student's work readiness. Self-efficacy has a significant effect on work readiness (Prisrilia, A. B., n.d.), self-efficacy rests on student beliefs, students with self-efficacy believe that they can do something to change events around them. Conversely, students with low self-efficacy consider themselves unable to do anything around them. Self-efficacy can affect a person's job readiness so the level of readiness will affect him. Self-efficacy can increase students' confidence in facing industrial competition.

The Influence of Emotional Intelligence, Industrial Work Practices, Soft Skills , and Self-Efficacy on the Work Readiness of Students

Based on data analysis and hypothesis testing that has been carried out, the results of this study prove that emotional intelligence, industrial work practices, soft skills, and self-efficacy influence the work readiness of students. The most significant influence of the four variables on work readiness is self-efficacy, soft skills, industrial work practices and emotional intelligence.

Therefore, encouraging student work readiness can be done by instilling emotional intelligence, a high level of industrial work practice, adequate soft skills and good student self-efficacy. Applying industrial work practices can train students to work together with teams to achieve targets that have been set and these skills can hone and determine whether students are ready to work.

In line with the factors that affect work readiness, namely emotional intelligence and positive influence (Sabilah, J., Riyanti. S.N & Saputra, N, 2021), then industrial work practices have a positive effect on student work readiness (Purnama et al., 2018), soft skills also have a positive effect on student work readiness (Fatimah, D., Trisnaningsih, T. & Pujiati. P., 2022) and self-efficacy have a positive effect on student work readiness (Syofyan, 2022). Therefore, students are expected to have high emotional intelligence, work practices, soft skills and self-efficacy to have good work readiness.

4.   Conclusion

Based on the research findings, it can be concluded that emotional intelligence, industrial work practices, soft skills, and self-efficacy have a significant influence on the work readiness of students in Pekanbaru City Vocational High Schools. Students with higher levels of emotional intelligence, more exposure to industrial work practices, stronger soft skills, and higher self-efficacy are more likely to possess good work readiness. These findings suggest several implications for

enhancing students' work readiness. Firstly, students should focus on developing their emotional intelligence by recognizing and managing their own emotions, staying calm in stressful situations, and maintaining positive relationships with others. Secondly, students should actively engage in activities that promote industrial work practices, such as internships or practical training, to gain hands-on experience and improve their readiness for the workforce. Additionally, students should actively work on improving their soft skills through effective communication, active participation in organizations, and continuous learning. Lastly, future research can expand on this study by exploring additional factors that may influence students' work readiness, providing further insights for educators and policymakers in improving vocational education and preparing students for successful careers.

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