

The Effects of Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Motivation of Work on the Work Readiness of the Students at Vocational High Schools in Magelang

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ARTICLE INFO	ABSTRACT
<p>Published Online: 25 April 2018</p>	<p>This study aims to determine: (1) the effects of Industrial Work Practice Experiences on the work readiness of the students of VHSs in Magelang; (2) the effects of the Study Results of a Productive Learning on the work readiness of the students of VHSs in Magelang; (3) the effects of Career Guidance on the work readiness of the students of VHSs in Magelang; (4) the effect of Motivation on the work readiness of the students of VHSs in Magelang; and (5) the effects of Industrial Experiences Work Practice, the Study Results of a Productive Learning, Career Guidance, and Work Motivation together on the work readiness of the students of VHSs in Magelang. This study was an ex-post facto research using quantitative approach. The population in this study was students of VHSs XII Computer and Network Engineering Department in Magelang as many as 180 students from three schools. The samples of this research were 123 students. The data were collected using questionnaires. The data analysis technique used was multiple regression analysis with T test and F test, hypothesis test decision with 5% significance level using SPSS application 21.0. The results of this research show that: (1) there was a positive and significant effect of Industrial Work Practice Experiences on the work readiness of the students with contribution to work readiness of 19.8%; (2) there was a positive and significant effect of the Study Results of a Productive Learning on the work readiness of the students with contribution to work readiness of 8.5%; (3) there was a positive and significant effects of career guidance on the work readiness of the students with contribution to work readiness of 8.2%; (4) there was a positive and significant effect of work motivation on the work readiness of the students with contribution to work readiness of 7.7%; and (5) there was a positive and significant effect of Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Work Motivation together on the work readiness of the students with contribution effects of 44.2%. Work readiness was effected by variable Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Work Motivation of 44.2%, while the rest of 55.8% effected by other factors not included in this study.</p>
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<p>KEYWORDS: Industrial Work Practice Experience, the Study Results of a Productive Learning, Career Guidance, Motivation of Work, Vocational High School.</p>	

I. INTRODUCTION

Education has an important role in supporting the progress of the nation. High and low the progress of the nation can be seen from the quality and education system used. Education in Indonesia is evolving along with the latest technological advances, thus requiring the adjustment of the education system to the needs of the world of work. Efforts to meet the needs of the world of work can be pursued through formal education and non-formal education channels. One of the formal education that can prepare its graduates to be ready in the world of work is vocational education.

Vocational education in Indonesia there are two forms: Vocational High School (VHS) and Vocational of Madrasah Aliyah (MAK). Based on Government Regulation No. 29 of 1990 Article 1 Paragraph 3, Vocational secondary education is education at secondary level which prioritizes the development of students' ability to carry out certain types of work. So that the vocational school to prepare prospective workers is students to enter the workforce through career ladder level at the middle level. VHS is a formal education institution that organizes education and training. The

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expected target for VHS graduates will be ready to become middle workers and have the readiness to face the competition in the world of work. To achieve the expected target is still a lot of various obstacles faced by VHSs. Along with the increasingly high demands of DUDI along with advanced technological advances have not been fully applicable in VHSS to print graduates ready to work.

In relation to that, the government through the Ministry of National Education provides programs that must be done in the VHS namely Link and Match. The program is conducted in order to improve the quality of VHS graduates relevant to the demands of the needs of the workforce. Based on the 10th Prosser's theory, the process of effective habituation of students will be achieved if the training is given to real work (experience of value requirements). The purpose of providing real employment is that students practice directly in the industry according to their area of expertise. To achieve this, one program from Link and Match for VHS related to the real practice in the industry is called Dual System Education program known as PSG. The application of double system education (PSG) in VHS is applied in Industrial Work Practice (Work Practice Industry) with work-based learning strategy, aimed at providing students with competency control, relevant to DUDI needs.

The areas of expertise studies offered have several skill courses with some of the competency skills offered. Subjects in each skill are divided into 3 groups: Adaptive, Normative and Productive. The Productive Lessons must be relevant to the competencies required in the workplace. So the value of the student's ability in the subject must be according to the established minimal mastery of criteria value. That way students can be measured and categorized successfully or graduated in studying specialization in accordance with the program of expertise chosen.

In the learning process students also need direction from the teacher about the demands of the workplace in accordance with the field. One of the guidance that can be done by teacher is counseling through career guidance service managed by BP / BK. The purpose of career guidance according to *Sukardi* (2002: 224) was to help learners have skills in making decisions about his career in the future. So if students are active in career guidance in VHS expected students can prepare themselves in entering the world of work.

In addition, one of the factors that support the readiness of students to enter the workforce is the motivation of work (*Sukardi & Kusmawati*, 2008: 9). The role of work motivation for vocational school students is very important because with this motivation can provide encouragement and spirit of students to as much as possible equip themselves with the various competencies required when working later.

Vocational High School (VHS) itself has been regulated in Government Regulation No. 17 of 2010 on the Implementation of Education in article 1 verse 15 which states that: "Vocational High School, hereinafter abbreviated VHS, is one form of a formal education unit that provides vocational education at level secondary education as a continuation of junior secondary school, MTs, or other similar or continuing form of recognized learning outcomes equivalent to SMP or MTs ". *Clarke and Winch* (2007: 9) define vocational education as education to prepare young people and adults to enter working life, the education was a process that is both technical and practical. While *Pavlova* (2009: 7) states that traditionally, preparation for work is the main purpose of vocational education.

Vocational education and vocational education have the same meaning, that is education that is used to develop the soul of vocation or job assignment so that someone can have capacity or capability if given duty or given order to do certain job or position (*Sudira*, 2016: 6-10). *Billett* (2011: 4-5) states that there are four objectives of vocational education (1) Preparation for students to work in the work life and to inform students about the selection of their work; (2) Early preparation of students for working life, including developing the capacity of students to practice work according to their choice; (3) development occurs in students throughout their working lives as requirements for work performance turn into overtime; and (4) the educational experience experienced by students supports the transition from one job to another because students can choose or be forced to change jobs during their tenure. So in preparing VHS graduates who are ready to work in the world of work at the intermediate level equipped with skills so that students can develop it self in line with the development of science and technology so as to create a professional attitude.

Readiness by *Slameto* (2013: 113) is the whole condition that makes it ready to respond in some way to a tendency to respond. Conditions include at least three aspects: (1) physical, mental and emotional conditions, (2) needs, motives and objectives, (3) skills, knowledge and other understandings learned. While *Caballero & Walker* (2010: 17) defines the readiness of work is the extent to which graduates are considered to have attitudes and attributes that make them ready to succeed in the work environment.

Herminarto (1992: 8) suggests that factors that may affect job readiness include: (1) learning motivation, (2) external practice experience, (3) vocational guidance, (4) economic background of parents, (5) achievement previous learning, (6) job information, and (7) expectations of entering the workplace. The characteristics of someone who already has readiness for vocational work according to *Kuswana* (2013: 164) includes: (1) Knowing and understanding what will be done in his work in accordance with his position; (2)

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Knowledge of work practices; (3) Know how to behave as competent personnel; (4) Have a positive perspective, interest and motivation to every rule applied in the work environment; (5) Be positive and accept risks as a result of work and the environment; (6) Understand and can solve the problem due to work.

While Hirsch (2015: 3) reveals vocational schools are organized around career themes that provide both academic and technical curricula, provide work-based learning opportunities, and have industry-related relationships. Working after completing education is one of the goals expected by learners. The hope of getting a job and a decent living is a dream of all the children who have completed their education.

To meet the needs of students in complete learning in accordance with industry standards in the VHS implementation of work-based learning or Work-based Learning. So the school seeks to facilitate through a program with the application of a dual system education model (PSG). Learning system of double system education is an effective system to overcome the problem of the limitations of practical learning facilities and can prepare learners to deepen and master work skills including knowledge of work ethic and work culture so that learners can be capable in accordance with the standard needs of the world of work (Surachim, 2016: 59).

Hamalik (2008: 93) that the benefits Industrial Practices obtained by students are: (a) provide opportunities for students to train management skills in actual field situations. This is important in order to learn to apply a theory or concept or principle learned earlier; (b) provide practical experiences to the students so that the training results are broadened; (c) students have the opportunity to solve problems of management in the field by utilizing their ability; (d) closer and bridging the preparation of students to plunge their field of work after taking the industrial practices programs.

So in general Industrial Practices experience can provide students about the knowledge of the world of work, provide job skills and develop student work creativity so that students can know the attitude of work ethic in accordance with the demands of work.

Study result is a final value in the learning process through which students pass. Learning outcomes according to Hamalik (2008: 49) is an achievement at the level of mastery of students in following the learning process based on educational goals that have been set. This is agreed by Mudjiono and Dimiyati (2013: 3) that learning outcomes are the result of an interaction of learning and teaching. Interaction can be seen from two sides, namely the teacher with the teaching end with the evaluation process of learning outcomes and from the students' learning outcomes is the end of the break and the peak of the learning process.

In achieving industry-specified competency standards, Dirwanto (2008: 36) explains that the substance of education and training is packaged in various subjects grouped and organized into normative, adaptive and productive programs. Productive programs are subject groups tailored to the student's chosen vocational interests. Vocational education according to Kemendikbud (2014: 2) is a curricular program available to accommodate the interests, talents, and vocational skills of learners with the orientation of satisfaction in groups of vocational subjects. So that students who choose VHS as secondary education is certainly driven by interests, talents and vocational skills.

In productive learning groups is the most important attention paid by educators and students. Because all subjects in this group include competency skills that are in line with the standards in the business world and the industry. Then students are required to follow it during the learning process takes place, so that students are expected to master the knowledge and skills according to the expertise of interest and can inculcate a professional attitude in accordance with the demands of DUDI.

The career guidance is to help learners as follows: (1) to understand and value themselves, especially in relation to the potential within them, of their abilities, interests, talents, attitudes and aspirations; (2) to recognize and understand the values that exist within and within society; (3) to know the various types of work related to the potential within him; know the types of education and training required for a particular field; understand his current business relationship with the future; (4) discover possible constraints caused by themselves and environmental factors, and find ways to overcome these obstacles; and (5) learners can plan for their future and find a suitable career and life, as appropriate (Walgitto, 2009: 195-196). The results of the study Dabula P. and Makura A.H (2013: 89-97) stated that learners are satisfied with the career guidance program that is increasing their understanding and confidence in the right career selection.

Career guidance is a program implemented in VHS in order to help students in steering a steady in itself in terms of job, position and position and provide career orientation and information that will be developed to meet the needs of his life.

Motivation of work is a process that determines the level of activity, intensity, consistency, and general direction of human behavior related to interest, self concept, attitude and so forth (Hamalik, 2008: 170). While Kadarisman (2012: 278) reveals that the motivation of work is a driver or a driver in a person to want to behave and work diligently and well in accordance with the duties and obligations that have been given to him.

Lunenburg (2011: 1) one of which is the expectancy theory (expectancy theory). The theory of hope or expectancy theory is a cognitive theory in the process of motivation

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based on the idea that believers have a relationship between the business they are proposing in the workplace, the performance they achieve from the business, and the rewards they derive from their efforts and performance.

Motivation arises because of the desire to perform activities, the impetus and the need to perform activities, the existence of hope and ideals, the respect for self, the existence of a good environment and the existence of interesting activities (Uno, 2008: 10). According to Uno (2008: 112) a person who has the motivation to work will be seen through: (1) responsibility in doing work, including: hard work, responsibility, achievement of goals, and unite with the task; (2) achievements, including: drive for success, feedback, and excellence; (3) self-development, including: skills improvement, encouragement to move forward; (4) independence in acting, including: independent in work, and likes to challenge.

METHOD

A. Type or Research Design

This research was an "ex-post facto" research that is the research in which the independent variables have occurred when the researcher started with observation on the dependent variable in a study. This study used a quantitative approach in which the symptoms in the study were measured using the numbers. The purpose of this research is to find the influence between independent variable and dependent variable and to measure how big influence. The independent variables in this study consist of four variables namely Industrial Work Practices Experiences, the Study Results of a Productive Learning, Career Guidance, Work Motivation and one dependent variable is the readiness of work.

B. Place and Time of Research

This research was conducted at VHSs in regency and city of *Magelang*. For the selection of schools, researchers used the technique of proportional random sampling in which schools were selected based on the status of both public and private schools and schools that have expertise in Computer and Networking Engineering (TKJ). From that obtained 3 Vocational Referral in *Magelang* which have competence of Computer and Network Engineering skill (TKJ) that is VHS Negeri 1 *Magelang*, VHS Muhammadiyah 1 Salam and VHS Muhammadiyah Mungkid. The time of this research was in January 2018.

C. Population and Sample Research

The population in this study is all students of class XII Computer and Network Engineering Skills Program at VHSs in *Magelang* Lesson Year 2017/2018. From the data obtained from the survey obtained student data of 180 students from 3 VHSs, so the population of this study is 180 students. Determination of the sample in this study is by Proportional Random Sampling technique and in

determining the number of samples, using the formula from Isaac and Michael (1983: 192). Determination of the number / students of each school with the size of sample members (sample number), then obtained sample 123 students.

D. Research Variable

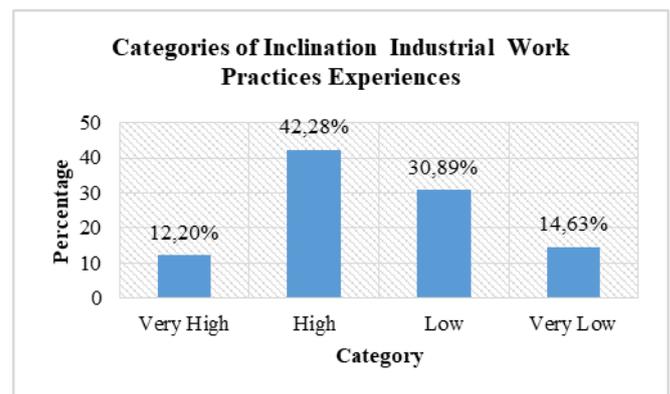
The independent variable in this study consists of four variables, namely Industrial Work Practices Experience, the Study Results of a Productive Learning, Career Guidance, Work Motivation and one dependent variable is Readiness Work Students.

RESULT AND DISCUSSION

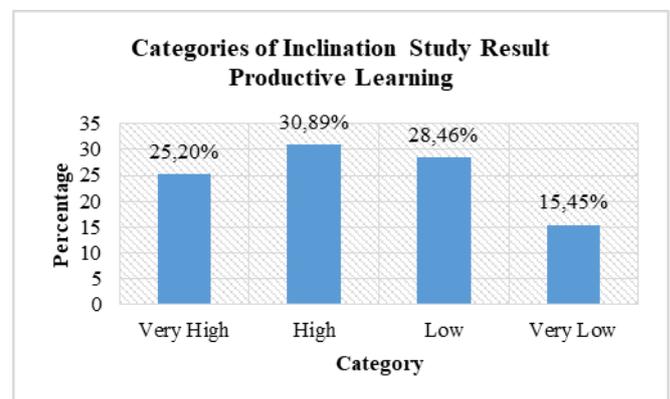
Data of research result consist of 4 independent variable that is industrial practices experience (X1), the study result of productive learning (X2), career guidance (X3) and motivation work (X4) and one dependent variable of readiness to work (Y).

Before testing the hypothesis in this study, the first step is to analyze the descriptive data obtained in this study.

Descriptive analysis results on variables industrial work practices revealed trends the industrial work practices experiences for VHS students was in the high category with score 42,28%. Can be seen in the following graph:

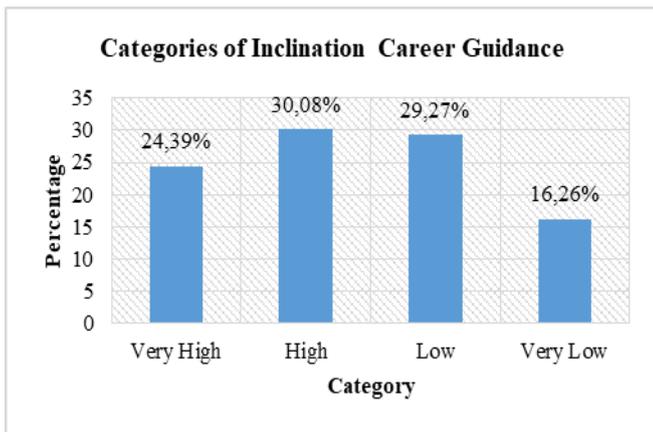


while the results of descriptive analysis on variables the study result of productive learning also in the high category with score 30,89%. Can be seen in the following graph:

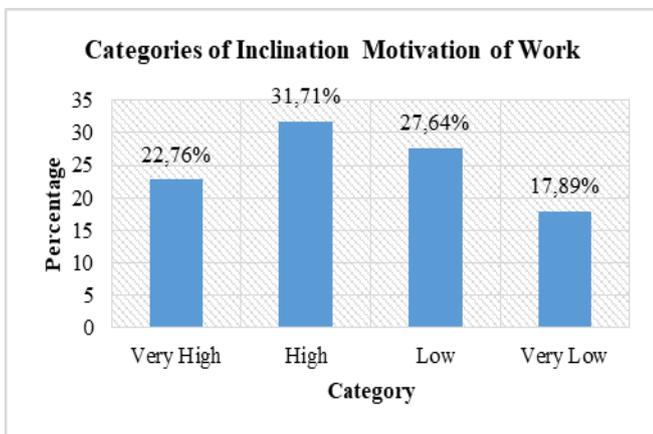


The results of descriptive analysis on variables the Career Guidance also in the high category with score 30,08%. Can be seen in the following graph:

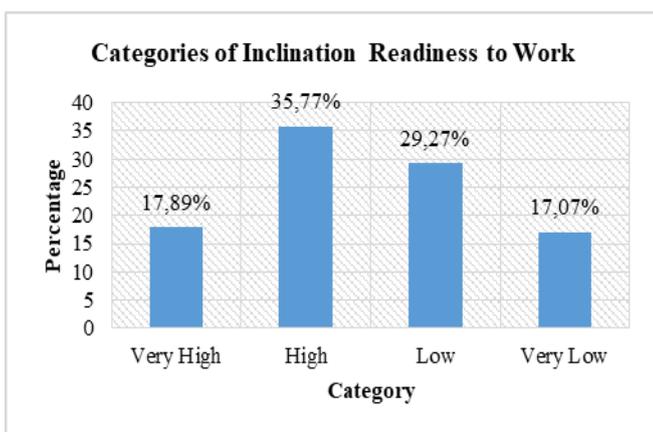
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The results of descriptive analysis on variables the motovation of work for studen in *Magelang* also in the high category with score 31,71%. Can be seen in the following graph:



While the results of descriptive analysis on independent variables also indicate that the readiness of work for students VHSs in *Magelang* tend to be high with score 35,77%. Can be seen in the following graph:



As a requirement in testing the hypothesis with multiple regression analysis then first test requirements analysis. Tests used in this study include data normality test and data linearity test with the help of SPSS application version 21.0. The test results of the analysis requirements are presented as follows:

Table 1. Summary Result Normality data test

No	Variable	Sig	Result
1	Industrial Work Practices Experience	0,583	Normal
2	The Study result of a Productive Learning	0,231	Normal
3	Career Guidance	0,470	Normal
4	Motivaton of Work	0,574	Normal
5	Readiness to Work	0,349	Normal

From these results indicate that the significance value on all variables indicates > 0.05. So it can be concluded that the five variables of this study are normally distributed and this data has been eligible for analysis.

Table 2. Summary result linearity data test

No	Variable	Sig	Result
1	Industrial Work Practices Experience	0,417	Linear
2	The Study result of a Productive Learning	0,093	Linear
3	Career Guidance	0,126	Linear
4	Motivaton of Work	0,421	Linear

The results of linearity test obtained in the above table can be concluded that all variables have a significance value greater than 0.05 so it shows that all variables in this study is linear.

To test the hypothesis in this study using multiple regression analysis with the help of SPSS application version 21.0. Based on the table above the calculation of multiple linear regression using SPSS version 21.0 application obtained the following results:

$$Y = -12,770 + 0,404 X_1 + 0,437 X_2 + 0,245 X_3 + 0,183 X_4$$

Based on the equation, it can be explained as follows:

First conclusion: Constant value = -12,770, can be interpreted variable prakerin experience, learning result of productive lesson, career guidance and work motivation are considered constant, no change, hence work equal to -12,770 unity.

Second conclusion: The value of the beta coefficient on the variable of experience prakerin = 0.404, means that if the experience variable prakerin increased by one unit then the readiness of work will increase by 0.404 with the assumption of other independent variables remain. Conversely, if there is a decrease of one unit in the variable prakerin experience it will reduce the readiness of work of 0.404.

Third conclusion : The value of beta coefficient on the variable productive learning learning result = 0.437, meaning if the variable result of learning productive lessons

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increased by one unit then the readiness of work will increase by 0.437 assuming other independent variables remain. Conversely, if there is a decrease of one unit on the variable result of learning productive lesson will reduce the readiness of work of 0.437.

Fourth conclusion: The value of beta coefficient on career guidance variables = 0.245, meaning if career guidance variables increase by one unit then the readiness of work will increase by 0.245 assuming other free variables remain. Conversely, if there is a decrease of one unit on career guidance variables it will reduce the readiness of work of 0.245.

Fifth conclusion: The value of beta coefficient on work motivation variables = 0.183, meaning that if the variable of work motivation increases by one unit then the readiness of work will increase by 0.183 assuming the other free variable remains. Conversely, if there is a decrease of one unit in the variable work motivation will reduce the readiness of work of 0.183. Those results which can be seen in table 3 below.

Table 3. Summary Result of mutiple regression analysis

No	Variable	B	t	Sig	Result
1	X1 –Y	.404	4.268	.000	significant
2	X2 –Y	.437	2.282	.024	significant
3	X3 – Y	.245	2.601	.010	significant
4	X4 – Y	.183	2.095	.038	significant

Based on the results of multiple linear regression analysis from prakerin experience data by the learners, the results show that industrial work experiences as X1 gives a positive and significant effect to the Vocational Students Work Readiness (Y) TKJ expertise in Magelang. This is evidenced by the results of calculations with SPSS version 21.0 obtained value t arithmetic of 4.268 with a significance value of 0.000 smaller than 0.05 (0.000 <0.05); and the regression coefficient with a positive value of 0.404. Data of the study result of a productive learning by learners, these results show that the study result of productive learning as X2 give a positive and significant effect on the Readiness of Vocational Students (Y) in Magelang. This is evidenced by the results of calculations with SPSS version 21.0 obtained t count value of 2.282 with a significance value of 0.024 smaller than 0.05 (0.024 <0.05); and the regression coefficient with a positive value of 0.437. Career guidance data by students, the results indicate that career guidance as X3 gives positive and significant effect to the Vocational Students Readiness (Y) in Magelang. This is evidenced by the results of calculations with SPSS version 21.0 obtained t count value of 2.601 with a significance value of 0.010 smaller than 0.05 (0.010 <0.05); and the regression coefficient with a positive value of 0.245. Data motivation work by learners, the results indicate that the motivation of work as X4 gives a positive and significant effect on the Vocational Students Readiness (Y) in Magelang. This is

evidenced by the results of calculations with SPSS version 21.0 obtained t count value of 2.095 with a value of 0.038 significance smaller than 0.05 (0.038 <0.05); and the regression coefficient with a positive value of 0.183.

The result of if the data of joint regression between the four independent variables were Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Motivation of Work to students readiness of work can be seen egression test results obtained F calculated for 23.362 and a significance value of 0.000. Because the value of F arithmetic > F table (2.45) and sig probability value <5% (0,000 <0,05) so it was decided to reject Ho and accept Ha. Because of these results are free variables X1, X2, X3, X4 together have a positive and significant effect on the dependent variable (Y).

The result of R² Test in this research get value 0,442. It means that the readiness of work was effect by the variable of Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Motivation of Work variable is 44,2%. While the remaining 55.8% influenced by other factors outside of this study. Furthermore the magnitude of the effect of each independent variable to the dependent variable can be seen in the calculation results through effective contribution in the table below.

Table 4. Effective Contribution to Each Variable

No	Variable	Effective
1	X1	19,8%
2	X2	8,5%
3	X3	8,2%
4	X4	7,7%

The magnitude of the above effect indicates that the greatest contribution is the effect of the industrial work practices experience to readiness work for student VHSs in Magelang. The results of the above two tests state that the hypothesis is proved to mean that there was an effect between the joint influence between Industrial Work Practice Experiences, the Study Results of a Productive Learning, Career Guidance, and Motivation of Work on the readiness of the students of SMK Computer and Network Engineering Skills in Magelang.

CONCLUSION

Based on the results of data analysis research that has been done then can be taken some conclusions as follows:

1. There is a positive and significant effect of Industrial Work Practice Experiences on the readiness of students of VHSs in *Magelang*, with an effective contribution or contribution to students' readiness of 19.8%. Industry was a place that can provide new knowledge for students who may never get in school. One of them adds knowledge about the world of work, hone skills

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owned by students, that students can understand the value of the competence of expertise possessed after following industrial practices. The results of the implementation of industrial practice can be shown with the working knowledge for student increases, in addition to his work confidence also increases. It can illustrate that if the better the quality of industrial practice implementation by students, the better and more work experience gained by students.

2. There is a positive and significant effect on the Study Results of a Productive Learning on the readiness of the students of VHSs in *Magelang* by contributing effectively or contributing to the students' readiness of 8.5%. The result of learning productive lesson is the second factor in this research which influences the readiness of vocational students' work. This means that basically the result of learning as a benchmark to know the ability of students during their education in the school. Especially in productive learning, it is because productive lessons provide students with experience of vocational skills according to the skills of the students. Students who have productive learning outcomes with good category give the meaning that the student has vocational skills with good skill competence while in school. That way if the mastery of the competency of expertise in students the better, then the student has the basic capital to be ready to enter the world of work.
3. There is a positive and significant effect of career guidance on the readiness of the students of VHSs students in *Magelang* with an effective contribution of or contribution to the readiness of students 8.2%. Career guidance is an activity that needs to be done and held in every school. The activity should be done by the teacher to the students to help plan their career life. In its implications career counseling services based on their respective school policies will help students find and find suitable career areas with themselves. This agrees with Sukardi and Kusumawati (2008: 14) that career counseling can help students in planning their future career. The career can be related to what work will be taken after graduation later. Thus the students' understanding of career through career guidance is indirectly provide students readiness for later work. So if the implementation of career guidance services at school running with the maximum, it will be better understanding of students will be career and understanding himself to be better prepared to enter the world of work later.
4. There is a positive and significant effect of work motivation on job readiness of VHSs students in *Magelang* with an effective contribution of or contribution to the readiness of students 7.7%. Based on the results of these studies, it can be seen that Work Motivation has a positive and significant impact on the readiness of work owned by students. In addition to the

students should continue to try to improve the existing Work Motivation on him, the school and parents should also support the improvement of student motivation. Therefore, the parents and the school need to pay attention and improve the strategy to motivate students in entering the workforce after graduating from vocational school. So the higher the work motivation of students will be the higher the readiness of students to face the work world after graduation later.

5. There is a positive and significant effect together with industrial work practice experiences, the study results of a productive learning, career guidance, and work motivation on job readiness of VHSs students in *Magelang* with total effective contribution of 44,2%. The contribution given by the four variables is 44,2%. The results of this study is strengthened by the study of theory, the study of the theory states that there are many factors that affect Readiness Work both internally and externally. One of them is proposed by Herminarto (1992: 8) suggests that there are internal and external factors that can affect the readiness of work is learning motivation, outside practice experience, vocational guidance, economic background of parents, previous learning achievement, employment information and expectations enter the world work. Prakerin's experience of many students will have a positive effect on the readiness of the students, so that students who have a lot of prakerin experience also have high Work Readiness. Learning Results productive lessons obtained by high students will have a positive effect on the readiness of students, so that students who have high learning productive learning outcomes that will have a high Readiness Work. Career guidance obtained by many students will have a positive effect on Student Readiness, so that students who have an understanding of the career through a lot of career counseling services will have a high Readiness Work. Motivation Work of high students will berpengaruh positive to the readiness of students, so students who have a high work motivation will have a high Work Readiness. If the four factors affecting Readiness Work improved jointly, then the Readiness Work owned will be more leverage.

So that shows the need for serious attention by the vocational high school against these four variables to realize the goal of SMK is preparing graduates to be ready to work. Thus the school should continue to increase the influence of the four variables so that the readiness of work owned by students increases. In addition, it is also strived to continue to look for other factors that affect the readiness of work is not involved in this research in order to be optimal in helping students to prepare for work after graduating from vocational school.

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So from some summary conclusion above that vocational high schools to support the goal should pay more attention to industrial work practices undertaken by students, because with industry work practices give the most effect in the readiness of working students after graduating vocational high school. So the purpose of vocational secondary schools in preparing graduates ready to work can be realized with the maximum.

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