



The Effectiveness of Field Work Practices on Students' Readiness to Face the Business and Industrial Worlds

Delta Apriyani*, Husnul Ayuningrum

Departement of Beauty Education, Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding author. Email: deltaapriyani@mail.unnes.ac.id

ABSTRACT

The resulting imbalance in students' soft skills and hard skills will result in the competency needs of the business world and the industrial world workforce not being met because hard skills and soft skills are important factors in students' preparation for entering the business world and the industrial world. Vocational School students are required to take part in the Field Work Practice program which is useful for improving soft skills and increasing experience and understanding of the world of work. The aim of this research is to determine the effectiveness of field work practices on students' readiness to face the business and industrial world. The data collection technique uses a questionnaire technique. Data collection uses data frequency distribution and other tests such as normality and paired sample t test. Based on the results of the data analysis that has been carried out, it can be concluded. Implementation of practical field work is considered effective in students' readiness to face the business and industrial world. As can be seen from the T test results using the Paired Sample T Test, it shows that the Sig. $0.000 < 0.05$ then H_a is accepted, namely there is a very significant difference between the average value of the pretest and posttest. The results of the paired sample t test showed that the mean value of students' post-readiness was higher than students' pre-readiness. This shows an increase in students' readiness to face the business and industrial world after carrying out practical field work.

Keywords: *Field Work Practice, Student Readiness, Soft Skills, Hard Skills.*

1. INTRODUCTION

Global competition in business and industry is getting tighter, in this case Human Resources are required to improve quality through education [1][2]. Schools as formal education have a very important role in preparing students who are able to adapt to the community environment and can meet employment needs. Vocational school is a type of formal education that can provide students with the tools to gain experience and skills.

Vocational education is secondary education that prepares students primarily to work in certain fields [3]. Vocational high schools are places where students gain knowledge, skills and readiness to face the world of work and the business world. Vocational high schools are aimed at preparing workers who are skilled, ready to work and ready to compete with others. Education at the Vocational School level is expected to meet the need for skilled and competent workers according to their field [4]. Vocational education is very important because it can equip students with knowledge and skills that suit the demands of the world of work and enable secondary school students to build careers promote creativity and

innovation, improve performance and productivity, and can increase the competitiveness of the workforce [5].

Readiness to face the world of work for Vocational High Schools means that Vocational School must be able to produce graduates who have the knowledge, work attitudes and skills that suit the needs of the workforce [6]. Concludes that work readiness is a student's physical, mental maturity and learning experiences which are interrelated to do work according to their skills [7]. Work readiness is an important thing and must be paid attention to by schools because the main goal of students entering school is to get a job in their field of interest. Doing work is not an easy thing, therefore thorough preparation is needed to enter the world of work.

The business world and industrial world not only need quality workers who have strong technical abilities, but also have balanced non-technical abilities. These non-technical abilities are usually called work skills which include communication skills, teamwork, problem solving, initiative, activity management, self-development, learning abilities, use of technology, health and safety management, and skills in improving

individual quality. The preparation of Vocational Schools students to have technical skills and work skills (non-technical) begins with the implementation of learning [8]. There are three findings that Vocational Schools and industry need to pay attention to in carry out alignment, namely with processes, strategic management, and duties and responsibilities [9]. The three things that are the findings of this research can be used jointly and continuously between Vocational Schools and Industry with the aim of being used as a reference in increasing skill competency for prospective Vocational Schools graduates and for prospective workers in industry. Combining two different roles between Vocational Schools and industry is an effort that must continue to be developed in line with the increasingly rapid development of industry.

There is a positive influence between field work practices on students' readiness to face world of business and industry. This means that the better the fieldwork practices carried out by students starting from preparation, demonstration, imitation, practice and evaluation, the higher the students' readiness to face world of business and industry. Students are expected to be able to take part in the entire series of practical field work activities seriously in order to get maximum results.

The resulting imbalance of students' soft skills and hard skills will result in the competency needs of the DuDi workforce not being met. Hard skills are no longer something that the business world and the industrial world assesses when recruiting workers. Currently soft skills are also a strong consideration for world of business and industry to employ workers who have balanced soft skills and hard skills. This is proven by research results which show affirmative statements from respondents regarding the development of soft skills for students in schools, especially in Vocational High Schools. There is a need to improve evaluation management, especially regarding this aspect of students.

In general, graduates' readiness to enter the world of work involves three factors, namely: (1) physiological which concerns age maturity, physical condition and body organs, experience which includes learning and work experience involving knowledge and skills (hard skills), and (3) psychological, namely mental, emotional and social conditions (soft skills). In this case, hard skills and soft skills are important factors in preparing students to enter world of business and industry [10]. The competencies expected by industry are skills according to their field (hard skills) and the competencies of attitude, cooperation, motivation which are classified as soft skills [11].

Soft skills are a person's ability or emotional intelligence which is built in two parts, namely intrapersonal and interpersonal competence [12].

Intrapersonal competence is the ability to understand and control oneself. Intra-personal competence consists of: understanding success, self-evaluation, self-image, goal setting, and self-motivation. Interpersonal competence is our competence to socialize and interact with other people. This competence consists of emotional control, self-confidence, intensive communication and human relations.

Soft skills can be improved by managing your own motivation and self-motivation, developing and increasing personal efficiency when carrying out tasks that are useful for achieving goals, improving work methods and the effectiveness of using time, developing communication methods and techniques and presentation skills, understanding the importance of stress management in everyday life -days and ken in working life, improving negotiation skills and the basics of cooperation in teams [13][14].

Hard Skills is a technical procedure that is easily observed and can be measured and is a skill that can be acquired by learning and through practical work [13]. Hard Skills can also be interpreted as determining a measure of individual ability in terms of technical ability which can be seen from the evidence they have, such as certificates, awards and other evidence [15]. Hard Skills describe behaviors and skills explicitly. Hard Skills are abilities that can produce something that can be seen directly. Hard Skills can be assessed through technical tests and practical tests [16].

Vocational School students are required to take part in the Field Work Practice program which is useful for improving soft skills and gaining experience, Which is intended for students to better understand themselves and what they will do after graduated from vocational school. After that, they will gain an understanding of the world of work and the needs and abilities that students must have in the world of work. Field work practice programs can help and improve students' self-competence according to work needs. Internship is an activity that systematically integrates education in the business and industrial world. Internship can be interpreted as a period where a person works under the guidance of an experienced person in order to increase the knowledge and skills needed to obtain a job within a predetermined time [17].

Field Work Practices allow students to have the opportunity to learn as well as integrate their theory into practice, conceptualize what is required by the workforce and provide the opportunity to practice their professional skills in a supportive environment. In addition, this activity can give students the opportunity to get involved in society [18]. Field work practice has the benefit of providing opportunities for students to practice working in real conditions, providing experience for students and being able to utilize all their

abilities as a bridge for them to enter the world of work [19].

2. LITERATUR REVIEW

2.1 Concept of Fieldwork

Fieldwork is a crucial component of higher education curricula that allows students to apply their theoretical knowledge in real-world contexts. It helps develop practical skills, interpersonal communication, and problem-solving abilities.

2.2 Relationship between Fieldwork and Career Readiness

Previous research indicates that students participating in fieldwork tend to have higher levels of career readiness. That students who completed fieldwork exhibited better adaptability in the workplace [20].

2.3 Determinants of Fieldwork Success

Understanding the effectiveness of fieldwork requires consideration of factors influencing students' experiences. Mentor support, the quality of projects or tasks assigned, and self-reflection are key factors that enhance the benefits of fieldwork [21].

2.4 Evaluating Fieldwork Programs

It is crucial to examine evaluations of fieldwork programs. Study highlights the importance of designing structured and measurable fieldwork programs to ensure students derive maximum benefit from the experience [22].

3. METHOD

The approach to this research uses quantitative research methods. Quantitative research is research that has the aim of revealing symptoms holistically-contextually through collecting data from natural settings using the researcher himself as a key instrument. This research uses a pre-experimental design with a one-group pretest-posttest form. This research was carried out at Semarang State Vocational School 6 on students in class XII of the Beauty Skills Program.

The population in this study was all students in class Class XII majoring in Beauty Management consists of 2 classes, namely XII KC1 with a total of 35 students and The sampling technique used in this research is the total sampling technique. Total sampling is a sampling technique when all members of the population are used as samples [23]. So from this explanation, the sample used in this research was 69 class XII students majoring in Beauty Management.

The method used by researchers to collect data is using a questionnaire method. A questionnaire or questionnaire is a technique or method of collecting data indirectly. Scoring using a Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The social phenomena in this research have been specifically determined by the researcher, which are referred to as research variables.

This research requires validity tests and reliability tests so that a measuring instrument can be ensured to be valid and reliable. Researchers used a content validity test which was carried out by asking experts for consideration. In this research, there are lecturers in Beauty Care Education, Teachers of Semarang State 6 Vocational School and Field Supervisors at the Student's field work practice. Next, a validity test was carried out to determine its reliability using SPSS 25 for Windows. The results of the reliability test from this research can be seen in table 1 below.

Table 1. Reliability Test Results

Cronbachs Alpha	N of items
.985	61

The results of calculating reliability by means of a questionnaire reliability test using the Alpha Cronbach formula, with the condition of reliability (r), if $r > 0.60$ then it is declared reliable and if $r < 0.60$ then it is declared unreliable. The results of the reliability test that the researchers tested were 0.985. Based on calculations and reliability provisions, it is declared reliable.

Research variables are explained using data frequency distributions, the collected data is arranged into tables and then categorization is formed. Determination of categories is carried out in accordance with the requirements that apply to each level of the low, medium and high categories. Researchers took categorization requirements for three levels, namely low, high, and medium using guidelines guidebook which are listed in table 2 regarding the Formula for Categorization Requirements.

Table 2. Formula for Categorization Requirements

No.	Categorization	Condition
1.	Low	$X < M - 1SD$
2.	Currently	$M - 1SD \leq X < M + 1SD$
3.	Tall	$M + 1SD \leq$

To determine the effectiveness of field work practices on students' readiness to face the industrial world of business in Vocational High Schools. Several tests used by the author to analyze the data in this research are:

- 3.1 The normality test is carried out to test whether the independent, dependent, or both variables are

normally distributed or not. The normality test can be carried out by testing the residual value using the Kolmogorov-Smirnov test.

- 3.2 The paired t-test is a hypothesis testing method where the data used is not independent (paired). The characteristics most often found in paired cases are one of the individuals (research object). Even though they used the same individuals, researchers still obtained 2 types of sample data, namely from before treatment and data from after treatment:

$$t_{\text{hits}} = \frac{D}{\frac{SD}{\sqrt{n}}}$$

$$\text{elementary school} = \sqrt{\text{var}}$$

$$\text{var}(s^2) = 2 \frac{1}{n-1} \sum_{t=1}^n (x_t - \bar{x})^2$$

4. RESULT AND DISCUSSION

In the rapidly evolving landscape of education and workforce preparation, the integration of practical experiences through industrial practices has become a pivotal component. Practical exposure, especially through programs like Field Work Practice, plays a crucial role in shaping students' readiness for the dynamic demands of the business and industrial sectors. This discussion aims to delve into the significance of practical experiences and their impact on students' skill development, drawing on recent literature.

Recent research underscores the critical role of practical experiences in enhancing students' readiness for the professional world. That practical exposure not only cultivates technical proficiency but also fosters the development of soft skills, including communication, teamwork, and adaptability [21]. This aligns with the premise that the current job market requires a balance between hard and soft skills for optimal performance and success [20].

The Field Work Practice program, as a form of practical exposure, emerges as a proactive strategy in addressing the existing skills gap. Students who engage in field work programs demonstrate a notable improvement in their ability to apply theoretical knowledge to real-world scenarios [22]. This aligns with the assertion that experiential learning is essential for bridging the divide between academic learning and practical application [24].

Furthermore, practical experiences have been shown to contribute significantly to students' overall employability. The inclusion of practical components in educational curricula was associated with higher employability outcomes, as perceived by both students and employers [25]. This emphasizes the tangible impact that industry-focused practices can have on students' preparedness for the workforce.

In conclusion, recent literature consistently supports the notion that practical experiences, particularly through programs like Field Work Practice, are instrumental in preparing students for the multifaceted challenges of the business and industrial worlds. The blend of technical skills and soft skills acquired through these experiences positions students as more adaptable and competent contributors to the contemporary workforce.

The research results obtained are described in detail using data frequency distributions for the variables. The variable data that will be described in this research is students' readiness to face the business and industrial world. The following explains in detail the research results data:

4.1 Frequency Distribution of Sub Indicators Understanding Theory and Practice

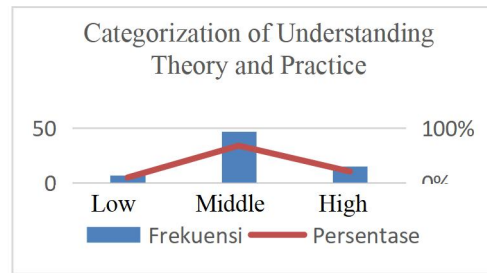


Figure 1. Results of Sub-Indicator Categorization of Understanding Theory and Practice

Based on Figure 1, it can be concluded that students have a sufficient level of theoretical and practical understanding. This was proven by 69 respondents, 47 respondents or 68% were in the medium category. The high category was 15 respondents or 21%. The low category is 7 or 10%, which means students are quite good at understanding theory and practice because there are only a few respondents in the low category.

4.2 Frequency Distribution of Sub Indicators of Competency Maturity

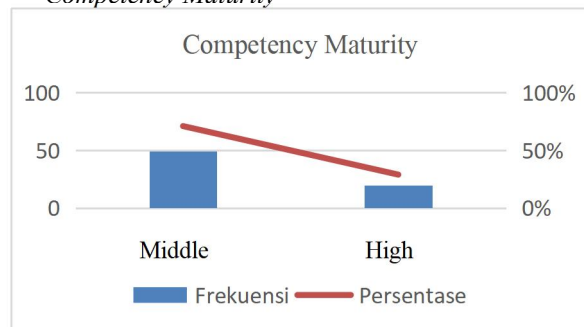


Figure 2. Results of Sub-Indicator Categorization of Competency Maturity

Based on the results from Figure 2, it can be concluded that students have good competency maturity. This was proven by 69 respondents, 49 or 71% were in

the medium category. Meanwhile, the remaining 20 respondents or 29% were in the high category. There are no respondents who fall into the low category, which means that students have good competency maturity.

4.3 Frequency Distribution of Sub Indicators of Having Knowledge About the World of Work

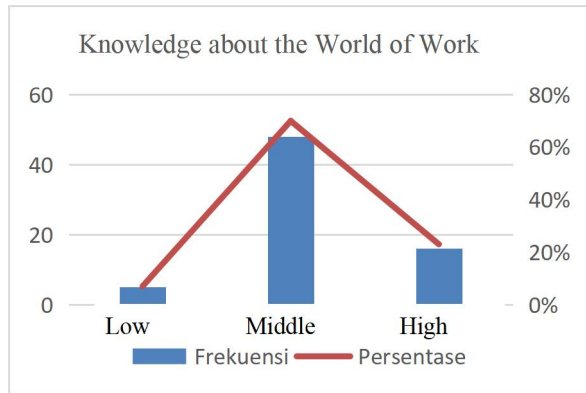


Figure 3. Results of Sub-Indicator Categorization of Having Knowledge about the World of Work

Based on Figure 3, it can be concluded that students have sufficient knowledge about the world of work. This was proven by 69 respondents, 48 respondents or 70% were in the medium category. The high category was 16 respondents or 23%. The low category is 5 or 7%, which means students have fairly good knowledge about the world of work because there are only a few respondents in the low category.

4.4 Frequency Distribution of Sub Indicators Able to Master Tools in work in accordance with Applicable Provisions

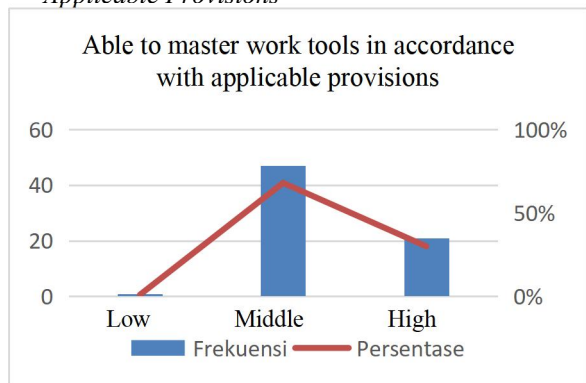


Figure 4. Results of Sub-Indicator Categorization Able to Master Work Tools in Accordance with Applicable Provisions

Based on Figure 4, it can be concluded that students are able to adequately master work tools in accordance with applicable regulations. This was proven by 69 respondents, 47 respondents or 68% were in the medium category. The high category was 21 respondents or 30%. The low category is 1 respondent or 1%, which means

they are able to master work tools in accordance with applicable regulations quite well.

4.5 Frequency Distribution of Sub-Indicators of Ability to Think Rationally

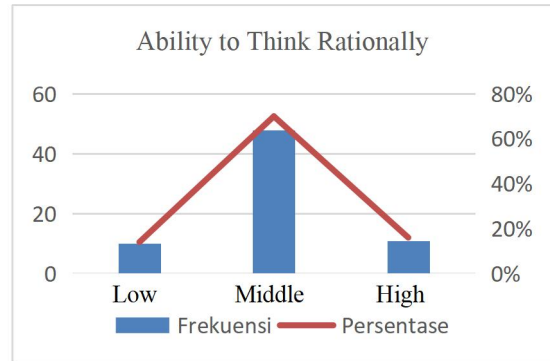


Figure 5. Results of Categorization of Sub Indicators for the Ability to Think Rationally

Based on Figure 6, it can be concluded that students are able to think rationally enough. This was proven by 69 respondents, 48 respondents or 70% were in the medium category. The high category was 11 respondents or 16%. The low category was 10 respondents or 14%, which means they have sufficient ability to think rationally.

4.6 Frequency Distribution of Sub-Indicators of Creative Problem Solving Ability

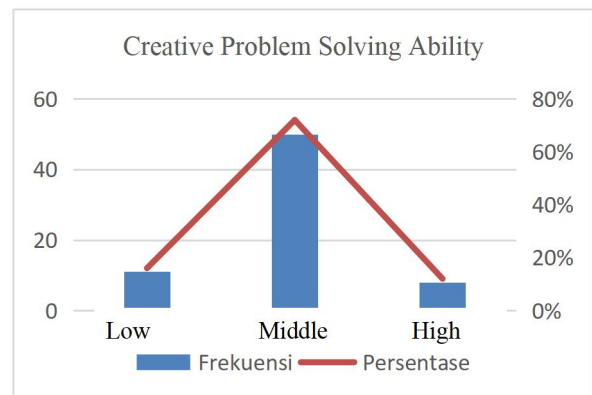


Figure 6. Categorization of Sub Indicators for Creative Problem Solving Ability

Based on Figure 6, it can be concluded that students are able to solve problems creatively enough. This was proven by 69 respondents, 50 respondents or 72% were in the medium category. The high category was 8% of respondents or 30%, while the low category was 11 respondents or 1%. This indicates that there are still few students who have high creative problem solving abilities.

4.7 Frequency Distribution of Sub-Indicators of Communication Ability with Empathy

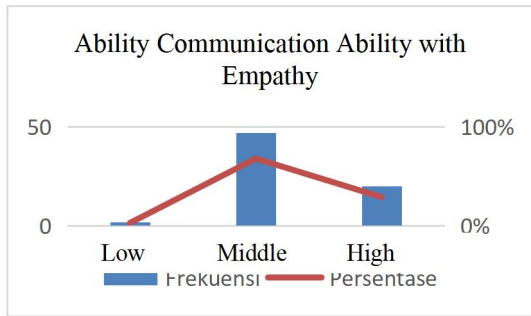


Figure 7. Results of Categorization of Sub Indicators of Communication Ability with Empathy

Based on table 2, it can be concluded that students are able to communicate emotionally quite well. This was proven by 69 respondents, 47 respondents or 68% were in the medium category. The high category was 20 respondents or 29%, while the low category was 2 respondents or 3%. This indicates that there are quite a lot of students with high communication skills and very few in the low category, which means that students have quite good communication skills with empathy.

4.8 Frequency Distribution of Sub Indicators of Ability to Build Good Relationships

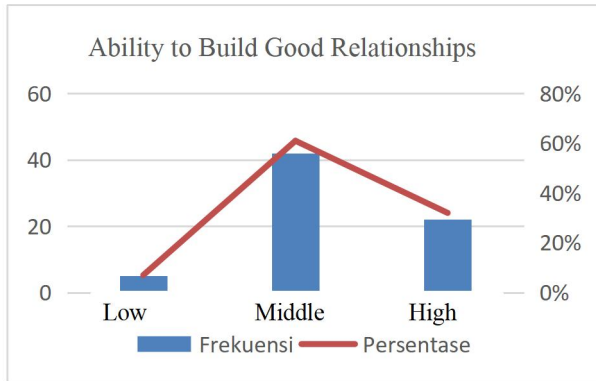


Figure 8. Results of Categorization of Sub Indicators for the Ability to Build Good Relationships

Based on Figure 8, it can be concluded that students are able to build good relationships quite well. This was proven by 69 respondents, 42 respondents or 61% were in the medium category. The high category was 22 respondents or 32%, while the low category was 5 respondents or 3%. This indicates that quite a lot of students have high communication skills and a few in the low category, which means that students have the ability to build good relationships quite well.

4.9 Frequency Distribution of Collaboration Ability Sub-Indicators

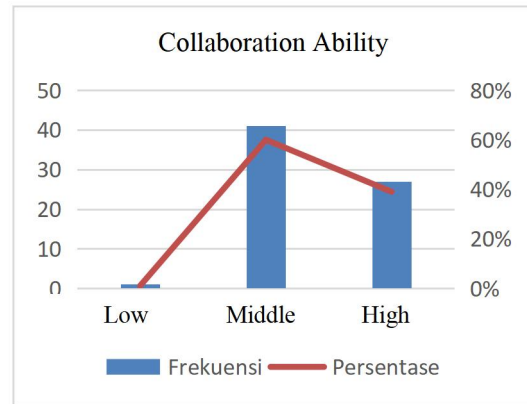


Figure 9. Results of Categorization of Collaboration Ability Sub Indicators

Based on Figure 9, it can be concluded that students have quite good collaboration skills. This was proven by 69 respondents, 41 respondents or 60% were in the medium category. The high category was 27 respondents or 39%, while the low category was 1 respondent or 1%. This indicates that there are quite a lot of students in the high category of collaboration skills and very few in the low category, which means that students have good collaboration skills.

4.10 Frequency Distribution of Sub-Indicators of Leadership Ability

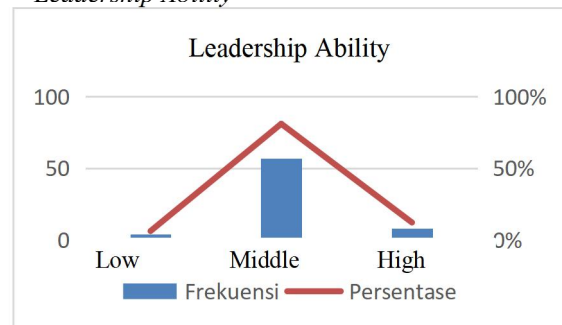


Figure 10. Results of Leadership Capability Sub-Indicator Categorization

Based on Figure 10, it can be concluded that students have sufficient leadership abilities. This was proven by 69 respondents, 57 respondents or 81% were in the medium category. The high category was 8 respondents or 12%. The low category is 4 respondents or 6%, which means they have sufficient leadership abilities because almost all respondents are in the average or medium category.

4.11 Frequency Distribution of Sub-Indicators of Ability to Speak in Front of Crowds

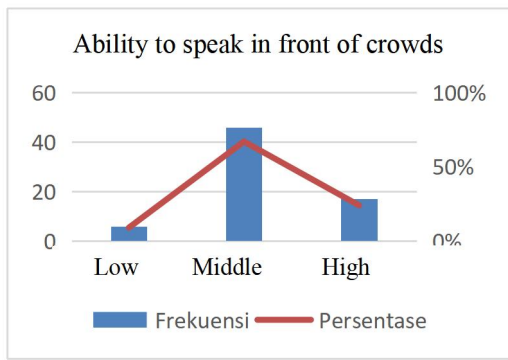


Figure 11. Results of Categorization of Sub-Indicators of Ability to Speak in Front of Many People

Based on Figure 11, it can be concluded that students are able to speak in front of many people quite well. This was proven by 69 respondents, 46 respondents or 67% were in the medium category. The high category was 17 respondents or 16% and the low category was 6 respondents or 9%, which means they have sufficient ability to speak in front of many people.

Statistical test obtained in this research with the help of the SPSS 25 program, the conclusion of the data by knowing normality has a Pre-Test result of $0.200 > 0.05$ and a Post-Test of $0.175 > 0.05$ which is interpreted as a Pre-Test result. -Test and Post-Test have normal category values in the population data tested.

Table 3. Paired Sample T-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	77.26	69	6.099	.734
	Post Test	113.25	69	11.191	1.347

Paired Sample T-Test is a test used to compare the difference between two means and two paired samples with the assumption that the data is normally distributed. Paired samples come from the same subject for each variable taken in different situations and circumstances. Based on the results of data obtained from the pre-test and post-test, students' readiness to face the business world and the industrial world has increased. The average score for interest in learning before being given treatment was 77.26 and the average score after being given treatment increased to 113.25.

The paired t test calculation is used to determine whether there is a significant difference in the pre-test and post-test scores or not in the mean pre-test and post-test scores, as well as $t \text{ count} < t \text{ table}$ with evidence of a sig value < 0.05 . Based on the table above, it can be seen that the mean score of students' post-readiness is

higher than students' pre-readiness. This shows an increase in students' readiness to face the business and industrial world after carrying out practical field work.

Based on the table above, t count is greater than t table. And the significance result is 0.00 which is less than 0.05. This shows that H_a is accepted, namely that there is a significant difference from the pre-test score to the post-test score in students' readiness to face the business world and the industrial world, so this result is significant.

Student readiness variables to face the business and industrial world used to determine the level of students' readiness to face the business and industrial world by implementing field work practices that are being carried out by students. The competencies expected by industry are skills according to their field (hard skills) and the competencies of attitude, cooperation, motivation which are classified as soft skills [11]. Based on the theory mentioned above, the indicators in the variables are soft skills and hard skills. The data results that have been tested have high results with high correlation and significance in the implementation of field work practices.

Soft skills especially teamwork and communication, are the most relevant, which means these are the skills most needed by students. The results of this research are in line with the results of the categorization of the sub-indicators of teamwork and communication with the results of each sub-indicator in the medium category and very few in the low category.

Problem solving skills or the ability to solve problems have a positive and significant influence on work readiness and leadership skills or leadership abilities have a positive and significant influence on work readiness. The results of this research are in line with the categorization results of the sub-indicators of creative problem solving ability and leadership ability which are in the medium category. This shows that students already have problem-solving abilities and leadership abilities even though they are still in the medium category.

Based on the results of this presentation, the implementation of practical field work for students at Semarang State 6 Vocational School was considered effective because after carrying out practical field work students had a good level of readiness to face the business and industrial world because respondents met the criteria in the sub-indicator of students' readiness to face the world, the business and industrial world that has been described.

According to Dra. Titik Widiarti as one of the students' industry practice supervisors said that the results obtained by the students after carrying out the industry practice were good. After the implementation of industry practice is completed, students have work

experience, can communicate well with clients and industry, can develop the skills acquired at school with skills obtained from industry, and can shape the students' character. There are also obstacles in the implementation of industry practice, both from the students and the industry itself, such as students not being ready to carry out industry practice, not being able to follow the rules given by the industry, being lazy about studying, lacking discipline, to the point that at the maximum point students can be returned to the school. The industry's obstacle is providing work that is beyond the students' capabilities, but the school responds to this problem by evaluating the industry and considering using it as a place for student industry practice in the next year or period.

According to Diva Ananda Putri, the Field Supervisor for students at Aquina Salon Day Spa, said that the industry practice for students went well with good results. At the beginning of the industry practice implementation period, students were still hesitant to do the work and lacked the initiative to ask field supervisors and were still unfamiliar with using existing beauty tools. As time goes by the implementation of industry practice students will no longer hesitate to do the work and can use existing beauty tools well. Students are also used to communicating well with clients and industry and have good collaboration skills. The obstacles that arise during the implementation of industry practice come from schools which only hand over the implementation of industry practice to industry and the lack of supervision from the school. The obstacle for students is that at the beginning of the industry practice implementation they were still hesitant to do the work and use the existing tools, but as time went by the students were able to learn and were able to do the work well. Some students are still hesitant about doing work such as manicures and pedicures because this work is detailed work, but students can also handle this problem by continuing to review the material that has been given and actively asking questions to the field supervisor.

Industrial work practices and work readiness are in the good category with the level of relationship in the low category. There is a positive and significant relationship between industrial work practices and work readiness. This is in line with research conducted by researchers, namely the implementation of good field work practices and students' readiness to face the business world and the industrial world.

5. CONCLUSION

The findings of this research unequivocally affirm the transformative impact of industrial practices on the competencies of participants. The implementation of industrial practices, as exemplified by the Field Work Practice program, emerges as a potent catalyst for

substantial changes in the skill set and preparedness of students entering the professional realm.

The results of the study, supported by statistical analyses such as the paired sample t-test, underscore that the practical application of theoretical knowledge in an industrial setting significantly elevates the competencies of participants. Notably, the observed increase in post-readiness scores compared to pre-readiness scores signifies a positive and noteworthy shift in the participants' preparedness to navigate the challenges of the business and industrial worlds.

These findings align with contemporary educational discourse that emphasizes the indispensable role of experiential learning and practical exposure in shaping a well-rounded and job-ready workforce. The acquisition of both technical proficiency and soft skills through industrial practices positions participants as not only adept in their field but also equipped with the adaptability and interpersonal skills crucial for success in diverse professional settings.

In conclusion, the evidence presented in this research supports the assertion that engaging in industrial practices, such as the Field Work Practice program, brings about a substantial and meaningful enhancement in the competencies of participants. This underscores the importance of integrating practical experiences into educational frameworks to bridge the gap between theoretical knowledge and its real-world application, ultimately fostering a more capable and industry-ready workforce.

The implications of these findings extend beyond the individual participants to encompass the broader educational landscape, advocating for the continued emphasis on and refinement of programs that facilitate hands-on, experiential learning to better prepare students for the complexities of contemporary professional environments.

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