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THE EFFECT OF INDUSTRIAL WORK EXPERIENCE AND SCHOOL PRACTICAL TRAINING ON THE WORK READINESS OF GRADE XII STUDENTS AT THE JABAL NOOR EXCELLENCY MADRASAH ALIYAH

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Abstrak— This study aims to determine the effect of industrial work practices (Internship) and school work practices on the employability of class XII students of Madrasah Aliyah Unggulan Jabal Noor. Quantitative research with a causal regression approach was used with 90 students as respondents. Data were collected by questionnaire and analyzed by statistical tests such as normality, linearity, multicollinearity, and heteroscedasticity tests with the help of SPSS and Microsoft Excel software. The results showed that industrial work practices and school practices had a significant effect on students' work readiness. The t-count value of Prakerin (9.688) and school practice (11.305) is higher than the t-table (1.622 and 1.662), and the significance level is lower than 0.05. The frequency distribution illustrates that internship practice is high, while work readiness and school practice are moderate. This observation is in line with the fact that both practices are important in exposing students to the world of work, although school facilities and learning environment still need to be improved. It is suggested in this study that there should be more coordination between industries and schools, as well as direct participation from teachers and parents to provide support to students while practicing.
Keywords: school practice, industrial practice, work readiness, vocational education, Madrasah Aliyah.

I. INTRODUCTION

Graduates of Madrasah Aliyah who have experience equivalent to SMK are ideally ready-to-work employees, meaning they can immediately work in the business and industrial world. The current problems faced by Madrasah Aliyah are generally related to limited equipment, low practical costs, and a learning environment that is not similar to the working world. These conditions can cause graduates to be unprepared to enter the workforce. The unpreparedness of Madrasah Aliyah graduates to perform tasks in the workplace has a domino effect on the industry, as the industry must provide education within the industry, while schools have their own limitations in forming and obtaining ready-to-work employees. Schools have limitations in funding and providing a learning environment, while industries have limitations in educational resources to form the workforce they need.

Therefore, to produce ready-to-work Madrasah Aliyah graduates, both parties should make efforts, or at least involve the industry in designing training programs[1]. Thus, Madrasah Aliyah (MA) has designed the Industrial Work Practice Program (PRAKERIN) in collaboration with industry or the business world to introduce students to the world of work while allowing them to apply the knowledge they have gained in accordance with their chosen vocational specialization. Through the Industrial Work Practice Program, it is hoped that students can enhance their mental preparedness and be able to face the world of work after completing their studies.

In accordance with Law Number 20 of 2003, Article 15i, vocational education is secondary education that prepares students primarily for work in specific fields. Vocational High Schools are required to produce graduates with the competencies expected by the workforce. The workforce requires workers with competencies aligned with their fields of work, adaptability, and high competitiveness.

When discussing the quality of the workforce in Indonesia, the focus is largely on the quality of high school/vocational school graduates or their equivalents.[2] From this statement, it is clear that the quality of Indonesia's workforce is largely determined by high school/vocational school graduates. The factors influencing students' readiness for work come from the students themselves, their schools, and society.

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Vocational high schools are required to produce graduates with the standard competencies expected by the world of work. The world of work needs workers who have competencies appropriate to their field of work, have the ability to adapt, and are highly competitive.
When discussing the quality of the workforce in Indonesia, the focus is largely on the quality of high school/vocational school graduates or their equivalents.[3] From this statement, it is clear that the quality of Indonesia's workforce is largely determined by high school/vocational school graduates. Factors influencing students' readiness for work come from the students themselves, schools, and society.

For companies, it is important to obtain labor with competencies that align with their field of work and good work readiness, while academic achievements are not the dominant factor influencing graduates' work readiness,[4]. Through industrial work practice, individuals acquire work skills and knowledge. Through industrial work practice experience, students not only gain technical skills but also soft skills such as communication, teamwork, responsibility, and problem-solving. Additionally, Prakerin opens opportunities for students to build networks with the industrial world, which can assist them in their future careers.

Practical training at school is an important part of vocational education, especially at Madrasah Aliyah (MA), which is similar to a vocational high school. The aim is to prepare students with the necessary skills and readiness to work in the industrial sector. However, the implementation of school-based practical training often faces challenges, such as limited facilities, insufficient funding, and mismatches between the learning environment and actual workplace conditions. This results in poor practical training experiences for students, leaving many graduates struggling when entering the workforce.

One of the main issues is the lack of adequate practical facilities in schools. Many Madrasah Aliyah do not have modern equipment or suitable practical spaces, leaving students unfamiliar with the technology or work processes used in industry. Additionally, low budgets for practical activities limit schools' ability to provide comprehensive practical training. As a result, students struggle to apply theoretical knowledge to real-world situations.

The learning environment in schools often does not reflect the actual work environment. Students may understand concepts theoretically, but they do not receive adequate training to handle the pressure, teamwork, or technical issues they frequently encounter in the field. This issue is exacerbated by limited collaboration between schools and the industrial sector, resulting in practical curricula that do not always align with labor market needs. Therefore, school practices need to be improved by providing better facilities, increasing the budget for practical training, and creating a more realistic learning environment. Collaboration with industry is also crucial to ensure that practical training materials align with workplace demands. Ultimately, this will help students gain valuable experience before entering the industrial world through programs like Industrial Work Practice.

This situation is evident at the Madrasah Aliyah Unggulan Jabal Noor school, where students who are less active in participating in practical activities at school face some difficulties in participating in the Industrial Work Practice program. Conversely, students who are active in practical activities at school do not encounter many difficulties during industrial work practice. Additionally, there are several case studies where students who did not participate in industrial work practice faced difficulties in finding jobs aligned with their chosen field of study, due to a lack of skills, causing industries to feel less confident in the abilities of potential employees.

Students' work readiness can be measured through the experience they gain during practical training. Therefore, it is important to explore the relationship between industrial work practice, school-based practical training, and work readiness. By understanding this influence, it is hoped that a clearer picture can be provided of how practical training activities affect students' work readiness and how schools can optimize practical training activities conducted both within and outside the school.
Work readiness can be defined as a condition that demonstrates harmony between physical and mental maturity and experience, enabling individuals to perform certain activities related to work or other activities (Yanto, 2006). Work readiness is an important factor considered by vocational education institutions, in this case vocational high schools.[5]

II. RESEARCH METHOD

The research aims to identify the influence of industrial work practices and school practices on the work readiness of 12th grade students majoring in automotive engineering at MA Unggulan Jabalnoor. This research is quantitative in nature, where the phenomena to be studied are measured using numbers. This allows statistical analysis techniques to be used to process the data.

The variables in this study consist of dependent variables and independent variables. Dependent variables are commonly referred to as Y variables, while independent variables are often referred to as X variables. The variables in this study can be described as follows

1. The dependent variable (Y) is student readiness for work.
2. The independent variables (X) are:
   a. (X1) is industrial work experience.
   b. (X2) is school-based practice.

The population used in this study included all final-year students, namely Grade XII students enrolled in the current academic year at Madrasah Aliyah Unggulan Jabalnoor. There are four vocational programmes in Grade XII at this school, namely Automotive Engineering, Computer and Network Engineering, Multimedia, and Fashion Design, each with one class in Grade XII. The sample was selected

using total sampling technique, where the sample size is equal to the population.

Table 2. 1Population List

No	Vocational	Number of students
1	Automotive Engineering	30
2	Computer and Network Engineering	30
3	Multi Media	20
4	Fashion Design	10
	TOTAL	**90**

Research samples and sampling

[5] A sample is a portion of the total number and characteristics of a population. Sampling is conducted in order to draw conclusions or generalisations about the population without having to investigate all members of the population. Samples must be selected systematically to ensure that the results are more accurate and representative of the population as a whole. Based on the number of students, the sample size was determined using all students from the MA Unggulan Jabalnoor Automotive Engineering XII class.

The sampling technique used in this study is total sampling, where the sample size is equal to the population size. According[6], the census method (total sampling) is a sampling technique where all members of the population are included as samples and respondents providing information. The following is the list of research samples:

Table 2. 2Population List

No	Vocational	Number of students
1	Automotive Engineering	30
2	Computer and Network Engineering	30
3	Multi Media	20
4	Fashion Design	10
	TOTAL	**90**

The data in this study are real and were obtained directly by the researcher. The research data obtained are numerical, specifically the results of questionnaire or survey responses. This study is a causal regression study, often referred to as causal because it aims to show the influence between independent variables (influencing variables) and dependent variables (influenced variables). In this study, the independent variables are industrial work practices and school practices, while the dependent variable is student work readiness.

III. RESULTS AND DISCUSSION

A. RESULTS

Data on Industrial Work Practice among students at Madrasah Aliyah Unggulan Jabal Noor was obtained from a questionnaire consisting of 13 statements given to 90 students. The descriptive data results for the Industrial Work Practice variable show an average value of 55.767, a median value of 56.00, a frequently occurring value of 60, a standard deviation of 5.864, a variance of 34.383, a range of 25, a lowest value of 40, and a highest value of 65. The instrument for the Industrial Work Practice variable given to students at the Jabal Noor Elite Madrasah Aliyah used a questionnaire with 13 statements. The lowest and highest scores for this variable were 65 and 40, respectively. The number of interval classes was determined to be 5 criteria. The length of the interval class was calculated using the formula (highest value - lowest value)/number of interval classes. Interval class length = (65-40)/5=5.

Using the data above, which has been processed using Microsoft Excel software, the frequency distribution data for the industrial work practice variable is as follows: very low category with 6 students or 7%, low category with 12 students or 13%, sufficient category: 24 students or 27%, high category: 28 students or 31%, very high category: 20 students or 22%. Based on the frequency distribution of the data, it shows that the industrial work practice variable among students at Madrasah Aliyah Unggulan Jabal Noor is categorized as high, thus industrial work practice is very important for students to carry out.

The school practice variable has an average value of 63.589, a median value of 64.00, a frequently occurring value of 60, a standard deviation of 7.322, a variance of 53.616, a range of 29, a lowest value of 46, and a highest value of 75. The instrument for the practice variable at school given to students at the Jabal Noor Elite Madrasah Aliyah uses a questionnaire with 15 statements. The lowest and highest scores for this variable are 46 and 75. The number of class intervals is determined to be 5 criteria. The class interval length is calculated using the formula (highest value - lowest value)/number of class intervals. Interval class length = (75-46)/5=5.8, rounded to 6.

The frequency distribution data from the data are as follows: very low category with 8 students or 9%, low category with 14 students or 16%, sufficient category with 32 students or 36%, high category with 27 students or 30%, and very high category with 9 students or 10%. Based on the frequency distribution of the data, it shows that the practice variable at school for students at Madrasah Aliyah Unggulan Jabal Noor is categorized as adequate. Based on the above research results, school practice has a sufficient contribution as preparation for entering the workforce.

The work readiness variable has an average value of 83.34, a median value of 82.50, a frequently occurring value of 80, a standard deviation of 9.531, a variance of 90.836, a range of 43, a minimum value of 57, and a maximum value of 100. The instrument for the work readiness variable given to students at Madrasah Aliyah Unggulan Jabal Noor used a questionnaire with 20 statements. The lowest and highest scores for this variable were 57 and 100. The number of interval classes was determined to be 5

criteria. The class interval length is calculated using the formula (highest value - lowest value)/number of class intervals. Class interval length = (100-57)/5=8.6, rounded to 9.

From the data results, the frequency distribution of the work readiness variable data was categorized as very low for 2 students or 2%, low for 17 students or 19%, sufficient for 34 students or 38%, high for 29 students or 32%, and very high for 8 students or 9%. Based on the frequency distribution of the data, it indicates that the work readiness variable among students at the Jabal Noor Elite Madrasah Aliyah is categorized as moderate.

After presenting the data from the variables of industrial work practice, school practice, and work readiness, a classical assumption test can be conducted to determine whether it is appropriate to perform regression analysis to determine whether there is a significant influence of industrial work practice and school practice on work readiness.

The normality test was conducted using the Kolmogorov-Smirnov method to test the normality distribution of the population data. In this study, the normality test was conducted using IBM SPSS Statistics 22 software. The determination of data distribution normality was based on the Asymp. Sig. (significance level) in the Kolmogorov-Smirnov table. If the Asymp. Sig. value is > 0.05, the population is considered to be normally distributed. Conversely, if the Asymp. Sig. value is < 0.05, the population is considered to be non-normally distributed. The results of the normality test for the data above are as follows: (X1 against Y) 0.200, (X2 against Y) 0.200, (X1, X2 against Y) 0.200. From the above results, it is known that the data with the Kolmogorov-Smirnov Normal Test on variables X1, X2 against Y is declared to be normally distributed. This is because both X against Y and X2 against Y have an Asymp. Sig. value of 0.200 > 0.05, and X1, X2 against Y have an Asymp. Sig. value of 0.200 > 0.05. The questionnaire results are declared normal and can proceed to the next test.

Linearity test The linearity test is used to determine whether there is a linear relationship between the independent and dependent variables. Decisions are made by looking at the significance value in the linearity test. If the significance value of the deviation is greater than 0.05, then the relationship between the variables is considered linear. The output of the significance value test is as follows: X1 against Y (0.423) and X2 against Y (0.114)

The multicollinearity test is used to determine whether there is a correlation between independent variables. The multicollinearity test conducted in this study uses the VIF (Value of Inflation Factor) test with the assistance of the SPSS program. If the Tolerance value is > 0.1 and VIF is < 10, then there is no multicollinearity. The results of the multicollinearity test show that the Variance Inflation Factor (VIF) value of variable X1 against Y is 3.922<10 and the tolerance value is 0.255>0.1, while the VIF value of variable X2 against Y is 3.922<10 and the tolerance value is 0.255>0.1. The results of the multicollinearity test on all variables show that the tolerance value is greater than 0.1 and the VIF value is less than 10, so it can be concluded that there is no multicollinearity issue in this study.

he heteroscedasticity test aims to evaluate whether there is similarity or difference in residual variance between one observation and another in a regression model. In this study, the test was conducted using the Glejser method, which involves regressing the absolute residual values against each independent variable. If the significance value (Sig.) > 0.05, it can be concluded that there is no evidence of heteroscedasticity. The results of the heteroscedasticity test for X1 (0.334) and X2 (0.086) indicate that the test values are greater than 0.05, so it can be concluded that there is no heteroscedasticity between the independent variables (X) and the dependent variable (Y).

B. DISCUSSION

1. The Significant Influence of Industrial Work Practices on the Work Readiness of Grade XII Students at Jabalnoor Elite Madrasah Aliyah

Based on the results of data analysis conducted on students at Madrasah Aliyah Unggulan Jabal Noor, this study found that industrial work practices have a positive effect on work readiness. The results of the calculations show a correlation value of r = 0.718 and R^2 = 0.516, with a significance value of 0.000 (<0.05). This finding is consistent with previous research demonstrating that industrial work practice influences students' work readiness.

This aligns with the views of Rahayu and Mardizal [7], who stated that Prakerin has a positive and significant impact on work readiness. This is evident from the rxy value of 0.570, the coefficient of determination (r^2xy) of 0.574, and the t-value (5.056) > t-table (1.729). Based on the coefficient of determination (r^2xy) of 0.574, this means that 57.4% of students' work readiness is influenced by Prakerin, while 42.6% is influenced by other factors not discussed in this study.

Additionally, the results of this study also indicate that the more diligent students are in conducting industrial work practice, the more prepared they are to enter the workforce. In other words, if industrial work practice is conducted diligently and with careful attention to the materials presented, students become more prepared and have sufficient resources to enter the workforce[8]. However, this finding does not entirely contradict previous research highlighting the influence of industrial work practice. If students can manage their time during industrial work practice and carry out industrial work practice with dedication, they can easily prepare

themselves to enter the workforce. Therefore, the results of this study provide a new perspective that industrial work practice is not always a negative factor for students in preparing themselves to enter the workforce, but can be a supporting factor if carried out with dedication.

Thus, this study enriches the literature on the relationship between industrial work practices and students' work readiness, and provides recommendations to parents not to prohibit students from participating in industrial work practices and to schools to always schedule industrial work practices every year to prepare students for entering the workforce.

2. The Significant Influence of School Practices on the Work Readiness of Grade XII Students at Jabal Noor Elite Madrasah Aliyah

Based on the results of data analysis conducted on students at Madrasah Aliyah Unggulan Jabal Noor, this study found that school practices have a positive influence on work readiness. This is indicated by the correlation value of r = 0.770 and R^2 = 0.592, as well as a significance value of 0.001 (<0.05). This finding is consistent with previous research demonstrating that school-based practical training influences students' work readiness.

This aligns with previous research by Awaludin et al. [9], which stated that there is a positive and significant influence between practical experience and the work readiness of vocational high school students in the Electronics Engineering programme in Sleman Regency, amounting to 22.3% with a determination coefficient of 0.481.

Additionally, the results of this study also indicate that students who engage in school-based practical training diligently and sincerely become increasingly prepared to enter the workforce[10]. In other words, if practical training is conducted with dedication and consistent attention to the materials presented, students become better prepared and equipped with sufficient skills to enter the workforce.

However, this finding does not entirely contradict previous research highlighting the influence of school-based practical training. If students can pay attention and carry out practical training at school with dedication, they can easily prepare themselves to enter the workforce. Therefore, the results of this study provide a new perspective that school-based practical training is not always a negative factor for students in preparing themselves to enter the workforce[11]. But can be a supportive factor if implemented with dedication. Thus, this study enriches the literature on the relationship between work practices at school and students' work readiness, and provides recommendations to schools to always pay attention to the scheduling of practices carried out at school. Thus, if schools are more prospective in selecting the schedule and duration of practices, students will easily understand the material presented. If the duration of practices at school is carried out briefly, students will find it more difficult to understand the material presented[12].

3. The Significant Influence of Industry Work Practices and School Practices on the Work Readiness of Grade XII Students at Jabal Noor Elite Madrasah Aliyah

Based on the results of research conducted at Madrasah Aliyah Unggulan Jabal Noor, it is known that industrial work practices and school practices together have a positive influence on students' work readiness. The results of multiple regression analysis show that both industrial work practices and school practices simultaneously contribute to improving students' work readiness, especially when both are carried out proportionally. Students who are able to carry out industrial work practice and school-based practice in a balanced manner will find it easier to prepare themselves for entering the workforce. This aligns with the data analysis results, which show correlation values of r = 0.777, R^2 = 0.602, F = 66.272, and a significance level of 0.014 (<0.05).

This finding reinforces the results of previous research discussed by Ramadhan and AgusSolehudin [13], who concluded that industrial work practice has a positive and significant influence on work readiness. This can be seen from the rxy value of 0.710, the coefficient of determination (r^2xy) of 0.504, and the t-calculated (5.790) > t-table (2.035). Based on the coefficient of determination (r^2xy) of 0.504, it means that 50.4% of students' work readiness is influenced by industrial work practice. Meanwhile, according to Awaludin et al. [14], there is a positive and significant influence between work experience and the work readiness of vocational high school students in the Electronics Engineering programme in Sleman Regency, amounting to 22.3% with a coefficient of determination of 0.481.

At the Jabal Noor Elite Madrasah Aliyah, this study shows that students who participate in industrial work practice and school-based practice tend to have better preparation for entering the workforce compared to students who do not participate in industrial work practice and frequently skip school-based practice. Thus, industrial work practice and school-based practice serve as motivators for students to prepare themselves for entering the workforce[15]. Nevertheless, it is important for schools to continue providing guidance and supervision for practical activities conducted both within and outside the school environment so that students

can make the most of their time to participate in practical activities both within and outside the school environment. This will enable students to prepare themselves thoroughly for entering the workforce[16]. This study confirms that industrial work practice and school practice, if implemented and utilised proportionally and effectively, will enable students to easily prepare themselves for entering the workforce.

IV. CONCLUSIONS AND SUGGESTIONS

A. *Conclusion*

Based on the results of the calculations, it can be seen that industrial work practices and school practices have an effect on the work readiness of 12th grade students at Madrasah Aliyah Unggulan Jabal Noor. This can be seen from the calculation of data from variable X1 on Y with a t-value of 9.688 > t-table = 1.622 and a calculated significance of 0.000 < 0.05, X2 on Y with a t-value of 11.305 > t-table = 1.662 and a calculated significance of 0.0 01 < 0.05, X1 and X2 on Y with a calculated t-value of 4.389 > table t-value = 1.988 and calculated significance of 0.014 < 0.05. Therefore, the hypothesis stating that there is a significant influence between industrial work practices and school practices on the work readiness of 12th-grade students at the Jabal Noor Elite Madrasah Aliyah is proven and accepted. Thus, industrial work practices and school practices indirectly influence students' work readiness.

B. *Suggestions*

Based on the research results and conclusions, the researcher can provide the following recommendations.

1. For students : Students are expected to make wise and proportional use of their time during practical activities both outside and within the school environment. Use facilities properly and make the most of the limited time available to absorb the knowledge conveyed during practical activities.
2. For teachers and schools : Teachers and school authorities are encouraged to educate students on the importance of practical activities conducted both outside and within the school environment as preparation for entering the workforce. Schools should emphasize that practical activities are crucial for developing the necessary skills and mental and physical readiness required for entering the workforce. Supervision and guidance should be strengthened to prevent students from regretting their decisions due to underestimating the importance of the practical activities they undertake.
3. For Parents : Parents are encouraged to actively supervise and guide their children in school activities. Parents can also set a positive example for their children regarding the importance of school for a student's bright future.
4. For Future Researchers : This study still has limitations, one of which is the scope and limited number of respondents confined to a single school. Therefore, future researchers are advised to expand the research scope to other schools or broader areas, and to add other variables that may influence students' work readiness, such as academic performance, family environment, economic factors, or learning motivation. Further research may also use qualitative methods to delve deeper into the impact of practices on work readiness.

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