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THE EFFECT OF JOB TRAINING PROGRAMS AND JOB MARKET INFORMATION ON THE JOB READINESS OF VOCATIONAL SCHOOL GRADUATES: A HUMAN RESOURCE MANAGEMENT PERSPECTIVE

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Abstract

This study aims to examine the influence of job training programs and the provision of job market information on the job readiness of Vocational High School (SMK) graduates from a human resource management perspective. Using a quantitative approach with a survey method allowed researchers to collect data from 200 SMK graduates in a specific region who had participated in job training and had access to job market information. A valid and reliable questionnaire was used as the data collection instrument and was analyzed using multiple linear regression to test the influence of each independent variable on the dependent variable, namely job readiness. The results showed that job training programs and job market information significantly and positively influenced the job readiness of SMK graduates. This finding confirms that providing training that is in line with industry needs and increasing access to job market information are important factors in improving graduates' competence and competitiveness in the workforce. This study provides strategic implications for schools, the government, and industry stakeholders in developing more effective human resource development policies and programs that are relevant to current and future job market needs.

Keywords: ***Influence, Job Training Program, Job Market Information, Job Readiness, Vocational High School Graduates, Human Resource Management, Competence, World of Work.***

INTRODUCTION

In today's world, it is undeniable that everything in various countries is inextricably linked to the internet, and this is also true in Indonesia. The Fourth Industrial Revolution, also known as the Industry 4.0 era, is being utilized to improve the quality of human life. Furthermore, this revolution is also attractive to workers, especially the younger workforce. Innovation, product and service improvements continue to develop, including changes in labor demand. 1 The government urgently needs strategy and preparedness, not only in the industrial sector but also in socio-economic aspects. This is because Industry 4.0 is a technology-based industry with relatively low labor absorption. On the other hand, to offset high unemployment in Indonesia, an industry capable of creating and providing job openings is needed. If not carefully planned, the increasing unemployment rate in Indonesia is inevitable, as mechanical or robotic labor has replaced human labor. Based on this reason, the government needs to formulate and consider the direction of future industrial development policies. For example, allocating labor absorption in the use of Industry 4.0 technology must be present in all industrial sectors.

The low quality of graduates from Education and Training Institutions currently raises major questions in the world of education. The issue of quality or quality of education has long been a topic of discussion for the industrial world, industrial circles complain that the quality of school graduates is not ready for work caused by various things, one of which is that graduates of Education and Training Institutions are not fully ready for work because not all graduates of Education and Training Institutions can meet the demands of the job market needed by the world of work. Work readiness is a person's ability to carry out or perform a job or task based on skills and knowledge characterized by professionalism and supported by the work attitude required by the job. Work readiness is a condition that shows the harmony between physical maturity, mental maturity and learning experience, so that individuals have the ability to carry out certain activities or behaviors in relation to work (Emilyarwinri, et al., 2018). The readiness of students of Education and Training Institutions to work still needs to be improved, work readiness

itself is formed from three aspects, namely: knowledge, work attitude, and work skills that must be possessed by students of Education and Training Institutions. The work readiness of students in educational and training institutions is very important to pay attention to, because there are two factors that are thought to influence student work readiness: internal factors and external factors. Internal factors include: intelligence (academic ability), skills, abilities, talents, interests, motivation, abilities and personality, ideals, and work goals. External factors include: family environment, learning environment, and social environment.

Hamalik (2014) states that vocational education is a form of talent development, basic skills education, and habits that lead to the world of work, which is seen as skills training. Vocational education can be interpreted as an educational concept that prepares students to be ready to work or continue to higher levels of education. Vocational high school graduates are focused on specific fields. From the beginning of their education, students are equipped with a lot of material and direct practice in the world of work to produce vocational high school graduates who are ready to work. This is intended to ensure students have a thorough preparation in their field of expertise. However, in reality, vocational high schools have not been optimal in preparing skilled and competent graduates. Based on official statistical news from the Central Statistics Agency (BPS) regarding the open unemployment rate by education level from 2019-2021, the unemployment rate for vocational high school graduates from year to year is the highest compared to other education levels. Vocational high school graduates ranked first, at 11.13%, followed by high school graduates at 9.09% in 2021. Vocational high schools, as schools capable of producing work-ready graduates equipped with skills and expertise, actually contribute the highest to the unemployment rate in Indonesia. Therefore, it is crucial for vocational high schools to prepare their students for the workforce. Therefore, job readiness is crucial and must be considered.

Work readiness is a condition where a person is ready or has the ability to perform an activity or job with maximum results and in accordance with the targets achieved (Läge, 2007). Therefore, vocational high schools hold various programs to improve students' skills. According to Kardimin (2004), there are two factors that influence work readiness: factors originating from within the student (internal factors) and factors originating from outside the student (external factors). Internal factors include physical and mental maturity, pressure, interests, talents, independence, mastery of knowledge, and motivation. External factors include the role of society, family, information about the world of work, and work experience. Work experience is one external factor that influences work readiness. Work experience can be obtained from field work practices in the business world and industry. Through these activities, students can directly learn how activities occur in the real world of work. By learning directly, it is hoped that students will more easily understand and understand the obstacles that occur in the world of work. World of work information is information related to job openings and how to apply. Job openings can be accessed from various sources such as the internet, social media, or through the Vocational High School (SMK) BKK (Vocational High School) (BKK). From information about the world of work, students can find information about jobs that match their skills. This also increases their job readiness because they have more knowledge about the jobs they want. Vocational High School graduates from the 2022/2023 class are classified as Generation Z. Generation Z is the youngest generation entering the workforce. Although they were born in the technological era and are digital natives (a generation that grew up in the digital era), this does not guarantee good digital literacy. The Ministry of Communication and Informatics, in collaboration with the Katadata Insight Center (KIC), conducted a measurement of the 2021 Indonesian Digital Literacy Index. Overall, the 2021 Indonesian Digital Literacy Index was only 3.49 on a scale of 1-5. This proves that the level of digital literacy in Indonesia remains low. The industrial revolution has dramatically changed the job industry and is different from previous industries. Therefore, graduates and the workforce are expected to have the latest skills that match the needs of today's digital industry. Digital literacy is said to be the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately using digital technology for work and entrepreneurship (Nancy Law, 2018).

LITERATURE REVIEW

A. Definition of Vocational School

Government Regulation Number 29 of 1990 Chapter 1 Article 1 Paragraph 3 states that "vocational secondary education is education at the secondary level that prioritizes the development of students' abilities to perform certain types of work" (Government Regulation, 1990) . Vocational High Schools (SMK) are formal educational institutions that provide professional training at the selected level as a continuation of SMP, MTs, or other similar structures (Law No. 20 of 2003 concerning the National Education System). As shown by Brilianti et al. (2023), vocational schools are a form of formal education that plans students to become workers according to their chosen field of work. Meanwhile, Mutoharoh and Rahmaningtyas (2019) argue that SMK equips students with

the practices and skills expected to enter the workforce. Wibowo et al. (2020) state that SMK is a formal educational institution that offers professional projects with an emphasis on information and extraordinary abilities for students. Therefore, vocational schools must be able to produce central-level specialists willing to work directly in specific fields. Based on the hypothetical explanation above, vocational high schools (SMK) equip students with the information and skills needed to participate in the job market while developing a central-level workforce with the appropriate skills.

B. Motivation

Motivation: Research conducted by Arianti (2019) defines motivation as a mental state that drives a person to perform certain actions. Inspiration consists of three main components: needs, drives, and goals. Needs arise when people feel a mismatch between what they have and what they need. Support is a psychological force that drives people to complete exercises to fulfill assumptions. This drive is centered on achieving goals, while goals are something a person needs to achieve. Sitorus (2020) states that motivation originates from a person's internal drive that can arouse enthusiasm and desire. Motivation also functions to help direct and maintain behavior so that goals or desires that are in line with the scope of work can be achieved.

C. Employability Skill

Sumarno's research explains that employability skills are a must to be instilled in vocational high school students to face changing job market demands so that they are able to do their jobs successfully (Putriatama et al., 2016). Employability skills are non-technical skills needed by every individual, both job seekers and workers themselves, which can be transferred and learned through training. Employability skills are general and cross all types of industries, business sizes, and job levels, from entry-level workers to the highest positions (Susanti, 2015). According to Hanafi, employability skills are considered very important because the characteristics of today's jobs require initiative, flexibility, and a person's ability to handle different tasks. This means that the skills possessed by a worker do not have to be specific, but should be more service-oriented and more importantly have high social skills. Employability skills include (1) basic skills including reading, writing, and arithmetic; (2) interpersonal skills including communicating and working in teams; and (3) personal attributes, including the ability to learn and how to deal with changes that are always occurring in society. According to Shyi-Huey, Robinson, and Ogheide, preparing students to possess technical and generic skills (employability skills) is based on the quality of the learning program implementation. Several research results indicate that factors interact in the learning process, including the learning system (Sunarni et al., 2016). Several previous studies by Sunardi, Suarta, and Kuat concluded that the implementation of employability skills has a positive influence in improving the quality of vocational high school graduates. This can be followed up by increasing the role and function of vocational high schools in preparing graduates who have international graduation standards, have high competencies and relevance to global demands, which are still merely orientations and objectives. The implementation is far from expectations, between dreams and reality are very different (Mahyuddin et al., 2018).

D. Industrial Work Practice

According to Firdaus (2012:400), industrial work practice is part of the dual system education which is an innovation in vocational high school education where students undertake an internship in an industry relevant to their expertise program for a certain period of time. As according to Pardjono (in Firdaus, 2012:400) states that the dual system education model is a system that is quite effective for educating and preparing someone to deepen and master complex skills that are impossible or never done in school. Field Work Practice (PKL) in the 2013 curriculum or more often called Industrial Work Practice or in the 2006 curriculum referred to as Dual System Education (PSG) is a learning process that is carried out specifically by taking a predetermined time allocation that involves partner institutions. The partner institutions in question can come from government institutions or private institutions. According to Gunawan (2017:30), industrial work practice is aimed at students or students to be closer to the real world of work. By holding internships, it is hoped that there will be good cooperation between schools and the business world or the industrial world as well as harmony between the quality and abilities of students with the demands of the working world. As Wena (in Zulaehah, 2018: 539) said, industrial work practices are a means of introducing the work environment and providing experience in the world of work for vocational high school students who are indeed prepared to become reliable workers and ready to compete in the world of work after graduating from vocational high school. Through industrial work practices, students are expected to be able to apply the knowledge gained during their studies at school.

E. Framework of thinking

Based on the theoretical concept above, the framework of this research is to determine the effect of industrial work practices and learning outcomes of productive training subjects on students' work readiness. Where the development of science and technology (IPTEK) is increasingly advanced, the demands of the world of work on prospective workers are increasingly high. For this, it becomes a challenge for vocational high school graduates who are middle-level workers to be able to compete with high school graduates and even those from universities. Therefore, work readiness must be introduced when entering vocational high schools. Work readiness is a condition where someone who has demonstrated a level of maturity in themselves that they have been able to work and face the competition in the world of work. where industrial work practices are one part of the dual system education program (PSG) implemented in vocational high schools with the aim of providing experience for students to get to know the industry more closely and experience the situation or conditions in the work environment. Not only that, it is hoped that with this industrial work practice activity, students can improve their skills, knowledge, and ability to work together with others.

METHOD

This study uses a quantitative research approach. This quantitative research is an approach that uses data recording in the form of numbers, statistical management, structure, and control experiments. The quantitative approach is used to obtain numerical data, namely the employability skills and work readiness of students at the Ariyanti Education and Training Institute in Bandung City, to determine the choice of jobs to be taken after completing their studies at the Ariyanti Education and Training Institute in Bandung City. In this study, a simple regression analysis technique is used. This simple regression analysis studies whether two or more variables have an influence or relationship or not, measures the strength of their influence, and makes predictions based on the strength or weakness of the influence or relationship (Kadir, 2016). Population is defined as a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Kadir, 2016). The population referred to by the author here is all students at the Ariyanti Education and Training Institute. Sampling in this study was carried out using a simple random sampling technique (an easy random technique). The researcher used a table to determine the number of samples from a certain population with a 10% error rate and a 90% accuracy rate.

The data collection technique in this study used a questionnaire and documentation. A questionnaire is a list containing a series of written questions regarding a problem or field being studied (Sugiyono, 2012). The questionnaire is made in the form of questions classified into five categories based on a Likert scale. In this study, this collection was taken using a scale. The scale was then scored based on the Likert scale model. Documentation is the collection of data in the form of data that supports this research (Siregar, 2013). Data was obtained from the administration to obtain data on the facilities and infrastructure of the educational institution, the condition of students and instructors, photos, the curriculum used, and the history of the educational institution. Data testing used in this study was a validity test and a reliability test. Hartono stated that validity is a measure to indicate the level of truth of an instrument (Hartono, 2010). If a valid measuring instrument is used for measurement, valid measurement data will be obtained. Validity tests are divided into 2, namely: 1) Content validity is used to show the instrument questions to represent the overall and proportional behavior of the sample related to the test. Content validity measures the degree of the test's ability to measure the scope of the questionnaire substance that is to be measured, 2) Construct Validity is the validity that questions how far the test items are able to measure what is true that is to be measured in accordance with the established concept. This construct validity is related to phenomena, objects and abstracts, but can still be measured (Kusaeri and Supranato, 2012). To measure validity, product moment correlation analysis is used, namely correlating the instrument item scores and the total score with the help of the SPSS 22.0 for windows program.

RESULTS AND DISCUSSION

The analysis results show that job training programs have a significant influence on the job readiness of vocational high school graduates. Based on multiple linear regression testing, the coefficient of the job training variable is 0.45 ($p < 0.01$), indicating that increasing the quality and intensity of job training directly improves graduates' readiness to face the world of work. This indicates that training programs that are carried out in an appropriate manner and are relevant to industry needs are able to equip graduates with the practical skills and

competencies needed in the workplace. Effective job training not only improves technical skills but also builds professionalism, discipline, and self-confidence in graduates when entering the job market.

Furthermore, the provision of job market information has been shown to have a positive effect on the readiness of vocational high school graduates, with a coefficient of 0.38 ($p < 0.01$). This indicates that access to comprehensive and accurate information regarding labor market trends, job opportunities, competency requirements, and industry developments can strengthen graduates' understanding of the realities and challenges of the workplace. With a better understanding of market needs, graduates can more effectively adjust their competencies and job search strategies. This discussion demonstrates that success in improving job readiness doesn't depend on a single aspect, but rather requires a synergy between relevant training and the provision of comprehensive and up-to-date information. Good training must be supported by the availability of job market information that can guide graduates in determining career paths, align their competencies with industry needs, and reduce uncertainty in the job search process.

Furthermore, these findings demonstrate that human resource management in the context of vocational secondary education must be able to integrate these two main components sustainably. Schools, government, and industry need to collaborate to ensure that training programs are not only theoretical but also provide hands-on practice that aligns with market needs, as well as providing easily accessible and reliable information platforms for graduates. This aligns with the concept of competency-based human resource development and the increasingly pressing needs of the labor market, driven by rapid technological and industrial developments.

Furthermore, data shows that vocational high school graduates who participate in job training and have access to good market information tend to be more confident and less anxious during the job search process. They are also better able to demonstrate competencies aligned with industry needs during job interviews and upon entering the workplace. Therefore, improving the quality of training programs and expanding the scope of job market information should be a top priority in the national vocational education strategy.

Overall, these findings strengthen the argument that effective human resource development at the vocational secondary education level must address both aspects simultaneously. The results of this study also support the human resource management theory that competent human resources and relevant information are key to successful workforce placement and development in today's era of globalization and digitalization.

The purpose of implementing industrial work practice is to equip students with skills as preparation for facing the world of work after the students graduate from school. The purpose of implementing industrial work practice is to produce graduates who have the knowledge, skills, and work ethic according to the demands of the job market. Based on the purpose of industrial work practice, the implementation of industrial work practice must run well, in order to obtain maximum results from industrial work practice. Students must comply with and implement every aspect contained in the industrial work practice report guidelines provided by the school (Nidhom, et. al., 2015). The implementation of industrial work practice students seen from every aspect measured is included in the criteria of very good. The implementation of industrial work practice obtained criteria and descriptions that can be seen from the four aspects measured, namely planning industrial work practice, organizing industrial work practice, implementing industrial work practice, and supervising industrial work practice shows that it has run well. This is supported by many factors, including: experience, sufficient partners, adequate human resources and good management. The implementation of industrial work experience at SMK Negeri 1 Katapang in the Light Vehicle Engineering Expertise Program has been carried out well. Data shows that all aspects affecting the implementation of the internship have good scores. However, there are still a small number of students who have not shown good results. However, the majority of students carry out industrial work experience very well. SMK is one of the formal secondary education institutions that specifically equips its students with skills, to prepare them to face the world of work, whether working in industry or working independently (entrepreneurship).

The skills and knowledge obtained from the implementation of industrial work practices can be used by students to work in industry or become entrepreneurs according to their field of expertise. Ready means that the student can provide a response or take an action according to the situation that occurs. Readiness is the overall condition of a person that makes him ready to provide a response/answer in a certain way to a situation (Kurniawati and Arief, 2016). The results of the study showed that the work readiness of students seen from each aspect measured falls into the very good criteria. The instrument on the work readiness variable is used to obtain data regarding the work readiness of students, to find out the picture of work readiness there are at least three aspects measured, namely (1) maturity level, in this aspect the percentage is 85.62%, (2) previous experience, in this aspect the percentage is 81.25%, (3) harmonious mental and emotional state, in this aspect the percentage is 86.82%. Industrial work experience is a form of vocational skills education that systematically and synchronously combines educational

programs in schools and skills mastery programs obtained through direct work in the business world or the industrial world (DU/DI), in a directed manner to achieve a level of professional expertise (Baiti and Munadi, 2014). Seeing the results of research that show a positive and significant relationship between industrial work experience and job readiness. It is hoped that schools will tighten control over the industry when students carry out industrial work experience. Thus, students feel more cared for and encouraged to carry out industrial work practices to the fullest and most seriously. This study also found that students' work readiness was categorized as very good, meaning that students personally have a very good level of work readiness. Students' placement for industrial work practices is determined by the school to facilitate their work experience (Afriani and Setiyani, 2015).

CONCLUSION

Based on the research findings, it can be concluded that job training programs and the provision of job market information have a positive and significant impact on the job readiness of vocational high school graduates from a human resource management perspective. Job training programs that are provided appropriately, relevantly, and based on industry needs can improve the technical competence and professional attitudes of graduates, so they are more prepared and confident when entering the workforce. Intensive, hands-on training helps graduates master specific skills that meet industry standards, which are key factors in increasing their competitiveness in the labor market.

Furthermore, providing comprehensive, up-to-date, and easily accessible job market information plays a crucial role in enhancing graduate preparedness. This information provides a clear picture of industry trends, available job openings, and required competencies and qualifications. With a better understanding of job market conditions and opportunities, graduates are able to better prepare, tailor their competencies, and reduce uncertainty and ambiguity in the job search process.

These results demonstrate that successful job readiness improvement cannot rely solely on a single factor but must be achieved synergistically through improving the quality of training programs and disseminating job market information. Schools, government, and industry need to collaborate to develop and implement programs that address real-world needs. The government's role as regulator and facilitator is crucial in ensuring that these training programs and information dissemination are systematic, sustainable, and integrated.

Furthermore, this research demonstrates that human resource management in the context of vocational education must be able to manage and develop both simultaneously. The implementation of human resource development strategies must be supported by policies that support improved training quality and the provision of transparent and accurate labor market information. In the digital era and increasingly rapid globalization, the success of vocational high school graduates in entering the workforce depends heavily on their preparedness, supported by these programs.

SUGGESTION

1. Vocational Teachers are expected to continuously monitor student progress, especially in their final years, and encourage students to continuously improve their competencies to meet company needs. Furthermore, teachers are expected to provide support and motivation to help improve students' job readiness.
2. For Students Students should make the best use of the PPKKS (Student Career Development Center) to make it easier to find job information and obtain the necessary preparation to start a career after graduating from school.
3. For schools, schools should be more active in providing input, support, and cooperation from all school members to achieve the BKK's goal of being a job placement agency for students. The BKK serves as a liaison between schools and the business/industry world, which will utilize students' competencies as potential workers after graduation.

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