



# The Effect of Teaching Factory, Industrial Work Practices and Career Guidance on Student Job Readiness with Family Environment Control Variables

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## ABSTRACT

This study aims to determine the influence of the teaching factory, industrial work practices, and career guidance on students' work readiness, with the family environment as a control variable. The theory used is Behaviorism Theory. The population consists of 312 students, resulting in a sample size of 175 Grade XI Marketing Program vocational high school students in Subang City. Data collection was conducted using a questionnaire. The data analysis technique used is Structural Equation Modeling (SEM) with Smart PLS 3, as Smart PLS 3 can measure a small population. The results show that the teaching factory has a positive and significant influence on student's work readiness, industrial work practices have a positive and significant influence on student's work readiness, career guidance has a positive and significant influence on student's work readiness, and there is no influence of work readiness from the family environment.

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## 1. INTRODUCTION

Education is one of the most fundamental and highly valuable aspects for every individual. Therefore, the Indonesian government enforces a 9-year compulsory education policy. One of the educational institutions that play an important role in producing quality individuals is Vocational High School (SMK). SMK is designed to provide students with the basic knowledge, skills, and attitudes needed as prospective workers, whether to work in a specific field or to start their own business. The increasingly fierce global competition demands that SMK improve the quality of its graduates to become more qualified, productive, and job-ready. It is expected that quality SMK graduates can increase employment rates and compete amidst the tight labor market competition. However, in reality, many SMK graduates are still recorded as unemployed. Currently, the number of job opportunities in Indonesia cannot accommodate all job seekers. Even though SMK students are equipped with competencies in knowledge and skills, they still contribute the most to the unemployment rate in Indonesia. Below is the employment table for February 2024:

**Table 1**  
**Unemployment Rate in Indonesia in 2024**

Level of Education	Unemployment Rate
SD	2,38%
SMP	4,28%
SMA	6,73%
SMK	5,63%

Source: Data BPS, 2024

The table above shows that the employment status based on the level of education indicates that the number of elementary school graduates working is higher compared to high school/vocational high school (SMK) graduates. This indicates that many SMK graduates still face difficulties in finding or obtaining employment. This data is also supported by observations and monitoring through the School's Career Guidance and Counseling (BKK). Information about the recruitment of students as prospective workers in partner companies is conveyed through bulletin boards and loudspeakers, including the requirements for prospective workers, salary information, and more. Many students are still confused and lack direction after graduating from SMK, uncertain whether they should work or continue their studies. This pessimism reduces their readiness to enter the workforce, as evidenced by the large number of graduates who are not yet absorbed into the job market due to their lack of motivation to enter the workforce.

To improve the student's work readiness, it is necessary to identify the factors that influence it. The social cognitive theory proposed by Albert Bandura (1986) states that social, cognitive, and behavioral factors play important roles in learning. According to Fajriyah (2017), several things that students need to prepare to have high work readiness include broad insights, skills relevant to their field, critical thinking abilities, and a good personality. This aligns with Ariyanti's (2018:673) view, which states that students' work readiness after graduating from vocational school is influenced by various factors, namely internal and external factors. Putri, Isnandar, and Handayani (2017) also stated in their research that experience in understanding industry conditions through the teaching factory allows students to have work readiness that aligns with the industry. The work readiness possessed will also affect the reduction of unemployment rates caused by vocational high school graduates. Based on the research results of Khoiron (2016), there is an influence of the six-step teaching factory on the work readiness of mechanical engineering education students at Universitas Negeri Semarang

The Behaviorism Theory used in this study, pioneered by John B. Watson (1878-1958), posits that human behaviour is closely related to a series of stimulus-response

interactions, or the interaction between stimuli and responses. This theory argues that behavior should be studied because it can be directly observed without needing to understand complex mental processes. This theory aligns with the goals of vocational education (SMK), which aims for students to have work readiness after graduation through various learning experiences.

### **Research Questions**

This study aims to provide answers to the following important questions:

1. Is there a significant influence of the teaching factories on the work readiness of vocational high school students in the marketing program throughout Subang City?
2. Is there a significant influence of industrial work practice on the work readiness of vocational high school students in the marketing program throughout Subang City?
3. Is there a significant influence of career guidance on the work readiness of vocational high school students in the marketing program throughout Subang City?
4. Is there a significant influence of work readiness when viewed from the aspect of the family environment of vocational high school students in the marketing program throughout Subang City?

### **Research Hypotheses**

#### **Teaching Factory**

According to Gozali, et al (2017: 46) "Teaching Factory is a real event concept, which is useful to eliminate the competency gap between school knowledge and the needs of the industry itself". One factor affecting the work readiness of vocational high school students is teaching factory learning. This research is in line with the study conducted by Zutiasari et al. (2021), which states that the better the implementation of teaching factory learning, the higher the student's motivation, personal maturity, social maturity, good work attitudes, and work skills, as dimensions of the work readiness variable of vocational high school students. Putri, Isnandar, and Handayani (2017) also stated that experience in understanding industry conditions through teaching factories makes students more prepared to work according to industry needs. This work readiness also affects the reduction of unemployment rates among vocational high school graduates. The results of this study are consistent with previous research by Khoiron (2016), which showed the influence of the six-step teaching factory on the work readiness of mechanical engineering education students at Universitas Negeri Semarang. Similarly, Masyrochatul Yusri & Raya Sulistyio (2020) found that the Teaching Factory Six Steps in the PKK subject had an impact on the work readiness of Grade XII students at SMKN 1 Surabaya. Therefore, the researcher proposes the following hypothesis:

H1: Teaching Factory has an impact on Work Readiness

#### **Industrial Work Practices**

According to Dalyono (2005), experience can influence a student's or individual's progress in facing the work environment in the future. According to Slameto (2010), "Experience has a positive impact on readiness." One of the goals of vocational high schools (SMK) is to prepare students to work in the workforce, enabling them to work according to their skills and abilities to achieve success. According to Law No. 20 of 2003, Article 3, students in vocational schools (SMK) are educated to have specific skills in certain fields that

are relevant for use in the workforce. The results of this study are also consistent with previous research conducted by Wulandari and Sucihatiningsih (2017:138), which found that the implementation of industrial work practices has a positive and significant effect on the work readiness of Grade XII students in the business administration program at SMK Negeri 1 Karanganyar. Therefore, the researcher proposes the following hypothesis:

H2: Industrial Work Practices Affect Students' Work Readiness

### **Career Guidance**

One of the important things for students in determining their careers after graduation is to get career guidance. Based on the results of research conducted by Cahyaningrum and Martono (2018), shows that there is an effect of career guidance on student work readiness. In line with Andrea's research (2008) which states that efforts that can be made to improve work readiness are career planning, exploration of career understanding, and providing an understanding of the field of work as a service in career guidance. Based on the results of the research that has been conducted, as well as referring back to expert opinions and previous research, it can be proven that although the research was conducted in different circumstances, places, and objects of research, career guidance still affects work readiness. So it is highly recommended for students to follow career guidance services well. Therefore, the researcher proposes the following hypothesis:

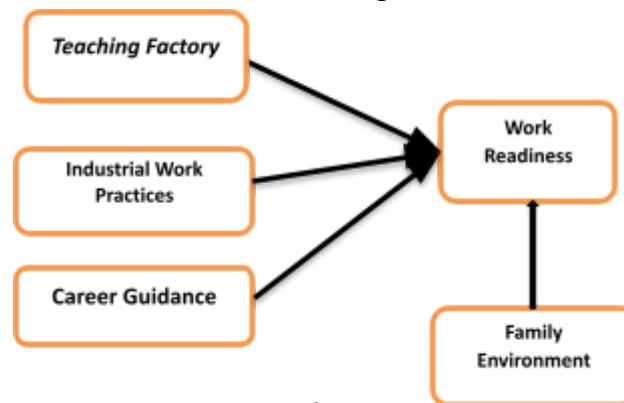
H3: Career Guidance Affects Student's Work Readiness

### **Family Environment**

According to Slameto (2010:60), the family is the first and primary environment for an individual. The family environment has a significant influence on students because it is the primary setting for a child's development. Parental care, affection, and education about life values, including religious and socio-cultural values, are conducive factors in preparing a child to become a well-rounded individual and a healthy member of society. The family environment also plays a role in shaping a child's personality, and when this personality is well-formed from an early age, it will also affect their performance in the workplace later on. Damestuti's (2017) research on the impact of the family environment on work readiness concluded that the family environment influences work readiness by 24.20%. Both studies indicate a positive effect of the family environment variable on work readiness. However, Nurussyifa and Listiadi (2021) found that the family environment does not impact work readiness. This finding is further supported by research conducted by Putri Satya Zulhijah et al. (2024), which states that the family environment does not affect the work readiness of Grade XII students in the Hospitality program at SMKN 3 Palembang.

H4 : There is a Difference in Work Readiness When Viewed From The Family Environment.

This study will explore the influence of teaching factory, industrial work practices, and career guidance on work readiness with the family environment as a control variable. The research model framework is illustrated in Figure 1 below:



**Figure 1**  
Proposed Research Model

## 2. METHODS

Descriptive quantitative is the type of research used in this study. The population consists of all active Grade XI students in the MPLB (Multi-Disciplinary Business) program at vocational high schools (SMK) throughout Subang City. The author conducted this research on active Grade XI students in the MPLB program at vocational high schools (SMK) in Subang City as the subjects. The total population is 312 students. Using the Slovin formula with a 5% margin of error, the sample size for this study is 136 students.

This study consists of 3 independent variables and 1 dependent variable. In distributing closed questionnaires, which include independent variables, namely teaching factories (Zaki and Yusri (2020)) have 6 indicators including giving orders, analysing orders, expressing readiness to work on orders, working on orders, performing quality control, and submitting orders. Then industrial work practices (Abur Mustikawanto (2019, p. 54) have 6 indicators including stabilisation of student learning outcomes, introduction to the work environment, appreciation of the work environment, and formation of attitudes, skills, and abilities obtained in accordance with their fields. The career guidance (Walgito, 2005: 195 -196) has 5 indicators including self-understanding, values, and understanding the environment. obstacles and how to overcome obstacles, and planning for the future. Then the family environment (Slameto (2010) has 6 indicators including how parents are educated, relationships between family members, home atmosphere, family economic conditions, understanding of parents, and cultural background. The dependent variable in this study is work readiness (Brady (2010: 2-6) which consists of 5 indicators including responsibility, flexibility, skills, communication, and self-view.

This research in technical data analysis uses smart partial least square (PLS) software version 3.00. Model evaluation in testing with PLS consists of two stages, namely the outer model and the inner model. Evaluation of the outer model and the inner model. The outer model evaluation consists of the Loading Factor, Cross Loading, Fornell-Larcker Criterion, Average Variances extracted, Chronbach's Alpha, and Composite Reliability tests. The inner model evaluation used in this study consists of the R-square Test (R<sup>2</sup>), f-square Test (f<sup>2</sup>), f-square Test (Q<sup>2</sup>), Goodness of Fit Test, and Path Coefficient Test.

### 3. RESULTS AND DISCUSSION

The profile of students who became respondents in terms of work readiness is as follows:

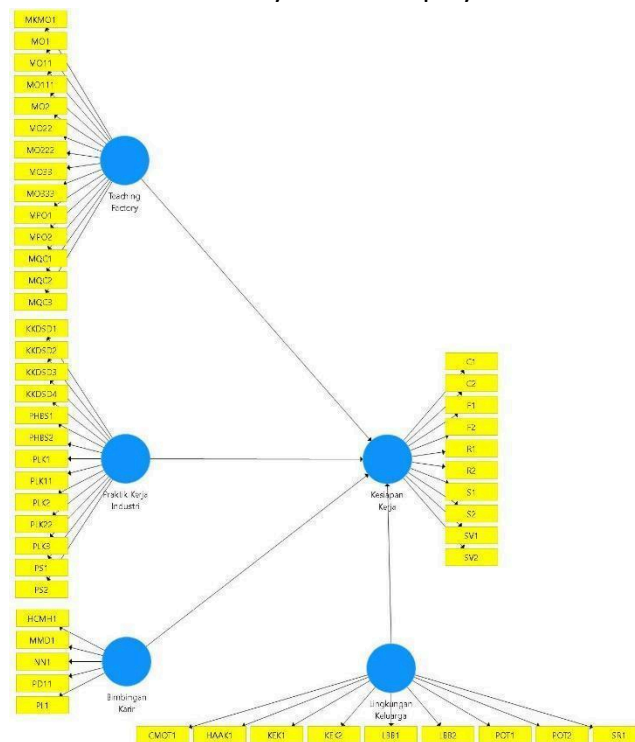
**Table 2.**  
**Gender Profile of Respondents**

Gender	F	Persentase
Male	33	19%
Female	143	81%
Total	176	100%

Source: Processing Data, 2024

The results of the questionnaire data processing show the respondent characteristics based on gender. There are 143 female respondents (81%), while 33 are male (19%).

The SEM model to be used in this study will be displayed in the following figure.



**Figure 2**  
**Model SEM**

Validity and reliability tests were then conducted to determine whether the variables used were valid and reliable. A measurement indicator for a variable is considered to meet the requirements if its factor loading value exceeds 0.7 (Henseler et al., 2009). After performing the outlier loadings test, five indicators in the independent variable "Teaching Factory" were found to be invalid: the indicators for receiving orders (MPO1), (MPO2), handling orders (MO22), (MO33), and delivering orders (MO333). Six invalid indicators in the independent variable "Industrial Work Practices" include consolidation of student learning outcomes (PHBS1), introduction to the work environment (PLK1), (PLK2), (PLK3), appreciation of the work environment (PLK22), and skills and abilities acquired in the relevant field (KKDSD4). Two invalid indicators in the independent variable "Career Guidance" are values (NN1) and future planning (MMD1). Two invalid indicators in the control variable "Family Environment" are family economic status (KEK1) and (KEK2). Therefore, these 15 indicators were not used, leaving 36 items out of the original 51 items. An outer loadings test was then conducted again without the fifteen invalid indicators to

check whether the remaining 36 items were still valid. The results of the outer loadings are shown in the following figure:

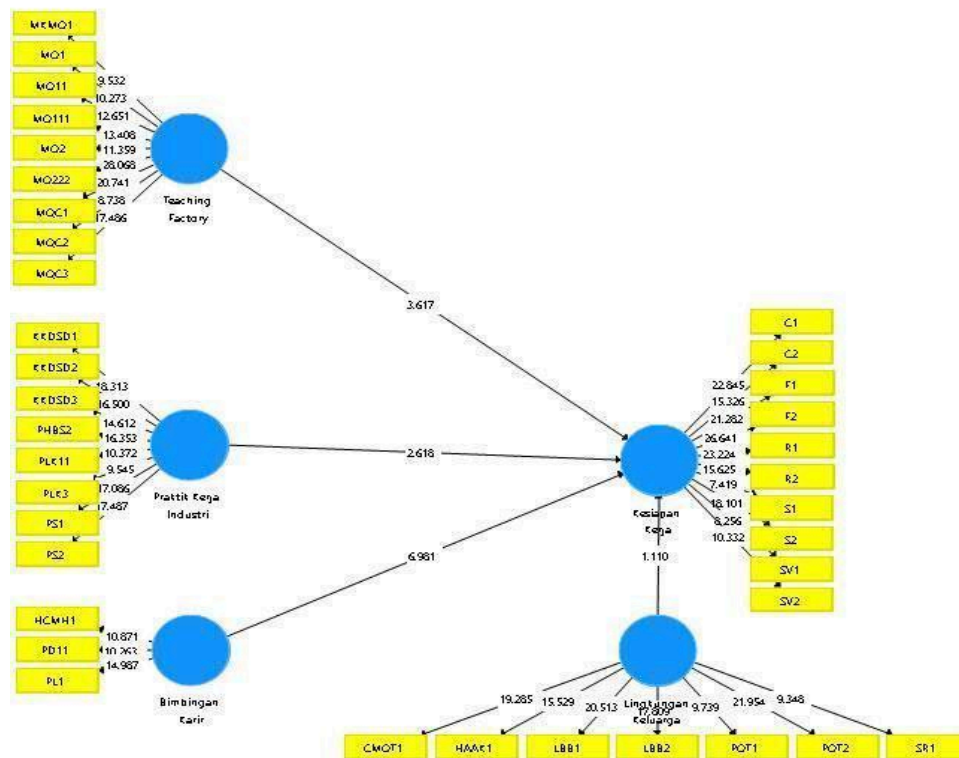


Figure 3

Source: Processing Data, 2024

Based on Figure 3, it is known that all indicators for each variable have a loading factor value greater than 0.6, thus they are considered valid. Therefore, the 36 indicators are deemed to meet the requirements.

Further adjustments were made, and the 36 indicators met the criteria for convergent validity, with the Average Variance Extracted (AVE) value for all variables being greater than 0.5. Here is the table of the Fornell-Larcker results:

Table 3  
Fornell-Larcker Results

	Career Guidance	Work readiness	Family Environment	Industrial Work Practices	Teaching Factory
Career Guidance	0,723				
Work readiness		0,716			
Family Environment			0,730		
Industrial Work Practices				0,710	
Teaching Factory					0,710

Source: Processing Data, 2024

Based on Table 3 of the Fornell-Larcker test results, all variables show AVE square root values that are higher than the correlations between constructs in the model. Therefore, all variables are considered to meet the Fornell-Larcker evaluation criteria. The reliability analysis criteria with Cronbach’s Alpha and Composite Reliability values above 0.60

indicate that the variables in the study are reliable (Sugiyono, 2013). Below is Table 4 showing the reliability results:

**Table 4**  
**Reliability Analysis Results**

	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>
Career Guidance	0,543	0,766
Work readiness	0,893	0,912
Family Environment	0,854	0,888
Industrial Work Practices	0,859	0,890
Teaching Factory	0,876	0,901

Source: Processing Data, 2024

Based on Table 4, shows that the variables in this study have a Cronbach's Alpha value of less than 0.60 for career guidance (0.543). The Cronbach's Alpha values greater than 0.60 are as follows: work readiness (0.893), family environment (0.854), industrial work practices (0.859), and teaching factory (0.876). Additionally, the Composite Reliability values for the variables in this study are greater than 0.70: career guidance (0.766), work readiness (0.912), family environment (0.888), industrial work practices (0.890), and teaching factory (0.901).

The R-Square ( $R^2$ ) value is used to assess the extent to which a specific latent independent variable influences a latent dependent variable. An R-Square value of 0.75 is considered to be strong. An R-Square value of 0.50 is considered moderate, and an R-Square value of 0.25 is considered weak (Hair et al., 2011). Below are the R-Square results:

**Table 5**  
**Hasil R-Square**

	R-Square	Adjusted R Square
Work readiness	0.646	0.637

Source: Processing Data, 2024

Based on the calculation results shown in the table above, the R-Square value for the influence of the teaching factory variable on work readiness is 0.646. This indicates that the teaching factory, industrial work practices, career guidance, and family environment collectively explain 64.6% of the variance in work readiness. Since the adjusted R-Square is greater than 0.25 or 25%, the influence of the teaching factory, industrial work practices, family environment, and career guidance on work readiness falls into the strong category.

In the Goodness of Fit (GoF) test, the overall adequacy of the structural model validation process is measured and assessed. Based on the GoF test with the criterion of SRMR < 0.10 or 0.08 (see Hu and Bentler, 1999), the results of the study will be considered acceptable. The Normal Fit Index (NFI) yields a value between 0 and 1, where a value closer to 1 indicates a better fit with the constructed model.

**Table 6**  
**Model Fit Results**

	Saturated Model
SRMR	0,085
NFI	0,646

Source: Processing Data, 2024

In the model fit test results table, it is found that the SRMR value is 0.085, which meets the observed correlation standard. The NFI value is 0.646, which is close to 1, thus it is considered to meet the NFI standard.



Hypothesis testing for H1, H2, H3, and H4 is conducted by examining the path coefficient values. Hypothesis testing refers to the T-statistic and the P-values. If the T-statistic value  $> 1.96$  or P-values  $< 0.05$ , then  $H_a$  is accepted. The path coefficient values are shown in Table 7 below:

**Table 7**  
**Output Path Coefficients**

	Original Sample (O)	T Statistics ( O / STDEV I)	P Values	Description
Career Guidance - > Work Practices	0.476	6.981	0.000	Significant
Family Environment - > Work Practices	0,071	1.110	0,134	Not Significant
industrial work practices - > Work Practices	0.201	2.618	0.005	Significant
Teaching Factory - > Work Practices	0.250	3.617	0.000	Significant

Source: Processing Data, 2024

Table 7 displays the parameter coefficients of exogenous variables with the respect to endogenous variables. The coefficient of the career guidance variable on work readiness is 0.476, indicating a positive relationship between the two variables. In other words, as the value of career guidance increases, the likelihood of work readiness tends to increase, and vice versa.

Based on the calculation using bootstrapping or resampling, the estimation results for the career guidance coefficient on work readiness show a t-value of 6.981 and a p-value of  $0.000 < 0.05$ , indicating a significant effect of career guidance on work readiness. This is consistent with the research conducted which shows that career guidance has an impact on students' work readiness. Similarly, Andreas (2008) states that efforts to improve work readiness include career planning, career an understanding exploration, and providing understanding of job fields as part of career guidance services. Based on the conducted research and referring to expert opinions and previous studies, it can be demonstrated that, despite differences in conditions, locations, and research objects, career guidance still influences work readiness. Therefore, it is strongly recommended for students to actively engage in career guidance services.

The coefficient of the family environment variable on student's work readiness is 0.071, indicating that there is no significant effect of the family environment on student's work readiness. This can be interpreted as, the higher the family environment value, the more likely a student's work readiness tends to decrease. Based on calculations using bootstrapping or resampling, the estimation results for the family environment coefficient on student's work readiness show a t-value of 1.110 and a p-value of  $0.134 > 0.05$ , indicating that there is no significant effect of the family environment on student's work readiness. This is consistent with the research conducted by Nurussyifa and Listiadi (2021), which found that the family environment does not influence work readiness. This finding is also supported by the research conducted by Putri Satya Zulhijah et al. (2024), which states that the family environment does not affect the work readiness of hospitality students in grade XII at SMKN 3 Palembang.

The coefficient of the industrial work practice variable on student's work readiness is 0.201, indicating a positive effect of industrial work practice on student's work readiness. In other words, as the value of industrial work practice increases, student's work readiness is likely to improve as well. Based on calculations using bootstrapping or resampling, the

estimation results for the industrial work practice coefficient on student's work readiness show a t-value of 2.618 and a p-value of 0.005. This means that the effect of industrial work practice on student's work readiness is statistically significant, indicating a positive and direct relationship. This finding is consistent with research conducted by Wulandari and Suchatiningsih (2017:138), which found that the implementation of industrial work practice has a positive and significant effect on the work readiness of 12th-grade students in the business management program at SMK Negeri 1 Karanganyar. This is supported by Hamalik (2007:93), who stated that industrial work practice provides students with the opportunity to apply their skills in real-field situations, which is important for learning to apply the theories or principles previously studied. Therefore, it can be concluded that through industrial work practice, students gain direct work experience and improve their skills in their field, which prepares them to seek employment or work with the skills acquired during their internship.

The coefficient of the teaching factory variable on work readiness is 0.250, indicating a significant direct effect of the teaching factory on student's work readiness. Based on calculations using bootstrapping or resampling, the estimation results for the teaching factory coefficient on students' work readiness show a t-value of 3.617 and a P-value of 0.000, which indicates a significant direct effect of the teaching factory on student's work readiness. This finding aligns with previous research conducted by Khoiron (2016), which demonstrated the impact of the six steps of the teaching factory on the work readiness of mechanical engineering education students at Universitas Negeri Semarang. It is also supported by the research of Masyrochatul Yusri and Raya Sulistyo (2020), which found that the Six Steps of the Teaching Factory in the PKK subject significantly affect the work readiness of 12th-grade students at SMKN 1 Surabaya.

### **Discussion of Findings**

The Teaching Factory can enhance practical skills by providing students with hands-on experience in environments that resemble real industry settings. This helps students develop relevant technical skills that are ready for use in the workforce. Through the Teaching Factory, students can apply classroom theories to real-life practices, improving their understanding and skills. It also assists in the development of soft skills such as teamwork, communication, and problem-solving, which are crucial in the workplace. Industrial Work Practice plays a role in improving student's work readiness by offering opportunities to gain real work experience, understand workplace culture, and learn about industry expectations. Through industrial work practice, students can build professional networks that may help them secure jobs after graduation. Direct industry experience helps students enhance their competencies and gain insights into the latest trends and technologies in their field. Career guidance also plays a significant role. It helps students understand the various career options available, the requirements for each career, and the paths to achieve them. Career guidance assists students in planning their careers by making informed decisions about further education and necessary training. It also helps students identify their strengths and weaknesses and how to develop themselves to reach their career goals. Supported by the family environment, which provides emotional support and motivation for students to continue learning and growing, families can instil work values such as discipline, responsibility, and a strong work ethic. Families with better resources can offer better access to additional education, training, and other facilities that support student's work readiness. The influence of the Teaching Factory, industrial work practice,

career guidance, and family environment on students' work readiness complements each other and makes a significant contribution. Integrating these four factors can create a comprehensive and effective learning environment to better prepare students for the workforce.

#### 4. CONCLUSION

Based on the research findings, hypothesis testing, and discussion, the following conclusions can be drawn: (1) The Teaching Factory has a positive and significant impact on student's work readiness. This means that as the value of the Teaching Factory increases, student's work readiness also tends to improve. This indicates a strong relationship between the Teaching Factory and student's work readiness. To develop this finding, the implementation of the Teaching Factory model is recommended as a solution to achieve its vision: to enable vocational schools (SMKs) to produce graduates who are entrepreneurial, ready to work, sharp-minded, competitive, and highly nationalistic, capable of advancing local excellence and competing globally. The Teaching Factory model is also expected to enhance graduates' competencies. (2) Industrial work practice has a positive and significant impact on student's work readiness. This means that as the value of industrial work practice increases, student's work readiness also tends to improve. This indicates a strong relationship between industrial work practice and student's work readiness. To develop this finding, it is crucial to adapt to the advancing times. Vocational school graduates should be equipped to work and be ready for employment to compete in the job market. Vocational education is closely related to the work or industry world, and practical learning and training are key to preparing graduates to adapt to the workforce. According to Ndraha (2003), work readiness is formed when there is a blend of maturity level, necessary experiences, and a harmonious mental and emotional state. (3) Career guidance has a positive and significant impact on a student's work readiness. This means that as the value of career guidance increases, student's work readiness also tends to improve. This indicates a strong relationship between career guidance and students' work readiness. To develop this finding, career guidance should focus on helping students navigate their path to adulthood and prepare for the future. At this age, students need guidance to help them become individuals who are ready to face the future. Career guidance is essential as students are at a stage where they quickly understand relationships, work based on plans and initiatives, and prefer comprehensible tasks. Career guidance is needed to continuously support students. Work readiness, particularly for vocational school students, is not only formed through knowledge but also through counselling to develop a readiness attitude for entering the job market. Effective career guidance helps form good mental and emotional maturity in students, preparing them for work. Understanding the relationship between oneself and the future, and discovering one's potential to meet needs through work, is a challenging but essential process.

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