



The Influence of Field Work Practice, Hard Skills, and Self-Efficacy on the Job Readiness of Vocational High School Students in the Computer and Network Engineering Expertise Program

Nurfadilah Istiqamah^{1*}, Amiruddin², Udin Sidik Sidin³
^{1,2,3}Universitas Negeri Makassar, Makassar, Indonesia

ARTICLE INFO

Article history:

Submitted: : May 09, 2026
Final Revised: : May 19, 2026
Accepted: May 21, 2026
Published: May 28, 2026

Keywords:

Field Work Practice; Hard Skill;
Self-Efficacy; Work Readiness



ABSTRAK

This study aimed to analyze the influence of fieldwork practice, hard skills, and self-efficacy on the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency. This study employed an ex post facto method with a quantitative approach. The research was conducted at State Vocational High School 1 Gowa, State Vocational High School 2 Gowa, State Vocational High School 4 Gowa, and State Vocational High School 5 Gowa, with a population of 389 students and a sample of 197 respondents determined using the Slovin formula through proportional random sampling techniques. Data were collected through questionnaires and documentation and analyzed using descriptive statistics, simple regression, and multiple regression with the assistance of SPSS 24. The results showed that field work practice had a significant effect on job readiness (23.2 %), hard skills had a significant effect (34.5 %), and self-efficacy had a significant effect (62.5 %). Simultaneously, field work practice, hard skills, and self-efficacy significantly affected students' job readiness with a contribution of 63.2%, while the remaining 36.8% was influenced by other factors outside the study. Self-efficacy was the most dominant variable influencing students' job readiness. The conclusion of this study indicates that improving vocational students' job readiness can be achieved through optimizing fieldwork practice, strengthening hard skills, and the integrated development of self-efficacy. The implications of this study highlight the importance of optimizing the implementation of fieldwork practice, strengthening hard skills, and developing self-efficacy in an integrated manner to improve students' job readiness. The novelty of this study lies in the integration of three variables into a single research model within the context of the Computer and Network Engineering Expertise Program in Gowa Regency.



Doi: <https://doi.org/10.61255/jupiter.v4i2.1100>

INTRODUCTION

Education is the primary foundation of national development and plays a role in educating society, improving the quality of human resources, and shaping a competitive character. In the modern context, education not only functions as a transfer of knowledge but also as a process of developing students' competencies to prepare them for the challenges of the workforce (Sundari et al., 2023). Based on Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere that enables students to develop their potential, spirituality, personality, intelligence, noble character, and useful skills for themselves and society. In the national education system, vocational education, especially at the vocational high school (SMK) level, has a strategic role in preparing skilled and competent workers. Vocational high school graduates are expected to master practical skills while also understanding theories according to their fields of expertise (Aditama et al., 2020). However, the facts show that there is still a gap between the world of education and the world of work (link and match). Data from the Central Statistics Agency (BPS, 2025) indicate that the Open Unemployment Rate (OUR) of vocational high school graduates reached 8%, the highest among all

educational levels. This condition indicates that further efforts are still needed to improve the effectiveness of vocational education in preparing students to enter the workforce.

Previous studies have emphasized the importance of certain factors in shaping vocational high school students' job readiness. Artha and Hidayatullah (2023) found that field work practice had a significant effect on students' job readiness at 30.3%. Similar findings were reported by Ariyanto et al. (2023) and Elvi et al. (2025), who stated that field work practice can improve students' technical skills, work experience, and professional attitudes. In addition, hard skills have also been proven to be a determining factor of job readiness. The research by Setiawati and Mayasari (2021) showed a significant influence of hard skills on students' job readiness. The research by Ratuela et al. (2022) and Assabul & Puspasari (2025) also found that hard skills have a positive and significant effect on the job readiness of vocational high school graduates. Meanwhile, self-efficacy, as a psychological factor, also plays an important role in shaping students' job readiness. Bandura explained that self-efficacy is related to individuals' beliefs in their abilities to complete tasks and face challenges (Andrianus, 2020). This is in line with the studies conducted by Muliasa and Wrahatnolo (2023), Elfranata et al. (2023), and Syamsurijal and Tandirerung (2023), which showed that self-efficacy has a positive and significant effect on vocational high school students' job readiness. Although various studies have examined the influence of field work practice, hard skills, and self-efficacy on job readiness, most of these studies have been conducted separately and have not integrated the three variables into one comprehensive model, particularly in the Computer and Network Engineering (TKJ) Expertise Program. In fact, the TKJ field has specific competency demands and requires a combination of practical experience, technical abilities, and self-confidence in dealing with technology-based problems. Therefore, there is still a research gap regarding how field work practice, hard skills, and self-efficacy simultaneously contribute to vocational high school students' job readiness.

Based on interviews with supervising teachers and heads of expertise programs at several public vocational high schools in Gowa Regency, fieldwork practice implementation has been carried out through collaboration with the business and industrial sectors, accompanied by monitoring and mentoring systems. In addition, project-based learning has also been implemented to improve students' hard skills, although the quality of industrial experience still varies. From a psychological perspective, some students still experience doubts before entering the workforce; however, practical experience has proven to increase students' self-confidence and sense of professional responsibility. The results also showed that students' job readiness was not evenly distributed, particularly in terms of mentality, adaptability, and workplace communication skills.

These conditions indicate that students' job readiness is the result of the integration of fieldwork practice experience, mastery of technical skills, and students' self-confidence. This is in line with John Dewey's pragmatism perspective (1916), which emphasizes the importance of real experience in the educational process to develop individuals' adaptability to the work environment. Therefore, research is needed to comprehensively analyze the relationship between fieldwork practice, hard skills, and self-efficacy on vocational high school students' job readiness.

Based on the background described above, the research questions in this study are as follows: (1) Does field work practice affect the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency? (2) Do hard skills affect the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency? (3) Does self-efficacy affect the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency? And (4) Do field work practice, hard skills, and self-efficacy simultaneously affect the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency?

This study aims to analyze the influence of fieldwork practice on the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency; analyze the influence of hard skills on students' job readiness; analyze the influence of self-efficacy on students' job readiness; and analyze the simultaneous influence of fieldwork practice, hard skills, and self-efficacy on the job readiness of vocational high school students in the Computer and Network Engineering Expertise Program in Gowa Regency.

METHOD

This study employed an ex post facto method with a quantitative approach to analyze the influence of field work practice, hard skills, and self-efficacy on students' job readiness. The research was conducted at four public vocational high schools in Gowa Regency: State Vocational High School 1 Gowa, State Vocational High School 2 Gowa, State Vocational High School 4 Gowa, and State Vocational High School 5 Gowa. The population in this study consisted of all twelfth-grade students in the Computer and Network Engineering Expertise Program, totaling 389 students, with a sample of 197 respondents determined using the Slovin formula with a 5% precision level through proportional random sampling techniques.

Table 1. Population and Sample Distribution

Nu	School Name	Expertise Program	Class	Population	Sample
1	SMK Negeri 1 Gowa	TJKT	XII	94	47
2	SMK Negeri 2 Gowa	TKJ	XII	70	35
3	SMK Negeri 4 Gowa	TKJ	XII	137	69
4	SMK Negeri 5 Gowa	TKJ	XII	92	46
Total				389	197

Research data were obtained from primary and secondary sources. Primary data were collected using questionnaires developed based on the indicators of each variable: fieldwork practice, hard skills, self-efficacy, and job readiness. Secondary data were obtained through documentation related to school conditions and the implementation of the research. The research instrument used a Likert scale to measure respondents' perceptions of the variables studied.

Table 2. Questionnaire Instrument Grid for Field Work Practice

Nu	Indicators	Item Numbers	Total
1	Students' understanding of field work practice	1,2,3	3
2	Suitability of the field work practice placement	4,5	2
3	Application of expertise competencies in the field work practice placement	6,7,8	3
4	Experience gained during field work practice	9,10,11,12	4
Total			12

Table 3. Hard Skill Instrument Grid

Nu	Indicators	Item Numbers	Total
1	Computer and Network Engineering technical skills	1,2	2
2	Mastery of hardware and software	3,4,5	3
3	Computer networking skills	6,7,8	3
4	Technical problem-solving skills	9,10,11	3
Total			11

Table 4. Self-Efficacy Instrument Grid

Nu	Indicators	Item Numbers	Total
1	Self-confidence in dealing with uncertain and high-pressure situations	1,2,3,4,5	5
2	Belief in the ability to overcome problems	6,7,8	3
3	Confidence in achieving predetermined targets	9,10,11,12	4
4	Belief in the ability to develop motivation, cognitive abilities, and perform the actions necessary to achieve desired outcomes	13,14,15,16	4
Total			16

Table 5. Questionnaire Instrument Grid for Job Readiness

Nu	Indicators	Item Numbers	Total
1	Having logical and objective judgment	1,2,3	3
2	Having the ability and willingness to collaborate with others	4,5,6,7	4
3	Being able to control oneself and emotions	8,9,10,11	4
4	Having a critical attitude	12,13,14	3
5	Having the courage to accept individual responsibility	15,16,17,18	4
6	Being able to adapt to the environment and technological developments	19,20,21	3
7	Having the willingness to grow and develop in the workplace	22,23,24,25	4
Total			25

Instrument validity testing was conducted using Pearson's product moment correlation. The results showed that all statement items had r-count values greater than the r-table (0.138) at a 5% significance level, indicating that all items were valid. Furthermore, reliability testing was conducted using Cronbach's alpha coefficient. The reliability test results showed that the field work practice variable obtained a Cronbach's alpha value of 0.922, the hard skill variable obtained 0.924, the self-efficacy variable obtained 0.950, and the job readiness variable obtained 0.956. All variables had Cronbach's alpha values greater than 0.70, indicating that the instruments were reliable and suitable for use in the study. The data analysis techniques used included descriptive statistical analysis to describe the condition of each variable and inferential statistical analysis, consisting of classical assumption tests, simple linear regression, and

multiple linear regression. The classical assumption tests included normality, multicollinearity, and linearity tests. Furthermore, hypothesis testing was conducted to determine the partial and simultaneous effects of field work practice, hard skills, and self-efficacy on students' job readiness using IBM SPSS Statistics for Windows, version 24.0.

RESULT

1. Results of Statistical Analysis on the Levels of Field Work Practice, Hard Skills, Self-Efficacy, and Job Readiness

Based on the descriptive statistical analysis, the levels of field work practice, hard skills, self-efficacy, and students' job readiness were categorized as high. The frequency distribution showed that most respondents had good fieldwork practice experience, adequate mastery of hard skills, and high levels of self-efficacy, which generally contributed to students' job readiness.

Table 6. Frequency Distribution of the Categories of Field Work Practice, Hard Skills, Self-Efficacy, and Job Readiness

Variables	Category				
	Very High	High	Moderate	Low	Very Low
Field Work Practice	86	99	12	-	-
Hard Skill	26	102	61	8	-
Self-Efficacy	49	139	9	-	-
Job Readiness	52	135	9	1	-

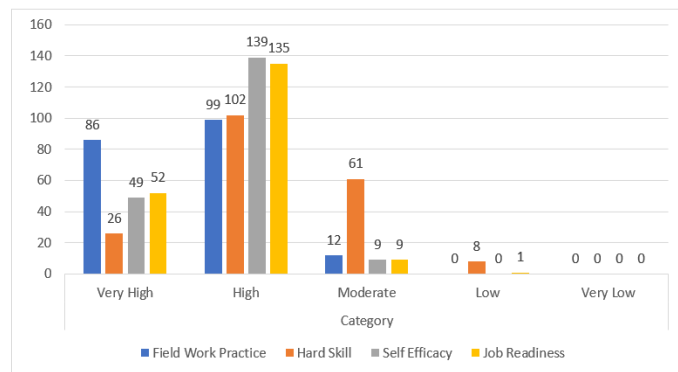


Figure 1. Graph of the Categories of Field Work Practice, Hard Skills, Self-Efficacy, and Job Readiness

2. Classical Assumption Test

The results of the classical assumption tests showed that the research data met the requirements for the regression analysis. The normality test indicated that the data were normally distributed, the multicollinearity test showed no high correlation among the independent variables, and the linearity test demonstrated a linear relationship between the independent and dependent variables. Therefore, the regression analysis could be continued.

Table 7. Results of the Normality Test

N		197	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	4.82924081	
Most Extreme Differences	Absolute	.084	
	Positive	.084	
	Negative	-.051	
Test Statistic		.084	
Asymp. Sig. (2-tailed)		.002 ^c	
Monte Carlo Sig. (2-tailed)	Sig.	.119 ^d	
	99% Confidence Interval	Lower Bound	.111
		Upper Bound	.127
		Bound	

The results of the normality test obtained a significance. (2-tailed) value of 0.119. This value was greater than the commonly used significance level of 0.05. Therefore, it can be concluded that the data were normally distributed. This means that the distribution of the research data followed a normal pattern, allowing statistical tests that require the assumption of normality.

Table 8. Results of the Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
1 X1 (Field Work Practice)	0,697	1,434
X2 (Hard Skill)	0,513	1,949
X3 (Self Efficacy)	0,514	1,947

Based on the results of the multicollinearity test in Table 4, tolerance and VIF values were obtained for each independent variable. The tolerance value for the field work practice variable (X1) was 0.697, with a VIF value of 1.434; the hard skill variable (X2) had a tolerance value of 0.513 with a VIF value of 1.949; and the self-efficacy variable (X3) had a tolerance value of 0.514 with a VIF value of 1.947. All tolerance values were greater than 0.10, and all VIF values were less than 10. This indicates that there were no multicollinearity symptoms among the independent variables in the regression model, meaning that all variables were suitable for further analysis.

Table 9. Results of the Linearity Test

Model		Sig.
Job Readiness [Y] * Field Work Practice [X ₁]	<i>Deviation form Linearity</i>	0,799
Job Readiness [Y] * Hard Skill [X ₂]	<i>Deviation form Linearity</i>	0,401
Job Readiness [Y] * Self Efficacy [X ₃]	<i>Deviation form Linearity</i>	0,159

All independent variables field work practice (X1), hard skills (X2), and self-efficacy (X3)—have a linear relationship with job readiness (Y). This is indicated by the significance values in the Deviation from Linearity test, which are above 0.05, showing that there is no significant deviation from the linear relationship pattern.

3. Results of the Hypothesis Test on the Influence of Field Work Practice on Students' Job Readiness at Public Vocational High Schools in Gowa Regency

Table 10. Coefficients of the Influence of Field Work Practice on Students' Job Readiness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.788	4.252		11.238	.000
	PKL	.817	.107	.482	7.674	.000

a. Dependent Variable: Kesiapan Kerja

Based on the results of the simple regression analysis, a constant value of 47.788 and a regression coefficient for the field work practice variable [X1] of 0.817 were obtained, with a t-value of 7.674 and a significance value of 0.000. Since the calculated t-value of 7.674 is greater than the t-table value of 1.972 and the significance value is less than 0.05, it can be concluded that the field work practice variable has a positive and significant effect on students' job readiness. This means that the higher the implementation of field work practice, the higher the students' job readiness. The positive coefficient indicates that every one-unit increase in field work practice will increase the job readiness score by 0.817 units, indicating that this model is effective in improving students' enthusiasm and engagement.

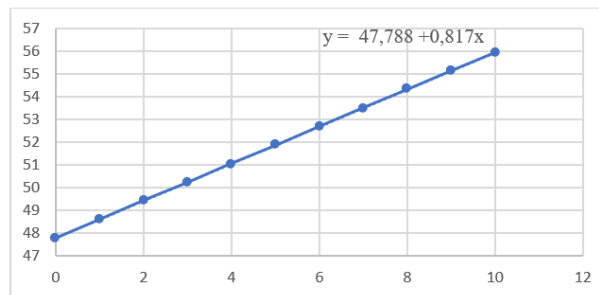


Figure 2. Simple Regression Test Graph of the Influence of Field Work Practice on Students' Job Readiness

The regression equation obtained, $Y = 47.788 + 0.817X$, indicates a positive and linear relationship between industrial work practice (internship) and students' job readiness. The constant value of 47.788 suggests that even without industrial work practice, students still possess a relatively adequate baseline level of job readiness; however, this level will increase significantly with internship experience (PKL). This indicates that internal factors, such as motivation, school-based education, and the learning environment, also contribute to job readiness. Nevertheless, industrial work practice serves as a significant reinforcing factor in enhancing such readiness.

Table 11. Model Summary of the Effect of Industrial Work Practice on Students' Job Readiness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482 ^a	.232	.228	7.855

a. Predictors: (Constant), PKL

Based on the results of the coefficient of determination analysis, an R value of 0.482 was obtained, indicating a positive relationship between industrial work practice (internship) and students' job readiness at vocational high schools (SMK) in Gowa Regency. The R-square value of 0.232 indicates that 23.2% of the variation in students' job readiness can be explained by industrial work practice, whereas the remaining 76.8% is influenced by other factors outside this model. The adjusted R-square value of 0.228 further supports these findings by adjusting for the number of variables and sample size used, indicating that industrial work practice remains consistent in its contribution to job readiness. The standard error of the estimate value of 7.855 shows a relatively small deviation between predicted and actual values, suggesting that the model is reasonably good at predicting students' job readiness.

4. Hypothesis Testing Results of Hard Skills on Students' Job Readiness at Vocational High Schools (SMKN) in Gowa Regency

Table 12. Coefficients of the Effect of Hard Skills on Students' Job Readiness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.199	3.291		14.340	.000
	Hard Skill	1.046	.103	.587	10.133	.000

a. Dependent Variable: Job Readiness [Y]

Based on the results of the simple regression analysis in Model 1, a constant value of 47.199 was obtained, and the regression coefficient for the Hard Skill variable was 1.046, with a t-value of 10.133, which is much higher than the t-table value of 1.972, and a significance value of $0.000 < 0.05$. This indicates that Hard Skills have a positive and significant effect on students' job readiness. In other words, the higher the students' hard skills, the higher their level of job readiness. The positive coefficient value of 1.046 means that every one-unit increase in Hard Skills will increase job readiness by 1.046 units.

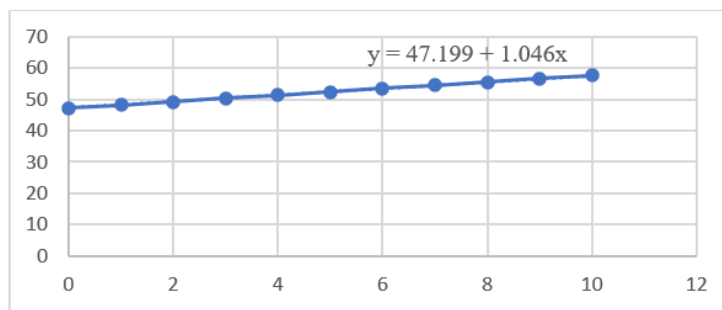


Figure 3. Simple Regression Graph of the Effect of Hard Skills on Students' Job Readiness

Figure 3 shows the results of a simple regression test between the hard skill variable and students' job readiness, which produces the regression equation $Y = 47.199 + 1.046 X$. As shown in the graph, the regression line has a positive direction, indicating a unidirectional relationship between these two variables. This means that the higher the hard skills, the higher the students' job readiness. The constant value of 47.199 indicates that when hard skills are not applied, the students' job readiness score is 47.199. This suggests that every one-unit increase in hard skills will increase job readiness by 1.046 units. Overall, this result indicates that hard skills make a positive and significant contribution to improving students' job readiness.

Table 13. Model Summary of the Effect of Hard Skills on Students' Job Readiness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.345	.342	7.255

a. Predictors: (Constant), Hard Skill

Based on the regression analysis results, a correlation coefficient (R) of 0.587 was obtained, indicating a strong and positive relationship between the hard skill variable (X2) and job readiness (Y). The R-square value of 0.345 shows that 34.5% of the variation in students' job readiness can be explained by hard skills, whereas the remaining 65.5% is influenced by other factors not included in this study. The adjusted R-square value of 0.342 indicates that the model is fairly good at predicting the relationship between the two variables after adjusting for sample size and the number of predictors. Meanwhile, the standard error of the estimate value of 7.255 shows a relatively low level of prediction error, suggesting that the model is sufficiently accurate. Overall, it can be concluded that the higher the students' hard skills, the higher their level of job readiness at vocational high schools (SMK) in Gowa Regency.

5. Hypothesis Testing Results of Self-Efficacy on Students' Job Readiness at Vocational High Schools (SMKN) in Gowa Regency

Table 14. Coefficients of the Effect of Self-Efficacy on Students' Job Readiness

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.771	3.317		6.262	.000
Self Efficacy	1.165	.065	.791	18.024	.000

a. Dependent Variable: Job Readiness

Based on the simple regression analysis results, a constant value of 20.771 was obtained, and the regression coefficient for the self-efficacy variable was 1.165, with a t-value of 18.024, which is much higher than the t-table value of 1.972, and a significance value of $0.000 < 0.05$. These results indicate that self-efficacy has a positive and significant effect on students' job readiness at vocational high schools (SMK) in Gowa Regency. In other words, the higher the students' self-efficacy, the greater their level of job readiness. The positive coefficient value of 1.165 indicates that every one-unit increase in self-efficacy will increase students' job readiness scores by 1.165 units. Thus, self-confidence is an important factor that can enhance students' readiness for the workforce.

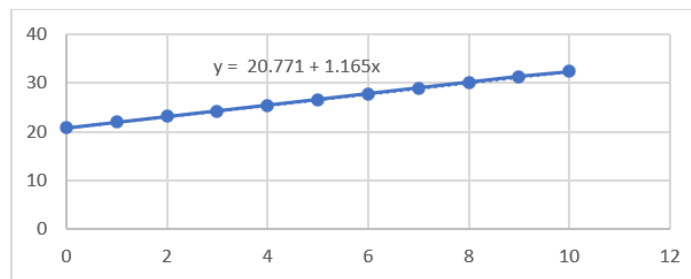


Figure 4. Simple Regression Graph of the Effect of Self-Efficacy on Students' Job Readiness

Based on the results of the simple regression analysis in Figure 4, the regression equation obtained is $20.771 + 1.165X$, which indicates a positive effect of self-efficacy on students' job readiness at vocational high schools (SMK) in Gowa Regency. The constant value of 20.771 represents the basic level of students' job readiness when self-efficacy is zero. The regression coefficient of 1.165 indicates that every one-unit increase in self-efficacy will increase students' job readiness by 1.165 units. Thus, it can be concluded that the higher the students' self-efficacy, the higher their level of job readiness.

Table 15. Model Summary of the Effect of Self-Efficacy on Students' Job Readiness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.625	.623	5.490

a. Predictors: (Constant), SELF EFFICACY

Based on the results of the simple regression analysis, a correlation coefficient (R) of 0.791 was obtained, indicating a very strong and positive relationship between self-efficacy (X3) and students' job readiness (Y) in vocational high

schools (SMK) in Gowa Regency. The R-square value of 0.625 indicates that 62.5% of the variation in students' job readiness can be explained by self-efficacy, whereas the remaining 37.5% is influenced by other factors outside this variable. The adjusted R-square value of 0.623 further confirms the stability of this contribution after adjusting for the number of samples and predictors. In addition, the standard error of the estimate value of 5.490 indicates that the deviation between predicted and actual values of job readiness is relatively small, suggesting that the model has good predictive ability. Therefore, it can be concluded that the higher the students' self-confidence (self-efficacy), the higher their level of job readiness.

6. Hypothesis Testing Results of the Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students' Job Readiness at Vocational High Schools (SMK) in Gowa Regency

Table 16. Coefficients of the Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students' Job Readiness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.241	3.566		5.395	.000
	PKL	.067	.093	.040	.721	.472
	Hard Skill	.161	.110	.090	1.466	.144
	Self Efficacy	1.043	.091	.708	11.489	.000

a. Dependent Variable: Job Readiness

In this model, Y represents students' job readiness, X1 represents industrial work practice, X2 represents hard skills, and X3 represents self-efficacy. The results of the test show that the self-efficacy variable has a positive and significant effect on students' job readiness at vocational high schools (SMK) in Gowa Regency, with a coefficient value of 1.043, a t-value of 11.489, and a significance value of $0.000 < 0.05$. This indicates that self-efficacy is the most dominant variable influencing students' job readiness. Meanwhile, the industrial work practice variable has a coefficient value of 0.067 with a t-value of 0.721 and a significance value of $0.472 > 0.05$, indicating that it does not have a statistically significant partial effect on students' job readiness. The hard skill variable also shows a positive but nonsignificant effect, with a coefficient value of 0.161, a t-value of 1.466, and a significance value of $0.144 > 0.05$. These results suggest that students' job readiness is more strongly influenced by psychological factors such as self-confidence than by practical work experience or technical skills alone. Therefore, it can be concluded that industrial work practice, hard skills, and self-efficacy together still play a role in improving students' job readiness at vocational high schools in Gowa Regency, but self-efficacy is the most dominant influencing factor.

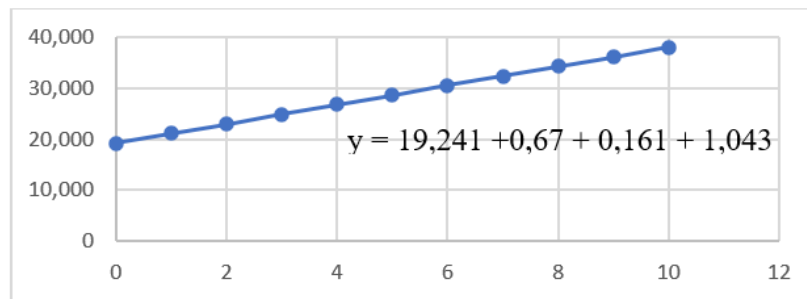


Figure 5. Regression Analysis Graph of the Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students' Job Readines

Based on the results of the multiple regression analysis, the regression equation obtained was $Y = 19.241 + 0.067X_1 + 0.161X_2 + 1.043X_3$. This equation indicates that industrial work practice (X_1), hard skills (X_2), and self-efficacy (X_3) are related to students' job readiness (Y) in the Computer and Network Engineering program in Gowa Regency. The constant value of 19.241 indicates that when industrial work practice, hard skills, and self-efficacy are considered constant, students still have a baseline level of job readiness of 19.241, which is influenced by factors outside this study's scope. The regression coefficient for industrial work practice of 0.067 shows that every increase in industrial work practice increases job readiness by 0.067 units, although its contribution to the multiple regression model is relatively small. This suggests that industrial work practice has not yet become a major determining factor when analyzed together with other variables, as its influence tends to work indirectly through the development of work experience, work attitudes, and students' self-confidence. Furthermore, the hard skill coefficient of 0.161 indicates that

an improvement in students' technical abilities increases job readiness by 0.161. This shows that hard skills still make a positive contribution to job readiness, particularly in competencies such as network installation, computer operation, troubleshooting, and information technology mastery, which are required in the industry. Self-efficacy had the largest regression coefficient (1.043), indicating that it was the most dominant variable influencing students' job readiness. This means that every one-unit increase in self-efficacy increases job readiness by 1.043 units. The strong influence of self-efficacy shows that students' job readiness is highly affected by their belief in their own abilities, self-confidence, courage in facing challenges, adaptability, and mental readiness to enter the workforce. Overall, the findings indicate that industrial work practice, hard skills, and self-efficacy all contribute to shaping students' job readiness, but self-efficacy is the most dominant factor compared to practical experience and soft skills.

Table 17. Model Summary of the Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students' Job Readiness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.632	.626	5.467

a. Predictors: (Constant), *Self Efficacy*, *Pkl*, *Hard Skill*

b. Dependent Variable: Job Readiness

Based on the results of the multiple regression analysis, a correlation coefficient (R) of 0.795 was obtained, indicating a very strong relationship between industrial work practice (X_1), hard skills (X_2), and self-efficacy (X_3) and students' job readiness (Y) at vocational high schools (SMK) in Gowa Regency. The R-square value of 0.632 indicates that 63.2% of the variation in students' job readiness can be explained by the three independent variables, whereas the remaining 36.8% is influenced by other factors outside this research model. The adjusted R-square value of 0.626 indicates that after adjusting for the number of samples and predictors used, the model remains stable and has good predictive ability. In addition, the standard error of the estimate value of 5.467 indicates that the difference between the predicted and actual job readiness values is relatively small, suggesting that the regression model is accurate and feasible to use. Therefore, it can be concluded that industrial work practice, hard skills, and self-efficacy simultaneously make a significant contribution to improving students' job readiness.

DISCUSSION

1. The Effect of Industrial Work Practice on Students' Job Readiness at Vocational High Schools (SMK) in the Computer Engineering Program in Gowa Regency

The hypothesis testing results indicate that industrial work practice has a significant effect on students' job readiness at vocational high schools (SMK) in Gowa Regency. Based on the ANOVA test results, an F-value of 58.894 was obtained, which is greater than the F-table value of 3.89 at a significance level of $0.000 < 0.05$. This indicates that the regression model is appropriate and that industrial work practice collectively explains the variation in students' job readiness. Theoretically, industrial work practice is a form of experiential learning that enables students to integrate theoretical knowledge with real workplace practice. This finding is consistent with previous research, which states that industrial internships improve students' understanding of the working world and enhance the practical skills required in industry (Efendi, 2025).

Furthermore, the t-test results show that industrial work practice has a positive and significant effect on students' job readiness, with a t-value of 7.674, which is greater than the t-table value of 1.972, and a significance value of $0.000 < 0.05$. The regression coefficient of 0.817 indicates that every one-unit increase in industrial work practice will increase students' job readiness by 0.817 units. This confirms that better implementation of industrial work practice leads to higher student job readiness. This result is supported by recent studies showing that student involvement in internships significantly improves employability skills, including technical skills, communication, and work adaptability (Azzahra et al., 2025).

The obtained regression equation, $Y = 47.788 + 0.817X$, shows a positive and linear relationship between industrial work practice and students' job readiness. The constant value of 47.788 indicates that even without industrial work practice, students have a basic level of job readiness; however, this level increases significantly with internship experience. This suggests that internal factors, such as motivation, school-based learning, and the learning environment, also contribute to job readiness. Nevertheless, industrial work practice serves as a significant reinforcing factor in improving job readiness. This finding is also supported by other studies showing that industrial work practices have a significant effect on job readiness and contribute substantially to the development of students' work competencies (Kirana & Indriayu., 2026). The improvement in competencies aligns with empirical findings indicating a positive correlation between the duration or quality of practical experience and overall career readiness (Hidayatulloh. et al., 2025).

In addition, the coefficient of determination (R Square) value of 0.232 indicates that 23.2% of the variation in students' job readiness is explained by industrial work practice, while the remaining 76.8% is influenced by other factors outside the model. These factors may include hard skills, soft skills, self-efficacy, environmental support, and students' mental readiness in facing the workforce. This is consistent with research stating that job readiness is a multidimensional construct influenced not only by work experience but also by psychological and individual competency factors (Rahman & Assyoffa, 2026). Overall, it can be concluded that industrial work practice plays an important role in improving students' job readiness. The effective implementation of industrial work practice not only provides real work experience but also helps students develop skills relevant to industry needs. Therefore, schools should strengthen partnerships with industry and ensure the quality of industrial work practice implementation to maximize its impact on students' job readiness.

2. The Effect of Hard Skills on Students' Job Readiness at Vocational High Schools (SMK) in the Computer Engineering Program in Gowa Regency

The hypothesis testing results indicate that the hard skill variable has a significant effect on students' job readiness at vocational high schools (SMK) in Gowa Regency. Based on the ANOVA test, an F-value of 102.671 was obtained, which is much higher than the F-table value of 3.89 at a significance level of $0.000 < 0.05$. This indicates that the regression model is appropriate and that hard skills significantly explain the variation in students' job readiness. Conceptually, hard skills refer to technical competencies acquired through competency-based learning processes and serve as a fundamental foundation in vocational education. This finding is consistent with previous research, which states that mastery of hard skills significantly affects students' job readiness because it is directly related to industry demands (Handari & Tuwoso, 2025).

Furthermore, the t-test results show that hard skills have a positive and significant effect on students' job readiness, with a t-value of 10.133, which is greater than the t-table value of 1.972, and a significance value of $0.000 < 0.05$. The regression coefficient of 1.046 indicates that an increase of one unit in hard skills will increase students' job readiness by 1.046 units. This shows that hard skills make a strong contribution to shaping students' job readiness. Wati et al. 's (2025) research also found that vocational students' technical skills have a positive and significant relationship with job readiness, particularly in operating tools, work procedures, and industrial standards.

The regression equation $Y = 47.199 + 1.046X$ shows a positive and linear relationship between hard skills and students' job readiness. The constant value of 47.199 indicates that, without improvement in hard skills, students still have a basic level of readiness; however, this level increases significantly with stronger technical competencies. This suggests that hard skills act as reinforcing factors in job readiness. According to Dalifa et al. (2025), students' job readiness is influenced not only by internal factors such as motivation but also by technical abilities gained through intensive practical learning.

In addition, the coefficient of determination (R Square) value of 0.345 indicates that 34.5% of the variation in students' job readiness is explained by hard skills, while the remaining portion is influenced by other factors. This suggests that although hard skills are a dominant factor, job readiness is also influenced by other variables, such as soft skills, industrial work experience, and self-efficacy. Al-Hafri et al. 's (2025) research emphasizes that job readiness is a multidimensional construct involving a combination of technical and non-technical skills. Overall, hard skills have a strong and significant effect on students' job readiness. Therefore, schools need to strengthen practice-based learning, improve laboratory facilities, and establish collaborations with industries so that students' hard skill development can be optimized and aligned with labor market needs.

3. The Effect of Self-Efficacy on Students' Job Readiness at Vocational High Schools (SMK) in the Computer Engineering Program in Gowa Regency

Based on the results of the F-test, an F-value of 324.855 was obtained with a significance level of 0.000, which is lower than 0.05. This result indicates that the self-efficacy variable has a significant effect on students' job readiness in the Computer and Network Engineering (TKJ) program at vocational high schools (SMK) in Gowa Regency. In addition, the partial test results show a t-value of 18.024, which is greater than the t-table value of 1.972; therefore, the alternative hypothesis was accepted. This finding indicates that the higher the students' self-efficacy, the higher their job readiness in facing the world of work. This result shows that self-efficacy is a crucial psychological factor in shaping students' job readiness. Self-efficacy reflects an individual's belief in their ability to complete tasks, face challenges, and achieve specific goals. In the context of vocational education, students with high confidence in their competencies tend to be more confident in facing job demands, better prepared for competition, and more capable of adapting to technological changes and dynamic work environments.

The simple regression equation obtained in this study is $Y = 20.711 + 1.165 X$. This equation shows that an increase of one unit in self-efficacy will increase students' job readiness by 1.165 units. The positive regression

coefficient indicates a positive linear relationship between self-efficacy and students' job readiness. In other words, the higher the students' confidence in their abilities, the higher their level of job readiness. The constant value of 20.771 indicates that when self-efficacy is zero, students still have a basic level of job readiness. However, self-efficacy makes a substantial contribution to improving job readiness. Self-efficacy in explaining job readiness can reach more than 85%, indicating its significant role in determining students' readiness to enter the workforce (Ramadhani & Riyadi, 2025). This confirms that psychological aspects are as important as technical skills in shaping vocational graduates' job readiness.

Based on the R value of 0.625, 62.5% of the variation in students' job readiness could be explained by self-efficacy, while the remaining 37.5% was influenced by other factors outside the model, such as work motivation, family environment, communication skills, and school support. This finding indicates that self-efficacy has a strong influence on students' job readiness in SMKs in Gowa Regency. Ramadhan and Aulia (2023) also state that self-efficacy is an important factor in shaping vocational students' job readiness because it influences how students think, act, and make decisions when facing work challenges.

Theoretically, these findings are consistent with Bandura's social cognitive theory, which explains that self-efficacy influences how individuals think, behave, and make decisions in certain situations. Individuals with high self-efficacy tend to be more optimistic, resilient under pressure, less likely to give up, and highly motivated to achieve success. In the context of job readiness, students with high self-efficacy are more confident in their ability to perform job tasks in their field of expertise. This finding is also supported by previous studies showing that self-efficacy has a significant effect on students' and vocational college graduates' job readiness. Isnaini and Wijono (2025) found that students with high self-confidence tend to have better job readiness because they are able to manage work pressure and have the courage to make decisions. Lubis and Khairani (2021) also stated that self-efficacy is an important predictor in improving vocational students' job readiness, particularly in work adaptation, professional communication, and resilience in facing work challenges.

Self-efficacy also influences students' ability to adapt to industrial work environments. The modern workforce requires not only technical competence but also interpersonal skills, teamwork ability, and mental readiness to face work pressure. Students with high self-efficacy generally find it easier to interact with colleagues, confidently express ideas, and have strong motivation to continue learning and developing. The findings of this study have important implications for schools, teachers, and parents in improving students' job readiness and employability. Schools should not only focus on improving academic achievement and technical skills but also on building students' self-confidence through project-based learning, industrial simulations, communication training, career counseling, and real work experiences through internships. Teachers also play an important role in providing motivation and positive reinforcement so that students believe in their own abilities. In conclusion, this study confirms that self-efficacy has a positive and significant effect on job readiness in the TKJ program at SMK in Gowa Regency. The higher the students' belief in their abilities, the higher their readiness to face a competitive and dynamic work environment.

4. The Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students' Job Readiness at Vocational High Schools (SMK) in the Computer and Network Engineering Program in Gowa Regency

Based on the results of the multiple regression analysis, an F-value of 110.389 was obtained with a significance level of 0.000, which is lower than 0.05. This indicates that industrial work practice, hard skills, and self-efficacy simultaneously have a significant effect on students' job readiness at vocational high schools (SMK) in Gowa Regency. This finding suggests that students' job readiness is not influenced by a single factor but rather by a combination of work experience, technical skills, and psychological readiness.

The correlation coefficient (R) of 0.795 indicates a strong relationship between the three independent variables and students' job readiness. The R-squared coefficient of 0.632 shows that 63.2% of students' job readiness can be explained by industrial work practice, hard skills, and self-efficacy, while the remaining 36.8% is influenced by other factors outside this model, such as soft skills, work motivation, family environment, organizational experience, as well as school and industry support.

The regression equation, $Y = 19.241 + 0.067X_1 + 0.161X_2 + 1.043X_3$, shows that all independent variables have a positive relationship with students' job readiness. The constant value of 19.241 indicates that students already possess a basic level of job readiness, even without the direct influence of industrial work practice, hard skills, and self-efficacy. This condition may occur because job readiness is also shaped by personal experience, social environment, individual characteristics, and other educational factors.

The partial test results show that industrial work practice has a regression coefficient of 0.067 with a significance value of $0.472 > 0.05$, indicating that it does not have a statistically significant direct effect on students' job readiness in the multiple regression model. However, this does not mean that industrial work practice is unimportant, because in

the simple regression analysis, it was proven to have a significant positive effect. The lack of significance in the multiple regression model occurs because its effect is largely explained through the self-efficacy variable. Industrial work practice essentially helps improve students' self-confidence, adaptability, courage in facing the workplace, and belief in their competencies. Thus, its influence tends to work indirectly through the development of self-efficacy rather than directly on job readiness.

For the hard skill variable, the regression coefficient was 0.161 with a significance value of $0.144 > 0.05$, indicating that hard skills also do not have a statistically significant direct effect on job readiness in the multiple regression model. Nevertheless, this does not imply that technical skills are unimportant in the workplace. Hard skills remain essential competencies in computer and network engineering, such as network installation, device configuration, troubleshooting, and information technology operation. The nonsignificant effect in the regression model suggests that technical skills alone are insufficient to build job readiness without being supported by psychological readiness, self-confidence, and adaptability.

Meanwhile, self-efficacy had the most dominant effect on students' job readiness, with a regression coefficient of 1.043 and a significance value of $0.000 < 0.05$. This indicates that the higher the students' belief in their abilities, the higher their job readiness. Students with high self-efficacy tend to be more optimistic, capable of handling work pressure, confident in decision-making, adaptable, and persistent in facing challenges in the workplace. The strong influence of self-efficacy highlights the importance of psychological factors in shaping students' job readiness. Overall, the findings show that students' job readiness in SMKs in Gowa Regency is not only determined by industrial work experience and technical skills but is strongly influenced by students' self-belief. Therefore, schools should not only focus on improving industrial work practice and competency-based learning but also strengthen character development, motivation, and psychological support to enhance students' self-efficacy. With the integration of practical experience, technical competence, and strong self-confidence, students are expected to achieve optimal job readiness and be competitive in the labor market after graduation.

CONCLUSION

Based on the research results, the following conclusions can be drawn:

- 1) Industrial work practice has a positive and significant effect on students' job readiness in the Computer and Network Engineering program at vocational high schools (SMK) in Gowa Regency. This finding answers the first research question, and the test results show an influence of 23.2%, indicating that the better the implementation of industrial work practice, the higher students' job readiness.
- 2) Hard skills have a positive and significant effect on students' job readiness in the Computer and Network Engineering program at vocational high schools (SMK) in Gowa Regency. This finding answers the second research question, and the test results show an influence of 34.5%, indicating that students' technical competencies are important factors in improving their readiness to enter the workforce.
- 3) Self-efficacy has a positive and significant effect on students' job readiness in the Computer and Network Engineering program at vocational high schools (SMK) in Gowa Regency. This finding answers the third research question, indicating that self-efficacy has an influence of 62.5%, suggesting that the higher the students' belief in their own abilities, the higher their job readiness.

Simultaneously, industrial work practice, hard skills, and self-efficacy significantly affect students' job readiness in the Computer and Network Engineering program at vocational high schools (SMK) in Gowa Regency. This finding answers the fourth research question, indicating that the three variables together make a strong contribution to improving students' job readiness for entering the workforce, with an overall influence of 63.2%.

The findings of this study provide a theoretical contribution to the development of vocational education, particularly regarding the integration of work experience, technical skills, and psychological factors in shaping students' job readiness in vocational high schools (SMK). From a practical perspective, this study highlights the importance of optimizing industrial work practice implementation, strengthening practice-based learning to improve hard skills, and fostering character development and students' self-confidence to enhance self-efficacy. These efforts are essential in preparing students for the demands of the workforce. However, this study has limitations because it was conducted only on students in the Computer and Network Engineering program at SMKN in Gowa Regency and used a quantitative approach. Therefore, the findings cannot be widely generalized. Future research is recommended to expand the scope of schools, include additional variables such as soft skills, work motivation, and environmental support, and employ a mixed-methods approach to obtain more comprehensive and in-depth results.

REFERENCE

- Aditama, S., Rochanah, S., & Rahmawati, D. (2020). Manajemen Hubungan Sekolah dengan Pihak Dunia Usaha/Dunia Industri (DU/DI) di SMK Negeri 40 Jakarta Timur. *Intelektium*, 1(1), 38–49. <https://doi.org/10.37010/int.v1i1.68>
- Al-Hafri., S., Hadi., S., & Lysander., M. A. S. (2025). Keterampilan Terhadap Kesiapan Kerja Pada Mahasiswa Angkatan 2022 Program Studi Manajemen Fakultas Ekonomi Universitas Sarjanawiyata. *Manajemen Terapan Dan Keuangan (Mankeu) Vol.*, 14(04), 1796–1806.
- Andrianus, I. J. (2020). Efikasi Diri dengan Kesiapan Kerja Pada Siswa Kelas XII Di SMK X. 8(4), 572–578. <https://doi.org/10.30872/psikoborneo>
- Ariyanto, A., Amiruddin, A., & Amir, F. (2023). Pengaruh Pembelajaran Kompetensi Dasar Keterampilan, Praktik Kerja Lapangan, Dan Self Efficacy Terhadap Kesiapan Kerja Siswa Di Smk Negeri Takalar Tahun 2023. *UNM Journal of Technology and Vocational*, 7(2), 204. <https://doi.org/10.26858/ujtv.v7i2.46524>
- Artha, F. A., & Hidayatullah, R. S. (2023). Pengaruh Praktik Kerja Lapangan Terhadap Kesiapan Kerja XII TKR SMK Krian 2 Sidoarjo. *JPTM*, 12(02), 87–90.
- Assabul., Y. H. K., & Puspasari., D. (2025). Pengaruh Hard Skills dan Soft Skills terhadap Kesiapan Kerja Siswa di SMKN 10 Surabaya Program Studi Pendidikan Administrasi Perkantoran , Universitas Negeri Surabaya ,. *Pendidikan Dan Sosial Humaniora*, 5, Nomor., 578–596. <https://doi.org/10.55606/khatulistiwa.v5i4.7740>
- Azzahra, N., Nurmalasari, D., & Maulida, E. (2025). The Influence of PKL and Hard Skills on Work Readiness of SMK Students Pengaruh PKL dan Hard Skill terhadap Kesiapan Kerja Siswa SMK Negeri Jakarta Timur. 6(3), 302–317. <https://doi.org/10.52187/rdt.v6i3.345>
- BPS. (2025). *Keadaan Ketenagakerjaan Indonesia Februari 2025*. 44.
- Dalifa, S. M., Suratman, A., & Setiawati, T. (2025). The Influence of Hard Skills and Organizational Experience on Student Work Readiness Through Work Motivation as an Intervening Variable. *East Asian Journal of Multidisciplinary Research (EAJMR)*, 4(6), 2999–3020. <https://doi.org/10.55927/eajmr.v4i6.223>
- Dewey, J. (1916). *Democracy And Education*. <https://dn710102.ca.archive.org/0/items/democracyandeduc00deweuoft/democracyandeduc00deweuoft.pdf>
- Efendi, A. R. (2025). Efektivitas Program Praktik Kerja Lapangan dalam Meningkatkan Kesiapan Kerja Siswa SMK. 5(5), 0–7. <https://doi.org/10.17977/um065.v5.i6.2025.1>
- Elfranata, S., Daud, D. J., Yeni, Y., Pratiwi, N., Meliyani, E., Ervin, E., & Mecang, H. K. (2023). Pengaruh Self Esteem dan Self Efficacy Terhadap Kesiapan Kerja Siswa SMK Negeri di Kecamatan Pontianak Utara. *JEID: Journal of Educational Integration and Development*, 2(4), 260–270. <https://doi.org/10.55868/jeid.v2i4.147>
- Elvi., F., Agustin., M., SP., N. H., & Nuraina. (2025). Pengaruh Pengalaman Praktikkerja Lapangan (Pkl) Dan Minat Kerja Terhadap Kesiapan Kerja Siswa Smk Setelah Lulus Di Smkkeling Kumang Sekadau. 9(2), 1155–1169.
- Handari, W. D., & Tuwoso, T. (2025). Development of Soft Skills and Hard Skills of Vocational High School Students Towards Students ' Readiness in the World of Work. *Educational Evaluation and Policy Analysis*, 2(2), 124–132. <https://doi.org/10.62951/ijeepa.v2i2.248>
- Hidayatulloh., S., Yaqub., H., & Hikmatullah. (2025). Pengaruh praktik kerja lapangan dan pengalaman berorganisasi terhadap kesiapan karir siswa lulusan 2022-2024 smk informatika sukma mandiri cilegon. *Inovasi Pendidikan Dan Teknologi Informasi*, 6(2), 369–380. <https://doi.org/10.52060/jipti.v6i2.3527>
- Isnaini., L. H., & Wijono., S. (2025). Kepercayaan Diri Dengan Kesiapan Kerja Siswa Kelas XII Di SMKN X Salatiga. *Innovation Research and Knowledge*, 5(5), 6137–6148.
- Kirana., G. C., & Indriayu., M. (2026). Pengaruh pengalaman praktik kerja lapangan dan penguasaan soft skill terhadap kesiapan kerja yang di moderasi oleh motivasi kerja pada siswa smk negeri 1 surakarta. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan) Vol.*, 7(1), 289–295. <http://dx.doi.org/10.25157/j-kip.v7i1.21232>
- Lubis., A., & Khairani. (2021). The Relationship Between Self Efficacy and StudentWorkReadiness in Vocational High Schools. *Neo Konseling*, 3(2), 165–172. <https://doi.org/10.24036/00436kons2021>
- Muliasa, A. A. C., & Wrahatnolo, T. (2023). Pengaruh Keterampilan Praktik Dan Self-Efficacy Terhadap Kesiapan Kerja Siswa Kompetensi Keahlian Teknik Instalasi Tenaga Listrik Smk Negeri 2 Surabaya. *Journal of Vocational and Technical Education (JVTE)*, 5(2), 233–240. <https://doi.org/10.26740/jvte.v5n2.p233-240>
- Rahman, A. N., & Assyoffa, A. R. (2026). Pengaruh Self Efficacy dan Dukungan Sosial terhadap Kesiapan Kerja Mahasiswa di Kota Bandung. *Bandung Conference Series: Business and Management / Ekonomi Bisnis*, 6(1), 545–554. <https://doi.org/10.29313/bcsbm.v6i1.23296>
- Ramadhan., R., & Aulia., F. (2023). Hubungan Efikasi Diri Dengan Kesiapan Kerja Pada Siswa SMK. *Manajemen Dan Pendidikan Dasar*, 4, 161–171. <https://doi.org/10.58578/arsusin.v4i1.2295>
- Ramadhani, R., & Riyadi, R. (2025). Pengaruh Self Efficacy Terhadap Kesiapan Kerja Mahasiswa Aktif Angkatan

- 2021 Pendidikan Ekonomi Universitas Mulawarman. *Artificial Intelligence and Digital Business*, 4(2), 1879–1883. <https://doi.org/10.31004/riggs.v4i2.753>
- Ratuela., Y. R. G., Nelwan., O. S., & Lumintang., G. G. (2022). Improving Working Readiness through Mastering Soft Skills. *Revista de Métodos Cuantitativos Para La Economía y La Empresa*, 35(1), 268–279. <https://doi.org/10.46661/revmetodoscuanteconempresa.6426>
- Setiawati, D., & Mayasari, M. (2021). Pengaruh Soft Skill Dan Hard Skill Terhadap Kesiapan Kerja Lulusan Sma Negeri 3 Kota Jambi Di Masa Pandemi Covid 19. *SJEE (Scientific Journals of Economic Education)*, 5(1), 23. <https://doi.org/10.33087/sjee.v5i1.92>
- Sundari, D. U., Taufiqurrahman, T., Musfah, J., & Ratnaningsih, S. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Disiplin Guru Di Sdn 2 Badur Kecamatan Cirinten Kabupaten Lebak. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 163–169. <https://doi.org/10.37478/jpm.v4i2.2607>
- Syamsurijal, & Tandirerung., V. A. (2023). Pengaruh Efikasi Diri Terhadap Kesiapan Kerja Mahasiswa Pendidikan Teknik Elektro FT UNM. *MediaTIK*, 6(3), 206–211.
- Wati, K., Trihantoyo, S., Riyanto, Y., & Khamidi, A. (2025). Implementasi praktik kerja lapangan dalam meningkatkan kompetensi keahlian siswa smk menghadapi tantangan dunia kerja. *Pendidikan Guru*, 6(4), 751–761.

ACKNOWLEDGEMENT

Alhamdulillah, all praise and gratitude are due to Allah SWT, who has bestowed His countless mercy and blessings. Peace and blessings be upon Prophet Muhammad SAW. By His grace and favor, the researcher has been able to complete this academic work entitled “The Effect of Industrial Work Practice, Hard Skills, and Self-Efficacy on Students’ Job Readiness at Vocational High Schools (SMK) in the Computer and Network Engineering Program in Gowa Regency.” The researcher expresses sincere gratitude and happiness, which will be dedicated to all the beloved and meaningful people in their life.

AI DISCLOSURE STATEMENT

AI tools did not contribute to the research design, data collection, analysis, or interpretation of the results. All the intellectual content, ideas, and conclusions presented in this work are entirely the responsibility of the author(s). The author(s) have carefully reviewed and verified the accuracy and integrity of the manuscript.

*Nurfadilah Istiqamah (Corresponding Author)

Universitas Negeri Makassar,
Jl. Bonto Langkasa, Banta-Bantaeng, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222
Email: nurfadilah.240020301011@student.unm.ac.id

Amiruddin

Universitas Negeri Makassar,
Jl. Bonto Langkasa, Banta-Bantaeng, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222
Email: amiruddin@unm.ac.id

Udin Sidik Sidin

Universitas Negeri Makassar,
Jl. Bonto Langkasa, Banta-Bantaeng, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222
Email: udin.sidik.sidin@unm.ac.id
