JIKAP
Jurnal Informasi dan Komunikasi Administrasi Perkantoran
Vol. 9, No.5, Tahun 2025
Hlm. 491

Effects of Internship Experience and Digital Literacy on SMK Student Work Readiness

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh pengalaman PKL terhadap kesiapan kerja; (2) pengaruh kemampuan digital literacy terhadap kesiapan kerja; dan (3) pengaruh pengalaman PKL dan kemampuan digital literacy secara simultan terhadap kesiapan kerja siswa kelas XII SMK Batik 2 Surakarta. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian ini adalah siswa kelas XII SMK Batik 2 Surakarta berjumlah 132 siswa dengan sampel 100 responden yang dipilih melalui teknik proportional random sampling serta sisa. Pengumpulan data menggunakan kuesioner, dan analisis data dilakukan dengan regresi berganda. Hasil penelitian menunjukkan: (1) pengalaman PKL berpengaruh positif dan signifikan terhadap kesiapan kerja Sig. 0,000 < 0,05 (t_{hitung} 5,858 > t_{tabel} 1,984); (2) kemampuan digital literacy juga berpengaruh positif dan signifikan Sig. 0,000 < 0,05 (t_{hitung} 3,592 > t_{tabel} 1,984); (3) secara simultan, keduanya berpengaruh signifikan terhadap kesiapan kerja Sig. 0,000 < 0,05 (F_{hitung} 98,357 > F_{tabel} 3,94). Nilai R Square sebesar 0,670 menunjukkan bahwa 67% variasi kesiapan kerja dipengaruhi oleh pengalaman PKL dan kemampuan digital literacy. Penelitian selanjutnya diharapkan menggunakan metode yang lebih beragam dan menggali variabel lain yang turut memengaruhi kesiapan kerja.

Kata kunci: dunia industri; kesiapan siswa; kompetensi kerja; literasi teknologi; pengalaman belajar

Abstract

This study aimed to investigate: (1) the influence of industrial work practice (IWP) experience on work readiness; (2) the influence of digital literacy capabilities on work readiness; and (3) the simultaneous influence of IWP experience and digital literacy capabilities on work readiness among 12th-grade students at SMK Batik 2 Surakarta. Employing a quantitative approach with correlational methodology, this research involved a population of 132 12th-grade students at SMK Batik 2 Surakarta, with 100 respondents selected through proportional random sampling. Data collection utilized questionnaires, and data analysis employed multiple regression analysis. The findings

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Citation in APA style: Amzarina, D., & Murwaningsih, T. (2025). Effects of Internship Experience and Digital Literacy on SMK Student Work Readiness. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran, 9*(5), 491-498.
https://dx.doi.org/10.20961/jikap.v9i5.104981

revealed that: (1) IWP experience demonstrated a positive and significant influence on work readiness (Sig. 0.000 < 0.05; t_{count} 5.858 > t_{table} 1.984); (2) digital literacy capabilities also showed a positive and significant influence (Sig. 0.000 < 0.05; t_{count} 3.592 > t_{table} 1.984); (3) simultaneously, both variables significantly influenced work readiness (Sig. 0.000 < 0.05; F_{count} 98.357 > F_{table} 3.94). The R Square value of 0.670 indicated that 67% of work readiness variation was influenced by IWP experience and digital literacy capabilities. Future research should employ more diverse methodologies and explore additional variables that influence work readiness.

Keywords: industrial world; learning experience; student readiness; technology literacy; work competence

Received June 27, 2025; Revised July 30, 2025; Accepted August 07, 2025; Published Online September 02, 2025

https://dx.doi.org/10.20961/jikap.v9i5.104981

Introduction

Indonesia, as a developing nation, possesses significant potential to become one of the world's economic powers. The current era of globalization and digital transformation is characterized by increasing quality competition, resulting from economic growth and advances in science and technology that demand high-quality human resources capable of competing with professional expertise. Consequently, the government must prepare various critical aspects, particularly the enhancement of human resource (HR) competencies. Low education levels in Indonesia result in decreased workforce quality, increased unemployment rates, and weakened workforce competitiveness. Indonesia should create quality human resources with high skills, capabilities, and competitiveness to face global competition. These improvements can be achieved through educational enhancement and equalization, relevant workforce training, and provision of industry-supporting facilities to create quality human resources beginning from the education sector, particularly graduates who must be able to compete. This aligns with the educational function outlined in the Republic of Indonesia Law Article 3 Number 20 concerning the National Education System (2003), which states: "National education functions to develop capabilities and form the character and dignity of the nation's civilization in order to educate the nation's life, aiming to develop students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Vocational High Schools (SMK) serve as educational foundations designed to prepare human resources ready to work according to their respective strengths and expertise (Yusadinata et al., 2021). Therefore, SMK graduates are expected to possess readiness to enter the workforce and have professional skills and attitudes. This constitutes part of the National Education System outlined in Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, which states: "Vocational education is secondary education that prepares students primarily to work in specific fields."

According to data from the Central Statistics Agency (2024), the Open Unemployment Rate (TPT) in August 2024 reached 7.47 million people or 4.91% of the total workforce. In August 2024, the open unemployment rate at the SMK education level remained the highest compared to other education level graduates, at 9.01%. This indicates that SMK graduates, despite having undergone vocational education, are not yet fully prepared to enter the workforce. This condition suggests the need for attention to improving student work readiness.

Work readiness encompasses the overall physical, mental, and experiential conditions of individuals that enable them to be ready to perform work (Muspawi & Lestari, 2020). Two factors influence work readiness: internal factors such as physical and mental maturity, motivation, interest,

talent, intelligence, and knowledge mastery, and external factors such as family roles, school support, facilities and infrastructure, and industrial practice experience (Susanti & Mulyoto, 2020). Knowledge and skills factors can be observed from digital technology mastery. Industrial Work Practice (IWP) experience, on the other hand, can be assessed from students' understanding of work processes and their development of technical skills in their field of expertise. Therefore, both IWP experience as part of external factors and digital literacy capabilities influence student work readiness in facing a competitive and digital technology-based work environment.

Industrial Work Practice (IWP) is a training program conducted in the field or outside the classroom as part of learning activities integral to training programs (Kusnaeni et al., 2016). Digital literacy, as proposed by Paul Gilster in 1997, is the ability to understand and use information in various forms and sources widely accessed through computer devices (Naufal, 2021).

Work readiness problems occur among SMK Batik 2 Surakarta graduates. Based on graduate tracking data from SMK Batik 2 Surakarta in 2023, 37% of students obtained employment, 29% were unemployed or engaged in other activities, 4% chose to continue their education, and 30% were interested in entrepreneurship. The following gap was identified through researcher interviews with graduates and 12th-grade students, revealing that the work practice experience undertaken was not relevant to their vocational field. One student from the Health Services (LK) department was placed in a non-prescription pharmacy, only tasked with maintaining room cleanliness and arranging goods, rather than receiving training in basic health services or medical administration as appropriate. Additionally, low digital technology mastery was found, such as difficulties using basic computer software like Microsoft Office for compiling IWP reports or completing other learning requirements, and limitations in accessing and effectively utilizing digital learning media.

Problems emerging specifically at the SMK level involve two main aspects that pose challenges in the workforce. Many graduates still have not obtained employment or face waiting periods, and students have limitations in using digital technology. Yet, digital technology mastery has become a key skill in almost all work fields. Basic capabilities such as data processing, professional document preparation, and communication through digital platforms are minimum requirements expected by the industrial world. This represents one of the important aspects that must be possessed and needed in almost all modern work fields. This misalignment demonstrates the importance of more comprehensive skills, including through digital literacy strengthening and work practice relevant to the needs of the workforce and industrial world (DUDI).

IWP can be mentioned as a factor influencing work readiness. Previous research conducted by Habibah and Dwijayanti (2023) showed that field work practice has positive and significant effects on work readiness. Different research results by Purba (2024) stated that industrial work practice has very low influence on student work readiness due to lack of relevance between practice locations and student competency expertise and minimal student involvement in relevant tasks.

Capabilities in operating hardware and software play important roles in information mastery and readiness to enter the workforce. Individuals are expected to possess competencies suitable for Industrial Revolution 4.0 era needs to compete professionally. Previous research by Abrosimova (2020) showed that digital literacy capabilities provide positive roles because individuals can possess good thinking abilities and solve problems, especially in work fields. Different research results by Prianto and Nur Qomariyah (2021) stated that digital literacy does not influence work readiness because most students do not yet have clear career goals or direct work experience, while non-digital factors such as motivation, work attitudes, and direct practical experience become more dominant in influencing work readiness.

Based on the background explanation, it can be understood that work readiness among 12th-grade students at SMK Batik 2 Surakarta remains low. This is because IWP experience, which should serve as a means of real learning, has not been fully utilized optimally as some receive work irrelevant to their vocational field. Additionally, digital literacy capabilities remain suboptimal, demonstrated by more frequent technology use for entertainment compared to supporting learning and skill development. This research focuses on relevant combinations for work challenges: IWP experience as industry-based learning and digital literacy capabilities as essential skills in the digital era. Therefore, this study aims to determine the influence of IWP experience and digital literacy capabilities on work readiness among 12th-grade students at SMK Batik 2 Surakarta.

Research Method

This research was conducted at SMK Batik 2 Surakarta, located at Jalan Sere Pajang, Laweyan District, Surakarta City, Central Java. SMK Batik 2 Surakarta was selected as the research location due to its relevant information sources and required data, as well as its alignment with the research problems concerning SMK graduate work readiness issues highly relevant to the main objective of vocational education: producing graduates ready to enter the workforce. However, in reality, students still lack optimal work readiness levels.

The population used in this research comprised 132 12th-grade students at SMK Batik 2 Surakarta from 6 classes. The sample consisted of 100 students from the total population, calculated using the Slovin formula with a 5% error rate. The sampling technique employed proportional random sampling to ensure each class was proportionally represented according to its student numbers, providing accurate population representation and ensuring research results could be generalized. The sample distribution from each class was as follows: 10 LK students, 14 KCS students, 20 MPLB 1 students, 16 MPLB 2 students, 20 BCF 1 students, and 20 BCF 2 students.

Data collection utilized questionnaires with indicators according to Nasrullah et al. (2022) as follows: work readiness variable instruments used indicators: 1) having logical and objective considerations; 2) ability and willingness to cooperate with others; 3) ability to control oneself or emotions; 4) having critical attitudes; 5) courage to accept individual responsibility; 6) ability to adapt to environmental and technological developments; 7) ambition to advance and efforts to follow developments in expertise fields. For the Industrial Work Practice (IWP) experience variable, indicators according to Kusnaeni and Martono (2016) were used: 1) knowledge about the work world; 2) building work habits; 3) work skills and work attitudes; 4) creating cooperative relationships; 5) developing responsibility; 6) appreciating work and workers. The digital literacy capability variable used indicators according to Paul Gilster in Fajriati Fauzi's research (2022): 1) internet searching; 2) hypertextual navigation; 3) content evaluation; 4) knowledge assembly.

Instruments in this research were measured using a modified 4-point Likert scale that underwent validity and reliability testing using product moment correlation and Cronbach Alpha. The questionnaire was tested on 30 respondents who were not research samples. Requirements for declaring items valid in this research were $r_{count} > r_{table}$ (0.361) with 5% significance level. Items could be declared reliable if Cronbach Alpha values > 0.60. Validity test results showed $r_{xy} > r_{table}$, enabling instruments to be declared valid. Reliability testing showed that student work readiness variables had values of 0.859, IWP experience variables had values of 0.843, and digital literacy capability variables had values of 0.830, enabling research instruments to be declared reliable.

The data analysis technique used multiple linear regression analysis to determine whether influences existed between two independent variables and the dependent variable. Before conducting data analysis, researchers performed classical assumption tests consisting of data normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests. After passing classical assumption tests, researchers conducted hypothesis testing to test whether proposed hypotheses were accepted or rejected. In hypothesis testing, researchers used t-tests, F-tests, multiple linear regression analysis, determination coefficient tests, and effective and relative contributions.

Results and Discussion

Research Results

This research involved three variables: two independent variables IWP experience (X_1) and digital literacy capabilities (X_2) and one dependent variable work readiness (Y). The instruments used comprised questionnaires consisting of 22 work readiness variable statements, 19 IWP experience variable statements, and 14 digital literacy capability variable statements. Research instruments underwent validity and reliability testing. Instruments were distributed through closed questionnaires to 100 research sample respondents. Data were collected, processed, and analyzed using IBM SPSS Statistics version 25. Research results included descriptive data analysis presented in Table 1.

Table 1
Descriptive Data Analysis

	Industrial Work Practice (IWP)	Digital Literacy	Work Readliness
Valid	100	100	100
Missing	0	0	0
Mean	54.79	39.09	62.09
Median	54.00	39.00	63.00
Mode	53	39	65
Std. Deviation	5.934	4.876	6.037
Variance	35.218	23.780	36.446
Range	36	29	28
Minimum	40	27	46
Maximum	76	56	74
Sum	5479	3909	6209

As shown in Table 1, descriptive data results for the work readiness variable obtained maximum values of 74, minimum values of 46, mean values of 62.09, and standard deviations of 6.037. The total value sum for work readiness variables based on collected data was 6209. The IWP experience variable obtained maximum values of 76, minimum values of 40, mean values of 54.79, and standard deviations of 5.934. The total value sum for work readiness variables based on collected data was 5479. The digital literacy capability variable obtained maximum values of 56, minimum values of 27, mean values of 39.09, and standard deviations of 4.876. The total value sum for work readiness variables based on collected data was 3909.

Classical assumption tests in this research included normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests. This research used Kolmogorov-Smirnov normality tests with decision-making bases for normality tests requiring significance values > 0.05. Normality test results obtained values of 0.200, enabling conclusions that collected data were normally distributed.

Linearity tests in this research showed significant linear relationships between X variables and Y variables. Data could be considered linear if significance values > 0.05. Linear test results for IWP experience on work readiness were 0.083 > 0.05, while results for digital literacy capabilities on work readiness were 0.066 > 0.05.

Multicollinearity tests were used to observe no multicollinearity symptoms if tolerance values > 0.10 and Variance Inflation Factor (VIF) values < 10. Multicollinearity test results showed tolerance values for IWP experience and digital literacy capability variables of 0.405 with VIF values for each variable of 2.469. Based on these results, no multicollinearity symptoms existed between the two independent variables.

Heteroscedasticity tests using Glejser tests produced values for IWP experience variables of 0.299 and digital literacy capability variables of 0.993. Based on these results, no heteroscedasticity symptoms occurred.

Hypothesis testing results in this research used t-tests, F-tests, determination coefficient tests (R^2), and effective and relative contributions of X_1 and X_2 to Y. T-test results showed that IWP experience (X1) had significance values of 0.000 < 0.05 and obtained t_{count} values of 5.858 > t_{table} 1.984. Therefore, H_0 was rejected and H_1 was accepted, concluding significant influences between IWP experience and work readiness partially. T-test results also showed that digital literacy capabilities (X2) had significance values of 0.000 < 0.05 and obtained t_{count} values of 3.592 > 1.984. Therefore, H_0 was rejected and H_2 was accepted, concluding significant influences between digital literacy capabilities and work readiness partially.

F-test results showed obtained significance values of 0.000 < 0.05 with F_{count} 98.357 > F_{table} 3.94. From these results, H_0 was rejected and H_3 was accepted, meaning significant influences existed between IWP experience and digital literacy capabilities on work readiness simultaneously.

The determination coefficient (R^2) obtained results of 0.670 or 67%, interpreted as IWP experience and digital literacy capability variables together influencing work readiness by 67%, with

the remaining 33% influenced by other variables not explained in this research.

Multiple linear regression analysis results obtained the regression equation Y = 16.218 + 0.546 X_1 + 0.408 X_2. Based on these results, if X_1 and X_2 values were 0, work readiness values obtained were 16.218. If one-point increases occurred in IWP experience variables, increases of 0.546 would occur in work readiness variables. If one-point increases existed in digital literacy capability variables, work readiness variables would increase by 0.408.

Effective contributions were obtained through calculations of IWP experience on work readiness of 42.45%, while effective contribution values for digital literacy capabilities on work readiness were 24.48%. The total of both effective contribution values aligned with determination coefficient test results (R Square) of 67%, with the remaining 33% representing contributions from other variables not researched in this study. Relative contribution results for IWP experience on work readiness were 63.42%, and relative contribution values for digital literacy capabilities on work readiness were 36.58%. The sum of both relative contributions was 100%.

Discussion

The first hypothesis in this research stated that influences were suspected between IWP experience and student work readiness. To prove this hypothesis, t-test calculations were performed with significance values of 0.000 < 0.05 and obtained t_{count} values of 5.858 > t_{table} 1.984. Based on these results, H_0 was rejected and H_1 was accepted, concluding that IWP experience positively and significantly influenced work readiness among 12th-grade students at SMK Batik 2 Surakarta. Students who participated in IWP and were placed in institutions relevant to their vocational fields and received active guidance from field supervisors tended to show higher confidence levels and work skills compared to students placed in institutions less relevant to their vocations and not receiving optimal guidance. Good IWP experiences can increase student work readiness in facing industrial challenges. These analysis results strengthen Bartle's (2015) theory that effective learning occurs when individuals obtain direct experience, reflect on that experience, and connect it with previously learned theories or concepts. Results in this research also strengthen research by Habibah and Dwijayanti (2023) showing that field work practice (IWP) experiences have positive and significant impacts on work readiness, and research by Putra et al. (2023) regarding IWP benefits for students in forming good thinking patterns and work ethics, training professionalism, and honing skills according to expertise fields.

The second research hypothesis stated that influences were suspected between digital literacy capabilities and student work readiness. To prove this hypothesis, t-test calculations were performed with significance values of 0.000 < 0.05 and obtained t_{count} values of 3.592 > t_{table} 1.984. Based on these results, H_0 was rejected and H_2 was accepted, concluding that digital literacy capabilities positively and significantly influenced work readiness among 12th-grade students at SMK Batik 2 Surakarta. Digital literacy capabilities are greatly needed to support work productivity and have become not only additional skills but fundamental parts that must be possessed to face the all-digital industrial world, especially for students. These research results strengthen research by Putri and Supriansyah (2021) stating that digital literacy becomes one of the most influential factors on work readiness, especially for Generation Z, and research by Abrosimova (2020) indicating that digital literacy provides positive roles because individuals can possess good thinking abilities and solve problems, especially in work fields.

The third hypothesis in this research stated that influences were suspected between IWP experience and digital literacy capabilities simultaneously on work readiness among 12th-grade students at SMK Batik 2 Surakarta. This could be proven through F-test calculations obtaining significance values of 0.000 < 0.05 with F_{count} 98.357 > F_{table} 3.94. Based on these results, H_0 was rejected and H_3 was accepted, so IWP experience and digital literacy capabilities together positively and significantly influenced work readiness among 12th-grade students at SMK Batik 2 Surakarta. Improvements in field work practice (IWP) experience and digital literacy capabilities can increase student work readiness. These research results align with learning theory applications, particularly connectionism theory pioneered by Edward Lee Thorndike, stating that every individual behavior results from stimulus-response relationships. To obtain or achieve good results in learning, working,

and any activities, readiness is required (Hamruni et al., 2021). Results in this research also strengthen research by Azky and Mulyana (2024) stating that student readiness or unreadiness for work is influenced by various factors basically determined by students themselves, while external factors serve as support but deserve consideration.

Conclusion

Based on the research results presented above, conclusions were reached that positive and significant influences existed between IWP experience and work readiness, followed by positive and significant influences between digital literacy capabilities and work readiness. Additionally, positive and significant influences existed between IWP experience and digital literacy capabilities together on work readiness. These conclusions prove that research hypotheses were relevant to research results. Other findings in this research showed that IWP experience and digital literacy capabilities simultaneously influenced student work readiness by 67%, while the remaining 33% was influenced by other variables not explained in this research. Based on these conclusions, suggestions that researchers can provide to the Principal of SMK Batik 2 Surakarta include: research results showed that IWP experience had dominant influences on work readiness, but digital literacy capabilities remained important. Therefore, recommendations include not only strengthening IWP program implementation quality through closer cooperation with business and industrial worlds (DUDI) but also designing training programs or project-based learning activities supporting basic digital literacy improvements. For teachers, suggestions include providing guidance, positive feedback, and student-centered learning approaches to strengthen practical experience and technology mastery. For students, active development of digital literacy capabilities through training and relevant technology exploration is needed to prepare for digital-based work environments, not just relying on social media usage habits. For future researchers, expectations include uncovering other variables or factors influencing work readiness such as work motivation, academic achievement, work interest, work world information, and others. Research limitations include scope covering only one school and data collection processes requiring longer time due to waiting for students to complete IWP activities, affecting overall research implementation time effectiveness.

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