THE INFLUENCE OF WORK FIELD PRACTICES, SELF-EFFICACY, AND FAMILY ENVIRONMENT ON THE WORK READINESS OF STUDENTS

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Abstract

The purpose of this research is to determine the influence of Field Work Practice, Self-Efficacy, and Family Environment on the Job Readiness of students from SMK Negeri 40 Jakarta. The research method used in this study is a survey method with a quantitative approach. The population in this study consists of 196 students from SMK Negeri 40 Jakarta. The sampling technique used is proportionate stratified random sampling with the Slovin formula, with a level of difficulty accuracy of 5%, resulting in a sample size of 132 students. The data analysis technique used in this research is Structural Equation Modeling (SEM) PLS using SmartPLS 4.0 software. The data analysis techniques in this research consist of measurement model analysis, structural model analysis, and testing the hypotheses of direct influence. The results show that variable X1 to Y has an original sample value of 0.254, t-statistics of 3.164 > 1.96, and a p-value of 0.001 < 0.05. The results for X2 to Y have an original sample value of 0.192, statistics of 2.565 > 1.96, and a p-value of 0.005 < 0.05. Then, the results for X3 to Y have an original sample value of 0.370, t-statistics of 3.343 > 1.96, and a p-value of 0.000 < 0.05. The F-Square calculation results for variable X1 to Y are 0.288. The F-Square value for variable X2 to Y is 0.179. The F-Square value for variable X3 to Y is 0.189. The results of this research indicate that there is a positive and significant direct influence simultaneously between Field Work Practice, Self-Efficacy, and Family Environment on Job Readiness.

Keywords: Family Environment, Field Work Practice, Job Readiness, Self-Efficacy

1. INTRODUCTION

Vocational High School (SMK) is one of the formal educational institutions with the aim of preparing young generations (students) who are skilled in a certain field of expertise to enter the workforce. SMK graduates are equipped with abilities and skills to become a professional workforce. In this regard, SMK plays an important role in efforts to build and develop a quality workforce. This is closely related to the impact of providing quality education that creates a skilled workforce, enabling them to compete and be ready to fill jobs that align with their fields and competencies.

Based on the data collected from the Central Statistics Agency (BPS), it shows that the Open Unemployment Rate (TPT) among different education levels, particularly for Vocational High Schools (SMK), is the largest contributor. In 2022, the rate stood at 9.42%, which decreased from the previous year, 2021, where it was 11.13% (Statistics, 2022). This indicates that the absorption rate of Vocational High School (SMK) graduates into the workforce is still low, as per the data from the Central Statistics Agency (BPS).

The factors that influence student work readiness according to Herminanto are learning achievement, parents' economic situation, social guidance, career guidance, and

student work experience (Melinia & Mariah, 2022). Then the factors that influence student work readiness are two factors, namely: First, internal factors, factors that come from within students, including interest and motivation. Second, external factors, namely factors that come from outside the student, including the family environment, field work practice experience (Yantu et al., 2023).

Field work practice is the implementation of professional expertise education, which systematically combines school education and mastery of expertise programs obtained through direct work activities in the world of work to achieve certain professional levels (Yantu et al., 2023). Through Field Work Practices, students are expected to be ready to work. Student work readiness can be used as a measure of success in implementing Field Work Practices (PKL). Thus, students who graduate from SMK are expected to be ready to work, through the provision of knowledge, skills, and experience that students have gained during Field Work Practices (PKL) with the aim of providing direct (real) work experience to students (Merta, 2022). Based on the results of previous research conducted by (Khadifa & Indriayu, 2018) that field work practice has a positive effect on student work readiness. This means that the higher the effect of field work practice, the more work readiness will increase.

Self-efficacy is a person's belief in their ability to exercise some form of control over their own functioning and the events in their environment (Mastur & Pramusinto, 2020). The provision of life skills in the form of self-knowledge skills, rational thinking skills, social skills, academic skills, and vocational skills or vocational skills is expected that students can have the independence to find work and open jobs in the community. Based on the results of previous research conducted by (Nisrina et al., 2023) that there is a positive and significant influence between self-efficacy on work readiness. This means that the higher the influence of self-efficacy owned, the work readiness will also increase.

Then, if the students are ready to work, the next step is to look at the family environment occupied by each individual. The first environment that forms character in individuals occurs in the family environment, here a person can get education about religious values, social culture and values about life (Ernilah et al., 2022). The family environment is also the main and first factor in the development of children, then within the family environment socio-economic status can also group individuals based on occupation, education, and other similar economic characteristics (Mastur & Pramusinto, 2020). Based on the results of previous research conducted by (Romdloniyati, 2019), it shows that there is a significant positive effect of the family environment on student work readiness, meaning that the better the family environment, the better the work readiness.

According to the results of previous research (Dzikri et al., 2022), (Mastur & Pramusinto, 2020), (Rahmayanti et al., 2018), and (Usman & Sulistyowati, 2020) shows that field work practice, self-efficacy, and family environment have an influence on work readiness. So the higher the influence of field work practice, the more work readiness will increase. Then it shows that the higher the influence of self-efficacy owned, the work readiness will also increase. And also shows that the better the family environment, the better the work readiness will be. In research conducted previously by several researchers using college students as the population and research samples. In contrast to the research to be conducted by researchers, namely using data on XII grade students at SMK Negeri 40 Jakarta. In the use of data analysis processing that will be used also has differences. Previous researchers mostly used the SPSS application while this study used the SEM

PLS application.

Given the background and the supported phenomena from the data presented earlier, the primary objective of this research is to investigate the impact of Field Work Practice, Self-Efficacy, and Family Environment on students' Job Readiness at SMK Negeri 40 Jakarta. The study aims to explore the relationships and interactions between these variables to gain a deeper understanding of their combined influence on students' preparedness for employment.

2. LITERATURE REVIEW

2.1. The Effect of Field Work Practices on Job Readiness

Field Work Practice is an activity or job training given to students by going directly to the field in an effort to improve students' abilities and skills so that students have provisions later when they will enter the real world of work.

The results of previous research conducted (Dzikri et al., 2022), (Arifah et al., 2020), (Wibowo & Nugroho, 2021), (Yantu et al., 2023), (Khadifa & Indriayu, 2018), (Adityagana et al., 2018), (Romdloniyati, 2019), (Mutoharoh & Rahmaningtyas, 2019), (Mastur & Pramusinto, 2020), (Zulaehah et al., 2018), (Nurhayati & Kusmuriyanto, 2019), (Neswari, 2022), (Adityagana et al., 2018), (Setyadi et al., 2021), and (Rumonim et al., 2019) showed that field work practice has a positive effect on work readiness. The higher the field work practice, the higher the work readiness. Vice versa, the lower the field work practice, the lower the work readiness.

2.2. The Effect of Self-Efficacy on Job Readiness

Self-efficacy is an individual's belief or conviction about one's ability to organize, complete tasks, achieve goals, produce something, and take action to demonstrate certain abilities. Someone with high self-efficacy will try harder to overcome existing challenges, while someone with low efficacy tends to give up easily.

The results of previous research conducted by (Dzikri et al., 2022), (Chotimah & Suryani, 2020), (Khadifa & Indriayu, 2018), (Yasinta & Irfani, 2022), (Rahmayanti et al., 2018), (Mastur & Pramusinto, 2020), (Zulaehah et al., 2018), (Neswari, 2022), and (Adityagana et al., 2018) showed that self-efficacy has a positive effect on work readiness. The higher the student's self-efficacy, the higher the work readiness, and vice versa, the lower the student's self-efficacy, the lower the work readiness. With high self-efficacy, it will further shape students' work readiness.

2.3. The Effect of Family Environment on Job Readiness

The family environment is the first environment to influence children's development and behavior. In the family environment, children get attention, love, encouragement, guidance and role models from their parents to realize their development potential in the future. The family environment has a huge influence on the development and choice of career and work of a child, and the influence of parents can be a role model for children.

The results of previous research conducted (Dzikri et al., 2022), (Rahmayanti et al., 2018), (Mastur & Pramusinto, 2020), (Romdloniyati, 2019), (Mutoharoh &

Rahmaningtyas, 2019), and (Nurhayati & Kusmuriyanto, 2019) highlight that the family environment has a positive effect on work readiness. The role of the family environment is very influential on work readiness. The family environment has an important influence in guiding and directing their children to choose what job to choose when they graduate from school later.

2.4. The Effect of Field Work Practices, Self-Efficacy, and Family Environment on Job Readiness

Factors that influence work readiness according to (Dzikri et al., 2022), (Rahmayanti et al., 2018), (Mastur & Pramusinto, 2020), and (Usman & Sulistyowati, 2020) The results showed that there was an influence of field work practice, self-efficacy, and family environment on work readiness.

Students who have experience in good field work practices can improve work readiness because with field work practices students gain experience before entering the real world of work. The more positive and good field work practices students have, the higher their work readiness will be, and vice versa. Field work practice will also improve and develop the abilities that students have.

Students with high self-efficacy will set the goals they want and make every effort to achieve their goals (in this case self-efficacy is work readiness). The higher the student's self-efficacy, the higher the student's work readiness, and vice versa, the lower the student's self-efficacy, the lower the student's work readiness. With strong self-efficacy, it will further shape students' work readiness.

In the family environment, children get attention, love, encouragement, guidance and role models from their parents to realize their development potential in the future. The role of the family environment is very influential on children's work readiness later. The family environment has a huge influence on the development and choice of career and work of a child.

2.5. Hypothesis

H1 : There is a positive and significant direct influence between field work practice on work readiness.

H2 : There is a positive and significant direct influence between self-efficacy on work readiness.

H3 : There is a positive and significant direct influence between family environment on work readiness.

H4 : There is a positive and significant direct influence between field work practice, self-efficacy, and family environment on work readiness.

3. RESEARCH METHODS

This research uses a quantitative approach with a survey method. The population in this study consists of students from SMK Negeri 40 Jakarta, totaling 623 students. The accessible population for this research is all twelfth-grade students from SMK Negeri 40 Jakarta, with the following expertise programs: 1) Office Management Automation, 2) Online Business Marketing, 3) Institutional Accounting and Finance, 4) Multimedia, and 5) Software Engineering. The determination of the sample size used in this research is

done using the Slovin formula approach, and the sampling technique used is probability sampling. Probability sampling in this research is done using the method of proportionate stratified random sampling. Based on the calculation of the sample size obtained through the Slovin formula with a margin of error of 5%, the sample size used in this research is 132 students.

The variables in this study are: 1) Independent Variables: Field Work Practice (X1), Self-Efficacy (X2), and Family Environment (X3), 2) Dependent Variable: Job Readiness (Y). In this study, the Likert scale is used. The research is conducted in several stages to find the most relevant model among the variables with the research constructs. The first model in this research consists of four variables: Job Readiness (Dependent Variable), Field Work Practice (Independent Variable), Self-Efficacy (Independent Variable), and Family Environment (Independent Variable). The indicators in the Job Readiness variable consist of 20 statements, the Field Work Practice variable consists of 20 statements, the Self-Efficacy variable consists of 20 statements, and the Family Environment variable consists of 20 statements. In the results of the first model, there are 60 statements, and 31 statements are deemed invalid or do not meet the criteria for the research. Therefore, the researcher drops these 31 statements.

The data collection technique used in this research is a questionnaire. The data collection technique uses primary data, which is distributed through questionnaires to respondents (twelfth-grade students), and the data are collected directly. The instrument in this questionnaire contains a number of statements to gather information about the influence of Field Work Practice (X1), Self-Efficacy (X2), and Family Environment (X3) on Job Readiness (Y) in the twelfth-grade students of SMK Negeri 40 Jakarta in the 2022/2023 academic year.

The data analysis technique in this research uses Structural Equation Model (SEM) based on Partial Least Square (PLS). The data analysis method of Partial Least Square (PLS) can be conducted using SmartPLS 3.0 software.

4. RESULTS AND DISCUSSION
4.1. Results
4.1.1. Respondent Profile

In this study, researchers distributed questionnaires to 132 students of class XII of SMK Negeri 40 Jakarta. The profile of respondents in this study is divided into gender and expertise program.

The characteristics of students of SMK Negeri 40 Jakarta when viewed from their gender, male respondents totaled 40 people (30% of the total respondents) and female respondents totaled 132 people (70% of the total respondents). The characteristics of respondents in this study, namely class XII SMK Negeri 40 Jakarta when viewed based on the Expertise Program, the first order is 52 students (39% of the total respondents) from the Multimedia expertise program. In second place are students from the Software Engineering expertise program as many as 25 students (19% of the total respondents). Furthermore, in the third place is the Accounting and Finance Institution expertise program as many as 23 students (17% of the total respondents), then Online Business Marketing students totaling 18 students (14% of the total respondents), and in the last

position is the Office Management Automation students totaling 14 students (11% of the total respondents).

4.1.2. Discriminant Validity

Table 1. Discriminant Validity Result

	Field Work Practice (X1)	Self-Efficacy (X2)	Family Environment (X3)	Job Readiness (Y)
X1				
X2	0.312			
X3	0.229	0.297		
Y	0.402	0.385	0.494	

Source: Data processed by researchers (2023)

Based on table 1 above, the HTMT value for the X1 and X2 pair is 0.312 < 0.9, for the X1 and X3 pair is 0.229 < 0.9, for the X1 and Y pair is 0.402 < 0.9, for the X2 and X3 pair is 0.297 < 0.9, for the X2 and Y pair is 0.385 < 0.9, and for the X3 and Y pair is 0.494 < 0.9. So it can be concluded that the value of all HTMT discriminant validity <0.9.

Table 2. Discriminant Validity Fornell Larcker

	Field Work Practice (X1)	Self-Efficacy (X2)	Family Environment (X3)	Job Readiness (Y)
X1	0.777			
X2	0.304	0.819		
X3	0.223	0.289	0.861	
Y	0.395	0.377	0.482	0.853

Source: Data processed by researchers (2023)

Based on table 2. above, the AVE root value between variable X1 and X1 is 0.777 which is greater than the correlation value between variable X1 and X2 which is 0.304, greater than the correlation value between variable X1 and X3 which is 0.223, and also greater than the correlation value between variable X1 and Y which is 0.395. The AVE root value between the X2 and X2 variables of 0.819 is greater than the correlation value between the X2 and X3 variables, which is 0.289 and greater than the correlation value between the X2 and Y variables, which is 0.377. The root AVE value between variables X3 and X2 of 0.861 is greater than the correlation value between variables X3 and Y, which is 0.482. These calculations show that overall the results of discriminant validity fornell larcker are fulfilled because the diagonal axis is greater than the value of other variables.

4.1.3. Composite Reliability

Table 3. Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Field Work Practice (X1)	0.940	0.948	0.604
Self-efficacy (X2)	0.951	0.957	0.671
Family Environment (X3)	0.970	0.974	0.741
Job Readiness (Y)	0.969	0.972	0.728

Source: Data processed by researchers (2023)

A variable is considered to have high reliability if the composite reliability value is > 0.7 and the AVE value is > 0.5. The results of composite reliability testing in table 4.10 show that all variables meet convergent validity because the composite reliability value is above 0.7 and the AVE value is above 0.5. Therefore, all variables have met the reliability criteria.

4.1.4. Structural Model Analysis (Inner Model)
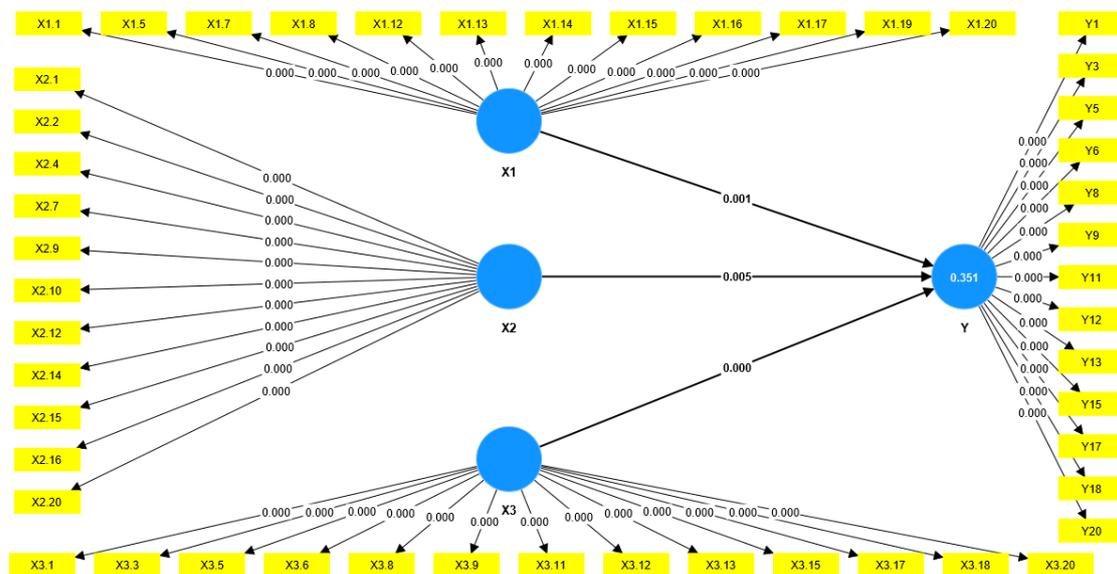
Figure 1. Bootstraping Calculation Results
Source: Data processed by researchers (2023)

4.1.5. R-Square

Table 4. R-Square

	R-Square	Adjusted R-Square	Description
Job Readiness (Y)	0.351	0.336	Moderate

Source: Data processed by researchers (2023)

Based on the results obtained from table 4, it can be seen that the magnitude of the R-Square value on the work readiness variable is 0.351 so that it can be said that there is an influence of 35.1% between the variables of Field Work Practices (X1), Self-Efficacy (X2), and Family Environment (X3) on the Work Readiness variable (Y). Other more accurate results can be seen in the magnitude of the Adjusted R-Square value on the work readiness variable of 0.336 so that it can be said that there is an influence of 33.6% between the variables of Field Work Practice (X1), Self-Efficacy (X2), and Family Environment (X3) on the Work Readiness variable (Y).

4.1.6. F-Square

Table 5. F-Square Result

	Field Work Practice (X1)	Self-Efficacy (X2)	Family Environment (X3)	Job Readiness (Y)
Field Work Practice (X1)				0.288
Self-efficacy (X2)				0.179
Family Environment (X3)				0.189
Job Readiness (Y)				

Source: Data processed by researchers (2023)

Based on the F test results obtained from table 5, it can be seen that the effect of the Field Work Practice variable construct with the Work Readiness construct of 0.288> 0.02 means that the two variables have a moderate relationship (moderate). As for the influence between the constructs of the Self-Efficacy variable and the Work Readiness construct, the value of 0.179> 0.02 means that the two variables have a moderate relationship (moderate). And for the influence between the constructs of the Family Environment variable and Job Readiness, the value of 0.189> 0.15 means that the two variables have a moderate relationship (moderate).

4.1.7. Q2 Predictive Relevance

Q2 Predictive Relevance is done to determine the predictive capability. The requirement of the Q2 test is if the Q2 value> 0 indicates the model has predictive relevance and Q2 <0 indicates the model lacks predictive relevance. The analysis results show that the Q2 Predict value is 0.274 where the value is> 0 and includes a moderate or moderate predictive relevance value. So this research model has a moderate predictive value, where the model used adequately explains the information in the research data.

4.1.8. Path Coefficients

Table 6. Hypothesis Test with Boostrapping

	Original Sampel (O)	Sample Mean(M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P-Value
Field Work Practice > Job Readiness	0.254	0.256	0.080	3.164	0.001

Self-efficacy > Job Readiness	0.192	0.181	0.075	2.565	0.005
Family Environment > Work Readiness	0.370	0.381	0.111	3.343	0.000

Source: Data processed by researchers (2023)

a. H1 : There is a positive and significant direct effect of Field Work Practices on Job Readiness of Students of SMK Negeri 40 Jakarta.

Based on the results of the analysis of the path coefficient calculation in table 4.25, it is found that the Field Work Practices variable on Student Job Readiness has an original sample value of 0.254, while for t-statistics it is 3.164> 1.96. Then for the p-value has a value of 0.001 <0.05. So it can be said that the first hypothesis which states that the Field Work Practices variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta is accepted.

b. H2 : There is a positive and significant direct effect of self-efficacy on the work readiness of students of SMK Negeri 40 Jakarta.

Based on the results of the path coefficient calculation analysis in table 4.25, the results show that the Self-Efficacy variable on Job Readiness has an original sample value of 0.192, while for t-statistics it is 2.565> 1.96. Then for the p-value has a value of 0.005 <0.05. So it can be said that the second hypothesis which states that the Self-Efficacy variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta is accepted..

c. H3 : There is a positive and significant direct influence of the family environment on the work readiness of students of SMK Negeri 40 Jakarta.

Based on the results of the path coefficient calculation analysis in table 4.25, the results show that the Family Environment variable on Job Readiness has an original sample value of 0.370, while for t-statistics it is 3.343> 1.96. Then for the p-value has a value of 0.000 <0.05. So it can be said that the third hypothesis which states that the Family Environment variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta is accepted.

d. H4 : There is a positive and significant direct influence together Field Work Practices, Self-Efficacy, and Family Environment on Job Readiness of Students of SMK Negeri 40 Jakarta.

Based on the results of the path coefficient calculation analysis in table 4.25, the results show that the Field Work Practices variable (X1), the Self-Efficacy variable (X2), and the Family Environment (X3) simultaneously have a positive effect on Job Readiness (Y) of SMK Negeri 40 Jakarta students. The results of the F-Square calculation were obtained, namely for the variable use of field work practices on work readiness of 0.288. The F-Square value of the self-efficacy variable on work readiness is 0.179. While the F-Square value of the family environment variable on work readiness is 0.189. The results of these values indicate that the variables of field work practice, self-efficacy, and family environment have a moderate influence on the work readiness variable, therefore the fourth hypothesis is accepted.

4.2. Discussion

4.2.1. Direct Influence of Field Work Practices on Job Readiness of Students

Based on the results of the analysis of the path coefficient calculation in the previous calculation, the variable Field Work Practice on Job Readiness has an original sample value of 0.254, while for t-statistics it is 3.164> 1.96. Then for the p-value has a value of 0.001 <0.05 so it can be said that the first hypothesis which states that the Field Work Practices variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta and H1 in this study is accepted.

The results of this study are in line with research previously conducted by (Wibowo & Nugroho, 2021) which stated that the implementation of students' Field Work Practices (PKL) must be in accordance with competencies, so that students can carry out PKL with discipline, diligence and produce software or hardware products. In order to support or keep the enthusiasm of students doing Field Work Practices (PKL) high, the PKL supervising teacher must always pay close attention to the factors that can support this. Some of them are providing strong motivation to PKL students, continuous guidance on the implementation of PKL and providing students with the right skills and skills. Seeing and paying attention to differences in attitudes, better ways of thinking and mental maturity in the work readiness of students who have carried out field work practice programs compared to before carrying out PKL. The results of this study found that field work practice has a positive and significant effect on work readiness. Evidenced by the t test value of 2.371 with a significance value of 0.018.

The same results were also found in research (Mutoharoh & Rahmaningtyas, 2019) which stated that there is a positive and significant effect of field work practice on work readiness as evidenced by the t test value of 6,617 with a significance value of 0.000. This shows that in the implementation of this field work practice, it is hoped that each student will be able to participate in work activities and understand the work activities carried out in the business world or in the industrial world so that these students can achieve and get something good and beneficial for themselves and so that these students can show the maximum performance they have done while in the business world or industry. Field work practice provides and at the same time teaches students about and how life in the world of work in addition to testing the knowledge they learn through field work practice. Students are expected to be able to understand how the rules and regulations in the industrial / business world, so that when they graduate they are truly ready to work both scientifically and mentally.

This is also in line with previous research conducted by (Yantu et al., 2023) which stated that there is a positive and significant effect of field work practice on work readiness as evidenced by the t test value of 7,630 with a significance value of 0.000. This shows that schools must equip their graduates with various abilities and skills according to work needs according to their vocational fields, therefore the need for field work practice for vocational students in industry in order to form work attitudes, work skills, work discipline and increase student knowledge in order to increase the work readiness of these students.

4.2.2. Direct Influence of Self-Efficacy on the Work Readiness of Students

Based on the results of the analysis of the path coefficient calculation in the previous calculation, the Self-Efficacy variable on Job Readiness has an original sample value of

0.192, while for t-statistics it is 2.565> 1.96. Then for the p-value has a value of 0.005 <0.05. So it can be said that the second hypothesis which states that the Self-Efficacy variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta and H2 in this study is accepted.

The results of this study are in line with research conducted by (Yasinta & Irfani, 2022) which stated that self-efficacy has a positive and significant effect on work readiness. Evidenced by the t test value of 6,792 with a significance value of 0.000. In this study it is said that this self-efficacy describes our ability to deal with situations or is related to an action. Low self-efficacy and also the provision of work readiness that is less qualified to enter the world of competition in finding a job. Many companies require contributions from potential human resources and many of them are looking for prospective graduates who are certain to have quality performance and work readiness so that the goals of their company or organization can be achieved to achieve the goals of the company or organization.

This is also in line with previous research conducted by (Khadifa & Indriayu, 2018) which stated that self-efficacy has a positive and significant effect on work readiness. Proven by the t test value of 3.462 with a significance value of 0.001. In this study it is said that the higher the student's self-efficacy, the higher the student's work readiness and vice versa. In order for students to be ready to enter the world of work, good self-efficacy is needed. Students who successfully recognize their abilities will feel confident that they can get a job.

Can also be found in research by (Chotimah & Suryani, 2020) which stated that self-efficacy has a positive and significant effect on work readiness. Proven by the t test value of 6,179 with a significance value of 0.000. In this study it is said that self-efficacy is a person's evaluation of his ability or competence to perform a task, achieve goals, and overcome obstacles. The work readiness of a person is strongly influenced by his own belief factor to prepare himself for a career, because self-efficacy shows the implementation of the learning process that has been undertaken by students with changes in behavior that will form work readiness.

4.2.3. Direct Influence of the Family Environment on the Work Readiness of Students

Based on the results of the analysis of the path coefficient calculation in the previous calculation, that the Family Environment variable on Job Readiness has an original sample value of 0.370, while for t-statistics it is 3.343> 1.96. Then for the p-value has a value of 0.000 <0.05. So it can be said that the third hypothesis which states that the Family Environment variable has a positive and significant effect on the Job Readiness of Students of SMK Negeri 40 Jakarta and H3 in this study is accepted.

The results of this study are in line with research conducted by (Romdloniyati, 2019) which stated that the family environment has a positive and significant effect on work readiness. Proven by the t test value of 1.726 with a significance value of 0.000. In this study, it is said that the family environment is one of the external factors that affect work readiness. The family environment is the first and main place of education for a child in the process of forming good attitude and mental maturity. These conditions will be very psychologically influential for the development of children and can affect

children's thinking patterns and even affect a child's decision making. A family environment that encourages and supports their children to work also helps both mentally and spiritually for a child's success in their work.

This is also in line with research (Mutoharoh & Rahmaningtyas, 2019) which stated that the family environment has a positive and significant effect on work readiness. Evidenced by the t test value of 3,732 with a significance value of 0.000. In this study it is said that the family environment is the first and main education for children. All families want happiness and harmony in the family they build, for that all family members must understand and understand each other to create it all. The high and low education of parents, the size of the income, sufficient or lack of attention and parental guidance, whether or not the parents get along well, whether or not the parents' relationship with the children is close, whether or not the situation in the house is calm, all of which contribute to the achievement of children's learning outcomes. So a good and supportive family environment will have better work readiness than those who are not motivated from the family.

The same results were also found in research conducted by Nurhayati & Kusmuriyanto (2019) which stated that the family environment has a positive and significant effect on work readiness. Evidenced by the t test value of 2,734 with a significance value of 0.000. In this study, it is said that the family environment can affect students' work readiness if the family supports their children's decision to work so that children will feel more enthusiastic in preparing themselves to enter the world of work. The support of the family environment for children to be ready to enter the world of work can be in the form of material, relationships and good attitudes instilled since childhood to their children.

4.2.4. Direct Influence of Field Work Practices, Self-Efficacy, and Family Environment on the Work Readiness of Students

Based on the results of the path coefficient analysis in the previous calculations, it was found that the Field Work Practice (X1), Self-Efficacy (X2), and Family Environment (X3) variables simultaneously have a positive effect on the Job Readiness (Y) of students from SMK Negeri 40 Jakarta. The F-Square calculation results show that the coefficient of Field Work Practice's influence on job readiness is 0.288. The F-Square value for Self-Efficacy's influence on job readiness is 0.179. Meanwhile, the F-Square value for the Family Environment's influence on job readiness is 0.189. These results indicate that the Field Work Practice, Self-Efficacy, and Family Environment variables have a moderate influence on the Job Readiness variable, and hypothesis H4 in this study is accepted.

The findings of this research align with a previous study conducted by Maulidy (2022), which showed a coefficient of determination (R2) of 0.128. Based on this coefficient, it is known that the magnitude of the relationship between Field Work Practice (X1), Self-Efficacy (X2), and Family Environment (X3) with Job Readiness (Y) is 12.8%. There is a simultaneous influence between Field Work Practice, Self-Efficacy, and Family Environment on Job Readiness. It can be concluded that the higher the level of Field Work Practice, Self-Efficacy, and Family Environment among SMK students, the higher their job readiness. Conversely, if Field Work Practice, Self-Efficacy, and Family Environment are low, job readiness will also be lower. This finding is also

supported by a study conducted by (Rahmayanti et al., 2018), which showed that Field Work Practice, Family Environment, and Self-Efficacy simultaneously influence students' job readiness. This implies that the better the Field Work Practice, the better the Family Environment, and the higher the Self-Efficacy, the higher the job readiness of SMK students, and vice versa, if Field Work Practice, Family Environment, and Self-Efficacy are poor, the job readiness of SMK students will be lower. The Adjusted R2 value is 0.752, indicating that the percentage of influence of Field Work Practice, Family Environment, and Self-Efficacy on job readiness among SMK students is 75.2%. The remaining 24.8% is influenced by other variables not examined in this study.

This finding is also consistent with the research conducted by (Mastur & Pramusinto, 2020). The results of this study indicate that there is a positive and significant influence between industrial work practices (prakerin), self-efficacy and family environment on student work readiness. This is obtained from the results of the F test calculation showing that the F value is 43.559 with a significance value of 0.00 <0.05. The effect simultaneously or together obtained a result of 47.3%, which means that the higher the influence of industrial work practices (prakerin), self-efficacy, and family environment, the higher the level of student work readiness.

5. CONCLUSION

Based on the results of the calculations and statistical data analysis conducted to determine the influence of Field Work Practice, Self-Efficacy, and Family Environment on the Job Readiness of students from SMK Negeri 40 Jakarta using the SmartPLS 4.0 SEM program, several conclusions can be drawn.

Firstly, there is a positive and significant influence of Field Work Practice on the Job Readiness of students from SMK Negeri 40 Jakarta. This suggests that the higher the field work practice, the higher the level of job readiness in entering the workforce, and vice versa. Moreover, there is a positive and significant influence of Self-Efficacy on the Job Readiness of students from SMK Negeri 40 Jakarta. This implies that the higher the self-efficacy, the higher the level of job readiness in entering the workforce, and vice versa.

There is also a positive and significant influence of Family Environment on the Job Readiness of students from SMK Negeri 40 Jakarta. This indicates that a better family environment leads to a higher level of job readiness in entering the workforce, and vice versa. Additionally, there is a positive and significant influence of Field Work Practice, Self-Efficacy, and Family Environment on the Job Readiness. This means that the higher the field work practice, self-efficacy, and family environment, the higher the level of job readiness in entering the workforce, and vice versa.

The study's conclusions suggest that future research on Job Readiness should consider including additional factors like interest, learning motivation, academic achievement, and career guidance to obtain more diverse findings. Moreover, expanding the research sample to involve teachers and parents in the research instrument testing will offer a more comprehensive representation of the overall population and enhance the research data's richness and reliability.

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