



The Influence of Internships and Learning Achievement on Work Readiness with Attitude As A Mediating Variable Among 12th Grade Vocational High School Students

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ABSTRACT

Phenomenon/Issue:

Internship, Learning Achievement, and Good Attitude are very important for every vocational high school student to have. This can affect the readiness of students to enter the world of work that suits their competencies and majors in the future.

Purpose:

This research aims to determine the effect of internship and learning achievement on work readiness through attitude as a mediating variable in class 12th grade vocational high school students.

Novelty:

The samples used in this research were 12th grade students of SMK YPI Darussalam 2 Cerme with all majors, namely Office Management, Clinical and Community Pharmacy, Medical Laboratory Technologist, Digital Business, Accounting, Fashion Design and Production, totaling 79 students. The sampling technique used total sampling.

Research Methods:

This research uses data collection methods through distributing questionnaires. The data analysis technique used is Partial Least Squares (PLS) analysis with SmartPLS software version 4.1.1.2 which consists of measurement model test (outer model), structural model test (inner model), and hypothesis testing.

Results:

This finding states that both direct and indirect effects of internship and learning achievement on work readiness through attitudes have a significant influence.

Research Contributions:

This research is expected to be one of the bases for curriculum design and teaching strategies to support the work readiness of competent and highly competitive graduates.

INTRODUCTION

Education is closely related to the formation of quality Human Resources (HR), this is because education is the main foundation for developing individual potential, improving skills and knowledge that can shape good character and attitudes. According to Pristiwanti et al., (2022) Education is a learning process to provide knowledge with positive influences that occur throughout life. Vocational

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High School (SMK) is one of the educational institutions established by the government with the aim of providing education and training as a provision of knowledge for students in preparing themselves to enter the world of work so that they become graduates who have high competitiveness to face challenges in the world of work, have sufficient skills, and can master the science and technological expertise that has been taught in accordance with their competencies and expertise programs. Vocational high school is one of the educational institutions established by the government with the aim of providing education and training as a provision of knowledge for students in preparing themselves to enter the world of work so that they become graduates who have high competitiveness to face a challenge in the world of work, have sufficient skills, and can master the science and technological expertise that has been taught in accordance with their competencies and expertise programs. For this reason, revitalization of education is very important.

Employment is closely related to work readiness. In the workplace, technical knowledge and skills must be applied. One of the problems that has been widely encountered in various countries is unemployment (Inderanata & Sukardi, 2023). Meanwhile, the main issue currently faced by the industrial sector is the expectation regarding the perception of how to obtain workers with the necessary skills among vocational school graduates. The portion of the labor force not absorbed by the industrial sector is referred to as the Open Unemployment Rate (OUR). This open unemployment rate can also indicate the capabilities possessed by vocational school graduates. The highest percentage of open unemployment by educational level in 2023 is among vocational high school graduates. This is evidenced by data from the Indonesian Central Statistics Agency website, which shows that the percentage for those who have not attended school or have not completed primary school is 2.56%, junior high school 4.78%, general senior high school 8.15%, vocational high school 9.31%, Diploma I/II/III 4.79%, and University 5.18% (Badan Pusat Statistik Indonesia, 2023). This demonstrates that vocational high schools have a higher percentage compared to general high schools (SMA) at 8.15%. This proportion also contributes to the unemployment gap for vocational high school graduates. Therefore, the Ministry of Education and Culture has implemented a policy to increase the proportion of general high school and vocational high school students to 70%:30% for SMK and SMA Ohara et al., (2020). This assumes that the Indonesian workforce requires more graduates from vocational high schools than from general high schools. Therefore, every individual is required to have the readiness to work and possess the necessary potential to compete and contribute to the advancement of sustainable development in Indonesia.

Work readiness in students can be developed through a positive attitude. Attitude in education is one of the factors that must be considered. Attitude in education can be defined as a student's connection with their perceptions, personality, and motivation. Each student has a different attitude. Therefore, attitude is a factor related to behavior, motivation, material, and impressions that an individual has, which in turn affects their characteristics (Limpele et al., 2024).

Internships are very important to organize because they aim to provide students with direct experience in the business world/industrial world (DU/DI) so that they have the skills and competencies that meet the demands and expectations of DU/DI, as well as to improve the professional skills that students already have, such as being able to operate sophisticated equipment as a result of rapid technological advances. This can shape their work readiness based on their internship experience (Zebua, 2021).

Students' work readiness can be determined through their learning achievements (Aini & Nikmah, 2020). Learning achievement is evidence of success that can be measured using specific assessment techniques by teachers to determine the abilities of each individual during the learning process. Ideally, every student should get good grades, especially in their major subjects, because the results of learning achievement can be used to help students apply for jobs. Therefore, learning achievement also determines students' readiness for work.

Based on the results of free/unstructured interviews conducted by researchers at SMK YPI Darussalam 2 Cerme specifically in 6 departments, namely Office Management, Clinical and Community Pharmacy, Medical Laboratory Technology Expert, Digital Business, Accounting, Fashion Design and Production, and teachers stated that there are several students who have not had any involvement in working and some prefer to continue their education at a university rather than working in a company/industry. According to Nasrullah et al. (2022) there are students who are not yet ready to work, this is based on several factors, namely some are based on the less than optimal implementation of Internships carried out by students, many students are less able to understand in detail about concentration subjects, one example is office management students who do not understand the use of office tools/machines, lack of student socialization with workers in the workplace so that the experience gained is only a little, lack of self-confidence to carry out the tasks given to students.

One thing that underlies this research is that there is a research gap between the research and previous research. Based on the research of Purba & Purba, (2024) it shows the results that there is no significant effect on the internship variable on work readiness. This has implications that are expected to further improve the implementation of the internship program properly as the readiness needed by students to face real work conditions. In contrast to the research conducted by Aini & Choirul, (2020) which showed the results that there was no positive effect of learning achievement on work readiness, meaning that the achievements obtained by each individual did not affect their readiness to work.

The research gap described above reveals a phenomenon, namely a discrepancy between the findings of Purba & Purba, (2024) showing the results that there is an influence but not significant on the internship variable on work readiness. While Aini & Choirul, (2020) showed the results that there was no positive influence of learning achievement on work readiness. The differences in the results of these studies contradict many other researchers. Therefore, research is needed on internships and learning achievement on work readiness. So that students must better prepare their potential to be able to compete by increasing learning achievement, utilizing internships, and a good attitude to be better prepared to face the world of work equipped with good experience and learning achievement.

The purpose of this research is to serve as a basis for curriculum design and to provide updates and innovations to schools to optimize learning/teaching models, especially for vocational high school students, thereby providing comfort and building students' enthusiasm to continue learning. Additionally, it aims to benefit teachers by providing motivation or other forms of encouragement that can help students develop work readiness for the industrial world and create a superior generation with high competitiveness. This research is expected to minimize the open unemployment rate among vocational high school students, as explained above, where vocational high schools achieve the highest scores compared to other educational levels. Therefore, this research is urgent and should be conducted immediately. Thus, considering the aforementioned background and considerations, the researcher is interested in conducting research on "The Influence of Internships and Learning Achievement on Work Readiness with Attitude as a Mediating Variable Among 12th Grade Vocational High School Students".

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Work Readiness

Work readiness is one of the challenges in the higher education sector that must be faced to provide graduates (Fenech et al., 2020). Therefore, students are expected to have a mindset that is optimistic about the future and accompanied by the competencies and skills they have. Graduates who have work readiness are a measure that includes the extent to which graduates have skills that indicate their potential to achieve success in the workplace in the form of career advancement and performance. Work readiness is a person's condition that forms mental maturity, physical maturity, and learning experience with reference to the harmony to carry out work that suits their choice (Muspawi & Lestari, 2020). For this reason, work readiness requires high competence that includes a relationship to work skills, both hard skills and soft skills possessed by each individual (Inderanata & Sukardi, 2023). The indicators used in work readiness include previous experience, harmonious mental and emotional states, having

the ability to adapt to the environment and technological developments, communication skills, critical thinking skills.

Attitude

Attitude is a major predictor of daily behavior (actions), although there are influences of other factors such as the environment or beliefs in a person, with this attitude can determine the form of action taken by a person. Therefore, a change can be achieved through direct action on attitude. According to Riwahyudin, (2015) attitude from a learning perspective is the willingness and perseverance in learning or not of students who depend on their attitude and interest in learning. Attitude is a change in behavior that can be obtained from experience through the learning process, thus encouraging and moving students to acquire knowledge and skills, so that attitude becomes an important object for students to have because it can determine a person's characteristics (Wirayuda et al., 2022). Indicators of attitude are future-oriented, able to face and manage risks, think positively, be confident, optimistic.

Internship

Vocational High Schools (SMK) provide students with the freedom to undertake learning outside of school which is called internship or another term commonly referred to by SMK students is industrial work practice. After being equipped with knowledge through practical activities in class, an individual is required to undertake an internship at one of the companies as a form of implementation of the knowledge that has been taught previously in the actual workplace and gain a pragmatic view of the challenges of the world of work (Kapareliotis et al., 2019). An internship program is a practical work view with a certain period of time in which an individual receives training and gains experience in a particular career or field that is of interest to the individual. Therefore, internships are very important to implement because they can directly increase knowledge in extracurricular learning in the workplace by adjusting to the focus of the expertise program taken by students. The indicators used in internships are problem-solving skills, knowledge aspects, skills aspects, having discipline, having responsibility.

Learning Achievement

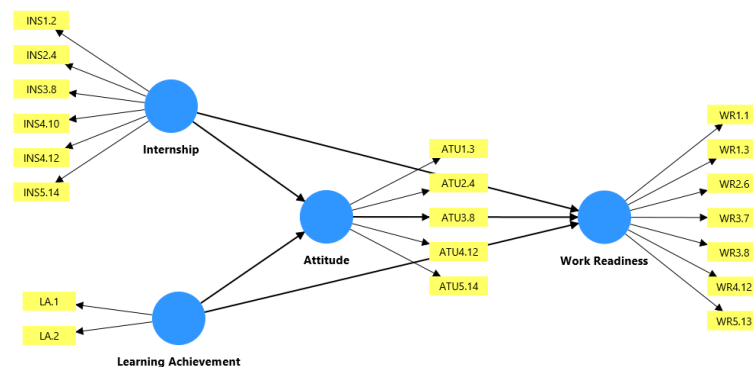
Basically, learning is a process of effort carried out by an individual with the aim of gaining experience from an interaction in their environment which is marked by changes in new behavior (Sukatin et al., 2022). These changes have a positive impact, so that they become mental activities that are usually carried out by students (Syam et al., 2022: 2). Learning achievement is the result obtained from student learning after carrying out learning in schools so that changes occur in each individual with reference to the mastery of the material and skills that have been taught by educators after participating in activities that are assessment or assessment and evaluation which are the final results of student achievement after learning (Habsyi, 2020). Meanwhile, according to Rahmah & Lingga, (2024) Learning achievement is the level of student success while studying the subject matter in school and this success is expressed in numbers or scores and the results of the tests that have been carried out. So it can be concluded that learning achievement is a series of assessment activities to find out how much students understand in mastering the material and skills which provide the final result in the form of a score. The better the mastery of the material and skills possessed by students, the higher the learning achievement obtained (Sukma et al., 2023). Learning achievement indicators include the cognitive domain (knowledge) which is measured by reference to the Mid-Semester Summative (STS) and End-Semester Summative (SAS) values.

Considering the formulation of the problem raised by the researcher, there are research hypotheses that can be formulated, namely:

- H1: There is a significant influence of Internship (X1) on Work Readiness (Y)
- H2: There is a significant influence of Learning Achievement (X2) on Work Readiness (Y)
- H3: There is a significant influence of Internship (X1) on Attitude (Z)
- H4: There is a significant influence of Learning Achievement (X2) on Attitude (Z)
- H5: There is a significant influence of Attitude (Z) on Work Readiness (Y)
- H6: There is a significant influence of Internship (X1) on Work Readiness (Y) through Attitude (Z)
- H7: There is a significant influence of Learning Achievement (X2) on Work Readiness (Y) through Attitude (Z)

METHOD

This research uses an associative method with a quantitative approach because it aims to determine the influence of internships, learning achievement, and work readiness through attitude, and the data analysis uses numerical calculations. The sampling method employed probability sampling with a total sampling technique, as the sample was drawn from the entire 12th-grade majors, including Office Management, Clinical and Community Pharmacy, Medical Laboratory Technology, Digital Business, Accounting, and Fashion Design and Production, totaling 79 students. Data collection techniques use a questionnaire with a number of positively connoted statements provided to respondents with the assistance of the Google Forms platform. The research instrument used by the researcher is a research instrument according to Sugiyono, (2019: 149) with a 1-5 Likert scale in the form of multiple-choice questions. The data analysis technique used the SmartPLS software version 4.1.1.2. The following is the model specification, which includes the outer model and inner model designs.



Source: Processed by researchers (2025)
 Figure 1. Research Model Specifications

RESULTS AND DISCUSSIONS

Results

1. Outer Model Analysis (Measurement Model)

The purpose of this analysis is to determine the validity and reliability values so that the suitability of a variable can be determined and whether it is suitable to be used as a measuring tool. The outer model analysis uses several tests, namely the validity test, which consists of a convergent validity test using Outer Loadings > 0.7 and Average Variance Extracted (AVE) > 0.5 values. Then, discriminant validity uses Cross-Loadings values, which are considered valid if the targeted indicator has the highest value compared to other indicators. Meanwhile, the reliability test uses Cronbach's alpha, Composite reliability (ρ_a), and Composite reliability (ρ_c) > 0.7 , as follows:

Table 1. Results of Convergent Validity Test using Outer Loadings values

Indicators	ATU	INS	LA	WR
ATU1.3	0.708			
ATU2.4	0.729			
ATU3.8	0.717			
ATU4.12	0.713			
ATU5.14	0.718			
INS1.2		0.728		
INS2.4		0.707		
INS3.8		0.713		
INS4.10		0.733		
INS4.12		0.719		
INS5.14		0.731		
LA.1			0.889	
LA.2			0.875	
WR1.1				0.722
WR1.3				0.708
WR2.6				0.711
WR3.7				0.737
WR3.8				0.702
WR4.12				0.740
WR5.13				0.718

Source: Primary data, processed (2025)

From the test results, it can be concluded that all indicators in each variable of Internship, Learning Achievement, Attitude, and Work Readiness have outer loadings > 0.7, which are declared convergent valid.

Table 2. Convergent Validity Test Results using Average Variance Extracted (AVE) values

Variable	Average Variance Extracted (AVE)
Attitude	0.514
Internship	0.521
Learning Achievement	0.777
Work Readiness	0.518

Source: Primary data, processed (2025)

From the AVE results, it can be concluded that all indicators in the Attitude, Internship, Learning Achievement, and Work Readiness variables show AVE values > 0.5, which means they are valid or fulfilled.

Table 3. Results of Discriminant Validity Test with Cross-Loadings Values

Variable	ATU	INS	LA	WR
ATU1.3	0.708	0.653	0.550	0.401
ATU2.4	0.729	0.307	0.358	0.552
ATU3.8	0.717	0.374	0.410	0.462

ATU4.12	0.713	0.434	0.407	0.544
ATU5.14	0.718	0.416	0.332	0.464
INS1.2	0.416	0.728	0.362	0.155
INS2.4	0.518	0.707	0.419	0.344
INS3.8	0.445	0.713	0.333	0.326
INS4.10	0.426	0.733	0.315	0.151
INS4.12	0.398	0.719	0.246	0.157
INS5.14	0.453	0.731	0.285	0.172
LA.1	0.527	0.444	0.889	0.507
LA.2	0.497	0.367	0.875	0.480
WR1.1	0.581	0.351	0.460	0.722
WR1.3	0.517	0.233	0.348	0.708
WR2.6	0.522	0.302	0.440	0.711
WR3.7	0.400	0.119	0.337	0.737
WR3.8	0.479	0.287	0.448	0.702
WR4.12	0.485	0.182	0.449	0.740
WR5.13	0.357	0.056	0.295	0.718

Source: Primary data, processed (2025)

From the results of the discriminant validity test using Cross-Loadings values, it can be concluded that each indicator of Internship, Learning Achievement, Attitude, and Work Readiness has a greater value than the other indicators, so it can be declared valid.

Table 4. Reliability Test Results with Cronbach's Alpha, Composite Reliability (rho_a) and Composite Reliability (rho_c) values

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
ATU	0.765	0.765	0.841
INS	0.818	0.821	0.867
LA	0.714	0.716	0.875
WR	0.845	0.847	0.883

Source: Primary data, processed (2025)

Based on the results of Cronbach's Alpha, Composite Reliability (rho_a) and Composite Reliability (rho_c) tests, it can be concluded that all variables are reliable or consistent, as the values are > 0.7 .

2. Inner Model Analysis (Structural Model)

Inner model analysis is used to determine the strength of the relationship between constructs or latent variables. The following are the results of the inner model calculations used:

Table 5. R-Square (R^2) Test Results

Variable	R-square	R-square adjusted
ATTITUDE	0.496	0.483
WORK READINESS	0.524	0.504

Source: Primary data, processed (2025)

Based on the R-Square (R^2) test results, it shows that the Attitude variable can be influenced by exogenous variables by 0.496 or 49.6%, so that the influence of the Attitude variable on exogenous

variables is included in the weak criteria, and the remaining value of 51.4% is influenced by other variables originating from outside the variables of this research. Meanwhile, the Work Readiness variable can be influenced by exogenous variables by 0.524 or 52.4%, which falls under the weak criterion, and the remaining 47.6% is influenced by other variables outside the scope of this research. The Attitude variable shows weak criteria because it is < 0.50 . Meanwhile, the Work Readiness variable shows moderate criteria because it is < 0.75 .

Table 6. Predictive Relevance (Q^2) Test Results

Variable	Q^2 predict
ATTITUDE	0.398
WORK READINESS	0.238

Source: Primary data, processed (2025)

Based on the results of the Predictive Relevance (Q^2) test, the model in this research has a Q Square value > 0 , namely the Attitude variable with a Q Square value of 0.398 and the Work Readiness variable with a Q Square value of 0.238. Thus, it can be concluded that this indicates a good observation value.

Table 7. Effect Size (f^2) Test Results

Variable	f-square	Level of Influence
ATU -> WR	0.432	Large
INS -> ATU	0.314	Medium
INS -> WR	0.057	Small
LA -> ATU	0.219	Medium
LA -> WR	0.111	Small

Source: Primary data, processed (2025)

Based on the results of the Effect Size (f^2) test, it can be concluded that the variable that has a significant influence is Attitude towards Work Readiness (0.432), because the value is > 0.35 . Meanwhile, the variables with a moderate influence are Internship on Attitude (0.314) and Learning Achievement on Attitude (0.219), as their values are greater than 0.15. Finally, the variables with a small influence are Internship on Work Readiness (0.057) and Learning Achievement on Work Readiness (0.111), as these values are greater than 0.02.

Table 8. Results of the Direct Effect Test

Variable	T statistics (O/STDEV)	P values
ATU -> WR	4,356	0.000
INS -> ATU	3,442	0.001
INS -> WR	1,999	0.046
LA -> ATU	2,427	0.015
LA -> WR	2,078	0.038

Source: Primary data, processed (2025)

Based on the results of the direct effect test above, researchers can determine the relationship between the hypotheses tested in this research, leading to the conclusion that attitude (Z) toward work readiness (Y), internship (X1) toward attitude (Z), internship (X1) toward work readiness (Y), learning achievement (X2) toward attitude (Z), learning achievement (X2) has a significant effect because it has a P-Value < 0.05 (significant level of 5%, equivalent to 1.96).

Table 9. Results of the Indirect Effect Test

Variable	T statistics (O/STDEV)	P values
INS -> ATU -> WR	2,271	0.023
LA -> ATU -> WR	2,422	0.015

Source: Primary data, processed (2025)

Based on the results of testing the indirect effect or simultaneous effect, it can be concluded that internships (X1) on work readiness (Y) through attitude (Z) and learning achievement (X2) on work readiness (Y) through attitude (Z) have a significant effect because they have a P-Value < 0.05 (significant level of 5%, equivalent to 1.96).

Discussions

The Influence of Internships on Work Readiness

This research found that internships have a significant effect on work readiness among 12th grade students at SMK YPI Darussalam 2 Cerme. The significance of this finding can be seen based on the indicators used in the internship and work readiness variables. In the internship indicator, the highest outer loading value was discipline. Meanwhile, in the work readiness indicator, the highest outer loading value was communication skills. Through the tasks assigned, it was found that the 12th-grade students at SMK YPI Darussalam 2 Cerme demonstrated good discipline in completing the tasks within the time limit set by their supervisors/internship colleagues. This aligns with research conducted by Chotimah & Suryani, (2020); Sari & Mariyanti, (2024); Ubaidillah et al., (2022); Zahmelinda & Armia, (2023) which states that industrial work practice or internships significantly influence students' work readiness. The higher the experience gained during the internship, the higher the students' work readiness.

The Influence of Learning Achievement on Work Readiness

Learning Achievement has a significant influence on Work Readiness among 12th grade students at SMK YPI Darussalam 2 Cerme. The significance of this influence can be seen based on the indicators used in the Learning Achievement and Work Readiness variables. In the Learning Achievement indicator, the highest outer loading value is associated with a good Mid-Semester Summative Assessment (STS) score. Meanwhile, the Work Readiness indicator with the highest outer loading value is communication skills. Achieving good academic performance through effective learning strategies and strong motivation to excel results in students possessing good written communication skills, which aligns with the highest indicator value in the Work Readiness variable. This finding aligns with research conducted by Chintya, (2024); Gholida & Wajdi, (2024); Kurniawan et al., (2023); Sumampouw et al., (2024) which confirms that there is a positive influence of the Learning Achievement variable on work readiness. Therefore, the higher the academic achievement score, the higher the work readiness of the students.

The Influence of Internship on Attitude

This research found that internships have a significant effect on attitude. The internship indicator with the highest outer loadings is discipline. Meanwhile, the attitude indicator with the highest outer loadings is the ability to face and manage risks. Therefore, 12th grade students at SMK YPI Darussalam 2 Cerme have the ability to complete tasks well and on time. Their ability to face and manage risks indicates that 12th grade students are not only active in accepting tasks but also possess critical thinking skills in addressing challenges. This experience will serve as valuable preparation for students when applying for jobs after graduation, as 12th grade students have contributed positively and addressed issues in the workplace. This is in line with research conducted by Andriyatno et al., (2023); Ayaz-Alkaya & Öztürk,

(2021); Bawica, (2021) which interprets that internships have a significant effect on attitude. The more experience gained during an internship, the more positive the attitude.

The Influence of Learning Achievement on Attitude

This research found that learning achievement has a significant influence on attitude. This shows that learning achievement has the highest outer loadings, which are found in the mid-semester summative test (STS) scores for all subjects, both vocational subjects (specific subjects related to each major) and general subjects for students at SMK YPI Darussalam 2 Cerme. Meanwhile, the attitude indicator with the highest outer loadings is the ability to face and manage risks. Learning achievement can be an initial indicator of a person's ability to face and manage risks. Good grades often reflect careful planning, accuracy in decision-making, resilience under pressure, and the ability to learn from experience. This shows that learning achievement influences attitude in acting appropriately. This research aligns with the findings of research conducted by Yulianingsih & Suwanda, (2020); Windiyani & Suchyadi, (2020) who interpreted that academic achievement has a significant relationship with students' attitudes. The higher the academic achievement obtained by students, the better their attitudes.

The Influence of Attitude on Work Readiness

Attitude has a significant influence on Work Readiness. In the Attitude indicator with the highest outer loadings, the ability to face and manage risks is the most important. Meanwhile, the Work Readiness indicator with the highest outer loadings is the ability to communicate. This indicates that students in the 12th grade at SMK YPI Darussalam 2 Cerme are not only focused on technical skills but also possess strong communication skills when facing risks, thereby producing graduates who are more prepared and resilient in entering the workforce. This resilience provides students with a crucial advantage in the challenging world of work. With a combination of technical skills, the ability to face and manage risks, and strong communication skills, students will have significantly better work readiness and greater opportunities for success in their careers. This aligns with research findings by Kristianto & Sukardi, (2021); Lau et al., (2020); Limpele et al., (2024); Miftahuddin & Robani, (2023) which demonstrate that attitude influences work readiness. The results show that the higher the level of attitude, the higher the work readiness of each student. Conversely, the lower the level of attitude, the lower the level of work readiness of students.

The Influence of Internships on Work Readiness through Attitude

The findings of this research indicate that internships have a significant effect on work readiness through attitude. In addition, internships also have a direct significant effect on work readiness. The results of the research show that the mediating effect of attitude influences the effect of internships on the work readiness of 12th grade students at SMK YPI Darussalam 2 Cerme. This research is supported by Doko, (2023) who states that internships and attitude toward work readiness yield significant results. Furthermore, this research is reinforced by (Priyanto & Inderanata, 2020) who make a similar claim that internships and attitude significantly influence work readiness. The better the internship experience and the more positive the attitude, the higher the work readiness when entering the workforce. Based on the results of this research, it was found that internship experience is highly beneficial for students to learn directly according to their respective fields of research, thereby gaining knowledge and skills to support their readiness for work. This internship experience fosters a positive attitude among students to continue developing, thereby enhancing their readiness for work. This positive attitude motivates 12th grade students to pursue employment after graduating from SMK YPI Darussalam 2 Cerme. This is because students feel that internship experience cultivates a positive attitude, providing them with valuable knowledge as a foundation for preparing to enter the workforce.

The Influence of Learning Achievement on Work Readiness through Attitude

The findings of this research show that learning achievement indirectly has a significant influence on work readiness through attitude. In addition, learning achievement also has a direct significant influence

on work readiness. The results of the research show that the mediating effect of attitude influences the learning achievement of 12th grade students at SMK YPI Darussalam 2 Cerme on their work readiness. An individual with good academic achievement or academic performance generally also develops professional attitudes, such as discipline, a sense of responsibility, and high motivation, which are highly valued by companies or in the workplace. This research aligns with research conducted by Utami, (2024) which found that academic achievement and attitude have a significant influence on work readiness. The research results indicate that the cause of this indirect influence is that many students with good grades and good attitudes are more prepared for work. These good attitudes have a positive influence and provide opportunities for students to prepare themselves to enter the workforce. Concentrated learning in each major demonstrates students' readiness to approach or work in accordance with their major and acquire new knowledge that can be used when working.

CONCLUSION

Based on the results of the data analysis conducted in this research, several conclusions were drawn, namely: (1) Internships have a significant influence on work readiness, (2) Learning achievement has a significant influence on work readiness, (3) Internships have a significant influence on attitude, (4) Learning achievement has a significant influence on attitude, (5) Attitude has a significant influence on Work Readiness, (6) Internship has a significant influence on Work Readiness through Attitude, (7) Learning Achievement has a significant influence on Work Readiness through Attitude.

Implications

The results of this research are expected to be one of the bases for curriculum design and used as input for schools, teachers, and students so that they can provide training and support for students in developing skills to further build work readiness and provide renewal and innovation to schools to further optimize learning/teaching models, especially for vocational high school students who can provide comfort and build students' enthusiasm to continue learning. In addition, it provides benefits for teachers to provide encouragement in the form of motivation or other things that can shape work readiness for students and create a superior generation that has high competitiveness.

Limitations

This research uses data analysis tests that are only limited to outer model analysis, namely convergent validity tests with outer loadings and Average Variance Extracted (AVE) values, discriminant validity tests with cross-loadings values, reliability tests with Cronbach's alpha values, Composite reliability (ρ_a) and Composite reliability (ρ_c), while the inner model analysis is the R-Square (R^2) test, Effect Size (f^2), Direct Effect and Indirect Effect.

Suggestion

This research provides suggestions for students to improve their skills and expand their knowledge that is not only obtained from school because the more experience and knowledge obtained, the more opportunities students will have in arranging their careers to realize their dreams. Further researchers are also advised to involve larger samples or use different research approaches/methods to gain a broader understanding of the phenomena that occur.

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