

THE EFFECT OF FIELD WORK PRACTICE AND CAREER GUIDANCE THROUGH SELF-EFFICACY ON STUDENTS' WORK READINESS

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ARTICLE INFO

Keywords:

Readiness Work; Field Work Practice; Career Guidance; Self-Efficacy.

Article History:

Received 27 October 2025

Accepted 16 December 2025

Available online 30 December 2025



<https://doi.org/10.26740/jpap.v13n3.p702-721>

ABSTRACT

Phenomenon/Issue: The high unemployment rate among SMK graduates, especially in Central Java, persists. A 2024 tracer study at SMK Swadaya Temanggung reveals that some graduates continue to experience unemployment and a skills mismatch.

Purpose: To examine the influence of field work practice and career guidance on students' work readiness, with self-efficacy as a mediating variable.

Novelty: This study emphasizes self-efficacy as a mediator, revealing both direct and indirect effects of fieldwork and career guidance on work readiness.

Research Methods: Data were collected from students of class XII majoring in Office Management at SMK Swadaya Temanggung using questionnaires. The sample was determined through Proportionate Stratified Random Sampling with the Slovin formula. This quantitative study employed a causal design and used Structural Equation Modeling-Partial Least Squares (SEM-PLS) version 4.0.

Results: The results showed that field work practice and career guidance had a positive and significant effect on students' work readiness, both directly and indirectly through self-efficacy. Self-efficacy served as a mediating variable that strengthened the relationship between both field work practice and career guidance on work readiness. Among all variables, career guidance had the strongest direct and indirect influence.

Research Contributions: This research contributes to enriching theoretical understanding of the relationship between fieldwork practice, career guidance, and self-efficacy in the context of vocational education. These findings offer valuable insights for policymakers, educators, and vocational institutions in designing effective fieldwork practice programs and career guidance services that not only enhance technical skills but also build students' confidence and readiness for the workforce.

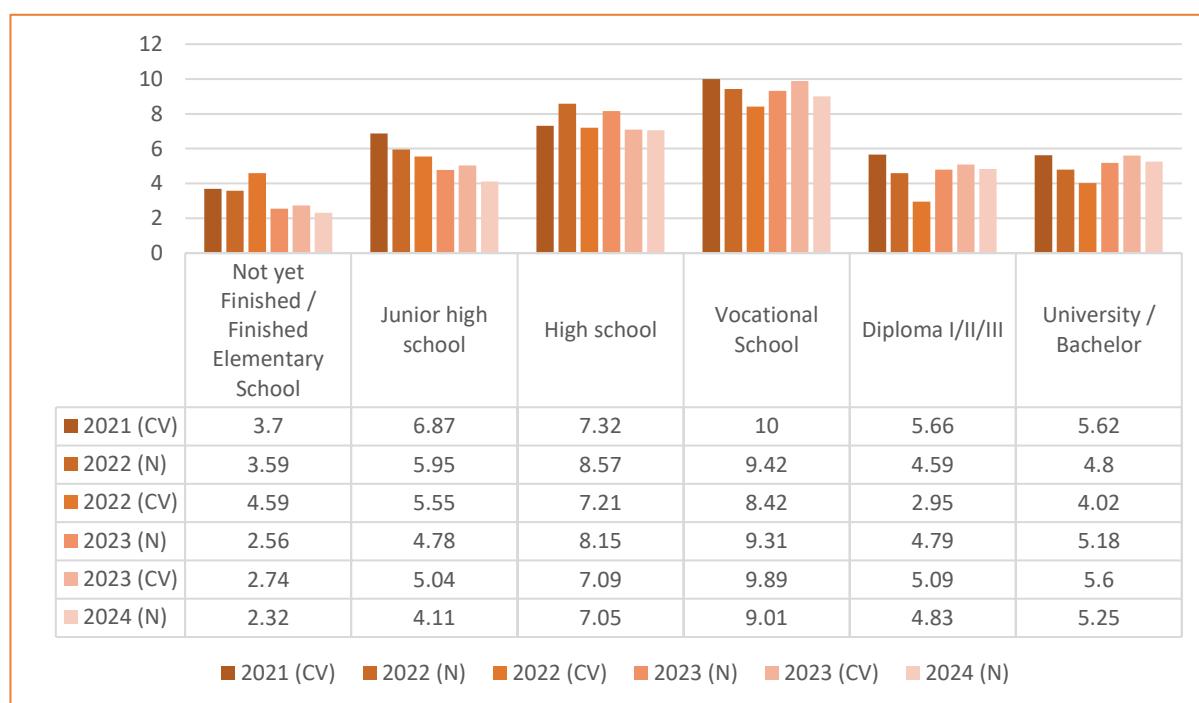
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INTRODUCTION

Education is a strategic tool for developing skilled, superior human resources who are ready to face the challenges of the working world (Indraputri & Zoraifi, 2020). In the context of vocational education, Vocational High Schools are designed as institutions that not only teach theory but also emphasize practical skills and work competencies (Habibah & Dwijayanti, 2023). Ariyanti and Bowo (2018) mention that education is a formal institution aimed at developing human resources capable of competing in the workforce and facing all demands of their roles. Therefore, competency-based education in vocational high schools is expected to reduce unemployment by producing graduates who are aligned with job market needs (Kusnaeni & Martono, 2016). This is reflected in the vocational high school curriculum, which incorporates direct work experience in the business and industrial world as an integral part of the learning process (Prasasti et al., 2023).

SMK Swadaya Temanggung, a vocational education institution established in 1984, has transformed a vocational training program into a vocational high school that now has over 1,700 students and seven skill competencies (Muspawi & Lestari, 2020). As an A-accredited vocational high school, the school plays a crucial role in producing work-ready graduates, particularly in the Office Management Department, the focus of the study (Istiqamah & Jalal, 2020). However, the main challenge faced is the extent to which these graduates are truly prepared to enter the workforce (Lisdiyanto et al., 2018). According to Nugraha and Widarto, Job readiness is the condition in which a person is deemed ready in terms of knowledge, skills, attitudes, and mental maturity to contribute productively in the world of work.

Table 1.
OPEN UNEMPLOYMENT RATE BY HIGHEST LEVEL OF EDUCATION
(NATIONAL AND CENTRAL JAVA PROVINCE) 2021-2024



Source: Central Bureau of Statistics (2024)

Data shows that vocational high school graduates still contribute the highest open unemployment rate compared to other education levels, both nationally and in Central Java Province. Although the highest open unemployment trend is decreasing for graduates of lower to secondary education levels, such as elementary, junior high, and high school, vocational high school graduates have not been fully absorbed into the workforce. Meanwhile, graduates of higher education institutions, such as diploma and bachelor's degrees, have shown an upward trend in the highest open unemployment over the past three years, indicating that higher education graduates also feel the challenge of unemployment. The condition reflects the mismatch between graduate competencies and labor market needs and the importance of improving the quality of vocational education, strengthening soft skills, and involving industry in curriculum development (Alehatina, 2019).

Table 2.
TRACER STUDY RESULTS OF SWADAYA VOCATIONAL SCHOOL TEMANGGUNG

Information	Percentage
Work	46.4%
Entrepreneurship	27.7%
Continue to College	17.1%
Other	5.0%
Look after the House Ladder	2.8%
Not yet Work	1.0%
Total	100%

Source: Secondary Data (2024)

Meanwhile, based on a 2024 tracer study of *SMK Swadaya* Temanggung graduates, (46.4%) were employed, (27.7%) were entrepreneurs, and 17.1% were continuing their education. (5.0%) of graduates engaged in other activities, (2.8%) chose to manage their households, and (1.0%) were unemployed. Although most graduates have been absorbed into productive activities, there are still some unemployed graduates, and challenges related to job suitability and mental readiness remain.

To bridge the gap, the fieldwork practice is an essential part of the vocational high schools curriculum. Fieldwork practice aims to provide students with real-world work experience through direct involvement in the industrial world. Fieldwork practice is a learning activity based on real-world work experience that allows students to apply the knowledge and skills they have acquired in school in the context of the business and industrial world (Liyasari, 2019). The activity is designed to strengthen technical skills, build a professional work ethic, and develop students' mental readiness before entering the workforce (Liyasari & Suryani, 2022). Fieldwork practice is also part of the mandatory intracurricular activities in the Independent Curriculum, with a significant allocation of 736 teaching hours for the three-year program and 1,216 for the four-year program, as stipulated in Minister of Education and Culture Regulation No. 12 of 2024 and Minister of Education and Culture Regulation No. 50 of 2020 (Miftahuddin & Robani, 2023).

At *SMK Swadaya Temanggung*, the implementation of field work practice has been systematic and structured. The school provides skills and work ethic training before students are deployed to the business world and the industrial world. The preparation includes training in office technology, typing skills, communication skills, and work attitudes. Furthermore, the field work practice placement process is adjusted to students' interests and abilities, through surveys and character assessments conducted by the school (Mastur & Pramusinto, 2020). Monitoring during the field work practice process includes daily activity journals, visits by supervising teachers, and direct communication with industry partners. Interviews with teachers and field work practice administrators revealed that most students experienced improved adaptability, discipline, and understanding of the real world of work after participating in field

work practice. However, obstacles are still encountered, such as low discipline and work character readiness in some students, which shows the importance of ongoing mentoring (Maulidy et al., 2022).

Based on several studies that support the effectiveness of field work practices on student job readiness. Artha and Hidayatullah (2023), Alifudin *et al.*, and Sukma *et al.* (2025) showed that street vendors positively impacted student competency, self-confidence, and job readiness. However, Arista and Purwantoro (2017) state that suboptimal implementation of field work practice does not significantly impact job readiness. The discrepancy indicates a research gap that requires further investigation, particularly regarding the quality of implementation, student engagement, and the relevance of field work practice activities to industry needs (Rahmatullah *et al.*, 2023).

Career guidance is a crucial element in developing students' job readiness, in addition to field work practice. Career guidance aims to help students identify their potential, understand job opportunities, and carefully plan their future careers (Kurniawati & Arief, 2016). The program serves as a bridge between education and the workplace by providing information, training, and mentoring relevant to labor market needs (Mutoharoh & Rahmaningtyas, 2019). At *SMK Swadaya Temanggung*, career guidance is held weekly and includes counseling, current professional information, CV and interview training, and career day activities. The program not only involves career guidance teachers but also collaborates with alumni, partner industries, and universities to broaden students' horizons (Pratiwi *et al.*, 2024; Purnama & Suryani, 2019).

Based on interviews, students who actively participate in career guidance demonstrate greater preparedness in determining their post-graduation goals, whether that be employment, entrepreneurship, or continuing higher education. Students also better understand the importance of appearance, communication ethics, and interpersonal skills when entering the workforce. However, implementation faces challenges, such as a mismatch between parental expectations and student interests or limited access to information on specific professions. Furthermore, schools also collaborate with the Industrial and Commercial Industry to facilitate post-graduation student recruitment. The reinforces the strategic role of career guidance in preparing students for the transition from school to work.

Several studies support the importance of career guidance in enhancing students' job readiness. Cahyaningrum and Martono (2019), Nugraha and Widarto (2017), and Ruminto *et al.* (2022) show that students who receive good career guidance are better prepared to face the challenges of the working world. However, Zainuddin (2022) found that career guidance can have negative impacts if delivered inappropriately or without considering students' psychological well-being. The discrepancy indicates an inconsistency in research findings that requires further examination, particularly regarding effective career guidance approaches adjusted to the school context.

Self-efficacy is also an important aspect in preparing students for the world of work, in addition to the two factors mentioned above. Self-efficacy is an individual's belief in their ability to complete tasks, face challenges, and manage complex situations effectively (Mufidah *et al.*, 2022). In the context of vocational education, students with high self-efficacy are more confident, able to take initiative, and better prepared to adapt to a dynamic work environment (Ambarwati *et al.*, 2020; Sabrina *et al.*, 2024). Self-efficacy is formed through learning experiences, success in assignments, and encouragement from a supportive environment (Zulaehah *et al.*, 2018). At *SMK Swadaya Temanggung*, students' self-efficacy is developed through a combination of fieldwork practice and career guidance. Through hands-on experience in the business/industrial sector, students become more aware of their abilities, work ethic, and professional demands (Margolis & McCabe, 2006; Yuwanto *et al.*, 2016). Career guidance also strengthens students' confidence in presenting themselves through resumes, participating in interviews, and facing psychological work tests (Wulandari & Dian, 2017).

Interviews with teachers revealed that students who actively participate in field work practice and career guidance demonstrate higher levels of self-efficacy. They are better at managing their time, communicating politely, and understanding the needs of the workplace. The performance and communication training provided by the school also helps bolster students' confidence in the recruitment process. However, individual differences in character and family background also influence students' self-efficacy.

Empirically, most studies show the influence of self-efficacy on work readiness. Ariyanti and Bowo (2018) , Nugroho *et al.* (2020) , Puspitasari & Bahtiar (2022), and Iskandar *et al.* (2023) stated that self-efficacy is an important predictor of work readiness. However, Indriani (2024) found that self-efficacy does not always have a positive impact, especially if it is not accompanied by environmental support and opportunities to actualize one's potential. The finding suggests room for further exploration to understand the extent to which self-efficacy can be enhanced through appropriate vocational education interventions.

These findings suggest that student work readiness is influenced by many factors, including field work practice, career guidance, and self-efficacy. These three variables play a strategic role in shaping the readiness of vocational high school graduates to enter the workforce. However, previous research has shown significant inconsistencies or research gaps regarding the influence of field work practice, career guidance, and self-efficacy on work readiness. The study offers significant novelty compared to several previous studies, including research conducted by Mentari (2024). The novelty is evident in the approach used, the research location, and the integration of variables and more comprehensive data analysis. Therefore, the study is crucial for exploring the relationship between these three variables more comprehensively at *SMK Swadaya Temanggung*, particularly in the Office Management Department.

Based on the background described, it is suspected that field work practice and career guidance have a positive and significant influence on students' job readiness in the Office Management Department at *SMK Swadaya Temanggung*. Furthermore, self-efficacy is presumed to serve as a mediating variable that strengthens the relationship between field work practice, career guidance, and job readiness. Students who participate actively in field work practice and career guidance are expected to have higher levels of self-efficacy, which in turn improves their knowledge, skills, attitudes, and mental readiness to enter the workforce. Therefore, the study hypothesizes that optimizing field work practice, career guidance, and strengthening self-efficacy can significantly improve students' job readiness and reduce the open unemployment rate among vocational school graduates.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

GRAND THEORY

The connectionism theory developed by Edward L. Thorndike serves as the foundation of the study, emphasizing that learning occurs through associations between stimulus (S) and response (R), reinforced by direct experience and repetition. Thorndike viewed learning as forming connections between sensory impressions and responses, which is relevant to developing students' job readiness. One key principle, the law of readiness, states that learning is more effective when individuals are physically and mentally prepared. In the context of job readiness, this involves not only technical skills but also motivation and understanding of workplace responsibilities. Indriani and Jahani (2024) found that field work practice significantly enhances students' job readiness by offering practical experience. The trial and error process also helps students learn from mistakes and adapt to workplace demands.

The law of exercise explains that repetition strengthens stimulus-response connections, as seen in field work practice and career guidance activities that develop students' skills and work habits. The law of effect states that responses followed by satisfying outcomes are more likely to recur, which is supported by positive feedback in the workplace. The law of attitude, reflected through self-efficacy, highlights the importance of students' belief in their ability to succeed and respond effectively to challenges. The application of Thorndike's connectionism theory shows that job readiness develops through mental readiness, repeated

real-world experience, and confidence in one's abilities. Workplace challenges act as stimuli that foster adaptive responses and improve professional competence.

Job Readiness

Job Readiness refers to a student's overall readiness to enter the workforce, both physically, mentally, and skillfully (Esa et al., 2022). Job readiness is an important indicator in vocational education because it shows the extent to which the learning process has equipped students with real skills to compete in the workforce (Winkel & Hastuti, 2006). According to Slameto (2015), job readiness can be measured through three indicators: (1) Physical, mental, and emotional condition, which reflects students' health and job stability; (2) Work needs, motives, and goals, which indicate students' internal drive to work and achieve their life goals; and (3) Skills and knowledge, which are the primary foundation for students to carry out work tasks effectively and productively.

Field Work Practice

The field work practice is a form of experiential learning conducted outside the school environment to strengthen students' competencies in specific areas of expertise (Rahmatullah et al., 2023). Fieldwork practice allows students to interact directly with the world of business and industry providing a realistic understanding of the world of work and the ability to apply theories learned in the classroom (Parsa & Hadarawi, 2023). According to Wena (2009), the operational implementation of field work practice can be measured through five main indicators: (1) Preparation, which includes student readiness before the field work practice, in terms of knowledge, skills, and attitudes; (2) Demonstration, which involves skills reinforcement by a mentor or expert at the field work practice site as a form of hands-on learning; (3) Imitation, which involves students' ability to imitate or adapt demonstrated work skills; (4) Practice, which includes students' ability to carry out work tasks independently at the industrial site; and (5) Evaluation, which involves the assessment of students' work results by the school and the industry where the students are interning.

Career Guidance

Career guidance is a systematic process of assistance provided to students so they can recognize their potential, understand the world of work, and make informed decisions in planning for the future (Susanto, 2018). The primary goal of career guidance is to help students integrate information about themselves and the world of work so they can make career choices that align with their interests and abilities (Winkel & Hastuti, 2006). Walgito (2010) states that career guidance can be measured through five indicators: (1) Self-Understanding, namely the extent to which students recognize their potential, interests, values, and abilities; (2) Understanding Social Values, namely students' ability to understand the norms and ethics applicable in the world of work; (3) Environmental Awareness, including students' knowledge of various professions, types of jobs, and available job opportunities; (4) Obstacles and How to Overcome Them, namely the extent to which students can recognize obstacles in career planning and determine solutions to these obstacles; and (5) Future Planning, which includes students' ability to plan career goals and strategic steps to achieve them.

Self-Efficacy

Self-efficacy is an individual's belief in their ability to complete a task or face a particular situation (Alwisol, 2024). The concept was first developed by Albert Bandura, who stated that self-efficacy plays a crucial role in influencing a person's behavior, motivation, and achievement. In the context of education and work readiness, self-efficacy is crucial because students who have high confidence in their abilities are more optimistic, persistent, and adaptive to various challenges (Habibah & Dwijayanti, 2023). According to Bandura (1997), self-efficacy in the study is operationalized into three main indicators: (1) Magnitude, namely the level of task difficulty that an individual believes they can complete; (2) Generality, namely the extent to which an individual's beliefs can be applied to different situations or tasks; and (3) Strength, namely how strong an individual's beliefs are in maintaining efforts even when facing challenges or failure.

Based on the background and literature review, seven hypotheses are proposed in the study as follows:

(H1): There is a positive and significant influence of the field work practice on the job readiness of office management students at *SMK Swadaya Temanggung*.

(H2): There is a positive and significant influence of career guidance on the job readiness of office management students at *SMK Swadaya Temanggung*.

(H3): There is a positive and significant influence of the field work practice on the self-efficacy of office management students at *SMK Swadaya Temanggung*.

(H4): There is a positive and significant influence of career guidance on the self-efficacy of office management students at *SMK Swadaya Temanggung*.

(H5): There is a positive and significant influence of self-efficacy on job readiness of office management students at *SMK Swadaya Temanggung*.

(H6): There is a positive and significant influence of the field work practice on job readiness through self-efficacy as a mediating variable for office management students at *SMK Swadaya Temanggung*.

(H7): There is a positive and significant influence of career guidance on job readiness through self-efficacy as a mediating variable for office management students at *SMK Swadaya Temanggung*.

METHOD

The study uses a quantitative approach with a causal approach, which aims to analyze the effect of the field work practice and career guidance on the work readiness of Office Management students at *SMK Swadaya Temanggung* through self-efficacy as a mediating variable (Sanusi, 2011). The study was conducted at *SMK Swadaya Temanggung*, with all grade XII students majoring in Office Management in the 2024/2025 academic year as subjects. The population in the study was 149 students, and the sampling technique used was Proportionate Stratified Random Sampling with the Slovin formula at a significance level of (5%), resulting in a sample size of 109 respondents.

Data were collected by several methods, including questionnaires, interviews, and documentation (Sugiyono, 2022). The main instrument used was a closed questionnaire with a four-point Likert scale, consisting of the options Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) (Uno, 2019). The questionnaire underwent validity and reliability testing before being distributed to respondents. The work readiness instrument was modified from Sari's research (2024), which produced 12 valid items with a reliability of 0.922. The field work practice instrument was adapted from Tunisia (2024) with 17 valid items and a reliability of 0.948. The career guidance instrument, developed based on Mundiarti (2024), consisted of 12 valid items with a reliability above 0.70. The self-efficacy instrument was modified from Mentari (2024), which consists of 15 valid items and reliability of 0.987.

The validity and reliability of the research instrument were tested using IBM SPSS Statistics 25. The validity test results showed that all items in the variables Work Readiness (12 items), field work practice (17 items), career guidance (12 items), and self-efficacy (15 items) had a significance value (<0.05); thus, all were declared valid (Sugiyono, 2013). The reliability test showed that all four variables had Cronbach's Alpha values (>0.70), ranging from 0.748 to 0.818, indicating that all instruments were reliable Ghazali (2018). Therefore, all items were suitable for use as measurement tools in the study.

Data were also collected through unstructured interviews with the Vice Principal, Head of Department, and Guidance and Counseling Teacher to gain a deeper understanding of the implementation of field work practice, career guidance activities, and strengthening student self-efficacy, complementing the information obtained from the questionnaire. The documentation method is used to obtain secondary data, such as student data and industry partners who collaborate with the school, as well as other relevant supporting

documents. The data analysis techniques used were descriptive percentage analysis and inferential statistical analysis, including external and internal models, as well as hypothesis testing using Structural Equation Modeling-Partial Least Squares (SEM-PLS) 4.0.

RESULTS AND DISCUSSIONS

DESCRIPTIVE PERCENTAGE ANALYSIS

Based on the frequency distribution of work readiness variables consisting of three indicators: physical, mental, and emotional conditions; needs, motives, and goals; and knowledge and skills, the majority of class XII Office Management students at *SMK Swadaya Temanggung* are in the high to very high category. For the physical, mental, and emotional condition indicators, 75 respondents (68.81%) are in the very high category, 27 respondents (24.77%) are in the high category, and 7 respondents (6.42%) are in the fairly high category. The needs, motives, and goals indicators show that 80 respondents (73.39%) are in the very high category and 29 respondents (26.61%) are in the high category, and none are in the low category. The knowledge and skills indicators show that 52 respondents (47.71%) are in the very high category, 48 respondents (44.04%) are in the high category, and 9 respondents (8.26%) are in the fairly high category. The descriptive analysis results show that all indicators in the work readiness variable tend to have high percentages. The needs, motives, and goals indicator had the highest percentage, at 87%, in the very high category, followed by physical, mental, and emotional conditions at 84%, and knowledge and skills at (81%), both in the high category (Ali, 2013). However, the statement in the knowledge and skills indicator, specifically the item "I want to continue learning so that my work performance can improve," received the lowest score, at 413, indicating that some students are still lacking motivation to improve their knowledge and skills to support their work readiness.

Based on the frequency distribution of the field work practice variable, which consists of five indicators: preparation, demonstration, imitation, practice, and evaluation, the majority of 12th-grade Office Management students at *SMK Swadaya Temanggung* rated the implementation of field work practice as high to very high. The preparation indicator was dominated by 62 respondents (56.88%) in the very high category, followed by demonstration by 67 respondents (61.47%), imitation by 63 respondents (57.80%), practice by 61 respondents (55.96%), and evaluation by 85 respondents (77.98%), all in the very high category. There were no respondents in the low or very low category for almost all indicators, except for imitation, which had one respondent (0.92%) in the very low category. Overall, the data showed that the implementation of the field work practice was in the very good category, with most students feeling they gained practical experience that supported their job readiness. Based on the average percentage, the evaluation indicator was the highest with (88%) in the very high category, followed by demonstration at 84%, and practice and preparation each at (83%), both in the high category. The imitation indicator was the lowest with (82%), but still in the high category. The lowest score was also found in the imitation indicator, especially in the statement "I can do the field work practice assignment well and seriously," with a score of 435. The shows that although the field work practice assessment is generally very good, there are some students who are not optimal in the imitation aspect, especially in doing the field work practice assignment optimally.

Based on the frequency distribution of career guidance variables consisting of five indicators, namely self-understanding, understanding of societal values, environmental awareness, obstacles and ways to overcome problems, and future planning, in general, the majority of class XII Office Management students at *SMK Swadaya Temanggung* are in the high to very high category. The self-understanding indicator shows 82 respondents (75.23%) in the very high category, understanding of societal values 57 respondents (52.29%) in the very high category, environmental awareness 72 respondents (66.06%) in the very high category, obstacles and ways to overcome problems 67 respondents (61.47%) in the very high category, and future planning 53 respondents (48.62%) in the very high category. In general, the career guidance received by students runs well with the majority of students feeling helped to understand themselves, their environment, and being able to make future plans. Meanwhile, based on the average percentage, the self-understanding

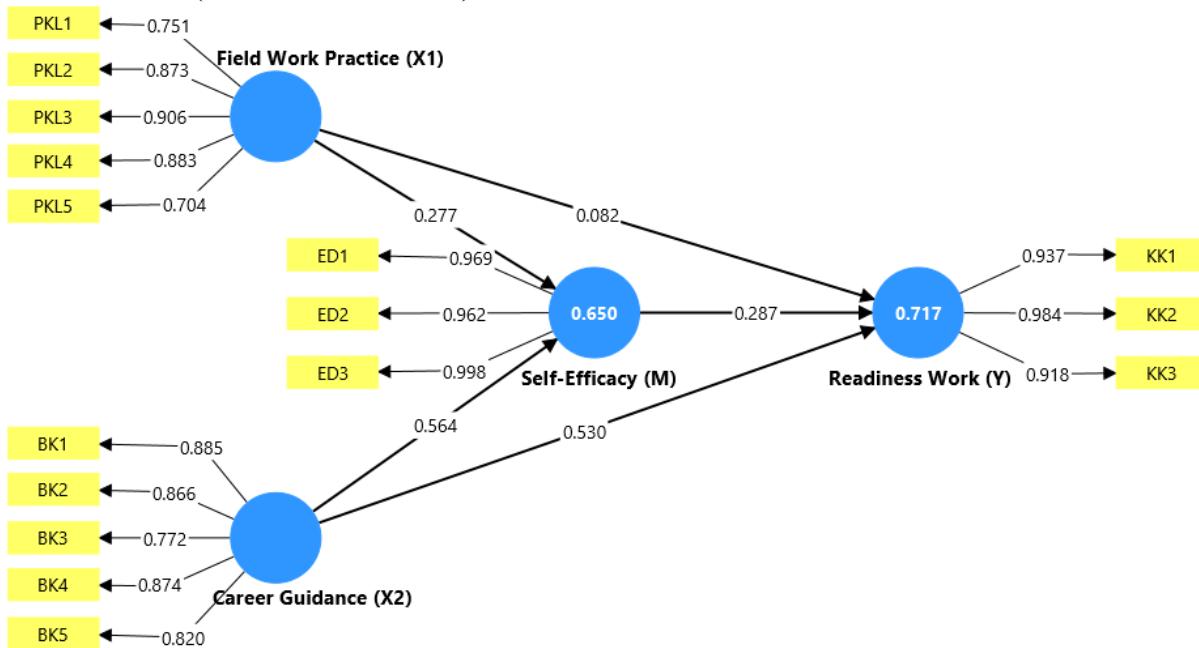
indicator had the highest percentage, at (89%), in the very high category, followed by environmental awareness at 87% and obstacles and ways to overcome them at (86%), also in the very high category. The future planning indicator scored (84%), and understanding social values at (82%), in the high category. The lowest score was for understanding social values, specifically statement number 35, "Mutual respect and tolerance are very important in establishing work relationships, both inside and outside the workplace," with a score of 420, indicating the need for continuous improvement in students' understanding of social values in the workplace.

Based on the frequency distribution of the self-efficacy variable, which consists of three indicators: magnitude, strength, and generality, the majority of 12th-grade Office Management students at *SMK Swadaya Temanggung* have self-efficacy ranging from high to very high. For the magnitude indicator, 58 respondents (53.21%) were in the very high category, and 37 respondents (33.94%) were in the high category. For the strength indicator, 51 respondents (46.79%) were in the very high category, and 49 respondents (44.95%) were in the high category. Meanwhile, the generality indicator showed 44 respondents (40.37%) were in the very high category, and 58 respondents (53.21%) were in the high category. In general, most students have good self-confidence in facing tasks and challenges in school and the workplace. Furthermore, the average percentage of self-efficacy also showed high results, with the strength and magnitude indicators each at (84%), and the generality indicator at (83%), all in the high category. However, the lowest score was in the generality indicator, especially in the statement "I am confident that I can get good grades in laboratories related to my major in vocational school", with a score of 432. The indicates that some students still lack confidence in practicums related to their majors.

INFERENTIAL STATISTICAL ANALYSIS

The research findings include three main components: the outer model (measurement model), the inner model (structural model), and the mediation effect. The outer model (measurement model) is evaluated through convergent validity, discriminant validity, and construct reliability. The inner model (structural model) analysis assesses the model's predictive relevance using R-squared (R^2) and Q-squared (Q^2), and tests the significance of the relationship through path coefficients. Mediation Effect analyzes the mediating role of self-efficacy in the relationship between the independent variables and work readiness using the indirect effect test.

Outer Model Test (Measurement Model)



Source: Processed Primary Data, 2025

Figure 1. OUTER MODEL TEST (MEASUREMENT MODEL)

Convergent Validity

Convergent validity is a measurement model that is determined based on how strong the correlation is between the score of each item or indicator with the construct of the variable being measured. According to Hair et al. (2021), an item is said to have high convergent validity if the correlation value exceeds 0.70.

Table 3.
OUTER LOADINGS OF INDICATOR VARIABLES

Variables	Indicator	Outer Loading	Level of Convergent Validity	Description
Readiness Work (Y)	Y1	0,937	0,7	Valid
	Y2	0,984	0,7	Valid
	Y3	0,918	0,7	Valid
Field Work Practice (X1)	X1.1	0,751	0,7	Valid
	X1.2	0,873	0,7	Valid
	X1.3	0,906	0,7	Valid
	X1.4	0,883	0,7	Valid
	X1.5	0,704	0,7	Valid
Career Guidance (X2)	X2.1	0,885	0,7	Valid
	X2.2	0,866	0,7	Valid
	X2.3	0,772	0,7	Valid
	X2.4	0,874	0,7	Valid
	X2.5	0,820	0,7	Valid
Self-Efficacy (M)	M1	0,969	0,7	Valid
	M2	0,962	0,7	Valid
	M3	0,998	0,7	Valid

Source: Processed Primary Data, 2025

Table 3 shows the Outer Loading results for each indicator of the variables: field work practice, career guidance, self-efficacy, and work readiness. All indicators have outer loading values greater than 0.7, indicating they meet the criteria for high convergent validity. This means each indicator can validly measure its respective variable. Therefore, the indicators used in the study are considered valid and reliable in explaining the constructs being studied (Hair et al., 2021).

Average Variance Extracted (AVE)

Table 4.
AVERAGE VARIANCE EXTRACTED (AVE)

Variables	AVE Value	Level of AVE	Description
Readiness Work (Y)	0,947	0,7	Valid
Field Work Practice (X1)	0,827	0,7	Valid
Career Guidance (X2)	0,845	0,7	Valid
Self-Efficacy (M)	0,976	0,7	Valid

Source: Processed Primary Data, 2025

Table 4 shows the results of Average Variance Extracted (AVE) from the variables of work readiness, field work practice, career guidance, and self-efficacy. The AVE values for each variable are above 0.7, with values 0.947 for work readiness, 0.827 for field work practice, 0.845 for career guidance, and 0.976 for

self-efficacy. According to Hair et al. (2021), an AVE value greater than 0.5 indicates that the variables and indicators used in the study meet the validity criteria. Therefore, it can be concluded that all variables in the study are valid and have good convergent validity.

Discriminant Validity

Table 5.
FORNELL-LARCKER CRITERION

Variables	Y	X1	X2	M
Readiness Work (Y)	0.897	0.793	0.782	-
Field Work Practice (X1)	0.790	0.976	-	-
Career Guidance (X2)	0.824	0.767	0.947	-
Self-Efficacy (M)	0.816	0.737	0.727	0.827

Source: Processed Primary Data, 2025

Based on the Fornell-Larcker criterion, Table 5 shows that the square root of the AVE value (diagonal value) for each variable, work readiness (0.897), field work practice (0.976), career guidance (0.947), and self-efficacy (0.827), is higher than the correlations between different constructs. The indicates that each construct has good discriminant validity and can be clearly distinguished from other variables in the model. Therefore, the measurement model of the study is valid and capable of accurately measuring each construct independently (Hair et al., 2021).

Reliability Test

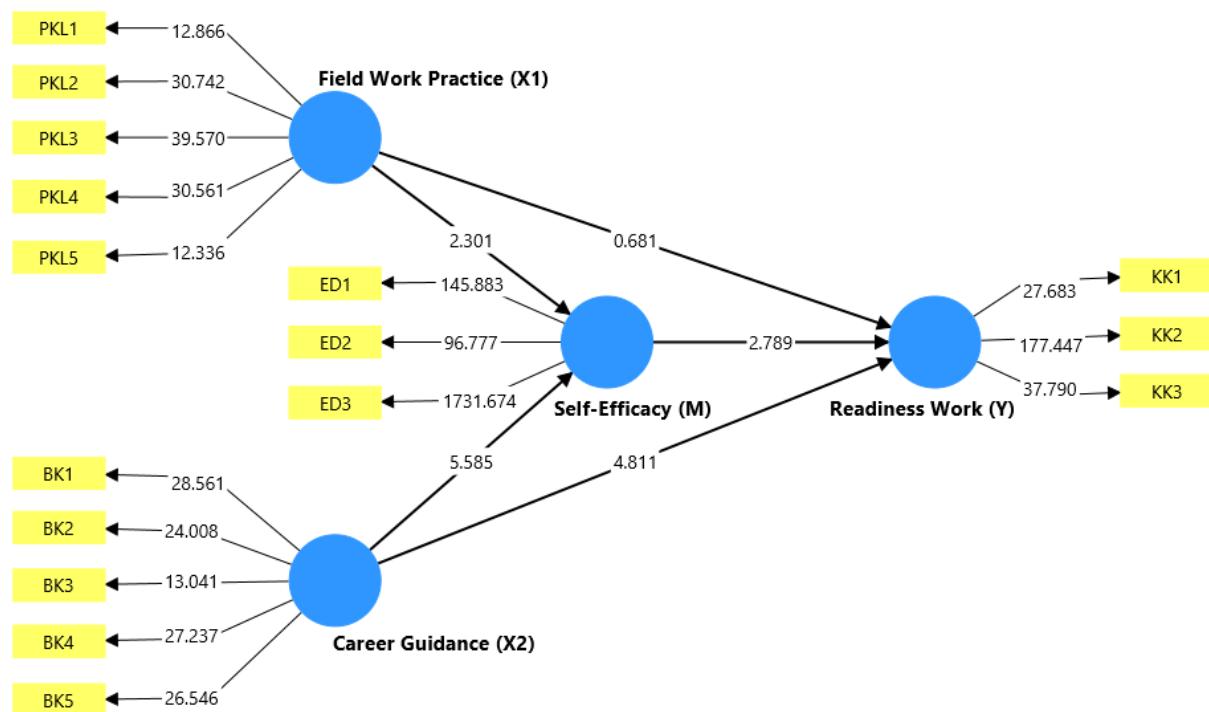
Table 6.
RELIABILITY TEST

Variables	Cronbach's Alpha	Reliability Composite	Description
Readiness Work (Y)	0.900	0.925	Reliable
Self-Efficacy (M)	0.975	0.984	Reliable
Field Work Practice (X1)	0.942	0.963	Reliable
Career Guidance (X2)	0.881	0.915	Reliable

Source: Processed Primary Data, 2025

Measurement with the reliability test serves to assess the consistency of indicators in measuring each research variable. Based on the results, all variables work readiness, self-efficacy, field work practice, and career guidance have Cronbach's Alpha and Composite Reliability values above 0.7. The indicates that all variables meet the criteria for good reliability and the measurement model is consistent and reliable in measuring each construct (Hair et al., 2021).

Structural Model (*Inner Model*)



Source: Processed Primary Data, 2025

Figure 2. Inner Model Result

The stage focuses on assessing the model's predictive ability using three main indicators: R-Square, Q-Square, and Path Coefficient. The R-Square (R^2) value illustrates the extent to which the independent variable can explain the variation that occurs in the dependent variable. Meanwhile, the Q-Square (Q^2) is obtained through a blindfolding technique with a redundancy validity approach, which aims to assess the extent to which the model is able to predict observational data that are not involved in the estimation process. A Q^2 value greater than 0 indicates that the model has good predictive ability. The path coefficient in SmartPLS analysis represents a standardized regression value, which describes the strength and direction of the relationship between exogenous and endogenous latent variables (Hair et al., 2021).

R-Square

Table 7.
R-SQUARE (R^2)

Variables	R-Square	R-Square Adjusted	Description
Readiness Work (Y)	0.650	0.643	Strong
Self-Efficacy (M)	0.717	0.709	Strong

Source: Processed Primary Data, 2025

The results of the R-Square test show that the R^2 value for Work Readiness is 0.650, which means (65.0%) of the variance in Work Readiness is explained by field work practice, career guidance, and self-efficacy, while the remaining (35.0%) is influenced by other factors not examined in the study. The R^2 value for self-efficacy is 0.717, indicating that (71.7%) of the variance in self-efficacy is explained by field work practice and career guidance, while 28.3% is influenced by other variables outside the research model.

Q-Square

Table 8.
Q-SQUARE (Q²)

Variables	Q-Square	Description
Readiness Work (Y)	0.635	Large
Self-Efficacy (M)	0.655	Large

Source: Processed Primary Data, 2025

Q-square shows that the predictive relevance of exogenous variables on Work Readiness is 0.635 and on Self-Efficacy is 0.655. Based on the Q² value criteria of 0.02 (small), 0.15 (medium), and 0.35 (large) as stated by Hair et al. (2021), both values fall into the large category. This indicates that the exogenous variables in the study have a strong predictive relevance and a substantial ability to predict the endogenous variables.

Path Coefficients

Table 9.
PATH COEFFICIENT

	Sampel Original (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Direct Effect					
X1 -> Y	0.082	0.085	0.120	0.681	0.496
X2 -> Y	0.530	0.527	0.110	4.811	0.000
X1 -> M	0.277	0.275	0.120	2.301	0.021
X2 -> M	0.564	0.566	0.101	5.585	0.000
M -> Y	0.287	0.293	0.103	2.789	0.005
Indirect Effect					
X1 -> M -> Y	0.079	0.081	0.048	1.664	0.096
X1 -> M -> Y	0.162	0.167	0.068	2.381	0.017

Source: Processed Primary Data, 2025

DISCUSSIONS

The study aims to analyze the effect of learning discipline, independence, and peer influence on digital-based document learning outcomes, mediated by learning motivation. The table below presents both direct and indirect effects of these variables.

Mediation Effect

Table 10.
MAGNITUDE OF MEDIATION EFFECT

Influence Between Variables	Magnitude of Direct Effect	Magnitude of Influence Through Mediation	Description
X1 -> Y	0.082	0.079	Low
X2 -> Y	0.530	0.162	Up

Source: Processed Primary Data, 2025

Table 10 shows that the learning independence variable successfully strengthens the influence of the independent variable on the dependent variable. Additionally, the results indicate that all 10 positive hypotheses are significant and accepted, as presented (in Table 8).

The first hypothesis shows that field work practice has a positive and significant effect on students' job readiness, with a direct effect value of 0.082. The means field work practice contributes to increasing students' job readiness by (8.2%). The result aligns with previous studies, Alifudin et al. (2023), Yantu et al. (2023), and Sukma et al. (2025), which confirm that practical experience positively supports student readiness for the workforce. The finding is supported by Edward L. Thorndike's connectionism theory, particularly the law of exercise, which explains that practice strengthens students' skills (Adzim et al., 2024; Santoso et al., 2021). Through fieldwork practice, students gain real-world experience in the business and industrial sectors, thereby developing their work readiness response (Abdurakhman & Rusli, 2020). Fieldwork practice provides students with opportunities to sharpen their technical skills and work attitudes, as well as to develop the discipline and responsibility required in the professional world (Masgumelar & Mustafa, 2021).

The second hypothesis shows that career guidance has a positive and significant effect on students' job readiness, with a standardized direct effect value of 0.530. The indicates that career guidance contributes (53.0%) to improving students' job readiness. The suggests that career guidance plays an important role in enhancing students' job readiness. The finding is supported by previous studies, Cahyaningrum & Martono (2019), Kurniawati & Arief (2016), Pratiwi et al. (2024), Purnama & Suryani (2019), Ruminto et al. (2022), and Wulandari & Dian (2017), which highlight the important role of career guidance in preparing students for the world of work. The findings of the study are in line with Edward L. Thorndike's connectionism theory, which explains that behavior formation occurs through the relationship between stimulus and response (Amsari, 2018; Hamruni et al., 2019; Makki, 2019). Career guidance acts as an external stimulus that can encourage a positive response in the form of students' work readiness (Bandura, 1997; Firliani et al., 2019). When students receive regular career guidance services, they become more capable of understanding their potential, planning for their future, and developing a stronger work character to face the demands of the industrial world (Abduh et al., 2023; Hidayat & Malihah, 2023).

The third hypothesis shows that field work practice has a positive and significant effect on students' self-efficacy, with a direct effect value of 0.277 or (27.7%). The indicates that fieldwork practice helps strengthen students' confidence in their abilities. The finding aligns with previous research Mentari (2024), which explains that practical experience in a supportive environment can improve students' self-efficacy, especially in vocational education.

The fourth hypothesis shows that Career Guidance has a positive and significant effect on students' self-efficacy, with a direct effect value of 0.564 or (56.4%). The indicates that career guidance plays an important role in strengthening students' confidence in facing the world of work. The finding is supported by previous studies, Mentari (2024) and Mundiarti, Lina (2024), which emphasize the importance of guidance in building motivation and self-efficacy among vocational students.

The fifth hypothesis shows that self-efficacy has a positive and significant effect on students' job readiness, with a direct effect value of 0.278 or (27.8%). The indicates that higher self-efficacy improves students' readiness to enter the workforce. The result is supported by previous studies, Yuwanto et al. (2016), Esa et al. (2022), Mentari (2024), and Mundiarti, Lina (2024), which explain that confidence in one's abilities encourages students to be more proactive and better prepared for work challenges.

The sixth hypothesis shows that field work practice has a positive and significant effect on job readiness through self-efficacy, with an indirect effect value of 0.079 or (7.9%). The indicates that field work practice indirectly enhances job readiness by increasing students' self-efficacy. The finding aligns with previous studies Mentari (2024), which highlight that positive experiences and support systems, such as peer interaction or field practice, can significantly enhance students' motivation and readiness for the workforce.

The seventh hypothesis shows that career guidance has a positive and significant effect on job readiness through self-efficacy, with an indirect effect value of 0.162 or (16.2%). This indicates that career guidance not only has a direct impact on job readiness but also enhances it indirectly by improving students' self-efficacy. The result is supported by previous studies, Mentari (2024) and Mundiarti, Lina (2024), which emphasize that external support, such as guidance and motivation, can significantly strengthen students' confidence and readiness to achieve their career goals.

CONCLUSION

Based on the explanation of the hypotheses and research findings, the study concludes that field work practice and career guidance both have a positive and significant impact on students' job readiness, either directly or through self-efficacy as a mediating variable. Field work practice contributes to developing technical skills and confidence through real-world experience, while career guidance supports students in understanding their potential and shaping career goals. Self-efficacy also plays a crucial role in enhancing students' confidence and preparedness to face work-related challenges, making it an important mediating factor. Among all variables, career guidance demonstrates the strongest direct and indirect influence on job readiness. These findings are supported by previous research and Thorndike's connectionism theory, which emphasizes the link between stimulus, response, and practice in shaping behavior. Strengthening field experiences, career services, and students' self-belief can significantly improve vocational students' transition into the workforce.

The study was limited to 12th-grade students majoring in Office Management at *SMK Swadaya Temanggung* and focused on the variables of field work practice, career guidance, self-efficacy, and work readiness. The study used a quantitative approach with data collected through questionnaires, which may not fully capture contextual or behavioral factors that influence work readiness. Furthermore, the study only considered a specific region and sample, thus limiting the generalizability of the findings to other educational institutions or majors.

Future research is recommended to expand the sample across different schools, departments, or regions to enhance generalizability. It is also recommended to include additional variables such as parental support, school environment, teacher guidance, or self-regulation to enrich the model. Researchers can use mixed-methods approaches (e.g., interviews, classroom observations) for deeper insights. Furthermore, future research could employ experimental or longitudinal methods to explore causal relationships and changes in student readiness over time. The use of advanced analytical techniques, such as Structural Equation Modeling (SEM), can also help test more complex mediating or moderating effects between variables.

Based on the results of descriptive analysis based on the findings, it is recommended that Schools are advised to improve field work practice by aligning tasks with student competencies and enhancing industry collaboration. Career guidance should be more interactive and instill social values through simulations. Strengthening self-efficacy through frequent practice, feedback, and mentoring is also essential to boost students' work readiness and competitiveness.

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to all the administrative staff, teachers, and students of *SMK Swadaya Temanggung* for their active participation, cooperation, and assistance throughout the research process, especially in facilitating data collection. I would also like to express my gratitude to my friends, family, and lecturers for their continuous support, encouragement, and motivation, enabling me to complete the research.

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