



THE EFFECT OF FIELD WORK PRACTICE AND PSYCHOLOGICAL CAPITAL ON WORK READINESS MEDIATED BY SOCIAL SUPPORT

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ABSTRACT

Phenomenon/Issue: The high open unemployment rate in Indonesian vocational schools and the direct absorption of SMKN 2 Buduran graduates majoring in Office Management and Business Services into workforce indicate the learners are still not showing their best performance even after completing vocational programs.

Purpose: The purpose of this study is to investigate the influences of Psychological Capital and Field Work Practice on preparedness for the workforce, examining SMKN 2 Buduran grade XII students' social support as a mediating factor

Novelty: The novelty of this study lies in the integration of Field Work Practice, Psychological Capital, and social support into a single mediation model in the context of vocational school students, using multiple regression-based path analysis and bootstrapping through the PROCESS Macro.

Research Methods: This study used an explanatory quantitative approach with subjects being grade XII Office Management and Business Services students who have completed Field Work Practice. Analyzed through classical assumption test, t-test, f-test, coefficient of determination, and path analysis.

Results: The finding indicate that work readiness is not directly impacted by field work practice, while Psychological Capital and social support have a favorable and important impact. Simultaneously, Field Work Practice and Psychological Capital can explain around 73% of the differences in readiness for work. The impact of field work practice has been shown to be substantially mediated by social support, but the effect of psychological capital on Work Readiness is not mediated by social support.

Research Contributions: Providing empirical evidence that strengthening Psychological Capital and structured social support around Field Job Practice implementation is important for designing school policies and strategic efforts to improve graduate work readiness.

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INTRODUCTION

Vocational high school graduates continue to account for 9,01% of Indonesia unemployment (Statistik, 2024), even though vocational school graduates are needed by almost 90% of industries in the era of the 4.0 revolution (Inderanata & Sukardi, 2023). The latest central statistics agency data from February 6, 2025 shows that vocational school graduates account for the highest proportion of open unemployment, making work readiness a strategic issue in vocational education. In addition knowledge and hard skills, work readiness encompasses soft skills like problem solving, communication, flexibility, and responsibility (Harianto et al., 2025). Work Readiness is affected by a number of factors, covers the work environment, educational environment, and social environment experienced by each individual (Winata & D.H. Saraswati, 2023). In inclusion, the shortage of practical work experience is also one of factors of the low work readiness of graduates from vocational school. Improving the quality of must be given more consideration of vocational education in order to overcome this gap (Qurniawan & Jasmina, 2021). Previous research indicates that field work experience honed at the vocational school level can improve technical skills and help students build confidence and interpersonal skills (Afriyeni et al., 2024; Hayati et al., 2024).

Person's ability to connect with colleagues is known as Work Readiness. Work Readiness is a crucial component that needs to be strengthened so that engineering students can meet industry demands. Previous research has shown that internships have a significant impact on student job satisfaction. (Hayati et al., 2024). In order for Field Work Practice to be implemented according to plan and achieve the desired objectives, management is needed to prepare for Field Work Practice and manage its implementation on the part of the school (Fendik & Fahyuni, 2022). Management refers to a structured process encompassing the planning, organization, implementation, and control of activities (Terry, 1953). Work readiness is affected by other factors originating from within individuals who exhibit positive characterized psychological development by self-efficacy, positive thinking, wish, and persistence, which can be referred to as psychological capital (Aulia & Nisa, 2023). Several studies confirm that Psychological Capital not just has a immediate effect on work readiness, but also plays a crucial part in enhancing mental wellness, career success, and individual adaptability. Developing Psychological Capital among vocational school students can be an effective strategy to improve their Work Readiness and set them up to face the complex workplace (Azky & Mulyana, 2024). Psychological Capital not just has a immediate effect on work readiness, but can be mediated by external factors such as social support too.

Social support helps students cope with stress during the change from school to the workplace (Febry et al., 2023). The study found that social support, career competence, and psychological capital exerts a meaningful affect on Work Readiness (Sela et al., 2022). This shows that social support performs a strategic function in improving students' Work Readiness by strengthening their Psychological Capital (Cipta & Wahyuni, 2024). Social support is a sense of ease, assistance, or information received that can create a conducive environment (Rudianto & Murniati, 2019). The social environment influences the work ethic of vocational school students. Support from others and the surrounding environment is crucial in helping students achieve success in the industrial world (Rohman et al., 2022). A new perspective on social support may influence students' work readiness. Many previous research have explored the affect of Psychological Capital on Work Readiness, but few have examined how social support can function as a mediator that strengthens or weakens this relationship.

The goal of this research is to examine how psychological capital and field work practice influence work readiness of students majoring in Business Services Office Management at SMKN 2 Buduran, considering social support as a mediating variable, as well as providing deeper insight into how these factors interact and influence students' work readiness. Students at SMKN 2 Buduran tend to be passive and lack concentration, so intervention is needed to improve their work readiness (Ekasari & Trisnawati, 2020). There was research done at SMKN 2 Buduran, located at Jl. Jenggolo No. 2 A, Bedrek, Siwalanpanji, Kec. Buduran, Kabupaten Sidoarjo, because it has the potential to be an example in the development of occupational education in Indonesia, especially in Sidoarjo Regency. The subjects of this study were Office Management and Business Services 12th grade students who had completed their Field Work Practice. Office Management and Business Services is one of the study programs that is highly according to the

requirements of today's industrial scope, which requires graduates to have good managerial and service skills. Service jobs such as sales and office work are included in the category of jobs that are vulnerable to being replaced by increasingly sophisticated information technology. Therefore, it is necessary to have graduates with competent skills (Arntz et al., 2016). The results of the search for SMKN 2 Buduran graduates are summarized as follows.



Source : SMKN 2 Buduran (2025)

Figure 1. SUMMARY OF GRADUATE TRACKING RESULTS

The figure above shows that the percentage of graduates who are working, continuing their studies, becoming entrepreneurs, and not yet working from 2021/2022 continues to increase every year until 2023/2024. Observations at SMKN 2 Buduran, particularly in the Office Management and Business Services competency, show that the employment rate is 45.33% and tends to decline compared to graduates who continue their studies or are not yet employed. The school has provided Field Work Practice preparation, Field Work Practice implementation, and assistance through the Job Group Exchange, but there are still complaints from students regarding the gap between learning at school and Field Work Practice requirements, as well as the need for psychological reinforcement for students.

The research gap in this study is the lack of comprehensive studies examining the affect of Field Work Practice and Psychological Capital on work readiness by considering social support as a mediating variable, particularly in the context of vocational school students with Office Management and Business Services expertise. Most previous studies are still partial in nature, focusing on direct influences, and have not explored internal and external factors simultaneously. Field work practice, psychological capital, social support mediation, and work readiness have all been found to have a positive and significant impact in a number of earlier studies. However, not all studies have found consistent results. Social support has no discernible impact on motivation at work, which is one aspect of work readiness in this research (Ramaida & Oemar, 2022). In accordance with these findings, Field Work Practice has no appreciable impact on being prepared for work (Fatimah et al., 2022). This illustrates that Field Work Practice contributions and social support do not always have a important influence on shaping students' work readiness.

The novelty of this study lies in several important aspects, namely measuring the direct and indirect effects of Field Work Practice and Psychological Capital on work readiness, with social support as a mediator. Previous studies have mostly examined the context of university students. However, this research focuses specifically on students in vocational education, specifically those with Office Management and Business Services expertise. Several previous studies, most of which were conducted on university students and used the PLS-SEM approach, focused on direct relationships without considering mediation or the vocational education context. This study uses path analysis based on linear regression through SPSS with bootstrapping techniques to test indirect effects more accurately. The new empirical contribution shows the novelty of this study because of the vocational school context and the methodology, which combines path regression with bootstrapping in the context of mediation.

The urgency of this study aims to improve the inadequate work readiness of vocational learners, especially regarding Office Management and Business Services skills, through a scientific approach that research the effect of Field Work Practice and Psychological Capital with social support mediation. Without solutions supported by concrete research data, the gap between the competencies possessed by graduates and the needs of employers will continue to persist. This research is expected to offer solutions to the issue of low work readiness among students, especially in terms of technical skills, soft skills, and mental readiness, which will not be addressed appropriately. Field Work Practice risks being implemented routinely without evidence-based evaluation that can improve its effectiveness. Without an analysis of how Field Work Practice influences work readiness, schools lack a basis for designing systematic improvement programs. Psychological Capital must be optimally utilized in character building for students, as this aspect is crucial in fostering long-term work readiness.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Social Cognitive Theory, the main foundation of this research proposed by Albert Bandura, is a theory that emphasizes that universal people's knowledge occurs in a public environment (Yanuardianto, 2019). Learning can take the form of observing others so that humans acquire regulations, abilities, plans, confidences, and behaviors (Yanuardianto, 2019). This theory was built for discuss how individuals have control over events that occur in their lives through self-regulation of their actions and thoughts. There is also a supporting theory, namely the Human Capital theory proposed by Adam Smith, which has been used in several previous studies on work readiness. Smith pioneered the idea of investing in people and explained that human capital refers to productive capabilities that can be improved through education, workplace training, and health (Eide & Showalter, 2010).

An personal's skill to effectively ready for the transition from education to the workplace (Bandura, 2002). The significance of this theory is highlighted readiness in mental, social, and professional behavioral aspects (Cabrera, 2020). The definition of human capital theory is the idea that people increase their productivity and efficiency through a greater focus on education and training (Hasan et al., 2019). Work readiness is an achievement of successful learning in vocational education and is the initial stage that a person must have when they are going to work, whether independently or as an employee of a company (Sela et al., 2022). The alignment between physical and mental maturity and one's experiences is something that is formed during education in order to achieve the essence of work (Firdaus, 2012). In additional to learning, technical knowledge, skills, and abilities are also necessary for being prepared for the workforce (Fenech et al., 2020). In this study, indicators of work readiness include: (1) responsibility, (2) flexibility, (3) skills, (4) communication, (5) self-perception, (6) health and safety (Brady, 2010). The instruments used in this study were adapted from (Cabrera, 2020; Rachmawati & Yudha, 2022; Sela et al., 2022; Tentama & Heryasa, 2023). Work readiness as a variable (Y) is influenced by several factors such as Field Work Practice (X1) and Psychological Capital (X2).

Field Work Practice is a training program held in the field with a part of practical work training carried out by students in a company or organization (Afriyeni et al., 2024). Field Work Practice is an activity organized by vocational education institutions that systematically links school curricula with skills mastery programs through (DU/DI) (Syailla, 2017). The Field Work Practice program has advantages and challenges. Students can use their theoretical knowledge to develop practical skills and adjust to the workplace, which is an advantage. The challenge that must be faced is the mismatch in alignment between the school curriculum and industry needs, making it hard for students to recognize the implementation of Field Work Practice (Paramitha et al., 2024). The Field Work Practice indicators used in this study are as follows : (1) planning, (2) organizing, (3) actuating, (4) controlling (Terry, 1953). The instruments used in this study were adapted from (Cipta & Wahyuni, 2024; Fendik & Fahyuni, 2022; Katili et al., 2021; Khoiroh & Prajanti, 2019). Effective Field Work Practice implementation requires systematic management so that each stage, from planning, organizing, and implementing to evaluating, runs optimally (Dewi & Sahal, 2025).

In addition to the importance of structured Field Work Practice management, the readiness of students to undergo the process is also affected by their internal psychological condition.

Psychological capital is an individual's fundamental capacity that plays a key role in self-motivation, cognitive processes, willingness to strive, and demonstrating good performance in a particular area (Peterson et al., 2011). Psychological Capital as the development of positive psychological state of a person (Luthans et al., 2007). Psychological Capital can be increased or decreased based on repeated feedback from the environment (Peterson et al., 2011). The Psychological Capital indicators in this study include: (1) self-efficacy, (2) hope, (3) optimism, (4) resilience (Luthans et al., 2007). The instruments used in this study were adopted from (Lorenz, 2025; Pham et al., 2025). Resilience and optimism will be stronger when combined with self-efficacy and hope. Strong and confident individuals can bounce back and find new ways to achieve their goals. The combination of optimism and hope will make it easier for individuals to recover from problems (Luthans et al., 2007). In addition to these personal abilities, the capacity of a person to recover back is also greatly influenced by a social environment that provides support and a sense of security.

Social support refers to actions taken by others or support received that leads to feelings of comfort, care, and assistance (Sarafino & Smith, 2011). Social support can spring from a variety of society, including family, friends, partners, teachers, or community organizations (Sarafino & Smith, 2011). The availability of resources that provide physical and psychological comfort is called social support. It is obtained from an individual's interactions with other people, making that person feel cherished, valued, take care, and accepted in their social group (Wahyuni, 2016). The social support indicators in this study include : (1) Emotional Support, (2) Esteem Support, (3) Tangible or Instrumental Support, (4) Informational Support, (5) Network Support (Sarafino & Smith, 2011). The instruments used in this study were adapted from (Kasyfillah & Susilarini, 2021; Lestari & Siswanto, 2015; Tentama & Riskiyana, 2020).

Hypothesis development

H1: Field Work Practice has a direct effect on Work Readiness

H2: Psychological Capital has a direct effect on Work Readiness

H3: Field Work Practice and Psychological Capital have a simultaneous effect on Work Readiness

H4: Social Support has a direct effect on Work Readiness

H5: Field Work Practice has an indirect effect on Work Readiness through Social Support

H6: Psychological Capital has an indirect effect on Work Readiness through Social Support

METHOD

This research integrates quantitative methods with an explanatory approach. This research uses a quantitative approach with explanatory analysis, aiming to clarify the correlation among variables. The population and sample of this research were grade XII learners of Office Management and Business Services at SMKN 2 Buduran in the 2023–2024 academic year. There are two classes of Office Management and Business Services with a total of 71 learners, comprising of 36 learners in grade XII MP 1 and 35 learners in grade XII MP 2.

This research collects data through observation, survey instruments, and documentation. Researchers collected data through observation or direct observation with working group exchange to observe conditions related to graduate data collection. Questionnaires were conducted by compiling statements according to indicators in a structured and systematic manner and were distributed to 12th grade Office Management students at SMKN 2 Buduran through a G-Form link using a Likert scale of 5-point for data measurement. Documentation was in the form of photos or attached documents from the working group exchange during observation, research, and other supporting activities.

The data analysis technique in this research used IBM SPSS (Statistical Package for the Social Sciences) version 27 to test the influence between variables. SPSS 25 was chosen because of its features compatible

with path analysis through multiple regression and its support for the use of PROCESS Macro (Hayes, 2018). The analysis of the questions includes validity and reliability tests using instruments validated by subject matter experts, namely the supervising lecturers. The questions were tested on students who met the same criteria as the sample, namely 12th grade learners who had experienced in the Field Work Practice course. The data was then processed using classical assumption testing techniques, hypothesis testing to determine direct effects, and path analysis testing to determine indirect effects.

RESULTS AND DISCUSSIONS

The research focused on SMKN 2 Buduran as the main location for data collection. Prior to the main data collection, an instrument trial was conducted on September 24, 2025, involving students with characteristics similar to the main research sample, namely 12th-grade learners specializing in Office Management and Business Services who have completed Field Work Practice. The research sample was taken on October 13, 2025, at SMKN 2 Buduran with 71 students from the Office Management and Business Services class XII MP 1 and XII MP 2. The prerequisite testing was conducted through instrument testing at SMKN 10 Surabaya, involving 43 students using 40 instruments that had been validated by subject matter experts to determine the material, construction, and language aspects of the statements. The outcomes of the study instrument analysis can be regarded valid if the computed r -value is higher than the r -table value and the significance level is $0.001 < 0.05$. After testing using the SPSS 27 program, the outcomes indicated that all instrument items were valid with r -count values ranging from 0.431 to 0.854, far exceeding the minimum r -table limit (0.339), and all items had a significance value of $0.001 < 0.05$. This signify that each statement item contributes significantly to each variable.

Reliability testing is employed to judge the persistence of responses after validity testing. If an instrument's Cronbach's Alpha value is higher than 0.60, it is regarded reliable (Ghozali, 2018). Grounded on the reliability test outcomes, the Field Work Practice variable (X1) shows a Cronbach's Alpha value of $0.853 > 0.60$, signifying it is reliable with a total of eight statements. The Psychological Capital variable (X2) has a value of $0.856 > 0.60$, which indicates reliable results with nine items. The Work Readiness variable (Y) obtained a value of $0.848 > 0.60$ from twelve statements, indicating that this instrument is capable of providing consistent results in assessing learners preparedness to plunge the work environment. The Social Support (Z) variable has the highest reliability value, namely $0.887 > 0.60$ with eleven statements, indicating that all items in this variable have a very strong level of internal consistency.

Normality Test

Table 1.
NORMALITY TEST RESULT

One-Sample Kolmogorov-Smirnov Test	
Unstandardized Residual	
Asymp. Sig. (2-tailed)^c	0,200^d
Source : Processed data (2025)	

Based on the SPSS output in Table 2, the Asymp. Sig. (2 tailed) value is 0.200. This value is bigger than the significance threshold of 0.05, so it can be said that the research data meets the assumption of normality. Referring to the decision criteria in the Kolmogorov-Smirnov test, the outcomes indicate that the residual distribution is significantly normal.

Multicollinearity Test

Table 2.
MULTICOLLINEARITY TEST RESULTS

Variable	Tolerance	VIF	Description
Field Work Practice	0,413	2,423	No symptoms of
Psychological Capital	0,413	2,423	multicollinearity occurred

Source : Processed data (2025)

Based on Table 3 in the output, the Tolerance values for the Field Work Practice (X1) and Psychological Capital (X2) variables are both 0.413, which is greater than the minimum limit of 0.10. The Variance Inflation Factor (VIF) values for both variables are 2.423, which is well below the maximum limit of 10.00. According to the multicollinearity test's decision criteria, these results indicate that there is no high correlative relationship between the independent variables.

Heteroscedasticity Test

Table 3.
HETEROSCEDASTICITY TEST RESULTS

Variable	Sig.	Description
Field Work Practice	0,818	No symptoms of
Psychological Capital	0,378	heteroscedasticity occurred

Source : Processed data (2025)

Based on Table 4.6, significance value (Sig.) for the Field Work Practice variable (X1) is 0.818 and for the Psychological Capital variable (X2) is 0.378. Both values are above the significance level of 0.05. The regression model in this study not show heteroscedasticity, which is the foundation for decision making in the glesjer test, so that the residual distribution can be considered homogeneous across the entire range of model predictions.

T-test

Table 4.
T-TEST RESULTS

Variable	t	Sig.	Description
Field Work Practice	1,554	0,125	There was no influence
Psychological Capital	7,479	0,000	There was influence
Social Support	9,945	0,001	There was influence

Source : Processed data (2025)

Using a 95% confidence level ($\alpha = 0.05$) with $df = 68$ and $t\text{-table} = 1.995$. Based on these results, the t value for Field Work Practice (X1) is shown in the table. It is clear that H_0 is received and H_a is declined because the t value is $0.125 < t\text{-table } 1.995$ and the significance level is $0.125 > 0.05$. Thus, the Field Work Practice study does not provide a important participate to upgrading the work ethic of students in this study. The Psychological Capital variable (X2) is shown in the table that H_a is determined and H_0 is rejected because the t value is $7.479 > t\text{-table } 1.995$ and the significance level is $0.000 < 0.05$. Psychological Capital contributes significantly to increasing the work readiness of learners in this research. Furthermore, for the social support variable (Z) seen in the table, it is known that H_0 is declined and H_a is received because the

t-count is $9.945 > t\text{-table } 1.995$ and the significance value is $0.001 < 0.05$. Thus, social support contributes significantly to improving student work readiness.

F-Test

Table 5.
F TEST RESULTS

Model	F	Sig.	Keterangan
1	92.304	0.001	There was influence

Source : Processed data (2025)

To determine the F table value, we use k, which is 2 (representing the number of independent variables), and n, the total number of respondents, resulting in an F table value of 3.130, as referenced from (Raharjo, 2019). Based on these results, we reject H₀ and accept H_a because the calculated F value is 92.304, which is bigger than the F table value of 3.130, and the significance level is 0.001, which is below the threshold of 0.05. These outcomes signify that the regression model is statistically significant in determining how Field Work Practice (X₁) and Psychological Capital (X₂) jointly influence Work Readiness (Y). In other words, both Field Work Practice and Psychological Capital have a significant influence on learners work performance, therefore these factors can explain the variation in their work performance comprehensively.

Coefficient of Determination (R²)

Table 6.
R² TEST RESULTS

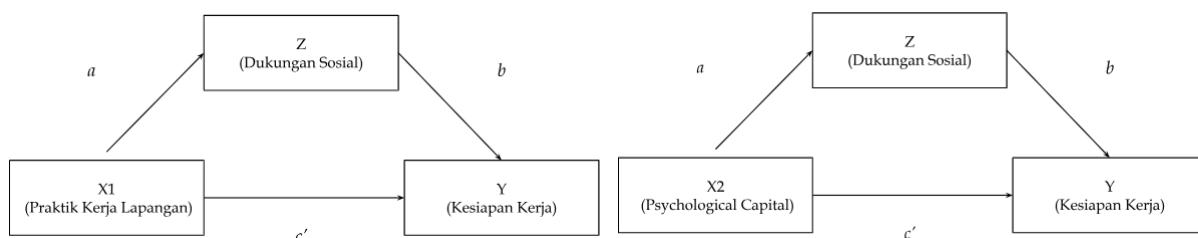
Model	R ²	Percentage
X ₁ and X ₂ relative to (Y)	0,731	73,1%

Source : Processed data (2025)

Coefficient of determination test or R Square, for the regression model linking Field Work Practice (X₁) and Psychological Capital (X₂) to Work Readiness (Y) yielded a value of 0.723, which is 72.3%. This means that these two independent variables account for 72.3% of the changes in the Work Readiness variable. The other 27.7% can be attributed to factors not covered in this research.

Path Analysis

Mediation analysis was conducted using the bootstrapping method, which is currently the most recommended technique for accurately testing mediation effects (Hayes, 2018). This method is practically implemented using the PROCESS macro integrated with IBM SPSS Statistics. The PROCESS macro is a tool developed by Andrew F. Hayes for use in statistical software such as SPSS, which facilitates mediation, moderation, and conditional process analysis based on linear regression (Ozdil & Kutlu, 2019).



Source : (Hayes, 2018)

Figure 2. MEDIATOR REGRESSION ANALYSIS

The existence of mediation is determined by the significance of the indirect effect ($a \times b$) using bootstrapping or can be seen in the output section of the passive influence of X on Y. If the bootstrap confidence interval value of the indirect effect does not include zero, then Social Support (Z) is declared capable of being a pathway that bridges the influence of Field Work Practice (X1) or Psychological Capital (X2) on Work Readiness (Y) (Akhtar, 2018).

Table 7.
INDIRECT EFFECT TEST RESULTS

Effect	BootLLCI	BootULCI
X1	0,533	0,306
X2	0,2636	-0,010

Source : Processed data (2025)

The bootstrapping test results with a 95% confidence level show the range of BootLLCI (lower level for Confidence Interval) to BootULCI (upper level for Confidence Interval). The indirect effect results show that Field Work Practice (X1) has an indirect effect coefficient of 0.53 with an interval of 0.306 to 0.796. Because the interval does not include zero, the mediating influence is significant. This means that social support (Z) effectively mediate Field Work Practices (X1) on work readiness (Y). Meanwhile, Psychological Capital (X2) has an indirect effect coefficient of 0.263 with an interval of -0.010 to 0.534. This interval includes zero, so the mediating effect is not significant. Therefore, the social environment does not reflect the relationship between Psychological Capital and the workplace environment.

The Effect of Field Work Practices on Work Readiness

The outcomes of the analysis show that Field Work Practice does not have a significant impact on the work performance of class XII Office Management and Business Services students at SMKN 2 Buduran. Based on social cognitive theory, work readiness is formed through work experience, social support, and self-confidence (Yanuardianto, 2019). This condition indicates that Field Work Practice experience alone is not sufficient to improve work readiness without psychological factors and social support. These discoveries are not entirely accordance with earlier theories and study showing that Field Work Practice has a major impact on preparedness for the workplace (Afriyeni et al., 2024; Hayati et al., 2024; Murni, 2023). However, The findings of this study are consistent with previous research showing that partial test results do not significantly affect fieldwork practices (Fatimah et al., 2022). Although SMKN 2 Buduran has provided training and monitoring during the Field Work Practice, the working group exchange still receives a number of complaints from students regarding difficulties in adapting to the work environment and lagging behind in understanding the tasks assigned by industry. This condition indicates that the implementation of the Field Work Practice has not been fully optimal, so that the work experience gained by students has not been maximally converted into strong work readiness. This situation opens up further analysis of other internal factors, particularly the Psychological Capital aspect.

The Effect of Psychological Capital on Work Readiness

Work readiness is positively and significantly affected by psychological capital. High self-efficacy, expectations, optimism, and resilience have been proven to increase students' work readiness, in line with the theory that Psychological Capital helps individuals face work demands with self-confidence, a hopeful attitude, and resilience (Luthans et al., 2007; Peterson et al., 2011). In addition, previous research supports the correlation among psychological capital and career performance and readiness to enter the workforce (Azky & Mulyana, 2024; Pratama & Ramadhani, 2025). This discovery is also accordance with earlier studies that examined how work readiness is impacted by self-competence and self-efficacy, which is one dimension of Psychological Capital (Susanti & Panduwinata, 2024). For SMKN 2 Buduran, Psychological Capital appears to be an internal factor that determines work readiness, so it is necessary to analyze how Psychological Capital and Field Work Practice work simultaneously on work readiness.

The Effect of Field Work Practices and Psychological Capital on Work Readiness

Workplace Field Practice and Psychological Capital together have a significant impact on workplace productivity. Combining real-world work experiences through Field Practice and Psychological Capital, involving students, explains how to develop work readiness more comprehensively, followed by research. (Chandhika & Saraswati, 2019), although Field Work Practice did not show a significant influence in some areas. This is in line with social cognitive theory, which emphasizes the interaction between experience and psychological factors, as well as human capital theory, which views work experience and internal competencies as capital for work readiness (Bandura, 2002; Eide & Showalter, 2010). The Field Work Practice structure at SMKN 2 Buduran, which follows the POAC concept, supports this simultaneous influence, which then directs the discussion to the role of external factors such as social support.

The Effect of Social Support on Work Readiness

Work readiness is positively and significantly impacted by social support; pupils have been shown to benefit from emotional, appreciating, instrumental, informational, and social network assistance. capacity to manage stress, boost self-esteem, and adjust to the demands of the workplace (Sarafino & Smith, 2011). These results are accordance with earlier researchs signifying that social support contributes to vocational education work readiness (Lestari & Siswanto, 2015; Tentama & Riskiyana, 2020). Students at SM SMKN 2 Buduran receive social support in the form of encouragement, direction, and support from their surroundings that affect their work readiness.

The Effect of Field Work Practices on Work Readiness through Social Support

Social relationships can act as a mediator in the relationship between work practices and work ethics. Field Work Practice experiences will have a stronger impact when students receive support from teachers, industry mentors, family, and peers. This is in line with social cognitive theory, which emphasizes that work experiences will be more meaningful when reinforced by a responsive social environment (Bandura, 2002). The Field Work Practice program at SMKN 2 Buduran involves the working group exchange, school supervisors, and industry partners so that social support emerges in the form of monitoring, communication between schools and industry, and significant family support the same as research (Azky & Mulyana, 2024; Cipta & Wahyuni, 2024). This study spotlights the importance of social interaction and will be investigated by examining the relationship between media variables and psychological modalities.

The Effect of Psychological Capital on Work Readiness through Social Support

The outcomes of the path analysis indicate that social environment doesn't function as a mediating factor in the relationship between Psychological Capital and workplace readiness. Theoretically, Psychological Capital, which includes self-efficacy, optimism, hope, and resilience, is expected to increase an individual's capacity to benefit from or utilize the social environment. (Luthans et al., 2007; Sela et al., 2022). However, These discoveries accordance with previously researches that identically described no mediation influence, indicating that Psychological Capital has very little influence on work performance without using social interaction, thus diminishing the connections among the variables in this research (Ramaida & Oemar, 2022). This absence of mediation may stem from several factors, such as the low and inconsistent quality of social support received by students, as well as the tendency of students to rely on their internal abilities rather than seeking social assistance.

CONCLUSION

Based on statistical analyses, theoretical insights, and empirical observations of class XII Office Management and Business Services students at SMKN 2 Buduran, it can be concluded that: (1) Field Work Practice does not have a direct influence on work readiness, (2) Psychological Capital has a significant positive influence on work readiness, (3) Field Work Practice and Psychological Capital simultaneously have a significant influence on work readiness, (4) Social support has a positive and significant effect on work readiness, (5) Social support mediates the relationship between Field Work Practice and work readiness, (6) Social support does not mediate the relationship between Psychological Capital and work readiness. This study has several limitations that need to be noted for future research, namely: (1) The scope of the study is limited to SMKN 2 Buduran, so the results cannot be generalized to other vocational schools with different characteristics. (2) The variables studied only included Field Work Practice, Psychological

Capital, social support, and work readiness, while other factors such as career planning, adversity quotient, self-efficacy, work motivation, and environmental conditions were not included in the model, even though they have the potential to influence work readiness.

Based on the limitations of this research, here are some suggestions that can be regarded by future researchers: (1) Future studies are advised to expand the research object to several vocational schools with various expertise competencies in different regions, so that the study results are more representative and can be generalized in a broader vocational context. (2) With a broader research scope, a larger population and sample size will be obtained, allowing for the maximization of data using more complex programs. (3) Add other variables such as learning motivation, organizational experience, career information, or career guidance to see a more comprehensive model of work readiness.

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