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The Effectiveness of Industrial Work Practices and Career Guidance on Students' Work Readiness with Work Motivation Mediation

Efektivitas Praktik Kerja Industri dan Bimbingan Karir Terhadap Kesiapan Kerja Siswa dengan Mediasi Motivasi Kerja

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Abstract

This study examines the impact of the interaction of industrial work practice and career guidance on students' work preparation with work motivation as a mediating variable. Using a quantitative survey design, data were collected through a Google Forms questionnaire on 85 students of class XII SMK Negeri 6 Surakarta who were selected by proportional random sampling. Structural Equation Modeling (SEM) analysis with the Partial Least Squares (PLS) approach through SmartPLS 4.0 shows that industrial work practice and career guidance significantly improve students' work readiness. Work motivation acts as a full mediator, strengthening the relationship between the two independent variables and the ability of students to face the demands of the labor market. The results of this study indicate that the success of vocational education is highly dependent on the synergy between hands-on experience in the world of work and structured career guidance support. Work motivation is an important psychological factor in connecting the learning process with actual readiness in the workplace. The findings confirm the importance of integrating industrial internship programs and motivation-based career counseling in the vocational education curriculum to improve graduate competitiveness. This research provides a practical contribution to the development of learning strategies that are responsive to industry dynamics.

Keywords: *Industrial work practice, career guidance, career readiness, work motivation, intrinsic motivation.*

Abstrak

Penelitian ini menguji dampak interaksi praktik kerja industri dan bimbingan karir terhadap persiapan kerja peserta didik dengan motivasi kerja sebagai variabel mediasi. Menggunakan desain survei kuantitatif, data dikumpulkan melalui kuesioner *Google Forms* pada 85 peserta didik kelas XII SMK Negeri 6 Surakarta yang dipilih secara proporsional random sampling. Analisis *Structural Equation Modeling* (SEM) dengan pendekatan *Partial Least Squares* (PLS) melalui SmartPLS 4.0 menunjukkan bahwa praktik kerja industri dan bimbingan karir secara signifikan meningkatkan kesiapan kerja peserta didik. Motivasi kerja berperan sebagai mediator penuh, memperkuat hubungan antara kedua variabel independen dengan kemampuan peserta didik dalam menghadapi tuntutan pasar tenaga kerja. Hasil penelitian ini mengindikasikan bahwa keberhasilan pendidikan vokasi sangat bergantung pada sinergi antara pengalaman praktik langsung di dunia kerja dan dukungan bimbingan karir yang terstruktur. Motivasi kerja menjadi faktor psikologis penting dalam menghubungkan proses pembelajaran dengan kesiapan aktual di lapangan kerja. Temuan ini menegaskan pentingnya integrasi program magang industri dan konseling karir berbasis motivasi dalam kurikulum pendidikan vokasi untuk meningkatkan daya saing lulusan. Penelitian ini memberikan kontribusi praktis bagi pengembangan strategi pembelajaran yang responsif terhadap dinamika industri.

Kata Kunci: Praktik kerja industri, bimbingan karir, kesiapan kerja, motivasi kerja, motivasi instrinsik.

1. Introduction

The high unemployment rate of SMK graduates in Indonesia, which according to BPS data 2023 even exceeds that of graduates of other education levels, indicates a gap between the competence of graduates and the demands of the industrial world as well as less than optimal job placement support. Revitalization of vocational education is significant in ensuring that SMK graduates are ready to face global competition, with an emphasis on developing soft skills that are balanced with technical skills and intrapersonal abilities. Industrial work practices (Prakerin) and career guidance have been identified as important factors in preparing students for the world of work, but students' work motivation strongly influences their effectiveness. Strong work motivation is believed to improve learners' readiness, performance, and competitiveness in a dynamic job market, so the synergy between industrial practice experience, career guidance, and motivation strengthening is crucial in developing a vocational curriculum that is relevant to current industry needs.

Especially in the era of the Industrial Revolution, the success of graduates in the world of work is primarily determined by their soft skills competencies, including communication skills, teamwork, creativity, discipline, responsibility, and work enthusiasm. Therefore, revitalization of vocational education is needed, with an emphasis on developing soft skills that are balanced with technical skills. Good intrapersonal skills are also increasingly important, given the changing dynamics of the workplace that demand independence and high professionalism (Inderanata & Sukardi, 2023). The relationship between education and employment is significantly influenced by vocational education. Vocational education can accelerate the transition to the world of work, making it an ideal choice for learners who want to start working as soon as they graduate. Vocational education emphasizes practical knowledge more than general education, with the aim of equipping learners with advanced skills in specific occupational sectors so that they can enter the job market with an edge (Cattaneo et al., 2025). Given the labor gap, school-based vocational education is a more relevant option than alternative systems in developing countries, as it is supported by practical skills and career-oriented learning that starts early (Abdurrahman et al., 2022).

Table.1. Open Unemployment Rate Data by Education Level.

Education Level	Open Unemployment Rate by Education Level		
	2021	2022	2023
Never been to school/Not yet Graduated & Completed Elementary School	3,61	3,59	2,56
Junior High School	6,45	5,95	4,78
General High School	9,09	8,57	8,15
Vocational High School	11,13	9,42	9,31
Diploma I/II/III	5,87	4,59	4,79
University	5,96	4,80	5,18

Career guidance, in addition to technical skills, is an important component in the preparation of SMK graduates. Career guidance is essential to help learners identify their potential, investigate several career alternatives, and acquire the necessary skills to enter the world of work (Wahyu et al., 2023). In this regard, Lestari (2017) mentioned "Career guidance is very important in helping learners be ready to enter the world of work by providing them with assistance in

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choosing an appropriate career path and providing them with the information and skills they need to handle the demands of the workplace". Many internal and external factors influence learners' readiness to enter the world of work. Personal characteristics including one's abilities, drive, disposition, and character growth are examples of internal ones. External factors, such as support from family, school environment, and society have a very significant role in shaping learners' work readiness, providing a positive influence in encouraging them to be more focused and ready to face the challenges of the professional world (Gohae, 2020). One of the important external elements to prepare learners for success in the workplace is work motivation. Therefore, in the face of an increasingly competitive world of work, preparing learners with strong motivation is essential.

Although various studies have highlighted the importance of industrial work practice and career guidance in improving the work readiness of vocational students, there is still a research gap regarding the role of work motivation as a mediator in the relationship, especially in the context of vocational education in Indonesia. Most previous studies emphasize technical aspects and soft skills development separately, without comprehensively examining how work motivation can strengthen the influence of industrial work practices and career guidance on students' readiness to face the dynamic world of work. In addition, research that integrates these three variables simultaneously is still limited, so it does not provide a complete picture of the mechanism for improving the work readiness of vocational graduates through a holistic approach involving practical experience, career guidance, and psychological aspects of learners.

The purpose of this study is to examine the impact of industrial work practices and career guidance on the work readiness of vocational students with work motivation as a mediating variable, so as to provide a comprehensive picture of the mechanism of increasing graduate work readiness through the integration of practical experience, career guidance services, and strengthening work motivation. The main contribution of this research lies in providing empirical evidence on the importance of synergy between industrial work practice, career guidance, and work motivation in shaping students' readiness to face a dynamic job market. The results of this study are expected to be the basis for developing curriculum strategies and vocational education programs that are more relevant to industry needs, as well as providing practical recommendations for schools, governments, and businesses in improving the competitiveness of SMK graduates in the era of global competition.

2. Literature Review

2.1. Praktek Kerja Industri (PRAKERIN)

This is an effort to gain a more comprehensive understanding of the workplace and the application of knowledge that students will face in the future. According to (Bakti et al., 2021), "such as education carried out throughout the Business Sector or the Industrial World for training approach efforts or to improve the quality of graduates with abilities in accordance with their fields and also to increase provisions to face the future in order to enter the world of work which is increasingly difficult because of the intense competition today". Hanifah (2023) said, "internship is a form of learning that integrates school education programs with activities that take place in the business or industrial sector as an effort to improve the quality of Vocational High School (SMK) students by developing abilities in line with their fields of expertise".

Through internship activities, learners have the opportunity to use their academic talents, learn the true meaning of work in accordance with industry expectations, get work references from agencies, and gain skills that prepare them to enter the world of work better. Through the Prakerin

experience, learners can grow as individuals and gain confidence in learning new skills (Lestari & Irwansyah, 2023).

2.2. Work Motivation

Work motivation theory, as proposed by Rizky (2022), emphasizes that motivation is the primary driver of individuals to work optimally and integrated in achieving professional satisfaction. However, broadens the perspective by distinguishing internal (individual maturity, aspirations, needs) and external (work environment, remuneration, supervision) factors as determinants of work motivation. The synthesis of these two views suggests that learners' work readiness is not only influenced by industrial practice experiences and career guidance directly, but also strongly influenced by the interaction between internal and external factors that form work motivation.

In the context of vocational schools, industrial work practices can strengthen external factors through authentic experiences in the world of work, while career guidance can hone internal factors such as learners' aspirations and expectations. Thus, work motivation acts as a bridge that connects the influence of industrial work practices and career guidance on students' work readiness. In addition, the readiness for work readiness theory Fugate, emphasizes the importance of employability skills, such as adaptability, proactivity, and lifelong learning ability, which can also be influenced by work motivation and industrial practice experience. By integrating motivation and employability theories, this study contributes to the understanding that vocational students' work readiness is the result of synergy between practical experience, career guidance, and strengthening work motivation, so that vocational education strategies need to be designed with a holistic approach that takes into account these three aspects.

2.3. Career Guidance

Career guidance is an important aspect in helping learners recognize personal abilities, interests, and values that contribute to academic satisfaction and future professional success. Crişan et al. (2015) stated that proper career guidance can help learners discover potential that is relevant to their academic and career goals. This opinion is in line with Syailla (2017), who asserts that the primary purpose of career coaching is to help learners adjust to the world of work, increase awareness of professional opportunities and challenges, and equip them with the ability to make responsible career decisions. With the support of effective career guidance services, students are expected to be able to plan and manage career paths optimally so that they can develop their potential meaningfully.

Although both views emphasize the role of career guidance in individual development, Crişan's opinion highlights more aspects of self-discovery and academic satisfaction, while Lestari's opinion emphasizes social adaptation and professional decision-making. The synergy of these two perspectives is relevant in the context of vocational education, where work readiness depends not only on technical skills but also on the psychological and social readiness of learners in facing the dynamic world of work. Career guidance plays a strategic role in preparing learners to face the challenges of the world of work by combining self-development, awareness of the work environment, and mature decision-making skills. This understanding becomes an important foundation in this study to examine how career guidance interacts with industrial work practice and work motivation in improving the work readiness of vocational students.

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2.4. Work Readiness

Work readiness is a condition in which a person's physical maturity, mental maturity, and learning experience are in balance so as to enable individuals to carry out work-related tasks or behaviors optimally. According to Muspawi and Lestari (2020), work readiness is defined as a condition of physical and mental maturity and learning experience that is suitable for doing the chosen job. This definition is expanded by Oktavia and Dwijayanti, (2024), which emphasizes the work readiness of students as an ability that must be possessed to enter the world of work without requiring long adaptation so that students are able to produce products or increase resources according to the set goals.

In addition to this definition, work readiness is influenced by various internal and external elements. Internal factors include values, life experiences, intelligence (IQ), specialized skills, personal characteristics, knowledge, and physical condition Rusliyanto and Kusmuriyanto, (2019). Meanwhile, external factors include societal influences, socioeconomic conditions, education level, and interactions with social environments such as peers and family. The synthesis of these various theories shows that work readiness is not just a matter of technical ability, but also involves psychological and social aspects that interact with each other.

In the context of vocational education, a thorough understanding of work readiness is crucial for designing learning programs that not only hone technical skills but also pay attention to the mental and social development of learners so that they can adapt quickly and effectively to the world of work. Therefore, this study examines the work readiness of vocational students by considering the internal and external factors that influence it in order to provide a holistic picture of their readiness to face the challenges of the labor market.

3. Research Methods

This research uses a quantitative approach with an explanatory type of study, aiming to examine the causal relationship between industrial work practices, career guidance, work motivation, and students' work readiness. The research instrument is a questionnaire based on a Likert scale of 1-5, consisting of 40 items representing indicators on each variable: 10 items of industrial work practice, 10 items of career guidance, 10 items of work motivation, and 10 items of work readiness. Instrument validity was tested through construct validity analysis using outer loading and AVE values on SmartPLS, while reliability was measured by Cronbach's alpha and composite reliability, all of which showed results above the minimum standard of 0.7.

$$n = \frac{N}{1 + N.e^2}$$

Description:
n = Number of respondents.
N = Total population of class XII students majoring in accounting.
e = margin of error (Inaccuracy due to sampling error that can be tolerated at 5%).

The total population studied has been determined as 108 students; based on these data, the sample size is obtained as follows:

$$n = \frac{108}{1+108\ (0{,}05)^2}$$

$$n = 85$$

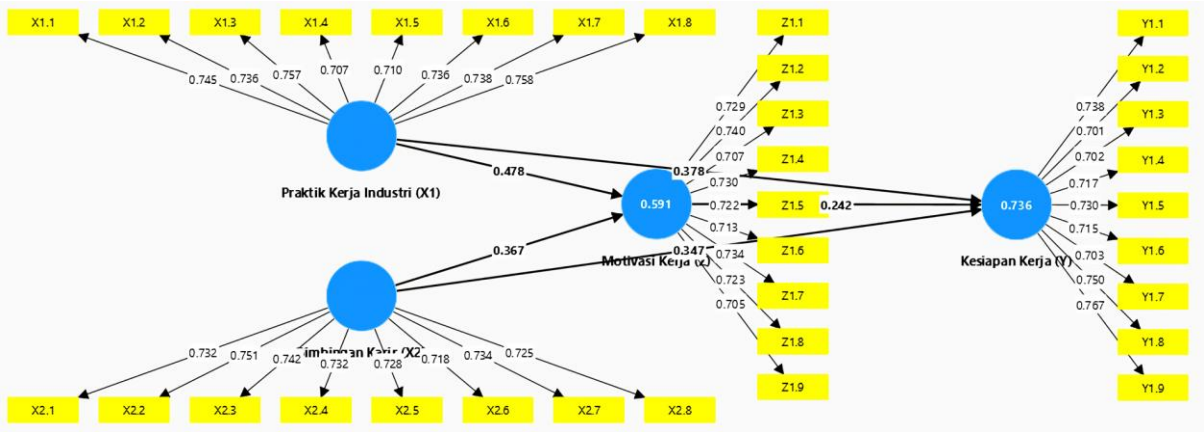
The research sample amounted to 85 students of class XII Accounting SMK Negeri 6 Surakarta who had completed PRAKERIN. They were selected using a probability sampling technique with proportional random sampling based on the proportion of the Number of students in each class so that the representation of each class was maintained according to the population distribution. The determination of the sample size was carried out using the Slovin formula with a margin of error of 5% of the population of 108 students.

Data analysis was conducted using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) with the help of SmartPLS 4.0 software. The choice of SEM-PLS is based on its superiority in testing models with complex latent indicators, relatively small sample sizes, and data that are not completely normally distributed. This approach analyzes structural relationships, which are expressed through a series of equations. Hair Jr et al. (2021) states, "The equation describes the relationship between constructs, which consist of independent variables and dependent variables, in the overall analysis model". This approach is used to analyze structural relationships in research, which are expressed through a series of equations. According to Harahap (2020), "The equation in the Structural Equation Modeling (SEM) model describes the relationship between constructs, consisting of independent variables and dependent variables, in the overall analysis model. Each hypothesis in this study was analyzed using SmartPLS 4.0 software to test the relationship between variables simultaneously in the structural model".

4. Results and Discussion

4.1. Measurement Model Test Results (Outer Model)

At this stage, the validity of the indicators is evaluated against the measured constructs, and the measurement model test (outer model) is carried out using the SmartPLS 4.0 application. The results of this test can be seen in Figure below:



Source: Data processing results using SmartPLS 4.0 (2024)

Figure.1. Outer Model of SmartPLS 4.0 Research

Figure 1 shows the results of outer loading, where the loading factor value for each statement item is > 0.70. This indicates that all statement items meet the criteria for convergent validity, it can be concluded that all statement items show a good level of validity and can be utilized for further study.

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4.1.1. Construct Reliability and Validity

This test assesses a construct's reliability. The construct reliability value must be high enough to ensure measurement consistency. Composite reliability is considered qualified if the value is> 0.6.

Table.2. Construct Reliability and Validity

	Composite Reliability (rho_c)
Industrial Work Practices (X1)	0.904
Career Guidance (X2)	0.903
Job Readiness (Y)	0.909
Work Motivation (Z)	0.908

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

Based on Table 2 above composite reliability, the Industrial Work Practice variable (X1) can be considered reliable, with a composite reliability value of 0.904> 0.6. Likewise with, the Career Guidance variable (X2), has a composite reliability value of 0.903> 0.6, indicating that this variable is also reliable. Work motivation (Z) is proven to be reliable because the composite reliability value is 0.908, which exceeds the 0.6 limit. Finally, performance (Y) is also reliable, with a value of 0.909 > 0.6.

4.1.2. Discriminant Validity

When a construct's distinctive qualities allow it to be easily distinguished from other constructs, this is known as discriminant validity. To evaluate discriminant validity using one of the current techniques, compare the Average Variance Extracted (AVE) with the correlations between model constructs. If the square root of the AVE value is > 0.50, indicating a substantial difference between the concept and other constructs, then discriminant validity is considered fulfilled (Purwanto et al., 2020).

Table.3. Discriminant Validity

	Average Variance Extracted (AVE)
Industrial Work Practices (X1)	0.542
Career Guidance (X2)	0.537
Work Motivation (Z)	0.522
Job Readiness (Y)	0.526

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

Referring to Table 3 above, the AVE value can be seen in the following variables: work motivation with a value of 0.522, career guidance with 0.537, industrial work practice value of 0.542, and value of work readiness with 0.526. From the results mentioned above, it can be seen that each latent variable has strong discriminant validity. Therefore, the discriminant validity test is said to be valid because it has been fulfilled.

4.2. Results of Structure Model Analysis (Inner Model)

4.2.1. R-Square

R-Square (R^2) is used to measure the impact of the independent measures on the dependent. The R^2 value indicates the percentage of variance in the dependent that the

independent can explain. A high relationship is indicated by an R^2 value of 0.75, moderate by a value of 0.50, and unfavorable by a value of 0.25. This evaluation is based on predefined standards.

Table.4. R-Square

	R-square	R-square adjusted
Job Readiness (Y)	0.736	0.727
Work Motivation (Z)	0.591	0.582

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

Based on the table above, the R-Square value for the Work Readiness variable is 0.736, meaning that Industrial Work Practices, Career Guidance, and Work Motivation explain 73.6% of the Work Readiness variable, which means that this model is considered to have a strong influence. Meanwhile, the R-Square value of Work Motivation is 0.591, indicating that Industrial Work Practices and Career Guidance explain 59.1% of Work Motivation, indicating that this model has a moderate influence.

4.2.2. F-square

The relative impact of independent variables on the dependent is assessed using the F-Square value. This metric measures the degree of influence of the independent variable on the dependent. The following are general criteria for evaluating F-Square values: 0.02; 0.15; 0.35, which indicate small, medium, high effect sizes, respectively. Conversely, if the F-Square value of a variable is< 0.02, it means that the variable has no meaningful impact (Hair Jr et al., 2021).

Table.5. F-Square

	Industrial Work Practices (X1)	Career Guidance (X2)	Job Readiness (Y)	Job Readiness (Y)
Industrial Work Practices (X1)			0.239	0.326
Career Guidance (X2)			0.222	0.192
Job Readiness (Y)				
Work Motivation (Z)			0.091	

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

The analysis of the F-Square value in Table 5 states that there is a correlation of 0.239 between industrial work practice and work readiness, indicating an effect in the moderate/medium category. Furthermore, the impact of career guidance on work readiness was found to be 0.222, which also falls into the moderate/medium category. In addition, the impact of industrial work practice on work motivation has a value of 0.326, which shows a moderate effect. Similarly, career guidance on work motivation has a value of 0.192, so it is still in the same category. Meanwhile, with a value of 0.09, the relationship between work motivation and work readiness is categorized as a moderate effect.

4.3. Hypothesis Testing Results

This hypothesis test determines the relationship between the independent and dependent variables significantly affecting each other. The path coefficient, which displays the parameter value and the significance level of the t statistic, is used in this hypothesis test. The significance of

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these parameters provides important details regarding the relationship between the variables under study.

4.3.1. Direct Effect

In order to determine the direct effect between variables in the structural model, a direct effect analysis was conducted using SmartPLS 4.0. The test results are shown in Table 6 below:

Table.6. Direct Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	p-values
Industrial Work Practice (X1) -> Job Readiness (Y)	0.378	0.38	0.09	4.183	0
Career Guidance (X2) -> Job Readiness (Y)	0.347	0.351	0.077	4.498	0
Work Motivation (Z) -> Job Readiness (Y)	0.242	0.238	0.1	2.423	0.015

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

In 2010, education in Sidogiri experienced a setback, especially in reading the yellow book, which, of course, had an impact on other fans and automatically affected exam results. This requires Batartama to think hard to overcome these problems. Until then, the family council had direct instructions to be responsive and alert to this problem.

For each evaluated construct, the following are the hypothesis test results:

1. Industrial work practice has a considerable impact on job readiness. The path coefficient of 0.378, t value of 4.183, and p-value of 0.000 have anticipated this H_1, "there is a relationship between Industrial Work Practices and Job Readiness", is accepted because the p-value is 0.000 < 0.05.
2. According to hypothesis testing findings, caregiver instruction significantly affects job readiness. The analyzed path coefficient of 0.347, t-statistic of 4.498, and p-value of 0.000 all indicate this impact. As a result, the second hypothesis (H_2) is considered correct.
3. Hypothesis testing findings also show that work motivation affects work readiness. This is supported by the path coefficient of 0.242, p-value of 0.015, and t-statistic of 2.423. It can be concluded that a person's level of work readiness is significantly influenced by work motivation because the P-value is less than 5% (0.015 <0.05). This leads to the acceptance of the third hypothesis (H_3).

4.3.2. Indirect Effect

Indirect effect analysis is conducted to determine the extent to which the mediating variable (work motivation) affects the relationship between the independent and dependent variables in the model. The results of indirect effect testing are presented in Table 7 below:

Table.7. Indirect Effect

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	p-values
Industrial work practice (X1)→ Work motivation (Z)→ Job readiness (Y)	0.116	0.114	0.054	2.157	0.031
Career guidance (X2) -> Work motivation (Z) -> Job readiness (Y)	0.089	0.09	0.045	1.978	0.048

Source: The results of data processing using SmartPLS 4.0, processed by the author (2024).

1. Based on the findings of the indirect effect table test, work readiness and motivation are significantly influenced by industrial work practices. The p-values of 0.031 <0.05 and the coefficient value shown is 0.116, so the fourth hypothesis (H_4) is accepted.
2. The coefficient value = 0.089 and P-values 0.048 < 0.05 indicate that the Career Guidance variable affects work readiness through work motivation. As a result, hypothesis number five (H_5) is approved.

4.4. Discussion

4.4.1. Effect of Industrial Work Practices on Job Readiness

The data processing results show a good and significant impact on the industrial work practice variable on the work readiness of students of SMK Negeri 6 Surakarta. This shows that students are better prepared to enter the world of work after graduation if they follow better and more efficient industrial work methods. The analysis results are similar to the study conducted by Nugroho et al. (2020) clarifies how "industrial work practices have a significant effect simultaneously on work readiness". According to Purnama and Suryani (2019), "Students' abilities, knowledge, and attitudes are improved through direct exposure to the world of work that comes from industrial work practices, so they are better prepared to overcome various challenges in the professional world". In addition, the experience also helps learners to understand the real demands of work better, expand professional networks, and increase confidence in entering the job market. Along with that, implementing quality work practices can accelerate learners' adaptation to the real work environment, ultimately affecting their optimal work readiness.

4.4.2. Effect of Career Guidance on Job Readiness

Career guidance has a good and beneficial impact. The career guidance learners receive helps them identify their potential, choose an appropriate career path, and be prepared to enter the workforce. Learners can gain a more indepth knowledge of some accessible alternative occupations, required skills, and strategies to achieve their professional career goals through thorough and rigorous mentoring. The findings of this analysis are consistent with other studies (Sofiani & Taman, 2019; Mutoharoh & Rahmaningtyas, 2019), which show that career guidance has a significant effect on work readiness at the same time. In addition, career counseling assists learners in managing career expectations, fostering professional attitudes, and strengthening their capacity to adjust to the ever-increasing demands of the labor market (Febriyanti et al., 2024). Career guidance is critical to improving learners' readiness for the world of work as it provides them with the advice and support they need to overcome obstacles in the workplace.

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4.4.3. Effect of Work Motivation on Job Readiness

Work motivation on work readiness is also significantly positively correlated with motivation, meaning that the more motivated a person is, the more prepared they are to succeed in the workplace. People who are highly motivated at work tend to be more committed to their career goals, more focused, and try harder. The analyst's results are similar to the research conducted (Usman & Suherman, 2020; Pambajeng et al., 2024), stating that "work readiness is significantly influenced by work motivation at the same time." This also makes them more open to learning and self-development, both through improving technical skills and strengthening professional attitudes needed in the workplace. In addition, motivated people are more likely to be confident, able to overcome obstacles, and encouraged to continue innovating and developing in the workplace. "High work motivation is an important factor in improving work readiness, because it can affect a person's attitude, behavior, and performance in preparing for the demands of the dynamic world of work", claims (Febiola et al., 2024).

4.4.4. The Effect of Industrial Work Practices on Job Readiness Through Work Motivation

The findings show that industrial work practices have a good and significant impact on work readiness, with work motivation as a mediating factor. The results showed that the relationship between industrial work practice and work readiness was strengthened by work motivation as an intervening variable (mediator), which had a considerable influence. The research findings support the views of (Wahyuningsih & Yulianto, 2020). Industrial work practices provide students with hands-on experience, which increases their enthusiasm and makes them more prepared to enter the world of work. Azhar and Wahyudi (2024) said, "Strong work motivation can increase learners' willingness to adjust to a changing work environment, encourage them to keep trying, and overcome obstacles". In addition to providing technical skills, industrial work practice serves as a motivational catalyst, increasing learners' readiness to face the world of work. One of the most important aspects of preparing learners for success in the workplace is the work drive that results from real-world industrial work experience.

4.4.5. The Effect of Mentoring on Job Readiness through the Mediation of Work Motivation

Career guidance has a significant impact on work readiness, with work motivation as a mediator. The findings also highlight the importance of work motivation as an intervening variable, strengthening the relationship between career guidance and work readiness. The findings of this study are comparable to the findings of Wulandari and Dian (2017), which show that they impact each other's opinions and are noteworthy. The relationship between career guidance and learners' readiness to enter the world of work is strengthened by work motivation. Providing career advice to learners can increase their desire to take job preparation more seriously and give them direction on appropriate career choices (Sari and Sontani, 2021). Strong motivation increases learners' confidence in overcoming barriers to employment and motivates them to acquire the necessary skills and competencies actively. Learners who receive career assistance will feel more secure and encouraged to achieve their professional goals, which will better prepare them for the world of work.

5. Conclusion

Students' work preparation at SMK Negeri 6 Surakarta is positively and significantly influenced by industrial work practices and career guidance, with work motivation as a mediating

variable. Industrial work practices provide opportunities for students to gain practical experience that improves their abilities, attitudes, and knowledge so that readiness to enter the world of work is increasingly supported. In addition, this experience encourages students to take initiative, develop maximum potential, and adapt to the demands of the real world of work. Career guidance also plays an important role by providing clear direction on personal potential and career paths, and helping learners develop the professional attitude and flexibility needed in the workplace. Strong work motivation, developed through career guidance and industrial work practice, serves as a mediator that strengthens their relationship with learners' work readiness.

The findings of this study confirm the importance of integrating industrial work practice and career guidance services in the SMK curriculum as a key strategy to improve learners' work readiness. High work motivation is a key factor in motivating learners to be more dedicated and focused on achieving professional goals and improving their ability to deal with the changing dynamics of the labor market.

Schools, especially SMK Negeri 6 Surakarta, are advised to continue developing and strengthening industrial work practice programs and structured and sustainable career guidance services. Special efforts need to be made to increase students' work motivation through psychological approaches and character building so that their work readiness is optimized. The government and related stakeholders are also expected to provide adequate policy support and resources to support the effective implementation of the program.

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