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# The Effect of Teaching Factory, Industrial Work Practices and Vocational Competence Through Self-Efficacy on Work Readiness of Vocational High School Students

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## Abstract

This study aims to examine the effect of Teaching Factory (TeFa), Industrial Work Practices (Prakerin), and vocational competence on students' work readiness, with self-efficacy as a mediator. The method used is Systematic Literature Review (SLR), which collects and synthesizes various studies related to learners' work readiness, focusing on variables that play a role in vocational education. The findings show that Teaching Factory and Prakerin have an important role in improving learners' technical and non-technical skills, as well as bridging the gap between academic learning and industry needs. Self-efficacy was found to be a factor that strengthens learners' confidence and performance in the industrial environment. This study concludes that holistic development of technical competencies, work-based experiences, and strengthening self-efficacy can improve learners' readiness to face the challenges of the world of work. Further research needs to focus on the long-term impact of these programs as well as the role of teachers in facilitating industry-based learning.

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## INTRODUCTION

Vocational education has a strategic role in preparing human resources who are skilled, adaptive, and ready to compete in the world of work (Nugroho et al., 2020). In the midst of rapid technological development and industrial transformation, the challenges of the world of work are increasingly complex (Amaliah & Irfan, 2022). According to Indramayanri et al (2024), Vocational

High Schools (SMK) are required to produce graduates who not only have theoretical knowledge, but also practical skills that are in accordance with the needs of the industrial world. One important indicator in assessing the success of vocational education is the level of work readiness of students (Tami et al., 2024). Work readiness reflects the extent to which students are able to apply the knowledge and skills they have learned to face real work challenges (Fauzi et al., 2025). This aspect is becoming increasingly crucial considering that current industry demands lead to a workforce that has the ability to think critically, work together, and be able to solve problems creatively (Ramadhan et al., 2020). According to Wijayakusumo & Zainul (2024) SMK graduates are also expected to be able to adapt quickly to the changing dynamics of work. The ability to learn independently and continuously is an added value that is needed. High work readiness is an important indicator in assessing the relevance and effectiveness of vocational education to the needs of the modern industrial world (Wahyuni et al., 2021).

One of the vocational education strategies that has begun to be widely implemented in SMK is the Teaching Factory (TeFa) (Yusri & Sulistyowati, 2020). According to Endrastiti & Sholikhah (2024), this approach integrates real production activities into the learning process at school with the aim of creating a learning environment that resembles the industrial world. Through TeFa, students not only gain theoretical understanding, but also experience firsthand the work process, production system, and industrial work culture (Ali et al., 2023). This is believed to improve the technical skills and mental readiness of students in facing the world of work (Nuryakin et al., 2025). In addition, the Industrial Work Practice (Prakerin) program also plays an important role in broadening students' horizons and experiences in the field (Sari & Mariyanti, 2024). By participating in Prakerin, students can interact directly with a professional work environment, learn standard work procedures, and understand industry expectations for entry-level workers (Putri & Suhartini, 2021). This activity also helps students to better recognize their interests and potential in certain fields (Susilo & Ismiyati, 2020). According to Habibah & Dwijayanti (2023) Direct interaction with the world of work allows students to understand realities and challenges that are not always described in textbooks. This experience is a valuable provision to form a professional and resilient work attitude (Wibowo et al, 2020). The application of TeFa and Prakerin can synergistically create a learning ecosystem that is more applicable and oriented to industry needs (Al Hidayat et al, 2024).

In addition to industry-based learning, vocational competence is also the main foundation in shaping students' work readiness (Irwansya, 2023). According to Ismoyo & Wahjudi (2023), these competencies include aspects of knowledge, skills, and work attitudes that are relevant to their respective fields of expertise. The higher the level of mastery of vocational competencies that students have, the greater their ability to compete in the labor market (Maulidy, 2022). However, mastery of technical competence is not enough if it is not accompanied by psychological readiness, such as self-confidence and belief in one's own abilities (Mastur & Pramusinto, 2020). According to Maulanada et al (2024) In this case, self-efficacy is a psychological aspect that plays an important role in supporting students' work readiness. Someone with high self-efficacy will be more confident in facing challenges, more persistent in completing tasks, and more quickly adapt to changes that occur in the world of work (Indriani & Jahani, 2024). According to Chotimah & Suryani (2020), belief in one's own abilities will encourage students to take initiatives, try new things, and not give up easily when facing obstacles. According to Neswari & Dwijayanti (2022) Self-efficacy also

contributes to more mature and realistic career decision making. With the combination of strong vocational competencies and high self-efficacy, students have a greater chance of succeeding in the transition process from education to the world of work (Damayanti et al., 2024).

Although there have been many studies that discuss separately the effect of Teaching Factory, Industrial Work Practices, and vocational competence on the job readiness of vocational students, there are still limitations in studies that holistically link the three factors with the mediating role of self-efficacy. Not many studies have integrated the four variables in one analytical framework, especially at the vocational school level in Indonesia. In fact, understanding the interrelationships among these factors as a whole is very important for designing more effective and industry-oriented educational strategies. Such an integrated study can provide a deeper understanding of how learning processes and practical experiences affect students' mental and professional readiness. In addition, findings from such a study could potentially inform the development of an adaptive and contextualized curriculum. Knowledge of the role of self-efficacy as a mediator can also help teachers and schools in developing learning approaches that are more centered on strengthening students' self-efficacy.

In order to answer the need for a more comprehensive study, this research was conducted using the Systematic Literature Review (SLR) method, which is an approach that allows systematic and structured search, analysis, and synthesis of literature. Through this method, researchers can identify patterns, trends, and gaps in previous research relevant to the theme of work readiness of vocational students. This review specifically focuses on literature that discusses the role of Teaching Factory, Industrial Work Practices, and vocational competence on work readiness, considering the role of self-efficacy as a mediating variable. The main objective of this study is to provide a comprehensive picture of the factors that influence students' work readiness, as well as formulate recommendations that can be used as a basis for policy development and learning practices in vocational schools. This approach was chosen because it is able to present an in-depth synthesis of knowledge without having to collect primary data. By critically examining various sources, this research is also expected to contribute to mapping the direction of future research in the field of vocational education. In addition, the results of this review can be a reference for educators, policy makers, and stakeholders in improving the quality of vocational graduates who are truly work-ready.

## **METHODS**

### **Systematic Literature Review (SLR)**

This research uses a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize previous research results relevant to the work readiness of Vocational High School (SMK) students. According to Wulandari & Megasari (2024) Systematic Literature Review (SLR) is a systematic, structured, and transparent literature review method, which is carried out based on certain protocols. This approach is carried out through three main stages, namely planning, implementing, and reporting the results of the literature review.

The use of the SLR method was chosen because it is able to organize scientific evidence objectively, minimize bias in the study selection process, and present a comprehensive understanding of the research topic. In addition, SLR allows the collection of information scattered across multiple sources into an integrated study of academic value. The main purpose of using SLR

in this study is to obtain a mapping of factors such as Teaching Factory, Industrial Work Practices, and vocational competence on students' work readiness, and to see the role of self-efficacy as a mediating variable. By reviewing various relevant literatures, this research also seeks to reveal trends, gaps, and future development directions in the practice of vocational education in Indonesia.

### **Literature Search Process**

Literature was collected from various credible academic databases, such as Google Scholar, ERIC, ScienceDirect, ResearchGate, and SpringerLink. The search process was conducted using relevant keywords, such as: "Teaching Factory in vocational education", 'Industrial work practice and employability', 'Vocational competency and work readiness', 'Self-efficacy and student work readiness', 'SMK work readiness Indonesia', and similar keyword combinations in Indonesian. The time span of the search was limited to the period 2020 to 2025 to ensure the currency of the analyzed literature and relevance to the current state of vocational education.

### **Inclusion Criteria**

The inclusion criteria for article selection were as follows:

1. Articles are the results of quantitative, qualitative or mixed research relevant to vocational education.
2. The research addresses one or more of the variables: Teaching Factory, Industrial Work Practices, vocational competence, self-efficacy, or work readiness.
3. Articles are published within the last six years (2020-2025).
4. Articles are published in accredited national journals or reputable international journals.
5. The research involves the subject of vocational students or the context of vocational education in general.

### **Data Analysis**

Studies that met the inclusion criteria were analyzed using a descriptive-qualitative approach. Each article was reviewed to identify several key aspects, namely:

1. The focus of the variables studied (Teaching Factory, Prakerin, vocational competence, self-efficacy, work readiness).
2. The type of research approach and method used.
3. Population and research sample.
4. Main results that show the relationship between variables.
5. Implications of the research results for vocational education practice.

All data obtained were presented in tables and presented narratively to gain a comprehensive understanding of the role of each variable. Findings from different studies are then compared to identify common patterns, inconsistencies and potential for further development in the field of vocational education.

## **RESULT AND DISCUSSION**

In this review, 35 relevant research articles were selected and analyzed based on the inclusion criteria. Each article was reviewed to identify the involvement of the variables Teaching Factory, Industrial Work Practices, vocational competence, self-efficacy, and their relationship with vocational students' work readiness. In addition, research methods, respondent characteristics, and key findings from each study were also considered to provide a complete picture. The findings were then summarized in tabular form to facilitate the process of comparison and drawing conclusions.

This compilation aims to reveal patterns of relationships between variables, current research trends, and knowledge gaps that can be used as a basis for further research. The detailed results of the literature review are presented in Table 1.

**Table 1.** Literature Review Results

No	Title	research results
1	Pengaruh Pembelajaran Teaching Factory dan Praktik Kerja Lapangan terhadap Kesiapan Kerja Siswa Keahlian Busana SMK Negeri 1 Sragen. (Endrastiti, A., & Sholikhah, R. (2024))	This quantitative research with survey method involved 72 grade XI students and was analyzed with multiple linear regression. The results show that Teaching Factory and Field Work Practices have a positive and significant effect on work readiness. This finding confirms the importance of industry-based learning in improving students' work readiness and supports curriculum design that is relevant to the needs of the world of work.
2	Implementasi Teaching Factory dan Industrial Technical Skill untuk Meningkatkan Kesiapan Kerja Peserta Didik SMK. (Fauzi, M., Anifah, L., & Buditjahjanto, I. G. P. A. (2025))	This literature review examines the influence of Teaching Factory and technical skills from Internship on vocational students' work readiness. Results show both contribute positively, especially when learning is designed to resemble an industrial environment. The findings confirm the importance of synchronizing the SMK curriculum with the needs of the world of work.
3	Pengaruh Praktik Kerja Lapangan, Efikasi Diri, dan Lingkungan Keluarga Terhadap Kesiapan Kerja Siswa Kelas XII SMK Program Keahlian Akuntansi Keuangan Dan Lembaga. (Maulidy, S. D., Zulaihati, S., & Sumiati, A. (2022))	This study examines the influence of field work practice, self-efficacy, and family environment on the job readiness of accounting vocational students in Jakarta. Involving 175 respondents, the results show that the three variables have a positive effect although the contribution is only 12.8%. The findings emphasize the importance of external support and self-confidence in improving students' work readiness.
4	Pengaruh Motivasi Memasuki Dunia Kerja Dan Pengalaman Praktik Kerja Industri (Prakerin) Terhadap Kesiapan Kerja Siswa Kelas XII SMK Negeri 5 Kuningan. (Putri, R. A., & Suhartini, C. (2021))	This study used a quantitative approach with a survey of 148 students of class XII SMKN 5 Kuningan. Focus on motivation and Prakerin experience on work readiness. The results show that both have a positive effect. The implication is that schools need to support work readiness through guidance, Prakerin monitoring, and learning facilities that are suitable for DU / DI.
5	Pengaruh Pengalaman Praktik Kerja Industri Aspek Non Teknis Terhadap Kesiapan Kerja Siswa Teknik Pemesinan SMK YPM 1 Taman. (Wijayakusumo, T. H., & Zainul, M. (2024))	This study focuses on the influence of non-technical aspects of Prakerin experience on the work readiness of machining engineering students of SMK YPM 1 Taman. Using a descriptive quantitative approach with an ex-post facto design and simple regression analysis. The population is machining engineering students who

6 Pengaruh Motivasi Kerja, Praktik Kerja Industri, dan Efikasi Diri terhadap Kesiapan Kerja Siswa SMK Negeri 4 Malang. (Maulanada, A., Nurhidayah, N., & Hardaningtyas, R. T. (2024))

7 Pengaruh Praktek Kerja Industri (Prakerin) Program Kelas Alfamidi Dan Self-Efficacy Terhadap Kesiapan Kerja Siswa Kelas XII Bidang Keahlian Bisnis Daring Dan Pemasaran SMK PGRI 13 Surabaya. (Neswari, W. T. W. A., & Dwijayanti, R. (2022))

8 Pengaruh Praktik Kerja Lapangan (PKL), Self-Efficacy dan Internal Locus of Control terhadap Kesiapan Kerja Siswa SMKN Mojoagung Jombang. (Habibah, I. F., & Dwijayanti, R. (2023))

9 Pengaruh Praktek Kerja Lapangan, Motivasi Memasuki Dunia Kerja, dan Efikasi Diri Terhadap Kesiapan Kerja. (Chotimah, K., & Suryani, N. (2020))

have carried out Prakerin. The results show that non-technical aspects of Prakerin have a significant positive effect (58.1%) on work readiness. The implication is that strengthening non-technical aspects during Prakerin is important in supporting students' work readiness.

This study examines the influence of work motivation, internship, and self-efficacy on the work readiness of students of SMKN 4 Malang. Using a quantitative approach with multiple linear regression methods and a sample of 92 students. The results showed that the three variables had a positive and significant effect on work readiness. The implication is that strengthening motivation, the quality of Prakerin, and student self-efficacy is important to improve the work readiness of SMK graduates.

This study analyzes the effect of Prakerin Alfamidi and self-efficacy on job readiness of BDPM students of SMK PGRI 1 Surabaya. Of the 30 respondents, the results show that self-efficacy has a significant effect, while Prakerin only has a simultaneous effect. Implication: Self-efficacy needs to be improved for work readiness.

This study examines the influence of field work practice, self-efficacy, and internal locus of control on the work readiness of grade XI BDP students of SMKN Mojoagung Jombang. Using a descriptive quantitative approach with multiple regression and a saturated sample of 102 students. The results showed that the three variables had a positive and significant effect on work readiness. The implication is that work practice, self-efficacy, and strengthening self-control need to be improved to support students' work readiness.

This study examines the effect of Prakerin, work motivation, and self-efficacy on the work readiness of XII grade Office Administration students of SMK Muhammadiyah Bobotsari. Using a quantitative approach with multiple linear regression analysis and a sample of 63 students. The results showed that Prakerin and self-efficacy had a significant positive effect, while motivation had no significant effect. The

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- 10 Implementasi Pembelajaran Kreatif-Produktif Kh. Ahmad Dahlan Melalui Teaching Factory Untuk Meningkatkan Kesiapan Kerja di SMK Muhammadiyah 1 Sukoharjo. (Ali, M., Jinan, M., & Setiyarini, T. (2023))
- 11 Pengaruh Keterlibatan Siswa dalam Teaching Factory, Motivasi Belajar dan Praktik Kerja Industri terhadap Kesiapan Bekerja Siswa Sekolah Menengah Kejuruan. (Al Hidayat, R., Sayuti, M., & Santosa, B. (2024))
- 12 Peran Keterlibatan Siswa dalam Implementasi Pembelajaran Teaching Factory Terhadap Kesiapan Kerja Siswa di SMKN 1 Jatibarang. (Indramayanti, V. S., Hasanah, E., & Sudarsono, B. (2024))
- 13 Pengaruh Pelaksanaan Teaching Factory terhadap Motivasi Kerja dan Kesiapan Kerja Peserta Didik Tata Kecantikan Kulit dan Rambut di SMK. (Nuryakin, B., Maspiyah, M., & Suhartini, R. (2025))
- implication is that increasing practical experience and self-efficacy needs to be prioritized to support students' work readiness.
- This study evaluates the implementation of Teaching Factory in creative-productive learning at SMK Muhammadiyah 1 Sukoharjo and its impact on students' work readiness. Using a descriptive-qualitative approach with observation, interview, and documentation techniques. The results show that Teaching Factory is able to improve work readiness through the integration of practical skills and innovation. The implication is that the implementation of Teaching Factory is effective in forming graduates who are competent and confident in facing the world of work.
- This study uses a quantitative approach to analyze the effect of Teaching Factory, learning motivation, and industrial work practice on the work readiness of students of SMK Muhammadiyah Majenang. The data were analyzed through multiple linear regression with a sample of students of the SMK. The results showed that the three variables had a significant effect on students' work readiness. The implication is that the strengthening of the Teaching Factory learning model and the implementation of optimal internship are very important in shaping students' overall work readiness.
- This study analyzes the effect of student involvement in Teaching Factory on work readiness at SMK Negeri 1 Jatibarang with a descriptive-qualitative approach. Data were collected through interviews, observations, and documentation. The results show that student engagement improves technical and non-technical skills, which contributes to students' work readiness. The implication is that Teaching Factory implementation is important for developing students' vocational competencies.
- This study analyzes the effect of Teaching Factory implementation on students' work motivation and work readiness in the Skin and Hair Beauty program at SMK, with a descriptive-qualitative approach. The results showed that Teaching Factory has a positive and significant effect on students' work motivation and work readiness. The implementation of Teaching

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- 14 Pengaruh Kompetensi Kejuruan Terhadap Kesiapan Kerja Siswa SMK Negeri 2 Kota Bima di Era Revolusi Industri 4.0. (Irwansya, I. (2023))
- 15 Studi Deskriptif Kesiapan Kerja, Kompetensi Kejuruan, Dan Efikasi Diri Siswa SMK Jurusan AKL Pasca Pandemi Covid-19. (Ismoyo, A. G., & Wahjudi, E. (2023))
- 16 Pengaruh praktik kerja industri dan efikasi diri terhadap kesiapan kerja siswa di SMK Negeri 3 Surakarta. (Nugroho, M. R. A., Murtini, W., & Subarno, A. (2020))
- 17 Pengaruh praktik kerja industri dan minat kerja terhadap kesiapan kerja pada dunia usaha dan dunia industri siswa smk. (Wahyuni, S., Hapsari, F., & Herawati, M. (2021))
- Factory increases students' work readiness, which is supported by increased work motivation. The implication is that strengthening Teaching Factory can increase the competitiveness of graduates in the world of work.
- This study uses a descriptive quantitative approach to examine the effect of vocational competence on the work readiness of students majoring in TKJ and Multimedia of SMK Negeri 2 Kota Bima. A sample of 54 respondents was selected through purposive random sampling. The results show that although vocational competence is high (72.2%) and job readiness is in the good category (68.5%), vocational competence does not have a significant effect on job readiness. This finding indicates the need to strengthen other factors to improve the job readiness of SMK graduates.
- This study used a descriptive quantitative approach with 105 respondents of AKL students of SMKN Mojoagung. Focus variables include vocational competence, self-efficacy, and work readiness. The results show that students have high work readiness, good vocational competence, and high self-efficacy. The implication is that schools can maintain and improve student potential as a strategy for post-pandemic work readiness.
- This study used a quantitative approach with a sample of 85 students of class XII Office Administration of SMK N 3 Surakarta. The variables studied include industrial work practice (Prakerin), self-efficacy, and work readiness. The results showed that Prakerin and self-efficacy had a positive and significant effect on work readiness, with a contribution of 31%. These findings support the importance of Prakerin and strengthening self-efficacy in improving vocational students' work readiness.
- This quantitative study involved 60 students of class XII of Fashion Management of SMK Negeri 2 Depok to analyze the effect of Prakerin and job interest on work readiness. The results showed that both had a positive and significant effect with a correlation of 0.750. This finding confirms the importance of strengthening students' work experience and motivation in supporting their readiness for the world

18	<p>Peran Mediasi Efikasi Diri Pada Pengaruh Kompetensi Kejuruan Dan Praktik Kerja Industri Terhadap Kesiapan Kerja. (Damayanti, I., Handarini, D., &amp; Sumiati, A. (2024))</p>	<p>of work.        This quantitative study involved 106 students of class XII Accounting at SMKN 13 and SMKN 42 Jakarta to examine the effect of vocational competence and Prakerin on work readiness through self-efficacy. The results show that all variables have a positive effect, and self-efficacy mediates the effect of competence and internship on work readiness. This finding confirms the importance of self-efficacy in strengthening the impact of competence and industrial experience on students' work readiness.</p>
19	<p>Penguasaan Kompetensi Produktif dan Praktik Kerja Industri terhadap Kesiapan Kerja pada SMK Swasta di Kota Tangerang. (Tarni, T., Hasbullah, H., &amp; Hapsari, A. T. (2024))</p>	<p>This quantitative research uses a survey method with multiple linear regression on 64 private vocational students in Tangerang City. The focus variables include productive competencies and industrial work practices on work readiness. The results show that both have a positive and significant effect simultaneously and partially on students' work readiness. This finding confirms the importance of mastering vocational competencies and practical experience in preparing graduates who are ready to compete in the world of work.</p>
20	<p>Pengaruh Praktik Kerja Industri, Informasi Dunia Kerja Dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Siswa. (Susilo, S. M., &amp; Ismiyati, I. (2020))</p>	<p>This quantitative study involved 59 students of SMK Bhakti Persada Kendal and examined the influence of Prakerin, world of work information, and motivation on work readiness. The results showed that all three had a positive effect simultaneously with a contribution of 76.4%. The findings emphasize the importance of internship and world of work information in improving students' work readiness.</p>
21	<p>Pengaruh Praktik Kerja Industri, Prestasi Belajar dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Siswa Kelas XI SMK. (Wibowo, R. E., Santoso, J. T. B., &amp; Widiyanto, W. (2020))</p>	<p>This quantitative study involved 166 grade XI students of SMK Palebon Semarang and examined the effect of Internship, learning achievement, and motivation on work readiness. The results showed that all three had a positive and significant effect simultaneously by 50.9%, with Prakerin as the dominant factor. This finding reinforces the importance of industrial experience and motivation in supporting students' work readiness.</p>
22	<p>Pengaruh Praktik Kerja Industri Dan Efikasi Diri Terhadap Kesiapan Kerja Siswa. (Nisrina, T. N., Karyaningsih, R. P. D., &amp;</p>	<p>This study examines the effect of practical internships and self-efficacy on the job readiness of students of SMKN 46 Jakarta. Using a quantitative approach with a sample of 138 students, the data were analyzed using</p>

<p>Suherdi, S. (2023))</p> <p>23 Pengaruh Praktik Kerja Industri (Prakerin), Efikasi Diri, dan Lingkungan Keluarga Terhadap Kesiapan Kerja Siswa. (Mastur, M. R. L., &amp; Pramusinto, H. (2020))</p>	<p>multiple regression. Results showed that both had a positive effect on work readiness. The findings support the importance of internships and self-efficacy in preparing vocational students for the world of work. This study analyzed the influence of internship, self-efficacy, and family environment on the work readiness of students of SMK Hidayah Semarang. Using a quantitative approach with a saturated sample (143 respondents), the regression results show that all three have a positive effect (<math>R^2 = 47.3\%</math>). The findings confirmed the importance of internships and self-efficacy in supporting vocational students' work readiness.</p>
<p>24 Pengaruh Praktek Kerja Industri (Prakerin), Informasi Dunia Kerja Dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Siswa SMK. (Sari, Y. P., &amp; Mariyanti, E. (2024))</p>	<p>This study analyzes the influence of internships, world of work information, and motivation on the work readiness of SMK PP Negeri Padang students. Using a quantitative approach with 105 respondents, the results show that internship has the strongest influence (<math>\beta = 0.477</math>). The findings confirm the importance of practical experience and information support in improving vocational students' work readiness.</p>
<p>25 Pengaruh Pengalaman Praktik Kerja Industri Terhadap Kesiapan Kerja Peserta Didik di SMK Negeri 2 Bandung. (Ramadhan, G., Kusuma, I. H., &amp; Solehudin, A. (2020))</p>	<p>This study examines the effect of practical internships on the work readiness of Mechanical Engineering students of SMKN 2 Bandung. Using a quantitative descriptive approach with 35 respondents, the results show that practical experience has a significant effect on work readiness (<math>r^2 = 50.4\%</math>). The findings underscore the importance of practical experience in improving students' readiness for the world of work.</p>
<p>26 Pengaruh Teaching Factory Six Steps Pada Mata Pelajaran Produk Kreatif dan Kewirausahaan Terhadap Kesiapan Kerja Siswa Kelas XII di SMKN 1 Surabaya. (Yusri, M., &amp; Sulistyowati, R. (2020))</p>	<p>This study examines the effect of Teaching Factory Six Steps on the work readiness of students of SMKN 1 Surabaya. Using a quantitative approach with 69 respondents and saturated sampling technique, the results show Teaching Factory has a positive effect on work readiness. This finding confirms the important role of production-based learning models in improving vocational students' work readiness.</p>
<p>27 The Effect of The Teaching Factory Learning Model on The Work Readiness of Class XII Students of SMKN 1 Sinunukan. (Amaliah, R., &amp; Irfan, D. (2022))</p>	<p>This study examines the relationship between Teaching Factory, internship experience, and the role of BKK on job readiness of grade XII students of SMKN 1 Sinunukan. Using a quantitative descriptive approach, the data were processed statistically to see the relationship between variables. Results show that all</p>

<p>28 Pengaruh Praktik Kerja Lapangan, Self-Efficacy dan Kompetensi Terhadap Kesiapan Kerja Siswa pada SMK Niba Bogor. (Indriani, A., &amp; Jahani, J. (2024))</p>	<p>three variables have a relationship to work readiness, confirming the importance of production-based learning models and work experience in vocational education.        This study examines the influence of field work practice, self-efficacy, and competence on the job readiness of SMK NIBA Bogor students. Using a quantitative approach with 66 respondents, the results showed that field work practice and competence had a significant effect, while self-efficacy did not. The competency variable became the dominant factor (<math>\beta = 0.505</math>). The findings emphasize the importance of improving competencies in vocational education to support students' work readiness.</p>
<p>29 Pengaruh Pengalaman Praktik Kerja Industri dan Self-Efficacy Terhadap Kesiapan Kerja Siswa Kompetensi Keahlian Elektronika Industri. (Maulana, M. R., &amp; Wrahatnolo, T. (2024))</p>	<p>This study examines the influence of industrial work practice experience and self-efficacy on vocational students' work readiness. Using a descriptive-qualitative approach, the results show that both variables have a significant effect on work readiness. Students with good internship experience and self-efficacy tend to be more prepared to face the world of work. This study emphasizes the importance of the teacher's role in strengthening practical experience and self-efficacy to support students' work readiness.</p>
<p>30 Implementasi Pembelajaran Teaching Factory pada Alfamidi Class Untuk Meningkatkan Kreativitas Dan Semangat Kewirausahaan Siswa SMK Negeri 2 Semarang. (Al Hakim, M. A., &amp; Oktarina, N. (2024))</p>	<p>This study uses a descriptive qualitative approach to analyze the implementation of Teaching Factory in Alfamidi Class at SMKN 2 Semarang. The results show that the implementation of Teaching Factory effectively enhances students' creativity and entrepreneurial spirit, and is in line with the concept of industry-based learning. The findings highlight the importance of Teaching Factory in preparing students for the world of work.</p>
<p>31 Pengaruh Locus of Control dan Pengalaman Praktik Kerja Lapangan terhadap Kesiapan Kerja Siswa Smk Ypm 8 Sidoarjo. (Hidayatulloh, M. K. Y., Aftoni, A., &amp; Hilmi, M. A. (2021))</p>	<p>This study analyzes the influence of locus of control and apprenticeship experience on work readiness of Machining Engineering students at SMK YPM 8 Sidoarjo. Using a quantitative approach with 60 students as samples, the results showed a positive influence of both on students' work readiness, which is important for improving vocational competence and work readiness of vocational students.</p>
<p>32 Pengaruh pembelajaran Teaching Factory (TEFA) Berbasis Unit</p>	<p>This study analyzes the effect of Teaching Factory learning on entrepreneurial readiness of Fashion</p>

	<p>Produksi Terhadap Kesiapan Berwirausaha Siswa Tata Busana di SMKN 1 Ampek Angkek. (Sari, Y. N., &amp; Novrita, S. Z. (2024))</p>	<p>Management students at SMKN 1 Ampek Angkek. Using a correlational quantitative approach with 82 students, the results show a significant positive effect between Teaching Factory and entrepreneurial readiness, with an effect of 58%.</p>
33	<p>Pengaruh Keterampilan Praktik dan Self-Efficacy Terhadap Kesiapan Kerja Siswa Kompetensi Keahlian Teknik Instalasi Tenaga Listrik SMK Negeri 2 Surabaya. (Muliasa, A. A. C., &amp; Wrahatnolo, T. (2023))</p>	<p>This study analyzes the effect of practical skills and self-efficacy on the work readiness of students of SMK Negeri 2 Surabaya. The results show that practical skills have a positive but insignificant effect, while self-efficacy has a positive and significant effect on students' work readiness. The findings highlight the importance of self-efficacy development in vocational education.</p>
34	<p>Pengaruh Kompetensi Keahlian, Motivasi Kerja, Dan Praktik Kerja Industri Terhadap Kesiapan Kerja Siswa Kelas XII Teknik Instalasi Tenaga Listrik di Smkn 2 Pandeglang (Doctoral dissertation, Universitas Sultan Ageng Tirtayasa). (Febrian, R. (2024))</p>	<p>This study used ex-post facto approach with survey method on students of class XII TITL SMKN 2 Pandeglang. The variables studied include vocational competence, work motivation, and industrial work practice on work readiness. The results show that all three have a significant positive effect, with industrial work practices making the largest contribution. This finding confirms the importance of strengthening competencies and industrial experience in improving vocational students' work readiness.</p>
35	<p>Analisis Kompetensi, Motivasi Kerja, Praktik Kerja Industri terhadap Kesiapan Kerja Siswa Program Keahlian Teknik Komputer dan Jaringan pada SMK Negeri di Kota Kendari. (Rauf, B. A., &amp; Arfandi, A. (2024))</p>	<p>This study used a quantitative approach with a descriptive correlational method on students of public vocational schools in Kendari City. The variables studied include vocational competence, work motivation, and industrial work practices on work readiness. The results show that all three have a positive and significant effect on students' work readiness. This finding reinforces the importance of strengthening competence, motivation, and internship experience in supporting the work readiness of SMK graduates.</p>

A large body of literature has explored the factors that influence learners' work readiness, particularly with regard to Teaching Factory (TF), Industrial Work Practices (IWP), and vocational competencies. The Teaching Factory (TF) concept has emerged as a key pedagogical strategy that aims to enhance learners' readiness for the labor market by simulating a real work environment. Many studies have shown that TF plays an important role in improving learners' work readiness, as described by Yusri and Sulistyowati (2020) and Amaliah and Irfan (2022), as the curriculum is more relevant to industry needs and provides hands-on experience for learners. The effectiveness of

Teaching Factory relies heavily on industry involvement in the learning process, which enables learners to develop the technical and non-technical skills needed to succeed in the world of work.

Industrial Work Practices (IWP) have also been widely researched as a major factor in developing students' work readiness. Research by Ramadhan, Kusuma, and Solehudin (2020) shows that real work experience, such as internships or industrial placements, has a significant influence on students' confidence and readiness to enter the world of work. Another study conducted by Muliassa and Wrahatnolo (2023) showed that PKI provides learners with essential skills and a deeper understanding of industry expectations, which in turn increases their competitiveness in the job market. Meanwhile, the role of vocational competencies, which include both technical and social skills, continues to be highlighted in the literature. Competencies in areas such as electronics, mechanics and fashion provide learners with the knowledge needed to perform specific tasks, further increasing their chances of employment (Febrian, 2024; Rauf & Arfandi, 2024).

In addition, self-efficacy, or belief in one's ability to accomplish a task, has been identified as an important mediating factor between work experience and work readiness. Self-efficacy influences how learners perceive their potential to succeed in the world of work, which in turn affects their motivation, career choices and work performance. Research on the linkages between self-efficacy, PKI, and vocational competencies provides a deeper understanding of the factors that play a role in work readiness. For example, Maulana and Wrahatnolo (2024) demonstrated the role of self-efficacy in improving learners' confidence and performance in an industrial setting, a factor that is often overlooked in traditional vocational education. Overall, these studies emphasize the importance of the linkages between work experience, technical skills, and self-efficacy in shaping learners' work readiness.

### **CRITICAL ANALYSIS**

The studies reviewed make a significant contribution to understanding the factors that influence work readiness in vocational education. One of the key strengths of these studies is the emphasis on the application of practical experience through Teaching Factory and Industrial Work Practices. These models bridge the gap between theoretical knowledge and real-world skills, providing invaluable hands-on experience for learners. For example, research by Yusri and Sulistyowati (2020) and Sari and Novrita (2024) showed that Teaching Factory is effective in improving work readiness by providing hands-on experience in production units. In addition, studies on self-efficacy highlight the psychological dimension of work readiness, providing a more holistic view of the factors that influence learners' readiness to enter the workforce. For example, Maulana and Wrahatnolo (2024) demonstrated the role of self-efficacy in improving learners' confidence and performance in an industrial setting, a factor that is often overlooked in traditional vocational education.

In addition, these studies also emphasize the importance of integrating vocational competencies with work-based experiences. The positive relationship found between PKI, vocational competencies, and work readiness (Sari & Novrita, 2024) reinforces the idea that a curriculum that focuses on technical skills and hands-on industry experience is essential in preparing learners for the world of work. Research by Febrian (2024) also confirms that vocational competencies, such as skills in electrical power installation engineering, provide the necessary knowledge for learners to work in industry.

Despite providing valuable insights, there are some limitations and gaps in the existing research. One major limitation is the tendency to rely on quantitative methods, particularly surveys and regression analysis, which may fail to capture learners' subjective experiences in work-based learning environments. Many studies, including those by Yusri & Sulistyowati (2020) and Rauf & Arfandi (2024), focus more on large-scale surveys that produce generalized findings without delving into learners' individual experiences. These limits understanding of subjective factors such as motivation and personal interests that may influence work readiness.

Another gap is the lack of research on the long-term impact of Teaching Factory and PKI. Many studies focus only on short-term outcomes, such as increased self-efficacy and vocational competence, but little attention is paid to how these experiences affect career pathways and job retention rates after graduation. Research by Muliassa and Wrahatnolo (2023) suggests that further research needs to examine the long-term impact of industry-based learning on learners' career paths. In addition, the role of teachers and instructors in facilitating Teaching Factory and PKI programs is often under-researched. Understanding the role of teachers in guiding and directing learners during these experiences could provide greater insight into how to optimize these learning models.

Existing studies present a variety of approaches in understanding work readiness, with some emphasizing the importance of practical work experience (PKI), while others highlighting the significance of self-efficacy or vocational competence. For example, while studies such as the one by Indriani & Jahani (2024) argue that practical experience is the most significant factor, other studies such as the one by Maulana & Wrahatnolo (2024) emphasize the mediating role of self-efficacy. These different perspectives demonstrate the complexity of the work readiness issue and suggest that no single factor can fully explain work readiness. Rather, a combination of practical experience, competencies and self-efficacy is necessary to prepare learners for the challenges of the world of work.

These studies also differ in the methodology used, with some focusing on qualitative case studies and others relying on quantitative data. The use of different research designs and methodologies provides a broader understanding of the issue, but also creates challenges in comparing findings between studies. More mixed-method studies that integrate qualitative and quantitative approaches are needed to provide a more comprehensive picture of the factors that influence work readiness

## DISCUSSION

The findings from this critical analysis suggest that a multi-dimensional approach is essential to improve work readiness in vocational education. Teaching Factory and Industrial Work Practices, if implemented effectively, provide learners with hands-on experiences that enhance technical skills and soft skills such as teamwork and communication. These experiences play an important role in bridging the gap between academic learning and industry expectations. In addition, self-efficacy emerges as an important mediator that enhances the effectiveness of work-based experiences. Learners who have strong beliefs in their abilities are more likely to take initiative and perform well in the industrial environment. This indicates that developing self-efficacy should be a major focus in vocational education, in addition to strengthening technical competencies. It is important for educators to support learners in building their confidence through a more personalized and adaptive approach. With good self-efficacy development, students are not only prepared for the world of work, but also able to overcome challenges they may encounter in the future.

However, limitations found in the existing literature indicate the need for improvements in research methodology. Future studies should explore the long-term impact of Teaching Factory and PKI, such as the transition from school to work and learners' career development after graduation. In addition, qualitative research such as interviews and case studies should be used to gain a deeper understanding of learners' experiences and perceptions that are often unreachable by quantitative surveys. It is also important to delve deeper into external factors that influence work readiness, such as family support and professional networks. For example, future research could focus on how the influence of social and professional environments affects learners' work readiness. Longitudinal studies can also provide further insights into changes in learners' work readiness over time, as well as how their work experiences influence their long-term careers.

The comparative perspective also suggests that a more integrated approach is needed in understanding work readiness. While competencies and practical experience are important, they need to be complemented by psychological factors such as self-efficacy that influence how learners navigate their work experience. Vocational education programs should not only focus on developing technical skills, but also on building positive attitudes and self-confidence. This will give learners a stronger foundation in adapting to the increasingly complex and dynamic world of work. In addition, the development of psychosocial skills can be key in improving the competitiveness of SMK graduates. The role of teachers and educators is crucial in shaping learners' attitudes towards the world of work, so that they are not only skilled, but also mentally prepared to face the challenges. A holistic vocational program, which includes both technical and psychological skills development, will create better prepared and more competitive graduates.

## **CONCLUSIONS**

This literature review emphasizes the importance of a comprehensive approach in preparing learners for the world of work, involving Teaching Factory, Industrial Work Practices, vocational competencies, and self-efficacy. The findings suggest that the combination of these factors is crucial in improving learners' readiness for the world of work. However, there are some gaps in the existing research, particularly in relation to the long-term impact of work-based learning and the role of teachers in facilitating these experiences. Future research should examine the long-term impact of Teaching Factory and PKI on learners' career paths, focusing on employment outcomes and retention rates after graduation. In addition, more qualitative research is needed to understand learners' personal experiences and the factors that influence their work readiness. Research that integrates mixed methods.

## **CONFLICTS OF INTEREST STATEMENT**

Regarding this study, the author declares that there is no conflict of interest.

## **AUTHOR CONTRIBUTIONS**

Study concept and design: Mega Amelia Prihatini Hatta. Acquisition of data: Fahmi Rizal. Analysis and interpretation of data: Rahmiati Rahmiati. Drafting the manuscript: Mega Amelia Prihatini Hatta. Critical revision of the manuscript for important intellectual content: Yeka Hendriyani. Statistical analysis: Mega Amelia Prihatini Hatta.

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