

## ***The Influence of Industrial Work Practices on Employability Skills of Vocational High School***

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### **Abstract**

*Industrial work practice is one of the efforts made by vocational high schools to produce graduates who have the appropriate skills which field is occupied through practice industrial work students can improve Employability Skills that can improve the quality of self in work. This is to find out the description of the work practice Industrial students of class XII DPIB SMK PU Negeri Bandung, know a description of the work ability of class XII students of DPIB vocational high school, and find out how much influence industrial work practices have on students' Employability Skills class XII DPIB vocational high school. The research method used in this research is associative research with a quantitative approach. The population in this study were students of class XII DPIB which collected 69 students, with a research sample of 49 students. The data collection technique uses a questionnaire for both industrial work practices and Employability Skills the results of this study show a general. In general, the general description of the Employability Skills of the XII DPIB class XII students has a tendency of "High Enough", and there is influence Industrial Work Practices on Employability Skills of class XII DPIB students significantly.*

**Keywords:** *Industrial Work Practices, Employability, Skills.*

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## **INTRODUCTION**

The development of science and technology cannot be separated from the important role of education. Based on article 3 of the Republic of Indonesia Law no. 20 of 2003 which explains "The National Education System and contains the goals and functions of education, namely as an effort to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who are knowledgeable, capable, creative, independent, and become a democratic and responsible citizen of Indonesia".

Vocational High Schools exist as a means to pursue secondary education with the aim of meeting the needs of the world of work by creating graduates who have competencies that are in line with the skills learned. The implementation of Industrial Work Practices is expected to be able to increase and improve Employability Skills. Employability skills are non-technical skills needed by job seekers and people who already have a job (Pusriawan and Soenarto, 2019).

Employability Skills can be classified into several categories including basic academic skills, being able to think at a higher level or commonly called high order thinking skills, and expertise in a particular field. So to produce graduates who have Employability Skills , a special design is needed for students to meet the required criteria (Abas and Imam, 2016).

In August 2021 the National Central Statistics Agency (BPS) issued data related to the Open Unemployment Rate (OUR) which recorded the unemployment rate in Indonesia as 9.10 million people or around 6.49 percent. TPT in Indonesia is dominated by SMK graduates, which is 11.13 percent, and

the last position is occupied by Elementary School with a percentage of 3.61 percent. The TPT figures show that there are still many SMK graduates who have not been absorbed into the business world or the industrial world. One of the SMKs experiencing this problem is SMK PU Negeri Bandung. Based on the latest data released by the SMK, the number of SMK graduates in 2021 is less than 35% of graduates who are already working.

Some of the obstacles that occur and are experienced by vocational students that cause a lack of Employability Skills they have include lack of insight into the world of work and skills, mental maturity to enter the world of work, lack of ability to work in groups or teams, not confident, still dependent on teachers. and peers, and feel worried that they will not be able to do the tasks that will be given.

The Industrial Work Practice Program is included in part one of the various programs available at the Vocational High School level and all students in SMK are required to participate in this program. The industrial work practice program is the result of the implementation or manifestation of the implementation of the education system in SMK which is included in the Dual System Education (PSG). In practice, this work practice is formed on the basis of collaboration between schools and industry to jointly create competent graduates who are able to meet available job opportunities, so that they are able to contribute to related industries.

Industrial Work Practice is a model of providing education and training that is managed on the basis of cooperation between schools in this case SMK and industry, which begins with planning, implementation, and finally certification evaluation, this activity is included in a program that uses various alternatives, namely : day release, block release and others (Nanik, 2015). Practical work is important for students by noting the three benefits of practical work namely enabling career discovery, providing opportunities for career skills development and assisting students with full-time job acquisition. The benefits of this work practice will be obtained if students have confidence and are able to maximize work practices as an effort to increase experience in working in the industrial world (Matusovich, 2019). Past experience gained by students both during vocational education (in the form of practice) and where they carry out field work practices, affects the level of work readiness that is able to increase Employability Skills (Wiharja, 2020).

According to the Field Work Practice Guidelines issued by the Directorate of Vocational High School Guidance in 2017, there are several factors that can cause a discrepancy between education in Vocational High Schools and the needs of the business world and industry, which are as follows:

1. Lack of skills possessed by educators in schools and have not met the standards required by the industry today.
2. The process of teaching and learning competence has not been adapted to the times so that it is not included in the standards of the world of work.
3. Facilities and infrastructure that do not meet the standards, this criterion can be seen from the type and number of practice tools to be used.
4. The design of the curriculum in schools with industry standards is not appropriate. So that vocational high school graduates do not yet have the skills that match the available vacancies.
5. Science and technology (Science and Technology) in schools is developing, but is less appropriate when compared to science and technology in industry.
6. Lack of knowledge of students about the world of work and industry.
7. Lack of information regarding career guidance.
8. Students have not been equipped with sufficient entrepreneurial knowledge.
9. The ability of students in soft skills is in the low category. Some of the abilities that students should have include motivation, communication, self-confidence, independence, hard work, and willingness to accept challenges in the industrial world.

Based on the 2017 Field Work Practice Guidelines, several indicators that can show the success of the implementation of the industrial work practice program include being able to gain hands-on experience or work practice learning, gain experience with an appropriate work ethic or work attitude, know the real work atmosphere and/or environment. at the time of work practice, knowing the company's performance process, being able to apply the theory gained in school during prakerin, obtaining the latest information about professional expertise, applying good attitudes, knowledge and skills, and improving soft skills.

Employability Skills or commonly referred to as work ability skills with skills that provide opportunities for someone to get a job so that they can survive in a job equipped with personal skills, interpersonal skills, attitudes, habits, and behavior. Through Employability Skills individuals can adapt to the world of work. Human resources must increase as the quality of Vocational High School students increases. This improvement in the quality of students aims to avoid the low skills possessed by vocational secondary students which have an impact on students' slump in contributing to the world of work. Employability Skills are basic things that an individual must have in order to have self-quality according to the criteria. In order to realize a national education system so that it can compete, it is necessary to develop a curriculum in SMK. The curriculum plays an important role in the education system, especially SMK. Another term states that the curriculum in the world of education is the heart of education. With a quality curriculum, quality graduates with optimal skills will be created (Wahzudik, 2018).

Indicators Employability Skills are higher order thinking skills and good and appropriate personal qualities. Basic communication skills are abilities that must be possessed but are not a significant indicator for vocational school students (Triyono, 2018). indicators Employability Skills consist of wanting to know good communication attitudes, respecting the decisions, opinions, and abilities of others, understanding the causes and effects of a problem that occurs as a basis for making decisions, developing strategies, creativity, and long-term plans, planning and organizing activities with whether appropriate, understanding and implementing work plans consistently, knowing attitudes in learning, understanding the use of technology relevant to work, and knowing the work environment or area as well as facilities and infrastructure in occupational health and safety (K3) (Munadi, 2018).

The use of technology in vocational students in supporting Employability Skills must be equipped from the start such as in the fields of technology, information, and communication (ICT). The development of technology is currently growing very rapidly which facilitates all human activities. So that the development of existing technology must be grateful for and used as well as possible in accordance with the planned usage function. Behind the many positive impacts on the development of ICT, there are many negative impacts for humans. However, this can be avoided if the community is able to select good and appropriate ICT.

The results of this research by Ebner (2021) indicate that work practices that are evaluated positively affect the self-perception of graduates. To achieve Employability Skills through reducing factors that become obstacles in entering the world of work. Meanwhile, based on research, students who follow the work practice program can understand well aspects of Employability Skills. So that students know the tasks that must be done, are able to apply basic academic skills, high-level skills, and professional skills needed by companies (Kapareliotis et al., 2019). Based on the above, this study aims to see the effect of Industrial Work Practices on Employability Skills of Class XII Students of Competency in Design, Modeling and Building Information at SMK PU Negeri Bandung.

## RESEARCH METHODS

### Method

Method used in this research is quantitative research. In quantitative asosiatif research, research is carried out on more specific matters in accordance with the predetermined initial objectives. Based on the problems that exist in this study, it can be determined the analysis of behavioral studies in this study using associative research.

### Participation Data

The participation used is class XII students with the competence of Design, Modeling and Building Information at SMK PU Negeri Bandung, as many as 69 students who have carried out industrial work practices. The sampling technique that will be used in this research is purposive sampling technique with the research sample taken is 49 students and the sample for testing the instrument is 20 students.

### Data Analysis

This research consists of 2 variables, namely Industrial Work Practices (X) which is the independent variable and Employability Skills (Y) which is the dependent variable. Variable X consists of 8 research indicators, while variable Y consists of 9 research indicators. The instrument used is a questionnaire (questionnaire) via google form using a rating scale.

The test of the instrument was carried out with 2 tests consisting of a validity test and a reliability test. Based on the results of the validity test, variable X out of a total of 25 test items obtained 22 items that were declared valid and 3 test items invalid. Variable Y out of a total of 27 test items, 22 items were declared valid and 5 test items were invalid. The results of the reliability test on the industrial work practice variable obtained a Cronbach's Alpha value of 0.917 while the Employability Skills obtained a Cronbach's Alpha value of 0.932. Based on this value, it shows that the industrial work practice instrument and Employability Skills are declared reliable and are included in the very high category.

In this study, the classical assumption test was used as a prerequisite in conducting the tests to be carried out to perform data analysis. Based on the results of the normality test carried out on the Industrial Work Practice variable, the data obtained are normally distributed, this is because the calculated chi square value ( $\chi^2_{count}$ ) is smaller than the table chi square value ( $\chi^2_{table}$ ). variable Employability Skills, the data obtained are normally distributed, this is because the calculated chi square value ( $\chi^2_{count}$ ) is smaller than the table chi square value ( $\chi^2_{table}$ ). While the results of the homogeneity test of this study are  $F_{count} > F_{table}$  and a significance value of  $0.323 > 0.05$ , it can be concluded that the data is homogeneous.

Based on the calculations that have been carried out on the classical assumption test, it is found that the data on the industrial work practice and Employability Skills are normally distributed and the research data is homogeneous. So it can be concluded, the data analysis used can use parametric statistics. Analysis of research data was carried out by trend testing, simple linear regression analysis, and hypothesis testing using the F test. The trend test was analyzed to see a description of the data on the research variables.

## RESULTS AND DISCUSSION

### The results

The trend test analysis on variable X using 8 indicators consisting of gaining work experience in the real world, experience of work ethic, knowing the work environment, knowing the company's performance process, being able to apply the theory obtained in school during prakerin, obtaining the latest information about professional skills, apply good attitudes, knowledge and skills, improve soft skills.

Table 1. Tendency Test for Variable X Industrial Work Practice

No	Interval	Category	F	Percentage (%)
1	> 101.95	Very High	3	6.12
2	101.95 – 92.54	High	13	26.53
3	92.54 -83.13	Fairly High	16	32.65
4	83.13 -73.72	Low	14	28.57
5	≤ 73.72	Very Low	3	6.12
		Quantity	49	100

Table 1 produces a trend test for Industrial Work Practices as variable X which shows the Fairly High category of 32.65% consisting of 16 respondents. Based on the indicators reviewed, on the Industrial Work Practice variable, the following is the result of calculating the percentage of respondents' scores on each Industrial Work Practice indicator.

Table 2. Percentage of Scores for each indicator of Industrial Work Practices

No	Indicator	F0	P (%)
1	Gaining experience working in the real world	350	71.43
2	Experience work ethic	414	84.49
3	Knowing the work environment	597	81.22
4	Knowing the company's performance process	579	78.78
5	Able to apply theory acquired in school during internship	575	78.23
6	Get the latest information about the profession of expertise	401	81.84
7	Applying good attitude, knowledge and skills	821	83.78
8	Improve soft skills	567	77.14

Based on the results of the percentage score in the table, it can be seen that the highest score percentage is found in the work ethic experience indicator with a percentage of 84.49% of the ideal score, it can be interpreted that work ethic experience has the highest influence on industrial work practices. While the lowest score percentage is on the indicator of gaining work experience in the real world with a score percentage of 71.43% of the ideal score, it can be interpreted that work experience in the real world has the lowest influence on industrial work practices.

The trend test analysis on variable Y uses 9 indicators consisting of knowing good communication attitudes, respecting the decisions, opinions, and abilities of others, understanding the causes and effects of a problem that occurs as a basis for making decisions, developing strategies, creativity, and long-term plans. , plan and organize activities properly, understand and implement work plans consistently, know attitudes in learning, understand the use of technology relevant to work, and know the work environment or area as well as facilities and infrastructure in occupational health and safety (OHS).

Table 3. Tendency Test for Variable Y Employability Skills

No	Interval	Category	F	Percentage(%)
1	>99.30	Very High	4	8.16
2	99.30 -90.43	High	10	20.41
3	90.43 -81.56	Fairly High	19	38.78
4	81.56 -72.69	Low	13	26.53
5	≤72.69	Very Low	3	6.12

Based on the results of the calculation of the trend test, it can be seen that the Employability Skills category shows a moderately high category of 38.78% consisting of 19 respondents.

Table 4. Percentage Score of each Employability Skills indicator

No	Indicator	F0	P (%)
1	Knowing good communication attitude	526	71.56
2	Respect the decisions, opinions, and abilities of others	222	90.61
3	Understanding the cause and effect of a problem occurs as a basis for making decisions	527	71.70
4	Develop strategy, creativity and long term plans	592	80.54
5	Plan and organize activities properly	593	80.68
6	Understand and implement work plans consistently	202	82.45
7	Knowing attitude in learning	352	71.84
8	Understand the use of technology relevant to the job	608	82.72
9	Knowing the work environment or area as well as facilities and infrastructure in occupational health and safety	592	80.54

Based on the results of the percentage scores in the table, it can be seen that the highest score percentage is found in the indicator of respecting the decisions, opinions, and abilities of others with a percentage of 90.61% of the ideal score, it can be interpreted that respecting the decisions, opinions, and abilities of others has the most influence. high on Employability Skills. While the lowest score percentage is on the indicator of knowing good communication attitudes with a score percentage of 71.56% of the ideal score, it can be interpreted that knowing good communication attitudes has the lowest influence on Employability Skills.

Table 5. Linearity Test Results

Variable	Deviation from linearity (Sig.)	F	description
X	0.168	1.504	Linear

Based on the results of the linearity test using the SPSS program, the resulting significance value is seen based on the Deviation from Linearity value, which is 0.168. So in this study, the significance value is more than 0.05 which shows that Industrial Work Practices and Employability Skills have a linear relationship. Based on the calculated F value is  $1.504 < F$  Table is 2.02. Because the calculated F value is smaller than the table F value, it can be concluded that there is a significant linear relationship between industrial work practice variables and Employability Skills.

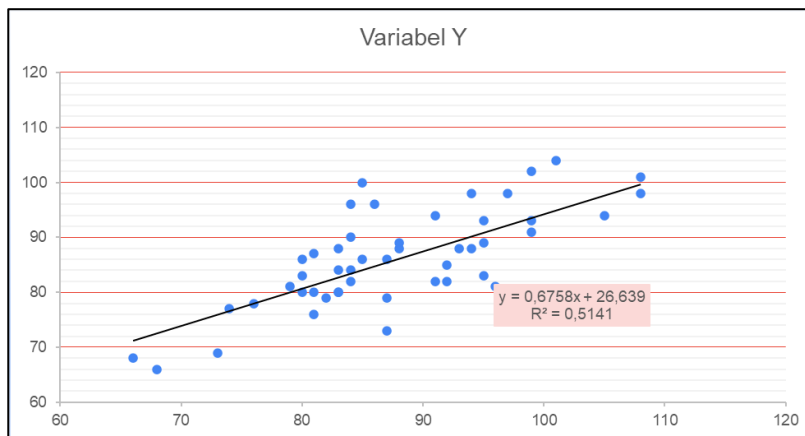


Figure 1. Scatter Diagram

Based on these equations and graphs, it can be interpreted as follows:

1. The constant of 26,639 means the consistent value of the Employability Skills variable is 26,639.
2. The X regression coefficient of 0.6758 states that for every additional 1 unit of Industrial Work Practice, Employability Skills increases by 0.6758. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.
3. The points on the scatter diagram appear to form a straight line and the effect is based on the points adjacent to the specified straight line. So it can be concluded, there is a positive influence between the X variable and Y variable.

Table 6. Significance Test (Statistical F Test)

ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1942.269	1	1942.269	49.728	.000 <sup>b</sup>
	Residual	1835.731	47	39.058		
	Total	3778.000	48			

a. Dependent Variable: *Employability Skills*

b. Predictors: (Constant), Industrial Work Practice

Based on the ANOVA table used, the F count is 49.728 with a probability number of 0.000. F arithmetic (49.728) > F Table (4.04) then there is an effect of industrial work practices on Employability Skills based on the output obtained F count = 49.728 with a significance level of 0.000 < 0.05 then the regression equation used to predict the Employability Skills variable or shows that Industrial Work Practices have an effect on Employability skills.

## Discussion

### *Industrial Work Practices*

Based on the trend test results, in general, industrial work practices as variable X are in the fairly high category with a percentage of 32.65% and a frequency of 16 students in the interval 83,130-92.542. Meanwhile, based on the calculation results, the highest score percentage is found in the work ethic experience indicator with a percentage of 84.49% of the ideal score. While the lowest score percentage

is on the indicator of gaining work experience in the real world with a score percentage of 71.43% of the ideal score.

Based on the results of the trend test, there are differences between the findings and the expected results. The findings obtained in industrial work practices, which are 32.65%, are quite high, compared to the expected results or ideal conditions, which are 100% or very high. This shows that industrial work practices at SMK PU Negeri Bandung are high enough to provide student experience so that they are able to gain hands-on experience or work practice learning, gain work ethic experience or appropriate work attitudes, know the real atmosphere and or work environment at the time of practice. understand all the processes that occur in every activity carried out in the workplace, able to compare the learning that has been obtained at school with its implementation during work practices, high opportunities to obtain knowledge information that is in accordance with the times, attitudes, knowledge, skills that have been learned in the workplace. Schools are able to be applied when working in the field, and have soft skills that can improve self-quality such as having high motivation, good communication skills, self-reliance, hardworking, and high self-confidence.

Students who are included in the low category can be caused by several supporting factors. As explained by Firmansyah (2019) who stated several factors that became obstacles for students during industrial work practices, namely work attitudes, job barriers, diverse interests or talents of students, and understanding of the material at school and in different industrial workplaces. Supervising teachers or field teachers can provide routine guidance to students so that obstacles during industrial work practices can be minimized. Visits by the school are also important, at least once a month by the school. In addition, the school also conducts regular student visits for two weeks in the city, and once a month for those outside the city. There are three important stages that are supporting factors in improving industrial work practices, namely the learning process during work practices, support by work practice supervisors, and evaluation of work practices. So that at the time of industrial work practices, both stakeholders in industrial work practices, including work supervisors, must cooperate with each other, as well as the main responsibility of the school in improving students' practical work experience.

Another factor that can be done as an effort to optimize industrial work practices is by coordinating with companies where students carry out industrial work practices. There are several efforts that can be made by companies where work practices are carried out so that vocational high school students are optimal in carrying out industrial work practices according to (Lan, 2020) as follows:

1. Industry practice partners should provide effective guidance by providing relevant assignments.
2. Facilitate students to learn and establish relationships with one another.
3. Student assistants in the workplace guide students in completing assignments.
4. Students who carry out industrial work practices must be tailored to the needs.
5. The teacher interacts with the company and recommends interested students who learn the knowledge, skills, abilities and other characteristics that meet the company's requirements should be improved.

Efforts that can be made to improve work experience in the real world are taking a good education, carrying out tasks that are in accordance with the abilities of students, utilizing various information media, upgrading activities, healthy and supportive relationships, and making observations.

As for the efforts that can be made in improving soft skills, namely by holding socialization by attaching pamphlets of soft skills training that will be held, making students aware of how important it is to participate in soft skills training, collaborating with students who have attended training, suggesting students to follow the organization, and requires students to be disciplined. Meanwhile, other efforts that must be made by students so that they are able to apply the theory obtained in school during industrial work practices are to do assignments optimally according to students' abilities and be able to apply the



learning gained at school to all activities during industrial work practices (Wijaya and Hariani, 2010). 2015).

### ***Employability Skills***

Employability Skills in the majority of Vocational High School Students show a "Sufficiently High" category. This shows that industrial work practices at SMK PU Negeri Bandung are high enough to improve communication skills, teamwork, problem solving, initiative and business, planning and organizing self-management activities, skills in learning activities, use of technology, and occupational safety and health (K3). These results are indicated by the acquisition score of the questionnaire which is in the interval 81.564-90.435 with a percentage of 36.78% or as many as 19 students of SMK PU Negeri PU Bandung who have Employability Skills quite high. Based on the results, the highest score percentage is found in the indicator of respecting the decisions, opinions, and abilities of others with a percentage of 90.61% of the ideal score. While the lowest score percentage is on the indicator of knowing a good communication attitude with a percentage score of 71.56% of the ideal score.

The development of Employability Skills through industrial work practices needs to involve industry, leadership and resources from an institution, and the planning and implementation of learning programs for students (Sampebua, 2016). Learning in schools is one of the efforts to create and develop graduates who have competencies such as skills and attitudes at work. High academic achievement and active involvement in activities outside of school are positively related to job suitability and Employability Skills including time management, personal organization, and learning skills, which is consistent with other research (Donald, 2018).

Employability Skills as an important factor that must be possessed by students, efforts must be made to improve these skills. In addition to the work practice program, Employability Skills also need to be improved through several other supporting development efforts. Learning activities are one of the efforts in developing Employability Skills so that they can increase students' views on the quality of educators as an introduction, which consists of the use of learning methods, communication between educators and students, and the delivery of information and the application of Employability Skills in the classroom so that students can find out an overview and knowledge of Employability Skills (Dardiri, 2015). Regular and equal communication is the most important thing in conveying information, especially in building employability, while direct communication is important in the environment, it can even be said to be even more important in work, both near and far (Schraeder, 2022).

Students who have a low level of Employability Skills can be caused by several factors. There are five factors that can increase Employability Skills, namely soft-skills; ability to solve problems, expert skills in work, experience, and academics (Finch, 2013). There are 8 important factors of Employability Skills, namely the ability to communicate well, the ability to think critically, the ability to provide information, the ability to cooperate, self-management, good attitude, social skills, and have a leadership spirit (Hanapi, 2018).

Efforts that can be made in improving good communication attitudes are trying to look at the other person, the voice must be heard clearly, show a happy face and a positive atmosphere, use appropriate grammar so that it is easily understood by the other person. The efforts that can be made so as to be able to understand the causes and effects of a problem that occurs as a basis for making decisions are to first know and understand the problems that occur, make a draft formulation in solving problems, carry out problem solving according to the design that has been made, and check back to the stages of problem solving. In the real world, the problem solver's recognition of a problem is a process that is completed by several steps that require cognitive problem solving abilities as well as affective abilities, so that the problem can be solved perfectly (Kim et al., 2022). Meanwhile, other efforts that must be made by

students so that they are able to know attitudes in learning are being able to play an active role in learning so as to add experience in gaining the highest knowledge, willing to accept and master teacher explanations quickly and precisely, able to apply the knowledge that has been learned properly. effective, and able to receive knowledge and skills in accordance with the times. Learning attitudes and problem solving abilities are indicators that are interconnected, if both are done well it can produce a positive attitude towards problem solving and a significant increase in learning attitudes (Tsai et al., 2017)

### ***The Effect of Industrial Work Practices on Employability Skills***

Calculations in simple linear regression analysis show that industrial work practices are able to increase Employability Skills, so that the more experience of industrial work practices, the higher the Employability Skills possessed so as to improve self-quality in the world of work. Based on the data collected, it was successful to prove the attachment between the variables X and Y. The results of the analysis showed that the respondents as many as 49 students produced  $Y = 26,639 + 0.676X$ .

Constant (a) = 26,639 means that if Employability Skills in industrial work practices are equal to zero (no change), then the influence of industrial work practices on Employability Skills of class XII students of building information and modeling design skills competency at SMK PU Negeri Bandung is 26,639. The regression coefficient is positive (unidirectional), of 0.676, meaning that when industrial work practices increase by 1 unit, Employability Skills increases by 0.676. This shows that industrial work practices have a positive effect on Employability Skills.

The magnitude of the F value based on the regression significance test obtained F count (49.728) > F Table (4.04) then the regression coefficient is significant, in other words the regression is significant. Based on the linearity test or the linearity of the regression obtained F count is 1.504 < F Table is 2.02, then the regression is linear. Based on the regression significance test F arithmetic (49.728) > F Table (4.04) other than that the significance of  $0.00 < 0.05$ , it can be concluded that significantly  $H_0$  is rejected and  $H_1$  is accepted. From the results of hypothesis testing, it is proven that there is a significant influence between industrial work practices on the of students

Employability Skills. So that students know the tasks that must be done, are able to apply basic academic skills, high-level skills, and professional skills needed by companies (Kapareliotis, 2019). Other efforts that can be made by students to improve Employability Skills apart from industrial work practices consist of two factors, namely factors from outside (external) and factors from within (internal) (Situmorang, 2019). Internal factors include intelligence abilities, motivation, work experience, attitudes, talents, and interests. While external factors include parental support, peer conditions and community conditions. With the implementation of the work practice program, students are expected to gain experience and good general competencies (Jones, 2017). The things that need to be focused on improving professional skills include teamwork, communication, and professionalism. The first benefit of teamwork is to develop the skills possessed by students, the second is to share skills and knowledge and be good at building task-sharing techniques (Abu Kashef et al., 2018). However, increasing the professional level can also be done by routinely doing the work that is being done, being good at presenting and making reports while doing work practices, and carrying out activities that can support a job (Wahyono, 2018).

## **CONCLUSION**

Based on the results and discussions that have been compiled, it can be concluded that:

1. An overview of the Industrial Work Practices of class XII students of Building Modeling and Information Design Skills Competence at SMK PU Negeri Bandung has a moderately high

- tendency which is seen based on practical learning indicators, work ethic, work environment, application of skills, knowledge of work practices, attitudes of knowledge and skills, and soft skills.
2. An overview of the Employability Skills of class XII students Modeling and Building Information Design Skills Competence at SMK PU Negeri Bandung has a moderately high tendency which can be seen based on indicators of communication, teamwork, problem solving, initiative and effort, planning and organizing activities, self-management, skills in learning , the use of technology.
  3. There is an influence of industrial work practices on the Employability Skills of class XII students of Design, Modeling and Building Information Skills Competence at SMK PU Negeri Bandung, which is positive and significant.

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