



## Factors Influencing Work Readiness in Students and College Students: A Systematic Review

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DOI: <https://doi.org/10.55248/gengpi.5.0524.1118>

### ABSTRACT

Work readiness is a collection of individual abilities and skills to get a job that suits their abilities and maintain the job they have obtained. This systematic review analyzes thirteen english-language journals on work readiness in college students and students. The results of this systematic review found various factors that influence work readiness in college students and students, namely work motivation, learning achievement, work practices, self-confidence, self-efficacy, self-regulation, interpersonal skills, knowledge construction, student competence, organizational activities and creativity, family environment or social support, employment information, and career guidance. By knowing the influencing factors, individuals can improve these factors within themselves to create optimal work readiness and be able to compete in the world of work in the future.

Keywords: Work Readiness, Student, College Student

### 1. Main text

Work readiness is an individual's ability to search for, obtain and adapt work to what is needed and desired. Brady in Muspawi & Lestari (2020) research stated that work readiness focuses on personal characteristics, namely what the characteristics of workers are and the defense mechanisms needed, not just to get a job but also to maintain that job. Work readiness is the entire condition of an individual which includes mental and physical maturity, experience as well as the ability and willingness to carry out an activity or job (Situmorang & Triansyah, 2023). According to Usman & Choirunnisa (2020), work readiness is the result of education and training or skills that are able to provide answers to situations in the implementation and completion of various types of work well.

Carrying out and completing various types of work requires workers to continue to improve and adapt to advances in information technology. Companies certainly want employees or workers who are competent at work (Amri et al., 2021). Competent can be interpreted as mastering aspects of knowledge, attitude and skills of workers in carrying out work. According to Fatwa Tentama (2020), work readiness is important for individuals to have and prepare to be able to compete in the competitive world of work, to form individuals who are committed and willing to make personal changes regarding the job they want in the future. So it is hoped that the final result of work readiness will be graduates who have competencies relevant to the needs of the world of work. One way to form the competence of skilled and educated workers is through education. One of the levels of education that prepares skilled and educated workers is vocational education which is divided into types of vocations in universities and vocations in vocational high schools (Indrawati et al., 2023).

In vocational education, the emphasis is not only on mastering material knowledge by studying subjects in regular classes and preparing career plans. Attitudes and routines that are in accordance with work requirements are accompanied by increased self-efficacy, motivation and developing emotional regulation, as well as technical mastery of the implementation of work in practicums carried out at schools and internships or industrial work practices carried out at companies or agencies that are in accordance with the requirements. each student's major. The combination of material, attitudes and techniques will form work readiness in individuals to enter the world of work. Skills needed in the world of work according to Suherman et al. (2022) include the ability to solve problems, think critically, be creative, manage human resources, be able to coordinate with other people, emotional intelligence, judgment and decision making, negotiation, service orientation and cognitive flexibility.

However, unfortunately, vocational school graduate students currently still dominate the open unemployment rate. Employers also found that some graduates did not have work readiness and there were gaps between the competencies possessed by individuals and the needs of the world of work (Sari & Rahdiyanta, 2023). It is worth paying attention to related parties to continue to develop work readiness for each individual so that the level of open unemployment can be reduced and does not have an impact on other sectors. From previous journal searches, it was found that research related to factors influencing work readiness is still in separate research. In order to obtain maximum results related to understanding a concept, a synthesis of several

previous research results is required. Synthesizing a number of research results can be done through a systematic review approach and presented in the form of actionable messages. According to Siswanto (2010), systematic review is a research method for identifying, evaluating and interpreting research.

## 2. Method

In the review process the author begins by creating research questions. Using the SPIDER formulation (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) with reference to systematic questions, the author formulates research questions. The research question in this review is, what are the factors that influence work readiness among college students and students? Next, the author continues the process by designing search keywords in the database. After the author obtained the terms from the research question, the author continued the search with the terms found, namely work readiness, student work readiness, student, undergraduate student, college student, and vocational student. From several search terms, the author entered several ERIC, Elsevier, Springer, Wiley Online Library, and Taylor & Francis Online databases. Next, after several articles were collected, the author checked for duplication using Mendeley and Rayyan. The author screens the title and abstract, and continues with the entire manuscript. After selecting 650 journals, there were 13 journals that met the criteria, namely looking for factors that could influence work readiness.

The flow of journal selection can be seen through the prism graph in Figure 1. Researchers determine boundaries in review journals with 1) Content journal discussing work readiness by including factors that influence it, 2) The research was conducted from 2013 to 2023, 3) Journal in English language, 4) Type study quantitative. As for a number of journal criteria which no one will choose that is 1) Journal Which discusses work readiness but does not include factors that influence it, 2) No use Language English, 3) Articles in book form, meta-analyses, and research without methods not clearly described.

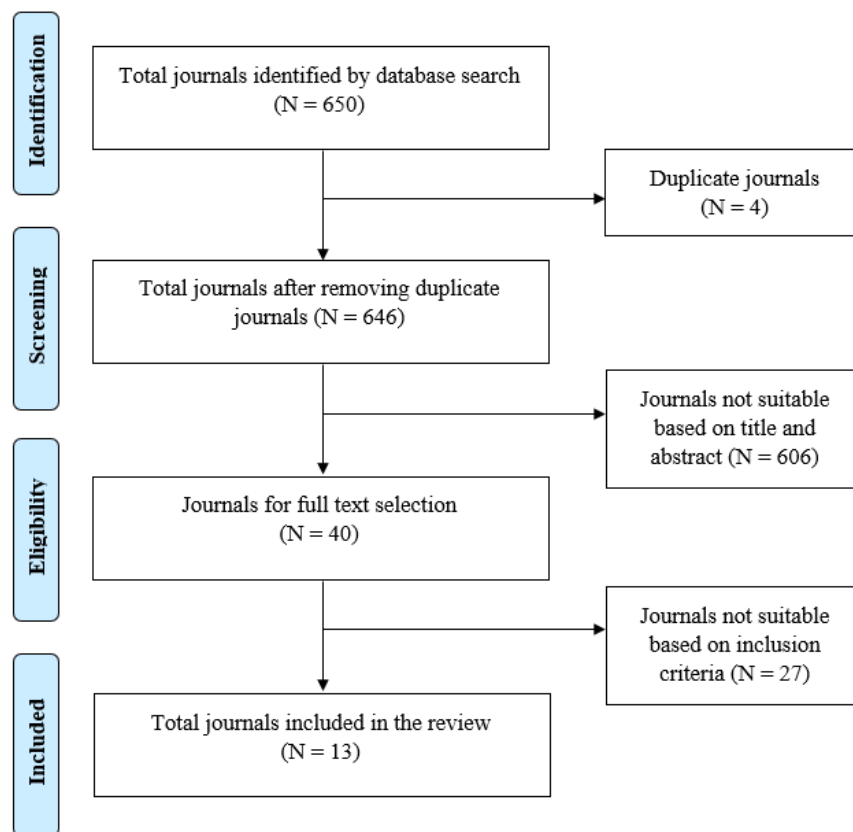


Figure 1. PRISMA Graph for Journal Selection Flow

## 3. Result and Discussion

Work readiness is needed by every individual to be able to compete in an increasingly competitive job market. Especially for teenagers, in this case, Vocational High School students and vocational program students who are prepared to enter the world of work after graduating from education. Of course, when teenagers are faced with various demands to enter early adulthood, many adjustments are needed in various aspects of life. Various factors can influence work readiness. In general, the influencing factors are internal factors in the form of belief in one's abilities, competence, and adaptability. Also from external factors in the form of social support, organizational activities and what is most often discussed and has an influence is industrial work practices or internships in companies or organizations.

**Table 1.** List of factors that influence work readiness in college students and students

No	Writer	Subject	Factor Influences
1.	Sismoyo et al. (2021)	137 students	Work Motivation, Learning Achievement, and Work Practice
2.	Setiawan et al. (2023)	318 college students	Internships and Work Motivation
3.	Sustainable (2022)	24 students	Fieldwork Practices and Self-Confidence
4.	Putri et al. (2023)	64 students	Industrial Work Practice
5.	Indrawati et al. (2023)	307 students	Work Motivation, Interpersonal Skills, and Knowledge Construction
6.	Siburian et al. (2022)	38 college students	Soft Skills and Hard Skills.
7.	Saputro & Sugiyono (2019)	72 students	Industrial Working Practices and Students Competencies
8.	Fitriyana et al. (2021)	90 students	Self-Efficacy
9.	Situmorang & Triansyah (2023)	81 college students	Organizational activity and Creativity
10.	Usman & Sulistyowati (2021)	200 college students	Field Work Practices, Family Environment, Work Information and Self-Efficacy
11.	Usman & Choirunnisa (2020)	206 students	Industrial Work Practices, Work Motivation, and Career Guidelines
12.	Amri et al. (2021)	781 students	Work Motivation, and Appropriate Competency
13.	Tentama & Riskiyana (2020)	111 students	Social support and self-regulation

Overview systematic which done endeavor answer question study namely searching factor what just which influences work readiness among college students and students. Answers to the question can be seen from table that 13 journals mentioning the factors that influence work readiness, so these factors need to continue to be honed and given special attention so that college students and students can optimize their self-development with the ultimate goal of being able to compete in the world of work. The factors are mentioned in the table Already proven para researcher that These factors have a positive and significant effect on work readiness. With consideration study which is done in country We itself because it is needed by various related parties. This is relevant to continue to be implemented and is of particular concern to prevent problems resulting from the lack of work readiness being established in college students and students who will then move on to work or career levels.

According to the study by Sismoyo et al. (2021) that what influences student work readiness are work motivation factors, appropriate competencies and field work practices. The research was conducted on adolescent subjects, namely vocational school students. Work motivation can arise from both internal and external sources. Like students' desire to change their fate and earn their own money, motivation can also provide encouragement to students to continue studying actively and always hone their abilities in order to achieve a desire. Supported by a field work practice program, appropriate competencies will also be formed to get a job in the field you are pursuing (Amri et al., 2021) . This is in line with research by Ryan & Christian (2023) on students that the results of field work practice programs will be better if the individual has motivation to work. The importance of industrial work practices and work motivation was also discussed by Usman & Choirunnisa (2020) , adding career guidelines which will certainly be useful for students who want to continue to work. What are the things that need to be paid attention to and must continue to be trained to achieve the right and appropriate career?

Research by Lestari ( 2022) stated that there is an influence of field work practice and self-confidence on work readiness in students. The level of work readiness can be increased by holding field work practices because you will directly learn the knowledge and skills needed as well as attitudes and behavior that are appropriate for the work culture in that place. When carrying out practical field work, self-confidence is also required for each individual, which can also be increased by believing in one's own abilities, good speaking skills, and the courage to convey ideas and ideas. This is also confirmed by research by Putri et al. (2023) that industrial work practices also have an influence on student work readiness .

Indrawati et al. ( 2023) conducting research on work motivation, interpersonal skills and knowledge of work readiness in students. It is discussed that work motivation can be formed by fulfilling personal and family needs for survival, maintaining mental condition and adequate salary, as well as from the work environment encountered every day. Meanwhile, interpersonal skills are meant in the form of effective communication, teamwork, empathy and building positive relationships. Also, when students have sufficient knowledge, it will influence them in carrying out each task effectively, being able to make decisions, and quickly adapting to changes that occur in the work environment. Added by Siburian et al. ( 2022) that together or simultaneously, there is an influence of soft skills and hard skills on work readiness in students.

According to Saputro & Sugiyono (2019), research results also show that industrial work practices and student competencies have a positive and significant influence on work readiness. So it is also necessary to pay attention that it is important to hold industrial work practices, as well as equip

students with appropriate competencies in their future practice. Appropriate competencies also need to be supported by belief in one's own ability to be able to carry out a task, which is the meaning of self-efficacy. When an individual has self-efficacy, this also includes being able to adapt quickly, because it is not uncommon for there to be changes in work structures and procedures, so the ability to adapt is needed from every worker or student who undergoes work practices (Fitriyana et al., 2021). This is reinforced by research on students by Usman & Sulistyowati (2021) that self-efficacy should also be accompanied by support from family or society and various information is also needed that can support the implementation of the practice or work carried out so that work readiness will increasingly be formed. The importance of social support was also expressed by Tentama & Riskiyana (2020) to form students' work readiness. Apart from that, individual regulation is also important in order to be able to direct oneself according to the situation and conditions faced. Situmorang & Triansyah (2023) also provide views regarding student work readiness which can also be influenced by activeness and creativity in organizational activities. Those who are active in organizations tend to have good self-management skills, strong adaptation, the ability to apply the knowledge learned in solving problems in the field, tend to be more open to new information, and have high self-confidence, all of which will be able to form work readiness within yourself.

#### 4. Conclusions

Work readiness is the attitude and attributes that every graduate has that makes them ready to enter the world of work. This concept is important for individuals to pay attention to and improve in order to survive and compete in the labor market. Several factors that can influence work readiness in college students and students are work motivation, learning achievement, work practice, self-confidence, self-efficacy, self-regulation, interpersonal skills, knowledge construction, student competencies, organizational activity and creativity, family environment or social support, work information, and career guidelines.

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