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The Effect of Participation in Internship Programs Certified and Project-Based Training on The Work Readiness of Students of SMK Prapanca 2 Surabaya

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Abstrak

Tujuan penelitian ini adalah "untuk mengetahui bagaimana kesiapan siswa kelas 3 SMK Prapanca 2 Surabaya memasuki dunia kerja setelah mengikuti program magang bersertifikasi dan pelatihan berbasis proyek. Penelitian ini menggunakan metode survei dengan pendekatan kuantitatif. Metode pengambilan sampel yang digunakan adalah purposive sampling, dan populasi penelitian terdiri dari siswa SMK Prapanca 2 Surabaya. Responden diberikan kuesioner untuk diisi guna mengumpulkan data. Partisipasi dalam program magang bersertifikasi dan pelatihan berbasis proyek merupakan faktor independen dalam penelitian ini, sedangkan kesiapan kerja siswa merupakan variabel dependen. Dengan menggunakan program SPSS, analisis regresi linier berganda digunakan sebagai metode analisis data. Hasil penelitian menunjukkan bahwa kesiapan kerja siswa dipengaruhi secara positif dan signifikan oleh keterlibatan mereka dalam program magang bersertifikasi. Selain itu, pelatihan berbasis proyek secara signifikan meningkatkan kesiapan siswa memasuki dunia kerja. Di SMK Prapanca 2 Surabaya, keterlibatan dalam program magang bersertifikasi, pelatihan, dan pelatihan berbasis proyek secara signifikan meningkatkan kesiapan siswa memasuki dunia kerja". Diharapkan bahwa studi ini akan berfungsi sebagai alat penilaian bagi sekolah-sekolah yang ingin meningkatkan kualitas inisiatif pembelajaran berbasis praktik untuk mempersiapkan siswa dengan lebih baik menghadapi dunia kerja.

Kata Kunci: *magang bersertifikat, pelatihan berbasis proyek, kesiapan kerja*

Abstract

The purpose of this "study was to determine the readiness of third-grade students of SMK Prapanca 2 Surabaya to enter the workforce after participating in a certified internship program and project-based training. This study used a survey method with a quantitative approach. The sampling method used was purposive sampling, and the study population consisted of students of SMK Prapanca 2 Surabaya. Respondents were given a questionnaire to complete to collect data. Participation in the certified internship program and project-based training was the independent factor in this study, while students' work readiness was the dependent variable. Using the SPSS program, multiple linear regression analysis was used as the data analysis method. The results showed that students' work readiness was positively and significantly influenced by their involvement in the certified internship program. In addition, project-based training significantly improved students' readiness to enter the workforce. At SMK Prapanca 2 Surabaya, involvement in the certified internship program, training, and

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project-based training significantly improved students' readiness to enter the workforce." It is hoped that this study will serve as an assessment tool for schools seeking to improve the quality of practice-based learning initiatives to better prepare students for the workforce.

Kata Kunci: *Centified Internships, Project-Based Training, Job Readliness*

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INTRODUCTION

Education, especially vocational education, has undergone tremendous transformation as a result of advances in science and technology. In order to meet the needs of the commercial and industrial sectors, Vocational High Schools (SMK) are intended to produce graduates with competencies, skills, and job preparedness. Therefore, educational programs are needed to bridge theoretical learning with real workplace practice. One of the efforts implemented is through certified internship programs and project-based training. Certified internship programs provide students with direct experience in understanding the real working environment, improving both technical and non-technical skills, and developing professional attitudes. According to Sumardiono (2014:116), as cited in Matindas (2023), an internship is a process of learning from experts through real work activities. Furthermore, internships are a process of applying knowledge and skills to solve problems. This provides valuable opportunities for individuals who wish to enhance their understanding of the professional world and gain practical experience in their field of study.

Internship experiences help students learn more about themselves as they enter the industrial world. Without practical experience, students may encounter difficulties in developing confidence and enthusiasm within the work environment. One way to support internship programs is through participation in project-based training. According to Yuliani et al. (2024), Because it enables students to learn through actual projects that call for problem-solving, teamwork, and application of information in real-world scenarios, project-based learning is seen as a pertinent and successful approach. This approach fosters students' critical and creative thinking, collaborative abilities, and sense of accountability and autonomy in finishing assignments. Additionally, project-based learning fosters character development in accordance with the principles of the Pancasila Student Profile, including independence, creativity, and teamwork, in addition to improving students' comprehension of subjects (Arjen & Sholihin, 2024). Additionally, project-based training may enhance critical thinking, creativity, collaboration, and problem-solving skills.

Project-based learning is generally defined as a learning activity that uses projects or practical activities as tools for developing students' skills. Through participation in certified internship programs and project-based training, students not only gain theoretical knowledge but also strengthen their practical and professional skills, which significantly improve their work readiness after graduation and increase their chances of success in the workplace. The theoretical knowledge taught in schools is not merely academic; it is also essential for prospective graduates to understand the working world so that they are better prepared for future employment. According to Slameto (2010), and Brady (2009), work readiness consists of several important aspects. First, work readiness is formed through responsibility, which

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reflects an individual's willingness to complete assigned tasks. Second, work readiness is influenced by flexibility, namely the ability to adapt quickly to new environments or situations. The third aspect is skills, referring to an individual's capability to complete assigned tasks effectively. Communication, or the ability to interact within the workplace environment, is the fourth component of work readiness. The fifth component is self-view, which refers to an individual's perceptions and beliefs regarding their role and responsibilities. Finally, occupational health and safety involve maintaining physical and mental health, cleanliness, and compliance with workplace regulations.

Work readiness is an essential factor that vocational high school students must possess before entering the workforce. Work readiness encompasses not only technical competencies but also attitudes, mentality, communication skills, discipline, and adaptability to the work environment. Through certified internship programs and project-based training, students are expected to develop better work readiness. Based on this background, this study was conducted to determine the effect of participation in certified internship programs and project-based training on the work readiness of students at SMK Prapanca 2 Surabaya.

LITERATURE REVIEW

Participation in Certified Internship Programs

Certified internship programs are internship initiatives that provide students with meaningful learning experiences and valuable insights for their future professional careers. Through these programs, students are able to better recognize and develop their personal potential. During the internship process, students acquire various competencies and skills that they may not have previously realized they possessed. Different job responsibilities assigned during the internship contribute to increasing students' confidence and professionalism. Moreover, real workplace exposure enables students to understand actual working environments and professional cultures. Kathleen M. Hovorka and Michael L. Schmelzle (2006) define internships as practical learning activities that measure competency levels which can be formally recognized. Similarly, Leonard and Vance (2013) explain that workplace practice is a work experience program designed collaboratively by educational institutions and industries to provide high-quality and reliable professional experiences. Furthermore, Siregar and Setyawati (2020) state that internships not only enhance students' technical skills but also help develop work ethics and character, preparing them to become competent future professionals and leaders.

However, in reality, the increasing number of university students and graduates is not proportional to the availability of employment opportunities. At the same time, industries often face difficulties in recruiting graduates who possess competencies aligned with industrial demands. To address this issue, the Indonesian Ministry of Education and Culture introduced the *Merdeka Belajar* policy in early 2020, which includes certified internship programs. This policy aims to provide students with opportunities to improve their competencies according to their talents and interests (Lantara, 2021).

Project-Based Training

According to Kustiaman (2016), project-based assessment can improve students' reasoning abilities and foster positive attitudes during the learning process. Project-based training offers several important benefits. First, it fosters the growth of useful qualities

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including critical thinking, communication, teamwork, creativity, and problem-solving skills. Second, it strengthens the link between theory and practice by enabling students to apply theoretical concepts to practical circumstances, which improves conceptual understanding. Third, project-based learning increases students' learning motivation because projects are often meaningful and relevant to real-life situations, encouraging greater engagement in the learning process. Fourth, this learning approach promotes independence and responsibility, as students are given greater control over their projects, enabling them to develop decision-making, time management, and initiative-taking skills. Finally, project-based learning also encourages collaborative experiences, motivating students to work effectively in teams while appreciating diverse perspectives and ideas.

Research conducted by Sukmasari and Rosana (2017) found that project-based assessment instruments using discovery learning approaches were valid and effective for evaluating students' problem-solving skills. In addition, project-based learning methods have become a major focus in discussions regarding the improvement of higher education effectiveness. This approach prepares students to solve multidisciplinary problems encountered in real-world situations. Hidayah, Fajaroh, and Narestifuri (2021) explained that project-based learning provides a learning framework that enables students to apply their knowledge and abilities in authentic project situations, thereby strengthening both academic understanding and practical competence.

Work Readiness

According to Fitriyanto (2006:9), Work readiness is a condition that enables a person to carry out certain tasks related to work and represents a balance between experience, mental maturity, and physical development Sugihartono (2000:15) similarly defines work readiness as a condition demonstrating compatibility between physical maturity, mental maturity, and learning experiences that enable individuals to perform particular activities or work-related behaviors effectively. In line with these views, Kuswana (2013:164) emphasizes that work readiness represents a condition in which individuals possess sufficient physical, mental, and experiential preparedness to carry out work-related tasks and responsibilities successfully.

Pool and Sewell (2007) identify four major components of work readiness. The first component is skills, which include practical skills, interpersonal and intrapersonal abilities, innovation, creativity, communication, teamwork, problem-solving, and critical thinking skills developed through training and experience. The second component is knowledge, where education serves as the theoretical foundation for expertise within a particular discipline. The third component is understanding, which refers to an individual's ability to comprehend and apply what has been learned in order to perform work effectively, anticipate future situations, and make appropriate decisions. The fourth component is personality traits, which encourage individuals to maximize their potential through work ethics, responsibility, perseverance, time discipline, communication abilities, critical thinking, and teamwork skills.

METHODOLOGY

In order to investigate the cause-and-effect relationship between independent and dependent variables, this study used a quantitative technique with a causal relationship design. The information came from SMK Prapanca 2 Surabaya students' reports on their internship activities. Forty-five pupils from grades XI and XII made up the population. According to

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Sugiyono (2019) and Suhardi (2023:77), the entire population was utilized as the study sample due to the limited population size, resulting in a total sample of 45 pupils.
Two methods were used to gather the data for this study: documentation and surveys. Data on respondents' opinions about taking part in certified internship programs, project-based training, and students' preparedness for the workforce were gathered using the questionnaire approach. According to Sugiyono (2017:142), questionnaires are a method of gathering data that involves giving respondents written questions or remarks. Meanwhile, documentation was carried out through direct field observations to gather supporting information regarding the influence of certified internship programs and project-based training on the work readiness of students at SMK Prapanca 2 Surabaya (Sugiyono, 2017:240).

Operational Definitions and Identification of Research Variables

There were two independent factors and one dependent variable in this investigation. The following describes each variable's operational definition:

1. **Participation in Certified Internship Programs (X1)**. Participation in Certified Internship Programs refers to students' active involvement in structured internship activities formally recognized through certification issued by authorized institutions or organizations (Pambajeing et al., 2024). This variable was measured using the following indicators: (a) students' level of participation during the internship program, (b) understanding of the real work environment, (c) application of knowledge acquired at school within the workplace, (d) quality of work experience gained, and (e) acquisition of certificates as formally recognized proof of competence.
2. **Project-Based Training (X2)**. Project-Based Training refers to a learning process designed to enhance students' competencies through the completion of real-world projects relevant to industrial needs (Bern & Erickson, 2000). This variable was measured using the following indicators: (a) students' involvement in project planning and implementation, (b) practical problem-solving abilities, (c) teamwork skills in completing projects, (d) relevance of projects to workplace demands, and (e) project outputs produced by students.
3. **Work Readiness (Y)**. Work Readiness refers to the condition that reflects the extent to which students possess the competencies, attitudes, and skills required to enter the professional workforce (Hasibuan in Lestari, 2020:113). This variable was measured using the following indicators: (a) mental and psychological readiness to face the workplace, (b) mastery of technical skills according to students' areas of expertise, (c) adaptability to workplace environments, (d) communication and teamwork abilities, and (e) self-confidence in carrying out job duties and responsibilities.

Data Analysis Technique

The act of arranging and evaluating gathered data using statistical techniques to solve research issues is known as data analysis (Sujarweni, 2015). Three primary steps comprised the methodical data analysis processes used in this study. To make sure the study tools generated reliable and consistent data, data quality testing, including validity and reliability tests, was first carried out. Second, prior to doing regression analysis, traditional assumption checks such as multicollinearity, heteroscedasticity, and normality tests were carried out. Third, the impact of the independent factors was assessed using multiple linear regression

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analysis, namely participation in certified internship programs (X1) and project-based training (X2), on the dependent variable, work readiness (Y), both partially and simultaneously.

RESULT AND DISCUSSION

The Test of Validity

According to Slamet and Aglis (2020), The degree to which a research tool assesses what it is supposed to measure properly is referred to as validity. If an instrument can accurately measure the intended construct, it is deemed valid. According to Sugiyono (2018), an item is considered valid if each factor's correlation value is positive and more than 0.30. Each statement item in the validity test is assessed by comparing the crucial value in the correlation table (r-table) with the computed correlation coefficient (r-count). If the value of r-count is more than or equal to r-table, the instrument item is deemed valid. The findings of this study's validity test are shown in the section that follows.

Table 1. Validity Test

Variable	Indicator	r value	Sig.	Result
Participation in Certified Intership Program (X_1)	$X_{1.1}$	0.691	0.000	Valid
	$X_{1.2}$	0.634	0.000	Valid
	$X_{1.3}$	0.648	0.000	Valid
	$X_{1.4}$	0.633	0.000	Valid
	$X_{1.5}$	0.814	0.000	Valid
Project-Based Training (X_2)	$X_{2.1}$	0.781	0.000	Valid
	$X_{2.2}$	0.800	0.000	Valid
	$X_{2.3}$	0.788	0.000	Valid
	$X_{2.4}$	0.779	0.000	Valid
	$X_{2.5}$	0.824	0.000	Valid
Work Readiness (Y)	Y_1	0.753	0.000	Valid
	Y_2	0.719	0.000	Valid
	Y_3	0.622	0.000	Valid
	Y_4	0.720	0.000	Valid
	Y_5	0.686	0.000	Valid
	Y_6	0.742	0.000	Valid

The data indicators are considered "valid" if they have a Pearson correlation coefficient (r) greater than 0.30 ($r > 0.30$) and a significance probability value lower than 0.01 ($\alpha < 0.01$). Table 1 shows that all indicator items in this study met the validity test requirements; therefore, all research items can be declared valid.

The Test of Reliability

By determining if the Cronbach's Alpha coefficient was more than 0.60, reliability analysis was carried out. If a variable's Cronbach's Alpha value is higher than 0.60, it is deemed dependent. 45 respondents completed the exam with 100% valid data, meaning that all of the information was appropriate for additional analysis. All of the variables have high internal consistency, according to the results. Participation in internship programs (X1), project-based training (X2), and work readiness (Y) all had Cronbach's Alpha values of 0.711, 0.853, and 0.801, respectively. The study instruments were deemed very dependent since all values were more than the minimum criterion of 0.70. Therefore, all statement items were deemed consistent and reliable for further analysis.

Normality Test

A statistical method to ascertain if the data are regularly distributed is the normality test. Data that are symmetrically distributed about the mean are said to have a normal distribution. Since many parametric studies need normally distributed data a significance value (p-value) larger than 0.05 denotes normality this test is crucial. The residual data were normally distributed, according to the One-Sample Kolmogorov–Smirnov test findings, which

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had an Asymp. Sig. (2-tailed) value of 0.110, which is more than 0.05. Furthermore, the standard deviation of 2.5108 showed an acceptable residual spread, and the mean residual value of 0.000 demonstrated the model's objectivity. Therefore, the normality assumption was fulfilled, allowing further parametric and regression analyses to be conducted appropriately.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		45
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,51082326
Most Extreme Differences	Absolute	,120
	Positive	,065
	Negative	-,120
Test Statistic		,120
Asymp. Sig. (2-tailed)		,110[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Multiple Linear Regression Analysis

A statistical technique called multiple regression analysis is used to predict the value of the dependent variable based on the combination of independent factors and to investigate the impact of two or more independent variables on a single dependent variable. Additionally, this approach allows researchers to evaluate each independent variable's simultaneous and partial contribution to the dependent variable.

Partial Significance Test (t-test)

The main goal of multiple linear regression analysis is to create a mathematical model that can predict the dependent variable given the independent factors. A statistical method for figuring out if each independent variable in the regression model significantly affects the dependent variable is the partial t-test. A lower t-value denotes a lesser or inconsequential effect, whereas a larger t-value indicates that the independent variable significantly affects the dependent variable.

Table 3. Partial Significance Test (t-test)

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	10,605	4,028		2,633	,012
	Participation in Certified Intership Program	,327	,161	,279	2,027	,049
	Project-Based Training	,333	,133	,343	2,496	,017

a. Dependent variabel : Work Readiness

Both independent factors were shown to have a positive and significant impact on work preparation based on the partial significance test (t-test) findings shown in Table 3. A regression coefficient value of 0.327 with a t-value of 2.027 and a significant value of 0.049 was found for participation in the Certified Internship Program (X1), which is less than the significance level of 0.05. This suggests that students' preparedness for the workforce is positively and significantly impacted by their involvement in accredited internship programs. In other words, students are more prepared for the workforce the more they participate in certified internship activities.

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In a similar vein, Project-Based Training (X2) has a significance value of 0.017, which is also less than 0.05, and a regression coefficient value of 0.333 with a t-value of 2.496. These findings suggest that job preparedness is positively and significantly impacted by project-based training. According to this research, students' preparedness for the workforce is enhanced when they participate in more project-based training activities. Furthermore, among the two independent variables, Project-Based Training demonstrated a higher standardized coefficient beta value (β = 0.343) compared to Participation in Certified Internship Programs (β = 0.279). This indicates that project-based training has a more dominant contribution in influencing students' work readiness.

Simultan Significance Test (F-test)

In multiple linear regression analysis, the F-test, also known as simultaneous ANOVA, is a statistical method used to ascertain if all independent factors taken together significantly affect the dependent variable in the regression model. The regression variance, which shows the variability described by the regression model, and the residual variance, which shows the variability not explained by the model, are compared in order to perform this test. When assessing whether the multiple linear regression model can extensively describe the connection between the independent variables and the dependent variable, the F-test findings are crucial.

Table 4. Simultan Significance Test (F-Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80,925	2	40,462	6,127	,005[b]
	Residual	277,386	42	6,604		
	Total	358,311	44			

a. Dependent Variable: Work Readiness
b. Predictors: (Constant), Participation in Certified Intership Program, Project-Based Training

The calculated F-value was 6.127 with a significance level of 0.005, which is less than 0.05, based on the simultaneous test (F-test) findings shown in Table 6. This suggests that involvement in internship programs and project-based training have a substantial impact on work preparedness at the same time. As a result, H_1 is approved and H_0 is refused. These results imply that the regression model is deemed suitable and suitable for elucidating the correlation between the independent and dependent variables.

Coefficient of Determination (R^2)

In a regression model, the coefficient of determination (R^2) is a statistical metric that indicates how much the independent variables account for the variance in the dependent variable. R2 has a value between 0 and 1, where a number closer to 1 denotes a better capacity of the model to explain the observed data.

Table 5. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,475[a]	,226	,189	2,570

a. Predictors: (Constant), Participation in Certified Intership Program, Project-Based Training

The coefficient of determination analysis reveals an R Square (R^2) value of 0.226 based on the data in Table 5. This shows that the independent variablesparticipation in certified

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internship programs and project-based training account for 22.6% of the variation in students' work preparedness. Meanwhile, factors outside the purview of this study have an impact on the remaining 77.4%. The model can still account for 18.9% of the variation in work readiness after controlling for the number of independent variables and sample size, according to the Adjusted R Square value of 0.189. Furthermore, a moderate link between the independent and dependent variables is shown by the R value of 0.475. As a result, the regression model shows that it can greatly describe students' preparation for the workforce, even if the dependent variable may also be greatly influenced by other external factors.

The Effect of Participation in Certified Internship Programs on Work Readiness

The results of this study show that students' preparedness for the workforce is positively and significantly impacted by their involvement in accredited internship programs. This implies that students who actively participate in internships are often better equipped to enter the workforce. Through direct exposure to actual work situations, internship programs help students acquire the technical proficiencies, communication skills, flexibility, discipline, and professional attitudes needed in the industrial sector. Through practical experience, students are able to apply theoretical knowledge obtained in school to actual work situations, thereby improving their confidence and readiness for employment. This finding is supported by Siregar and Setyawati (2020), who stated that internship experiences contribute to the improvement of students' practical skills and work ethics. In addition, Leonard and Vance (2013) emphasized that structured workplace experiences designed collaboratively by educational institutions and industries can effectively enhance students' professional competencies and work readiness.

The Effect of Project-Based Training on Work Readiness

The findings also show that project-based learning significantly and favorably affects students' preparedness for the workforce. Students can participate in practical problem-solving exercises through project-based training, which fosters the development of critical thinking, collaboration, creativity, and communication skills that are highly relevant to the needs of the business. This method of instruction improves students' comprehension of theoretical ideas as well as their capacity to use that information in real-world contexts. Consequently, students become more prepared to adapt to professional environments and job responsibilities. These findings are consistent with the study by Hidayah, Fajaroh, and Narestifuri (2021), which reported that project-based learning effectively improves students' practical competencies and problem-solving abilities. Similarly, Kustiaman (2016) found that project-based assessment enhances students' reasoning abilities and supports the development of positive learning attitudes relevant to work readiness.

CONCLUSIONS

Based on the findings of this study, participation in certified internship programs (X1) and project-based training (X2) were proven to have a positive and significant effect on the work readiness of students at SMK Prapanca 2 Surabaya, both partially and simultaneously. Certified internship programs contributed significantly to improving students' work readiness by providing direct experience in real workplace environments. Through these programs, students were able to understand workplace culture, apply theoretical knowledge gained at school into practical work situations, and improve non-technical competencies such as self-confidence, communication skills, teamwork, and discipline. In addition, the certification obtained through internship activities served as formal recognition of students' competencies acknowledged by industry, thereby increasing their competitiveness in the labor market.

Furthermore, project-based training was also found to significantly enhance students' work readiness. Through this training approach, students not only acquired theoretical

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understanding but were also trained to complete real projects relevant to industrial needs. This process effectively developed students' critical thinking, creativity, time management, and sense of responsibility. Overall, both programs complement each other in strengthening students' technical and non-technical competencies, making them more prepared and competitive in entering the workforce. These findings highlight the importance of supporting vocational education through practical programs aligned with industry demands in order to produce professional, competent, and highly competitive vocational school graduates.

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