THE EFFECTIVENESS OF INTEGRATED VOCATIONAL GUIDANCE PROGRAMS IN IMPROVING STUDENT READINESS

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ABSTRACT

Originality: The integrated vocational guidance program is the result of the development of a program directed at providing services for Vocational High School (SMK) students to assist in preparing themselves to enter the world of work effectively.

Aims: This study aims to determine the effectiveness of integrated vocational guidance programs in increasing students' readiness to enter the world of work. This type of research is quasi-experimental research, with a pretest and posttest group design approach. The subjects of the study were Class XI and XII students at SMKN 2 Yogyakarta.

Method: Data collection using questionnaire techniques in the form of test sheets (pre-test and post-test) and observation sheets. Data analysis uses a qualitative descriptive approach, and difference tests use paired t-tests.

Results: The results of the study concluded that there was an increase in students' readiness to enter the world of work, from before and after the implementation of the integrated vocational guidance program in SMK. By obtaining a significant difference between before and after, it means that the integrated vocational guidance program applied in SMK is effective in the good category and very good in increasing students' readiness to enter the world of work, both in terms of attitudes, knowledge and skills aspects.

Keywords: effectiveness, integrated vocational guidance, student readiness, world of work.

A EFICÁCIA DOS PROGRAMAS INTEGRADOS DE ORIENTAÇÃO PROFISSIONAL NA MELHORIA DA PRONTIDÃO DOS ALUNOS

RESUMO

Originalidade: O programa integrado de orientação vocacional é o resultado do desenvolvimento de um programa voltado à prestação de serviços para estudantes do Ensino Médio Profissional (SMK) para ajudar na preparação para entrar no mundo do trabalho de forma eficaz.

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Objetivos: Este estudo visa determinar a eficácia dos programas integrados de orientação profissional no aumento da prontidão dos alunos para entrar no mundo do trabalho. Esse tipo de pesquisa é quase experimental, com uma abordagem de projeto de grupo pré e pós-teste. Os temas do estudo foram estudantes da Classe XI e XII da SMKN 2 Yogyakarta.

Método: Recolha de dados utilizando técnicas de questionário sob a forma de folhas de ensaio (pré-ensaio e pós-ensaio) e folhas de observação. A análise de dados utiliza uma abordagem qualitativa descritiva, e os testes de diferença utilizam testes t em pares.

Resultados: Os resultados do estudo concluíram que houve um aumento na prontidão dos alunos para entrar no mundo do trabalho, de antes e depois da implementação do programa integrado de orientação profissional na SMK. Obtendo uma diferença significativa entre antes e depois, significa que o programa de orientação profissional integrado aplicado na SMK é eficaz na boa categoria e muito bom para aumentar a prontidão dos alunos para entrar no mundo do trabalho, tanto em termos de atitudes, conhecimentos e habilidades aspectos.

Palavras-chave: eficácia, orientação profissional integrada, prontidão dos alunos, mundo do trabalho.

1 INTRODUCTION

The implementation of vocational education needs to be focused and directed at educational programs that lead to individual readiness to be able to enter the workforce. There are three things that should be done in the implementation of vocational education, one of which is to provide vocational guidance services to students optimally (Sukardi, Th., 2012). Therefore, vocational guidance services in vocational schools must get serious attention and be done as well as possible, as an effort to help students in terms of preparing themselves to enter the world of work. London, H.H., (1973: 4), explained that things that need to be done to provide services to students through vocational guidance programs include providing self-direction to a field of work that suits themselves and the needs of society, providing direction and assistance in making decisions to determine job selection, and assistance to plan their careers in the future.

Vocational guidance provides direction and guidance in order to prepare students to enter the workforce. Vocational guidance is a form of special service for guidance efforts in schools with the aim of preparing students to enter successful working lives. According to Person (1909) cited by Tina Nweze &; Okolie, U.C. (2015: 128) defined that vocational guidance is a process of assistance to a person to match his personal attributes and background with appropriate work and job opportunities. Then Super and Crites (1962) in Tina Nweze Okolie, U.C. (2015: 128), expand the definition that vocational guidance is the process of helping individuals to ascertain, accept, understand and apply relevant facts about the world of work through planned and clear activities.
Next Walsh, B. W., Mark, L, Savickas. (2005: 23-25) provides an outline of the concept of vocational guidance, which consists of three main steps that are used as a paradigm for developing the concept of vocational guidance, namely directing to increasing self-knowledge, providing information on the type of work and characteristics, and matching oneself to a field of work that is appropriate and in harmony with oneself and the needs of society. Rosemary Ogbodo Abo (2015: 7), who defines vocational guidance as the process of helping individuals to choose a job, prepare for it, enter it, and develop it. It was further explained that, vocational guidance services provided to students, including assistance to understand abilities and self-awareness; help awareness about the world of work; provide necessary employment information; prepares students to acquire skills for a job.

Based on several definitions as stated above, it can be concluded that vocational guidance is a process of service and assistance to students to be able to understand themselves and their environment, help prepare students to enter the world of work according to their abilities, interests and talents, help find job options and career development in the future.

In the implementation of vocational guidance in schools, so that in the future it can run well, it is necessary to coordinate effectively between various related parties. These related units include internal school curriculum developers, student affairs, counseling and vocational guidance teachers, productive teachers and school leadership elements that are thoroughly related. In addition, it is necessary to involve external parties in the implementation of vocational guidance in vocational schools, including the Business and Industrial World (DUDI) which has a role as a school partner for fieldwork practices and at the same time as a user of prospective labor graduates. Furthermore, the involvement of external parties of the school such as the Manpower and Transmigration Office (Dinas Nakertrans) which has a strategic function in expanding job opportunities for vocational graduates. Dinas Nakertrans also has a role in job placement services, providing market information and job fairs, as a place to improve skill competence and labor productivity, conduct industrial relations coaching and provide information on social protection of labor.

Based on the results of research conducted by Muhfizaturrahmah & Mutaqin (2016: 25-28), related to the implementation of vocational guidance in vocational schools, it has been found that in general the implementation of vocational guidance programs in
several vocational schools in Yogyakarta has not run well and appropriate efforts need to be made to improve the implementation of vocational guidance programs in vocational schools. On the other hand, vocational guidance in vocational schools has a very strategic role in preparing students' careers to find job options that suit their interests and talents. Thus, the implementation of vocational guidance must focus more on services that lead to preparation for entering the world of work (Setyawati, R., 2018). Thus, through vocational guidance services are expected to be able to create an attitude of independence of students in determining job choices that are in accordance with their abilities.

Therefore, vocational guidance provided to students needs to be directed to help determine and provide orientation and information about the world of work. However, in practice, as the findings of research conducted by Singgih, R.U., (2017), concluded that the problem of career and vocational guidance services in preparing prospective graduates to enter the world of work, experienced by teachers in vocational schools is in aspects of implementation that are not optimal. Activities carried out in schools related to preparing students to enter the world of work, such as those carried out in the Guidance and counseling unit (BK), special job fair unit (BKK) and other guidance activities, as well as the involvement of related external parties, have not been well coordinated.

There is no common thread that is integrated between vocational guidance service work units in schools or outside schools. Work programs that focus on student services to prepare themselves to enter the world of work are still running independently, not well coordinated. There is no school policy on vocational guidance programs that are integrated between work units in preparing prospective graduates to enter the world of work. In this case, researchers have developed an integrated vocational guidance program that is implemented in vocational schools. The intended integrated vocational guidance is a process of service and assistance by the school by involving external partners in an integrated manner to students, in order to understand themselves and their environment, help prepare students to enter the world of work according to their abilities, interests, and talents, find job options and career development in the future. The integrated vocational guidance program resulting from the development of the research that has been carried out, based on the results of limited field trials, has resulted in a feasibility level in the category that is very feasible in terms of aspects of program validation, implementation and practicality of the program (Mutaqin, 2021).
After knowing the feasibility level of the integrated vocational guidance program, it is then followed up to be implemented in the field on a wider scale. This is intended to determine the level of effectiveness of the integrated vocational guidance program resulting from the development. The review of the effectiveness of integrated vocational guidance programs is based on the external impact of implementation in the field, namely the extent to which the impact of the implementation of integrated vocational guidance on increasing students' readiness to enter the world of work.

2 METHOD

This research method uses a quantitative design, namely pseudo-experimental research. Experimental research seeks to assess the extent to which the effectiveness of integrated vocational guidance can influence students' readiness to enter the workforce. The subject of this study was a class XII student in the Electrical Engineering Expertise Program at SMKN 2 Yogyakarta. The research design used a pretest and posttest group design program involving a group of respondents (N) who were given treatment in the form of integrated vocational guidance implementation. Pretest (O1) is the initial test done before treatment and posttest (O2) is the test done after treatment (X).

Researchers made two types of instruments to collect research data, in the form of test sheets (pre-test and post-test), and (2) observation sheets. Test sheets are used to reveal students' readiness to enter the workforce, judging from attitudes, knowledge and skills. The observation sheet is used to observe all activities of the integrated vocational guidance process carried out in schools, whether the guidance process can run well or vice versa. The instruments used in taking research data have obtained the required level of validity and reliability.

The data obtained from the pre-test and post-test results were then compared to find out if there was a significant difference. The statistical test used is the paired t test model, to determine the difference in student readiness to enter the world of work before and after integrated vocational guidance is implemented. Before the statistical difference test was carried out, a prerequisite test analysis was carried out, namely a normality test and a homogeneity test.
3 RESULTS OF RESEARCH AND DISCUSSION

3.1 RESEARCH RESULTS

The effectiveness of integrated vocational guidance implemented in SMK is seen based on the level of readiness of students to enter the world of work consisting of three aspects. The three aspects are student readiness from the attitude aspect (attitude), knowledge aspect (knowledge), and skill aspect (psychomotor). Students' readiness to enter the world of work in aspects of attitude includes self-confidence, motivation to achieve, persevering, optimism, and having a sense of responsibility for the task. The following are presented the results of student readiness data analysis from the aspect of attitude, as stated in Table 1 below.

### Table 1. Results of Student Readiness Analysis from Attitude Aspects

<table>
<thead>
<tr>
<th>No</th>
<th>Readiness from the Attitude Aspect</th>
<th>Class XI Before Category</th>
<th>Class XII Before Category</th>
<th>Class XI After Category</th>
<th>Class XII After Category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confidence</td>
<td>2.80</td>
<td>2.80</td>
<td>2.80</td>
<td>3.30</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Achievement motivation</td>
<td>2.80</td>
<td>2.90</td>
<td>2.90</td>
<td>3.40</td>
<td>That's very nice</td>
</tr>
<tr>
<td>3</td>
<td>Perseverance</td>
<td>2.90</td>
<td>3.20</td>
<td>3.20</td>
<td>3.50</td>
<td>That's very nice</td>
</tr>
<tr>
<td>4</td>
<td>Always optimistic</td>
<td>2.70</td>
<td>3.10</td>
<td>3.10</td>
<td>3.40</td>
<td>That's very nice</td>
</tr>
<tr>
<td>5</td>
<td>Responsibility</td>
<td>2.80</td>
<td>3.10</td>
<td>3.10</td>
<td>3.50</td>
<td>That's very nice</td>
</tr>
<tr>
<td></td>
<td><strong>Average Value</strong></td>
<td><strong>2.80</strong></td>
<td><strong>3.03</strong></td>
<td><strong>3.03</strong></td>
<td><strong>3.41</strong></td>
<td><strong>That's very nice</strong></td>
</tr>
</tbody>
</table>

Ket.: <1.80: not good; <1.80-2.30: not good enough; 2.31-2.80: quite good; 2.81-3.30: Good; and ≥3.30: Well done

Source: (Mutaqin, 2021)

Student readiness is viewed from the aspect of knowledge, including the ability to adapt, face competition, face and solve problems, work in teams, and have technological and vocational insights. In full, student readiness from the aspect of knowledge based on the results of the analysis obtained quantitative data with their categories, both in class XI and Class II, as shown in Table 2 below.

### Table 2. Results of Student Readiness Analysis from Knowledge Aspects

<table>
<thead>
<tr>
<th>No</th>
<th>Readiness from the Knowledge Aspect</th>
<th>Class XI Before Category</th>
<th>Class XII Before Category</th>
<th>Class XI After Category</th>
<th>Class XII After Category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adaptability</td>
<td>2.80</td>
<td>2.80</td>
<td>2.90</td>
<td>3.50</td>
<td>That's very nice</td>
</tr>
<tr>
<td>2</td>
<td>Ability to face competition</td>
<td>2.90</td>
<td>3.00</td>
<td>3.00</td>
<td>3.40</td>
<td>That's very nice</td>
</tr>
</tbody>
</table>

Source: (Mutaqin, 2021)
Students' readiness to enter the world of work is reviewed from the aspect of skills, including skills in technical and vocational fields, communication skills, negotiating and socializing, and planning skills in the field of work. In complete student readiness from the aspect of skills based on the results of the analysis obtained quantitative data with their categories, both in class XI and Class II, as shown in Table 3 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Readiness from the Skill Aspect</th>
<th>Class XI</th>
<th>Class XII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>1</td>
<td>Vocational skills</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Engineering skills</td>
<td>2.90</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Communication skills</td>
<td>2.90</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Social skills</td>
<td>2.90</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Negotiation skills</td>
<td>2.90</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Planning skills</td>
<td>2.70</td>
<td>Enough</td>
</tr>
<tr>
<td></td>
<td><strong>Average Value</strong></td>
<td><strong>2.88</strong></td>
<td><strong>Good</strong></td>
</tr>
</tbody>
</table>

Ket.: <1.80: not good; <; 1.80-2.30: not good enough; 2.31-2.80: quite good; 2.81-3.30: Good; and ≥3.30: Well done

Source: (Mutaqin, 2021)

To see whether the increase in student readiness before and after the implementation of the integrated vocational guidance program showed a significant difference, a difference test analysis was conducted. To determine whether there is a difference, an analysis is carried out with a paired *t*-test. Before the difference test analysis is performed, the data must meet the requirements of linearity and homogeneity.

In this case, both test requirements in this study have been met. In conducting this
difference test, data on students' readiness to enter the world of work was carried out as a whole from these three aspects. The results of the statistical analysis can be seen in Table 4 below.

<table>
<thead>
<tr>
<th>Class</th>
<th>Statistics</th>
<th>calculate</th>
<th>df</th>
<th>t_table</th>
<th>Itself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>Student readiness before and after BKT implementation</td>
<td>5.928</td>
<td>25</td>
<td>1.70814</td>
<td>0.000</td>
</tr>
<tr>
<td>XII</td>
<td>Student readiness before and after BKT implementation</td>
<td>6.880</td>
<td>32</td>
<td>1.64384</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Source: (Mutaqin, 2021)

In class XI students, the calculated value is 5.928 with a significance value of 0.000. The t_table value for α=5% is 1.70814. The results of this test show that the calculated value > t_table, which is 5.928 > 1.70814 and the significance value < 0.05. Furthermore, in class XII students, the results of the analysis obtained a calculated value of 6.880 with a significance value of 0.000. The t_table value for α=5% is 1.6438. The results of this test show that the calculated value > t_table, which is 6.880 > 1.6438 and the significance value < 0.05.

4 DISCUSSION

The readiness of students to enter the world of work after receiving guidance programs through the implementation of integrated vocational guidance programs is based on the readiness of attitudes, knowledge and skills to increase significantly. Based on the results of data analysis, students' readiness to enter the world of work before and after being given treatment through the application of integrated vocational guidance programs, both in Class XI and in Class XII has increased. Through statistical testing using paired t-test difference test

It can be concluded that there is a significant difference between the readiness of students at the beginning before the implementation of the integrated vocational guidance program and at the end of the end after the implementation of the integrated vocational guidance program.

Through the implementation of integrated vocational guidance programs, students become better prepared to enter the workforce compared to before joining vocational guidance programs. After an analysis based on Table 1 above, the level of readiness of students to enter the world of work from the aspect of attitude, the average score from before and after receiving an integrated vocational guidance program has increased,
namely from a score of 2.78 to 3.03 for Class XI and from a score of 3.01 to 3.41 from a maximum score of 4.00. Based on the category, there is an increase of one level, namely in Class XI from the Sufficient category to the Good Category, on the other hand in Class XII from the Good category to the Very Good Category.

In the aspect of knowledge, students' readiness to enter the world of work has also increased significantly. This is proven based on the results of the analysis as shown in Table 2 above. The results of the analysis prove that students' readiness to enter the world of work in terms of knowledge aspects appears to have increased significantly, both in Class XI and in Class XII. In this aspect of knowledge, the readiness of students in Class XI, before and after participating in the integrated vocational guidance program increased from a score of 2.76 (Sufficient category to 2.88 (Good category), and in Class XII students also increased, from a score of 2.86 (Good category) to 2.44 (Very Good category).

In the skill aspect, students' readiness to enter the world of work has also increased significantly. This is proven based on the results of the analysis as shown in Table 3 above. The results of the analysis prove that students' readiness to enter the world of work in terms of skills appears to have increased significantly, both in Class XI and in Class XII. In this aspect of skills, the readiness of students in Class XI, before and after participating in the integrated vocational guidance program has increased from a score of 2.88 to 2.97, and in Class XII students has increased, from a score of 2.97 (Good category) to 3.32 (Very Good category).

An interesting thing based on the results of the analysis above, the average score of student's readiness to enter the world of work from the average score of the three aspects, between Class XI and Class XII, there is a difference in scores at the beginning before being given vocational guidance learning activities. For Class XI, the initial score is 2.8 (good enough category), and for Class XII the initial score is 3.0 (Good category). After the implementation of the Integrated Vocational Guidance Program, the final score of each is: Class XI becomes 3.2, (Good category), and for Class XII the final score becomes 3.4 (Very Good category). The increase in readiness to enter the world of work between Class XI and Class XII both increased, the magnitude of which was 04, the difference was in the magnitude of the initial score.

The difference in students' readiness scores to enter the workforce between class XI and Class XII can be rationally accepted, that students who occupy class XII are better
prepared than those below (Class XI). This is because Class XII students in SMK usually have participated in Industrial Work Practice (PI) activities, have been trained better in terms of hard skills and soft skills, and have the motivation to graduate immediately to be able to get a job at the workplace they want. As the results of research by Ika Yulianti, and Muhamad Khafid, (2015), who concluded that there is a significant influence of industrial work practice experience, motivation to work, and soft skills ability of Class XII students on the level of readiness to enter the world of work. Furthermore, another study, conducted by Rofi’ul Mu’ayati, and Margunani (2014), concluded that partially Industrial Work Practices and work interests affect students' job readiness. Class XII SMKN 1 Salatiga. The results of the study showed that SMK students in the final class (Class XII) had better job readiness in the world of work than students in the lower classes.

Furthermore, based on the results of the difference test analysis, with reference to Table 4 above, student readiness before and after the implementation of integrated vocational guidance programs, both in Class XI and Class XII, it can be concluded that the null hypothesis (Ho) is rejected, so that the alternative hypothesis (Ha), is accepted. This means that there is a significant difference between students' readiness at the beginning before and after an integrated vocational guidance program is implemented. These results show that the implementation of integrated vocational guidance programs in vocational schools has a significant effect on students' readiness to enter the workforce. The implementation of integrated vocational guidance programs provides results included in the good and excellent categories, in their effect on increasing students' readiness to enter the world of work, both in terms of attitudes, knowledge and skills.

With the implementation of effective vocational guidance programs, it is expected to help students in vocational guidance services in vocational schools. In this case, students become more aware of their own self-situation, and can also understand the state of their environment. Self-understanding and awareness of the work environment in individual vocational students are influenced by the implementation of information services in the field of work at school. Komang Seniawati, et al. (2014), suggest that the self-understanding of SMK students is influenced by the implementation of information services in the field of career guidance, where the material in providing information to students includes, interests, orientation environment programs and personality types. It is
further argued that an open personality contributes positively to self-understanding, while a closed personality is an inhibiting factor in self-understanding.

An effective vocational guidance program is expected to be able to help students provide self-direction to a specific field of work that is in line with expectations. As Holland in Career Typology Theory regarding vocational behavior as proposed by Komang Seniawati, et al. (2014), it is important to establish linkages and matches between individual personality types and certain career choices. Orientation, selection and adjustment of career is a picture of a person's personality. Related to the selection of jobs or careers felt by students, Supriatna (2009) in Ita Juwitaningrum (2013) concluded: 1) students do not understand how to choose a study program that suits their abilities and interests; b) students do not have enough information about the world of work; c) students are still confused about choosing workers; and 4) students are still unable to choose jobs that match their abilities and interests. Therefore, the vocational guidance service program in SMK is very necessary, especially to increase career maturity for students to welcome entering the world of work in time after graduating from SMK.

Through self-briefing services to the field of work, students will obtain information related to the job profile they dream of later when entering the world of work. Students understand the skills needed in the world of work, as well as the awareness of opportunities to get a job. Through vocational guidance services, students are expected to obtain sufficient information services and employment requirements. On the other hand, students are often faced with a number of alternatives, one of which is related to job choices and decision-making related to career plans to be chosen in the future.

Difficulties in making career decisions can be avoided when students have an adequate amount of information about matters related to their career world. Therefore, students need to get job information services and requirements in a tight manner. Job information services are important to be provided to students as an effort to prepare students to enter the world of work. According to Richma Hidayati, (2015), job information services are services that allow students to receive and understand various information, such as; information on learning, association, work, and career.

The purpose of information services is to help students make the right decisions about something, in the personal, social, learning, and career fields based on the information they get. The purpose of the job information service, further Richma Hidayati
(2015), explained, among others: 1) So that students have adequate information both about themselves and information about the environment, and assistance to make choices appropriately; 2) To assess one's self-perception abilities and interests in actual job requirements; 3) To identify and introduce acquired work skills; 4) Involve in the selection of jobs or roles based on attitudes, educational values and awareness of the individual's work; and 5) To provide a deep understanding of employment.

Through the implementation of vocational guidance programs, students gain services in future career planning. Students will get a factual picture of what will be planned in terms of career selection in the future. Career planning is an important aspect that students need to have in determining the appropriate job choice. Career planning according to Person in Winkel and Hastuti (2006: 407), is a way to help students choose a career field that suits their potential so that they can succeed in their work. In this case, career planning is a process of selecting career goals, taking into account opportunities, opportunities, constraints and career choices to achieve desired career goals, which are in accordance with the talents, interests and potentials of students.

The objectives of career planning according to Simamora (2011: 505): are: 1) Aware of oneself to opportunities, opportunities, constraints, choices and consequences; 2) Identify career-related goals; and 3) Develop work programs, and education related to developmental experiences to provide direction, timing and sequence of steps taken to achieve career goals. In line with Simamor's opinion related to the purpose of career planning, Indra Bangkit Komara (2016), explained that the purpose of career planning is to be aware of opportunities, opportunities, constraints and choices, and also identify goals related to career, preparation of work programs, education and experience that are developmental in order to achieve career goals.

Through the implementation of integrated vocational guidance provided at SMK, students are expected to understand the patterns of recruitment of workers in a related agency unit. Students briefly understand what labor recruitment means, why recruitment is necessary, and what the purpose of labor recruitment is. In addition, students become aware of the distribution patterns of workers. Distribution or placement of labor according to Aldila, et al, (2014) is a process of service to job seekers to obtain jobs and employers in filling job vacancies according to talents, interests, and abilities. Distribution in this case is identical to the marketing of vocational graduates, which is the activity of channeling vocational secondary education graduates into the world of work.
Through the help of effective integrated vocational guidance services, it is expected that from the beginning students before entering the world of work already have information and understanding about labor protection. Simply put, the concept of legal protection for workers, especially in Indonesia, rests on the protection of the dignity and dignity of workers, along with their human rights, both individually and as workers. Students understand the laws related to labor protection. For example, laws and regulations on employment, students can learn, understand about the rights and obligations as a worker in an agency.

5 CONCLUSION

Based on the results of the study, it was concluded that there was a significant difference between students' readiness at the beginning before and after the implementation of the integrated vocational guidance program. These results explain that the implementation of integrated vocational guidance programs in vocational schools has a significant effect on students' readiness to enter the world of work. The implementation of integrated vocational guidance programs has a real influence on increasing students' readiness to enter the world of work, both in terms of attitudes, knowledge and skills. The effectiveness of integrated vocational guidance programs in increasing students' readiness to enter the workforce is included in the good (Class XI) and very good (Class XII) categories.
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