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The Influence of Work Competence, Learning Motivation, Independence and Discipline on Work Readiness of Vocational School Students in Cilacap Regency

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Abstract: This study examines the influence of: (1) job competence on student work readiness, (2) learning motivation on student work readiness, (3) independence on student work readiness, (4) discipline on student work readiness, and (5) job competence, learning motivation, independence and discipline on vocational students' job readiness.
The research used quantitative methods, the research subjects were 717 vocational students. Data collection techniques using questionnaires and documentation. The questionnaire used; learning motivation, independence, discipline, and job readiness. The documentation used is the skill competency test scores for student work competencies. The data analysis technique used multiple regression. The implementation stage includes: descriptive analysis, classic assumption test and hypothesis testing.
Research result; (1) job competence has a significant influence on vocational students' job readiness, a significance value of 0.007, so that Ha is accepted; (2) learning motivation has a significant effect on vocational students' job readiness, a significance value of 0.000, so that Ha is accepted; (3) independence has a significant effect on vocational students' job readiness, a significance value of 0.022, so that Ha is accepted; (4) discipline has a significant effect on vocational students' job readiness, a significance value of 0.000, so that Ha is accepted; (5) work competence, learning motivation, independence, and discipline together have a very significant effect on vocational students' job readiness, the simultaneous significance value is 0,000, so that Ha is accepted.

Keywords: Work competence, learning motivation, independence, discipline, work readiness.

1. Introduction

Vocational High Schools have not been able to produce graduates who are ready to work. The output of vocational education is considered not in line with the needs of the industrial world. The Open Unemployment Rate (TPT) data for vocational high schools graduates has the highest percentage each year. in 2019, vocational high schools graduates obtained a TPT figure of 8.63 percent of the total unemployment in Indonesia of 6.82 million people until February 2019 (Statistics, 2019). The high level of unemployment for vocational high schools graduates shows that the absorption of vocational high schools graduates is not optimal in the industrial world (Widyasari & Cahyaning, 2017). There are still many vocational high schools graduates who have difficulty getting a job in accordance with their field of expertise. The psychological condition due to being too young and lack of knowledge is alleged to be the main factor in work readiness problems (Baiti & Munadi, 2014).

Factors that affect student work readiness include motivation, skills, talents, interests, ideals, family environment and work environment (Alehatina, 2018). Students who are skilled and have experience can be produced with the discipline they have in order to control themselves easily, respect and obey authority, be firm in what should be done and what should not be done (Sazali, 2014). The family environment can also create student independence, student independence in choosing careers is also one of the determinants of student work readiness, this can be seen from the attitude of students who feel constrained, are not sure of their abilities, feel unhappy, less optimistic, less develop yourself with the abilities you already have, are less responsible, and are not sure about the career you will choose (Widyasari & Cahyaning, 2017).

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One of the factors that influence job readiness is vocational competence. This can be seen from the results of the national examination results for the subject of skill competency in 2019 which only reached a value of 44.12, still far below the set standard score of 50.00. This indicates that the competence of vocational high schools students needs to be improved so that the absorption of vocational high schools graduates does not cause protracted problems. The level of mastery of student competencies is still low, this is reflected in the ineffective and optimal learning approach implemented by schools and vocational high schools graduates who are expected to be able to have cognitive, affective and psychomotor competencies in practical activities that are in accordance with the conditions of the industrial world (Maria et al., 2019).

The factors that affect work readiness are learning motivation, motivation is something that is needed to carry out activities, motivation is an impetus that arises from a person consciously or unconsciously to be able to take an action with a specific purpose (Santoso, 2019). There is a problem that students do not have motivation to take lessons, this is known from the appearance of laziness in students, especially when taking vocational lessons which require students to think critically, analyze and logically (Nuris, 2019).

Another factor is self-regulated learning. The results of Muhammad Arif Wahyudi's observations at vocational high schools turen, students' learning independence is still low. the majority of students learn when the teacher asks, waits, and asks questions to students. Students are very dependent on their friends and cheat when doing tests and assignments when doing assignments from the teacher, resulting in less self-confidence to be ready to work (Wahyudi et al., 2018).

Discipline is one of the factors that affect job readiness, it is revealed that to achieve the demands of learning discipline behavior must be owned by students (Aminudin & Lotfi, 2017). Discipline must be applied to every student. So that the learning atmosphere in the classroom is conducive (Mashumah & Muhsin, 2019). A phenomenon among vocational students that indicates low discipline is the brawl between vocational high schools students that occurred in early march 2018. other deviant behaviors that often occur among adolescents due to lack of emotional control are drinking, illegal racing, and drug abuse. Another phenomenon that often occurs among students is that there are some students who are truant during class hours, are not neat in their clothes, arrive late and violate school rules (Elvira, 2019).

Previous research on the effect of industrial work practices and work motivation on vocational school students' job readiness (Syailla, 2017). a) Industrial work practices and work motivation affect vocational students' job readiness; b) Industrial work practices affect vocational students' job readiness; c) Work motivation affects vocational students' job readiness. The next research is the effect of learning motivation and industrial work practices on vocational school students' job readiness, (Suryani et al., 2019) which results; a) Learning motivation has a positive and significant effect on industrial work practices with a value of 0.000; b) Learning motivation has a positive and significant effect on work readiness with a value of 0.013; c) Industrial work practices have a positive and significant effect on job readiness with a value of 0.000.

The influence of vocational interest, industrial work practices and selfefficacy on job readiness (Zulaehah et al., 2018), results in the conclusion that; a) Vocational interest has an effect on and contributes to work readiness by 14.06%; b) Industrial Work Practices influence and contribute to work readiness, namely

10.69%; c) Self-efficacy influences and contributes to work readiness, namely 11.49%; d) There is a joint influence and contribution of vocational interest, Industrial Work Practices, and the efficacy of work readiness which is 64.2%.

Other research on the influence of industrial work practices, special job fairs, productive accounting competencies, and self-efficacy on student work readiness (Rusliyanto & Kusmuriyanto, 2019), resulted in conclusions; a) There is a positive and significant effect of industrial work practices, special job fairs, productive accounting competencies, and self-efficacy on student work readiness by 52.9%; b) There is a positive and significant effect of industrial work practices on student work readiness by 8.01%; c) There is a positive and significant effect of the special job market on student work readiness by 4.49%; d) There is a positive and significant influence of accounting productive competence on student work readiness by 10.31%; e) There is a positive and significant effect of self-efficacy on student work readiness by 4.62%.

Lack of research conducted by Syailla has not used a sufficient sample (only 104 students in one school), has not used a more specific theory in expressing the condition of the subject under study. Suryani's research has not shown the factors affecting job readiness other than learning motivation and industrial work practices. Zulaehah's research has not revealed other factors that affect job readiness apart from vocational

interest, industrial work practices and self-efficacy. Rusliyanto's research has not included career guidance and partnerships with the business or industry, which are factors that affect student work readiness.

The importance of this study is to describe the influence of work competence, learning motivation, independence and discipline on vocational students' job readiness, and to describe that job competence plays a role in the job absorption of vocational high schools graduate students, good work competence needs to be accompanied by high learning motivation. high motivation to learn is fostered with independence and discipline that must be applied, in order to provide stimulation that can increase student readiness. The emergence of work competence, learning motivation, discipline and independence, it is hoped that students will be better prepared to enter the world of work so that the national unemployment rate can be reduced. Previous research has not completely discussed the factors of work competence, learning motivation, independence and discipline have an effect on vocational students' job readiness.

2. Research Methods

This research uses a quantitative approach, data collection uses research instruments, data analysis is quantitative or statistical, with the aim of proving the predetermined hypothesis (Sugiyono, 2015). Quantitative data in the form of the results of the assessment of skills competency tests, questionnaires on learning motivation, independence, discipline and student work readiness. The research site is a vocational high school in Cilacap Regency. Research subjects were selected from the population of vocational students in Cilacap district using proportional random sampling method.

The research procedure used a closed questionnaire and documents. The questionnaire was used to determine the effect of work competence, learning motivation, independence and discipline on student work readiness. Documents used for evidence that the school in which the study was conducted had taken steps to prepare students to have work readiness (Cresswell, 2019). Schools also know how the influence of work competence, learning motivation, independence and discipline on student work readiness. The questionnaire instrument was used to obtain data on work competence (X1), learning motivation (X2), independence (X3), discipline (X4), and student work readiness (Y). Measurement of variables using a Likert scale.

Data analysis techniques used descriptive analysis, regression model requirements test, simple regression, and multiple regression (Uno, 2011). The requirements for statistical regression analysis include: Linearity Test, Heteroscedacity Test, Autocorrelation Test, Multicollinearity Test and Normality Test (Ghozali, 2016). Simple Regression Analysis is used to test the research hypotheses conducted on vocational students: (1) Job competence has a positive effect on student job readiness (X1 against Y); (2) Learning motivation has a positive effect on student work readiness (X2 against Y); (3) Student independence has a positive effect on student work readiness (X3 against Y) and (3) Student discipline has a positive effect on student work readiness (X4 against Y) Multiple regression analysis is used to test the independent variables together on the dependent variable. This analysis is used to test the fifth hypothesis, namely Job Competence, Learning Motivation, Independence and Discipline together have a positive effect on Vocational School Student Work Readiness in Cilacap Regency.

3. Results

3.1 Description of Research Data

The results obtained include a description of the research data, the prerequisite analysis test and the research hypothesis test. The study consisted of four independent variables, namely job competence (X1), learning motivation (X2), independence (X3), and discipline (X4) and one dependent variable, namely Work readiness (Y). The number of respondents was 717 vocational students in Cilacap Regency. The data description will be assisted by the SPSS version 22 program, with the following explanations:

a. Descriptive analysis of job competence

Vocational School student work competency variable data taken from the Vocational Practice School Exam scores obtained the analysis results in the form of an average value of 70.7880; middle value 70.00; 70.00 mode; Standard Deviation 8,48345; The lowest score obtained by students is 45.00 and the highest score is 95.00. The category of tendency of work competency

variables is known that 156 students have very high work competencies, 539 students have high work competencies and 22 students have low work competencies. The conclusion is that the vocational students' job competence is in the high category.

b. Descriptive analysis of learning motivation

Vocational school students learning motivation variable data from the respondents' answers can be obtained from the analysis results in the form of an average value of 74.6792; middle value 74.00; 72.00 mode; Standard Deviation 7.69207; The lowest score obtained by students is 55.00 and the highest score is 96.00. The category of the tendency of learning motivation variable can be seen that 200 students have very high learning motivation, 502 students have high learning motivation and 15 students have low learning motivation. The conclusion is that the learning motivation of vocational high schools students is in the high category.

c. Self-reliance descriptive analysis

Data on the independence of vocational students from the respondents' answers obtained the results of the analysis in the form of an average value of 68.5830; middle value 68.00; 68.00 mode; Standard Deviation 7.20241; The lowest score obtained by students is 43.00 and the highest score is 95.00. The category of variable tendency of independence can be seen that 26 students have very high independence, 530 students have high independence, 160 students have low independence and 1 student has very low independence. The conclusion is that the independence of vocational students is in the high category.

d. Disciplinary descriptive analysis

Vocational school student discipline variable data from the results of the respondents' answers obtained the analysis results in the form of an average value of 71.0377; middle value 71.00; 70.00 mode; Standard Deviation 9.95661; The lowest score obtained by students was 39.00 and the highest score was 95.00. The category of tendency of the discipline variable can be seen that 161 students have very high discipline, 439 students have high discipline, 114 students have low discipline and 3 students have very low discipline. The conclusion is that the discipline of vocational students is in the high category.

e. Descriptive analysis of job readiness

Vocational school student work readiness variable data from the results of the respondents' answers obtained the results of the analysis in the form of an average value of 65.9791; middle value 66.00; 60.00 mode; Standard Deviation 6.66734; The lowest score obtained by students was 47.00 and the highest score was 80.00. The category of trend of work readiness variable can be seen that 367 students have very high work readiness, 348 students have high work readiness and 2 students have low work readiness. The conclusion is that vocational students' job readiness is in the very high category.

3.2 Test Prerequisite Analysis

a. Data normality test

The normality test in this study shows the significance value which indicates the normality of the data. The data is said to be normally distributed if the price is the Asym coefficient. Sig. at the Kolmogorov Smirnov test output> the specified alpha is 5% (0.05). The results of the normality test show that the data is normally distributed because of the significance value of 0.200 which indicates that the level of significance in the study is $\alpha = 5\%$ or 0.05 ($0.200 > 0.05$). This means that the data on all variables are normally distributed. The results of the normality test using the Lilliefors test, the value of L count 0.029 with the P value of the Lilliefors test 0.200> 0.05, so the residuals are normally distributed. The results of the normality test show that the distribution of data used is normally distributed, this shows that the sample used in the study can represent the population of vocational students in Cilacap Regency, so this research will provide benefits.

b. Data linearity test

Linearity test to determine whether the relationship between each independent variable is linear or not on the dependent variable. The results of the linearity test between the Work Competence and Work Readiness variables obtained a significance value of Deviation from Linearity 0.168 > 0.05, so it can be concluded that the data is linearly distributed between the variables of Job Competence (X1) and Work Readiness (Y). The results of the linearity test between the Learning Motivation and Work Readiness variables obtained a significance value of Deviation from Linearity 0.322 > 0.05, so it can be concluded that the data is linearly distributed between the Learning Motivation variables (X2) and Work Readiness (Y). The results of the linearity test between the Independence and Work Readiness variables obtained a significance value of Deviation from Linearity 0.549 > 0.05, so it can be concluded that the data is linearly distributed between the variables of Independence (X3) and Work Readiness (Y). The results of the linearity test between the Discipline and Work Readiness variables obtained a Deviation from Linearity significance value of 0.474 > 0.05, so it can be concluded that the data is linearly distributed between the Discipline variable (X4) and Work Readiness (Y).

c. Multicollinearity test

Multicollinearity test is intended to determine the presence or absence of multicollinearity between independent variables. The criterion for non-occurrence of multicollinearity is if the correlation coefficient between independent variables is less than 0.700. Based on the multicollinearity value analysis between Work Competency and Learning Motivation (X1 and X2) -0.075 variables, between Work Competency and Independence variables (X1 and X3) 0.029, between Work Competence and Discipline variables (X1 and X4) 0.016, between Learning Motivation variables and Independence (X2 and X3) -0,486, between the variables of Learning Motivation and Discipline (X2 and X4) -0.203, and between the variables of Independence and Discipline (X3 and X4) -0,001. These results indicate that there is no multicollinearity between the independent variables because all correlation coefficient values between each independent variable are less than 0.70. Based on the results of the multicollinearity test, it can be concluded that multicollinearity does not occur, so that the existing regression model is suitable for use and the research can be continued.

d. Heteroscedasticity test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variants from one observation to another. It is said that there is no symptom of heteroscedasticity, if all or most of the p value or partial Sig t> 0.05 and the F test Sig or p value> 0.05. Based on the analysis carried out because most or all of the p value of the f test is 0.05 and the p value of the f test is 0.060 > 0.05, there is no heteroscedasticity problem.

e. Autocorrelation test

The autocorrelation test aims to determine whether there is a correlation between times, so it can be interpreted easily that this autocorrelation often occurs in multiple linear regressions with time series data and rarely occurs in cross section data. It is said that there is no autocorrelation if the calculated DW value> Upper limit of DW table and (4 - DW Count)> Upper limit of DW Table. Based on the analysis, it is known that the data does not have autocorrelation problems. This is indicated by the Durbin Watson Calculation value of 2.018, where the value is more than the DU value at K (Variable) = 5 and t (sample) = 717, so there is no autocorrelation problem.

3.3 Analysis of Multiple Linear Regression Equations

The data analysis technique used to determine the effect between the independent variable and the dependent variable is multiple linear regression because it uses more than one independent variable, namely: work competence, learning motivation, independence, and discipline to determine the effect on the dependent variable, namely job readiness in vocational high school students. . The results of the linear regression analysis are as follows:

a. Multiple linear regression equation

The regression equation from the analysis results is obtained:
Work readiness (Y) = 24.097 - 0.058 (X1) + 0.387 (X2) + 0.095 (X3) + 0.150 (X4) + e. This equation can be explained as follows:

- A constant value of 24.097 indicates that if the variables of work competence, learning motivation, independence, and discipline do not change, then the job readiness variable has a value of 24.097.
- The work competency variable has a regression coefficient with a negative direction of -0.058. This means that each increase in work competence by one unit will reduce the work readiness variable by -0.058 units with the assumption that X2, X3, and X4 are fixed.
- The learning motivation variable has a regression coefficient with a positive direction of +0.387. This means that each increase in learning motivation by one unit will increase the work readiness variable by +0.387 units with the assumption that X1, X3, and X4 are fixed.
- The independence variable has a regression coefficient with a positive direction of +0.095. This means that each one unit increase in independence will increase the work readiness variable by +0.095 units, assuming X1, X2, and X4 are fixed.
- The discipline variable has a regression coefficient with a positive direction of +0.150. This means that each one unit increase in discipline will increase the work readiness variable by +0.150 units, assuming X1, X2, and X3 are fixed.Multiple correlation coefficient.

b. Multiple Correlation Coefficient

Based on the results of the analysis, it shows that the coefficient for X1, X2, X3, X4 on Y is 69.1% so that work competence, learning motivation, independence and discipline together have a positive relationship with students' job readiness. The higher the work competence, learning motivation, independence and discipline, the higher the work readiness of vocational school students, it can be said that the relationship between the independent and dependent variables is unidirectional.

3.4 Research Hypothesis Test

a. Partial hypothesis test (t test)

Hypothesis testing partially aims to test each independent variable, namely work competence, learning motivation, independence, and individual discipline whether it affects the dependent variable, namely job readiness or not. The results of the regression analysis test can be seen as follows:

- The significant influence between job competence on vocational students' job readiness (H1)
  The result of the analysis shows that the work competency variable has a significance value of 0.007 < 0.05 and the t value of 2.726 is greater than the t table of 1.9633. The results of the research Ha accepted and Ho rejected, H1 said there was a significant influence between job competence on vocational students' job readiness.
- The significant influence between learning motivation on vocational student work readiness (H2)
  The results of the analysis show that the learning motivation variable has a significance value of 0.000 < 0.05 and the t value of 11.448 is greater than t table 1.9633. The research results Ha accepted and Ho rejected, H2 says
  there is a significant influence between learning motivation on work readiness of vocational students in Cilacap Regency.
- The significant influence between independence on vocational students' job readiness (H3)
  The results of the analysis show that the independence variable has a significance value of 0.022 < 0.05 and the t value of 2.301 is greater than t table 1.9633. The results of the research Ha accepted and Ho rejected, H3 said there was a significant influence between independence on work readiness of vocational school students in Cilacap Regency.
- The significant effect between discipline on vocational students' job readiness (H4)

The results of the analysis show that the discipline variable has a significance value of 0.000 < 0.05 and the t value of 5.647 is greater than t table 1.9633. The results of the research Ha accepted and Ho rejected, H4 said that there was a significant influence between discipline and vocational school students' work readiness in Cilacap Regency.

b.Simultaneous hypothesis testing (F test)

Simultaneous testing to show whether all independent variables have joint influence on the dependent variable. If F count > F table then the regression model is right, meaning that it affects simultaneously. The simultaneous test results have a significance value of 0.000 < 0.05 and the calculated F value of 162.924 is greater than F table 2.3844, so Ha is accepted and Ho is rejected. The hypothesis simultaneously states that there is a very significant influence between work competence, learning motivation, independence, and discipline on vocational students' job readiness. The results of simultaneous hypothesis testing can be seen from these statistical calculations and their significant value, so that job competence, learning motivation, independence and discipline are deemed necessary to be improved by individual students.

c. The result of the coefficient of determination (R2)

The coefficient of determination (R2) measures how far the model is able to explain the variation in the dependent variable. The coefficient of determination which is close to one means that the independent variables provide almost all the information needed to predict the dependent variations.

The coefficient of determination (Adjust R Square) indicates the ability of the multiple regression equation to show the level of model explanation for the dependent variable. The results of the coefficient of determination (R2) are found in the Adjusted R Square of 47.5%, which means that the ability of the dependent variable, namely work readiness, can be explained by four independent variables, namely work competence, learning motivation, independence and discipline. Meanwhile, 52.5% is explained by other variables not examined in this study.

4. Discussion

Work readiness is one of the most important factors for vocational high schools students after graduating, because it has a role in determining whether students are ready or not in facing a new period where they will be faced with increasingly difficult challenges. Job competence, learning motivation, independence, and discipline are factors that greatly affect students after graduating from vocational high schools later. The readiness of students is needed by schools and all parties to be truly ready to enter the industrial world.

Readiness is the overall condition of a person who makes him ready to respond in a certain way to certain situations. Prepare yourself from now on by continuing to do independent business and emphasizing a disciplined attitude in doing work in schools, industries and other workplaces in accordance with their work competencies, so that students are expected to be ready to face global challenges in the world of work.

Students are required to have physical, mental, level of willingness, and ability to carry out work according to their work competencies by having solid work readiness. This study has proven that work competence, learning motivation, independence, and discipline are important factors for student work readiness. The influence of work competence, learning motivation, independence, and discipline independently and collectively on vocational students' job readiness has been tested.

This research shows that work competence greatly determines work readiness at work and is responsible in the field, as well as learning motivation and learning discipline in schools and industry, independence and discipline will determine the characteristic patterns of behavior that are different from others, when someone is disciplined he will get more insight. from the others, then it is balanced with these three components so that students' job readiness is very complete in taking part and taking part in entering the industrial world.

Based on the tests that have been carried out on several hypotheses in this study it can be concluded that simultaneously by looking at the significance value of 0.000 that the four independent variables, namely work competence, learning motivation, independence, and discipline together have a very significant effect on job readiness of vocational high schools students . The results of the partial analysis by looking at the significance value and t count, it can be concluded that the variables that have a significant effect on job readiness are work competence, learning motivation, independence and discipline, according to the discussion of each hypothesis testing in order as follows:

a. The significant influence between job competence on job readiness of vocational school students in Cilacap Regency

The first hypothesis examines the significant effect of work competence on vocational students' job readiness. The results showed that the significance value obtained was less than 0.05, namely 0.007, so it was evident that there was a significant influence between job competence on job readiness. Good student work competence depends on genuine student processes, students who have good grades will make it easier to carry out further learning in industry. Good work competence will be seen from the value of knowledge and skills, on the other hand, if students' job competencies are lacking, it will cause students to be less prepared for work. It is proven by the influence of work competence on work readiness, the higher the student's work competency value, the more mature the student's work readiness will be in accordance with the competencies they have.

Previous research by Rusliyanto & Kusmuriyanto (2019) shows that work competence is influenced by internal factors of 10.31% and the rest is influenced by external factors, Cahyaningrum and Martono's research (2018) shows that there is an influence from internal factors of the remaining 59.2%. influenced by external factors. Boyatzis in Parulian Hutapea and Nurianna Thoha (2008) states that competence is the capacity that is in someone who can make that person able to fulfill what is required by work in an organization so that the organization is able to achieve the expected results. It can be said that if someone has good work competence, he will be able and ready to carry out his job. This is in accordance with the results of research conducted on vocational students in Cilacap regency. Student work competencies in the form of knowledge, skills and good soft skills will make students ready to enter the industrial world.

b. The significant influence between learning motivation on work readiness of vocational school students in Cilacap regency

The second hypothesis examines the significant effect of learning motivation on vocational students' job readiness. The results showed that the significance value obtained was less than 0.05, namely 0.000, so it was proven that there was a significant influence between interest in work readiness. This research hypothesis can be concluded that there is a significant influence between learning motivation on vocational students' job readiness. The results of the study revealed that learning motivation had an effect on student work readiness, motivation encouraged students to try to achieve their desires. Motivation to learn that comes from outside yourself can be influenced by the influence of parents or other parties, rewards and praise (Jaques, 2019).

Work readiness that is influenced by high learning motivation, students will have the drive to achieve goals. This encouragement can make students more active in learning to meet the criteria required by the world of work. Good learning outcomes will be able to meet the criteria needed by the world of work, so that they will be well accepted in the world of work (Nuris & Maruf, 2019).

The results of this study are in accordance with the opinion of Lynn & Andrew (2019) that motivation is a change in energy in a person's personality which is marked by the emergence of feelings and reactions to achieve goals. Motivation in learning activities can be expressed as an overall driving effort in students who realize learning activities, so that the goals desired by learning subjects can be achieved. Students who have high learning motivation will have good work readiness.

c. The significant influence between independence on work readiness of vocational school students in Cilacap Regency

The third hypothesis tests the significant effect of independence on vocational students' job readiness. The results showed that the significance value obtained was smaller than 0.05, namely 0.022, so that it was evident that independence had a significant effect on job readiness. The hypothesis of this study can be concluded that there is a significant influence between independence on vocational students' job readiness. The results of the study revealed that independence affects students 'work readiness, the higher the student's independence, the more mature the students' work readiness in entering the workforce. Teachers in schools play a role in determining the attitude of independent students, who are able to carry out activities consciously with their abilities. Students really need direction and guidance to form a spirit of independence, so that independence must continue to be improved to form a mature readiness for work.

The results of this study prove that independence can improve student work readiness, the more independent the students are more ready to work. Teachers must continue to monitor student activities in the field where students are learning, doing practice and others, as well as relationships with friends around

them. Students will continue to be independent if the environment and attention of all parties are good. The results of the study are in accordance with the opinion of Ramkumar et al (2003), Desmita (2011) which states that independence is needed to study patterns, behavior, and methods in oneself obtained from friends, school and industrial environments.

d. The significant influence between discipline on work readiness of vocational school students in Cilacap Regency

The fourth hypothesis tests the significant influence between discipline on vocational students' job readiness. The results showed that the significance value obtained was less than 0.05, namely 0.000, so it was proven that there was a significant influence between discipline on work readiness. The hypothesis of this study can be concluded that there is a significant influence between discipline on vocational students' job readiness.

It is proven that discipline has a positive effect on job readiness, discipline is the result that researchers expect through predetermined hypotheses. Students' readiness to work is seen from their discipline, the more the discipline is increased, the higher the students' work readiness. Discipline is always related to work readiness aspects, when students are disciplined both in school and in industry, readiness to enter the industrial world is fulfilled.

Discipline is a factor that is needed by students in dealing with their work, in carrying out activities in industry and other workplaces. Discipline is always a major factor, if not disciplined means that the student is not serious at work. If it is continuously instilled, it will increase students 'work readiness and vice versa if it is not implanted it will show students' anxiety and unpreparedness in entering the world of work.

The results of this study are in accordance with the opinion of experts such as Veithzal (2009), Arisandi & Latifah (2008), Breshnahan & Gordon (1996) which states that discipline is a factor that can be used to change the individual characteristics of student habits and behavior for the better. Discipline emphasizes how students can respect time, obey rules, obey, obey, and so on, all of which will return to students to face work readiness at work.

e. The significant influence between work competence, learning motivation, independence and discipline simultaneously or together on work readiness of vocational school students in Cilacap regency

The simultaneous hypothesis of this study examines the significant influence between work competence, learning motivation, independence and discipline on vocational students' job readiness. The results obtained are smaller than 0.05, namely 0.000, so it is evident that there is a very significant effect simultaneously on job readiness. The research hypothesis can be concluded that there is a very significant influence between work competence, learning motivation, independence and discipline simultaneously on vocational student work readiness. The significance value shows that there is a very significant influence between work competence, learning motivation, independence and discipline on vocational students' job readiness. This study reveals that these four variables are important, so it can be concluded that the higher the work competence, learning motivation, independence, and discipline, the more clearly the vocational students' job readiness will be seen. This research reveals that job readiness is not only about knowledge and skills, job readiness is closely related to predictor factors, but reveals how students are able to develop and run well in all aspects with full sincerity.

Aspects of job competence are needed to strengthen student work readiness, student competence cannot be seen from test scores alone, but student work competence must be viewed from other influencing factors such as knowledge and skills (Slameto, 2018). Job competence has an influence on job readiness by showing seriousness in the field, giving an idea that real knowledge and skills can be seen from whether students are skilled or not in the field.

Aspects of learning motivation are needed to strengthen student work readiness. High student motivation to learn will encourage students to achieve goals. This encouragement can make students more active in learning so that they can meet the criteria needed by the world of work. Students with good learning outcomes will be able to meet the criteria needed by the world of work, so that they will be able to be accepted in the world of work. Students who have low learning motivation, make students have no motivation to be able to achieve the goal of entering the world of work. Students who have high learning motivation will have good work readiness.

Independence is a component that supports work readiness to strengthen the value of students 'knowledge and skills, the more independent students are, the more students' work readiness will be increased. Independence is an important factor in increasing student work readiness. This aspect will determine once the understanding in knowing the expertise in depth so that students' readiness will be more mature. Discipline is seen as a very important factor too, because without discipline students will not be able to become individuals who are ready to work. Students' work readiness will increase if one of the factors, namely discipline, continues to be improved in learning at school and in industry.

Based on this description, it can be concluded that all aspects of the research are jointly proven, meaning that all independent variables have an effect on students' job readiness. The coefficient of determination of 47.5% indicates that the ability of job readiness can be explained by the four independent variables, and the rest is influenced by factors outside of this study.

5. Conclusions

Based on the results of research and discussion, it is concluded that work competence, learning motivation, independence and discipline are factors that greatly determine student work readiness. Partial data from the results of this study are as follows:

a. Job competence has a significant effect on vocational students' job readiness.
b. Learning motivation has a significant effect on vocational students' job readiness.
c. Independence has a significant effect on vocational students' job readiness.
d. Discipline has a significant effect on vocational students' job readiness.
e. Work competence, learning motivation, independence and discipline together have a very significant influence on vocational students' job readiness.

6. Recommendations

The recommendations that we will convey are:

a. Students continue to practice diligently in order to improve their knowledge, skills and soft skills in order to keep up with technological developments in accordance with their respective fields.
b. Students continue to practice discipline from an early age so that after graduating the student has readiness to work in the world of work or the business world.
c. Schools should have efforts to improve student work competence by completing school infrastructure.
d. Teachers are advised to have a willingness to discipline students, have rules based on student learning needs, respect and support good attitudes, give warnings before punishing, and not embarrass students.
e. For policy makers to be able to develop the capacity of school principals, teachers, school staff through appropriate programs, especially for vocational productive teachers, so that they can implement factors that can improve student work readiness.
f. Creating and formulating appropriate strategies for vocational school students so that job readiness is increased by emphasizing the factors that influence it.
g. For further researchers, this research can be used as a reference and it is hoped that the next research can examine more deeply the effect of work competence, learning motivation, independence and discipline on work readiness, in order to obtain a more complete and in-depth picture, so that further research is better than research. this.

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