

The Effect of Internship Activities and Learning Motivation in the Automotive Industry on the Work Readiness of Automotive Students at SMK Negeri 3 Yogyakarta

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Abstract. Work readiness acts as a crucial measure of the effectiveness of vocational education in equipping graduates to meet the demands of businesses and the industrial sector. The purpose of this research is to explore how internship experiences and motivation for learning impact the work readiness of vocational high school students focused on automotive engineering. A quantitative methodology was used with an ex post facto design. The study involved a sample of 125 students who were chosen through a technique of proportional random sampling. Data was gathered via a questionnaire designed with a four-point Likert scale. The analysis utilized descriptive statistics, analysis of variance (ANOVA), and multiple linear regression conducted with SPSS software. The results indicate that both internship experiences and motivation for learning have a positive and significant influence on the work readiness of students. Specifically, internship activities and learning motivation each contribute favorably to enhancing work readiness. Concurrently, these variables collectively account for the majority of variance in students' work readiness. These findings suggest that enhancing internship program quality and strengthening learning motivation should be prioritized by educational institutions in preparing graduates ready for the workforce.

Keywords: internship program, learning motivation, work readiness, vocational education, automotive vocational school.

1 Introduction

Vocational High Schools (SMK) serve as educational establishments aimed at equipping learners for employment opportunities. However, information from the Central Statistics Agency (BPS) reveals that the unemployment rate (TPT) for SMK alumni was recorded at 8.62% in 2024 and persisted at around 8.00% in February 2025—markedly elevated compared to the unemployment statistics for graduates from various other

education tiers. This situation demonstrates that SMK graduates' competencies do not adequately align with industry requirements and labor market demands. In the Special Region of Yogyakarta, the poverty rate in 2025 was 3.3%, with the working-age population and secondary education graduates—particularly SMK graduates—constituting the majority [1]. This underscores a significant gap between the competencies produced by vocational education and the requirements of the workforce.

Work readiness is a crucial aspect for vocational high school students as they navigate the dynamics of the workforce. This concept encompasses maturity in knowledge, skills, attitude, and professional adaptability. Students with a high level of work readiness tend to adapt more easily to the industrial environment and perform tasks in accordance with job standards. Therefore, vocational high schools need to develop an education system focused on mastering theory as well as practical training to strengthen and shape students' work ethic [2].

One strategy for improving students' work readiness is through internships as part of the implementation of the Dual Education System (DES). This program provides hands-on experience in the industry aligned with students' areas of expertise. Through internships, students gain an understanding of workplace culture, enhance their technical skills, and develop a professional attitude. Previous research indicates that internships positively contribute to work readiness by providing authentic experiences that cannot be gained through classroom learning [3].

Internship programs have not yet fully optimized students' job readiness. Several studies indicate that some students still struggle to master new skills, have difficulty adapting to the work environment, and have not demonstrated the maximum improvement in competencies following their internships [4]. This indicates an alignment between the objectives of the internship and the outcomes achieved. Consequently, students' work readiness is influenced not solely by their industrial practical experience but also by internal factors originating from within the students themselves.

The internal factors influencing work readiness are learning motivation that is, the internal and external drives that shape students' enthusiasm, perseverance, and engagement in learning. Students with high learning motivation demonstrate better discipline, responsibility, and adaptability to the demands of the workplace. Conversely, low learning motivation can hinder the mastery of competencies and reduce work readiness. Previous studies have shown that the motivation to learn has a beneficial relationship with vocational high school students' preparedness for work, as it fosters the effective growth of academic abilities and job skills [5].

Drawing from observable data, Studies concerning the employment preparedness of students from vocational high schools persist in exploring the impact of internships or educational motivation in isolation, rather than assessing their collective influence. Research examining both variables simultaneously, particularly in the automotive vocational program at SMK Negeri 3 Yogyakarta, remains limited. These two variables are presumed to have a mutually reinforcing relationship in shaping work readiness. Consequently, thorough studies examining the joint effect of internships and motivation to learn on the job preparedness of vocational high school learners is necessary.

This research intends to: (1) investigate how internship experiences influence job preparedness in students enrolled in the automotive vocational program at SMK Negeri 3 Yogyakarta, (2) explore how learning motivation impacts job readiness in students participating in the automotive vocational program at SMK Negeri 3 Yogyakarta, and

(3) analyze the combined effect of internship experiences and learning motivation on job preparedness in students in the automotive vocational program at SMK Negeri 3 Yogyakarta. The findings of this research are anticipated to contribute theoretically to the advancement of vocational education and provide a foundation for educational institutions to enhance the quality of internship programs and learning strategies in support of graduates' work readiness.

A considerable amount of research has been carried out about the preparedness for work among students in vocational high schools. Multiple studies show that hands-on work experience in industry has a substantial impact on students' job readiness, while different research highlights that motivation is crucial in improving an individual's preparedness for entering the workforce. Nevertheless, there are few studies that investigate the joint effect of internship experiences and motivation on the work readiness of students in automotive vocational high schools, especially in the context of vocational institutions located in Yogyakarta. Consequently, this research was initiated to fill this gap by examining how these two factors together influence the work readiness of students enrolled in automotive vocational high schools.

Novelty

This research offers new perspectives by exploring how internship tasks and motivation to learn influence the job preparedness of high school students in automotive vocational programs, focusing on those who are on the brink of entering the job market after completing their studies.

While earlier research has investigated the individual impact of internships and learning motivation on employment readiness, this research presents a more tailored and contextual engagement. To begin with, this research combines these two factors at the same time within the framework of automotive vocational training, particularly focusing on learners who are transitioning to employment. Additionally, the research was carried out in the local environment of SMK Negeri 3 Yogyakarta, known for its unique approach to industrial work-based learning, thus offering context-specific empirical insights that are still scarce in existing studies.

Moreover, this research not only verifies the connection between variables but also enhances the comprehension of how vital the interaction is between outside influences (internship experiences) and internal determinants (learning motivation) in developing students' readiness for the job market. Therefore, this study plays a role in expanding vocational education research, especially in creating a model of work readiness informed by industrial experiences and the psychological aspects of students.

2 Theoretical Review

2.1 Internship

Internships are an integral part of vocational education, carried out through collaboration between schools and the industry. This program aims to provide students with real-world work experience so they can integrate theoretical knowledge with practical work in the field. According to [6], internships serve as a means of experiential learning that allows students to understand work culture, industrial procedures, and professional demands in the workplace. Kolb's theory of experiential learning explains that effective

learning is achieved through direct experience. Through internship activities, students gain the opportunity to integrate the knowledge, skills, and work attitudes required in the industrial world.

[7] states that internships serve to develop students' competencies and prepare them for the workforce after completing their education. In addition to enhancing technical skills, internships also play a role in fostering students' creativity, sense of responsibility, work ethic, and ability to adapt to an industrial environment [8]. [9] add that internship activities provide benefits such as fostering a constructive mindset, strengthening professionalism, developing work skills, expanding professional networks, and enhancing readiness to face industrial technological advancements.

In practice, the success of internship programs is influenced by several factors, including students' understanding of the internship, pre-internship training, the application of theory in the field, the instillation of a strong work ethic, the development of professional insights, and supervision by instructors [10]. Therefore, internship programs are a key factor in enhancing the employability of vocational high school students.

In this research, internship efforts are viewed not just as students engaging in training programs focused on industry work, but also as a reflection of the quality of experiences acquired. The indicators for internship activities included in the tool encompass various quality dimensions, including comprehension of the internship's goals, the applicability of tasks to job-related skills, actual work exposure, growth in abilities, adherence to work discipline, communication skills, and problem-solving capabilities. Therefore, the internship activity variable in this research goes beyond simply assessing student involvement; it also signifies the degree to which the experience aids in enhancing students' skills and preparedness for the workforce.

2.2 Learning Motivation

Learning motivation encompasses the internal and external factors that influence students' enthusiasm, perseverance, and engagement in the learning process, playing a pivotal role in determining their success in developing both academic competencies and workplace skills. According to [11], Learning motivation constitutes a psychological drive that compels individuals to accomplish specific learning objectives through active engagement in the learning process.

In vocational education, Learning motivation serves as a critical factor influencing students' work readiness. [12] explain that learning motivation helps students maintain their enthusiasm, engagement, and performance throughout industrial work placements and classroom learning. [13] adds that learning motivation can be enhanced through learning designs that are engaging, interactive, and tailored to students' needs.

Factors influencing learning motivation consist of internal and external factors. Internal factors include students' interest in learning, aspirations, physical condition, health, and academic ability, while external factors include family support, teachers' teaching methods, the school environment, and peer influence [14]. Indicators of learning motivation include the desire to achieve success, the drive and need to learn, future expectations, appreciation of the learning process, and engaging learning activities [10]

Consequently, learning motivation represents one of the psychological factors that contribute to enhancing vocational high school students' work readiness.

2.3 Work Readiness

Work readiness indicates a person's level of preparedness, which includes the knowledge, abilities, mindset, and flexibility necessary to carry out job responsibilities efficiently. In vocational education, work readiness is a primary objective because it relates to graduates' ability to enter the industrial world. [15] Work readiness encompasses logical thinking skills, teamwork abilities, emotional regulation, responsibility, adaptability, and readiness to embrace technological advancements. [16] Studies indicate that students' work readiness is influenced by various factors, including internship experience, learning motivation, support from the educational environment, and the skills possessed by students. In addition, work readiness is also related to the mastery of professional attitudes and competencies relevant to the needs of the workforce [17].

According to [18], Work readiness is influenced by technical competencies, critical thinking abilities, and self-management skills. Meanwhile, [19] explain that work readiness has four main aspects: skills, knowledge, understanding, and personality traits. These four aspects are interrelated in shaping an individual's ability to optimally meet the demands of the workplace. Consequently, work readiness serves as a pivotal indicator of vocational education effectiveness in producing competent and professional graduates prepared to compete within the industrial sector.

3 Research Model and Hypotheses

Following an extensive examination of scholarly articles and foundational theories, it can be inferred that: (1) hypotheses are formulated to address research problems through logical statements grounded in theory, principles, empirical findings, and field phenomena; (2) hypotheses are divided into directional and non-directional, determined by initial reasoning; and (3) they are tested using a one- or two-tailed t-distribution depending on their type [20].

In this research, internship activities and learning motivation are considered as separate factors that independently affect work readiness. Nevertheless, in theory, internship activities might also impact students' motivation to learn. Practical exposure in the industrial sector can enhance students' understanding of the significance of skills, leading to an increase in their motivation to learn.

While it is relevant to investigate such mediation or moderation connections, this research intentionally restricts the examination to direct influences in order to keep the research framework clear and straightforward. This limitation arises from the constraints of the ex post facto research approach as well as the main aim of the study, which is to pinpoint the direct impacts of each variable on work readiness.

Future investigations are suggested to create more intricate models, such as utilizing mediation analysis or structural equation modeling (SEM), to delve into the indirect associations among internship activities, learning motivation, and work readiness.

Research Hypotheses Based on the theoretical framework, relevant research observations, and the conceptual framework presented, The proposed hypotheses for this

research are stated as follows:

H1: The activities related to internships have a positive and substantial impact on the job preparedness of students at SMK Negeri 3 Yogyakarta.

H2: The motivation for learning has a positive and considerable effect on the job readiness of students at SMK Negeri 3 Yogyakarta.

H3: Both internship activities and learning motivation together have a positive and significant effect on the job preparedness of students at SMK Negeri 3 Yogyakarta.

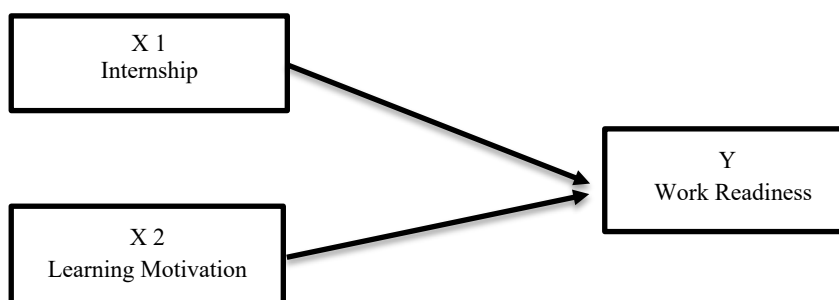


Figure 1. Research Model

4 Methods

This research utilizes a quantitative methodology featuring a causal-comparative design that occurs after the fact. The quantitative approach was selected due to its suitability for analyzing numerical data through inferential statistical methods. This type of study does not manipulate independent variables but rather examines past events to identify causal effects on dependent variables, differing from correlational studies (which focus only on relationships) and experimental studies (which involve interventions) [21].

This research employed a self-administered survey to evaluate all variables, which might introduce common method bias and social desirability bias. Several measures were implemented to mitigate these possible biases.

Initially, the items on the questionnaire were crafted to be clear and precise to prevent any confusion among participants. Additionally, participants were guaranteed the anonymity and confidentiality of their responses to lessen the likelihood of them providing answers that are socially acceptable. Furthermore, items from various variables were mixed throughout the questionnaire to diminish identifiable response trends.

However, this research recognizes that the risk of methodological bias cannot be completely removed. Consequently, it is suggested that subsequent studies utilize a broader range of data collection techniques, including direct observations, interviews, or assessments from the industry, in order to improve the external validity of the results obtained.

This research intends to investigate the impact of internship experiences and learning drive on the employability of individuals studying in the automotive vocational program at SMK Negeri 3 Yogyakarta.

4.1 Population and Sample

The group involved in this research consists of senior students enrolled in the automotive vocational program at SMK Negeri 3 Yogyakarta, Class of 2025/2026, who have finished their practical training, with a total of 125 students segmented into four different classes.

Information gathering for this research utilized a questionnaire as the primary tool. A questionnaire is a method featuring a set of written inquiries organized in a structured manner, which is presented to participants for them to respond based on their situations or perspectives regarding the questions posed [22].

This study used a closed-ended questionnaire with predetermined answer choices, so that respondents simply selected the answer that best reflected their situation. The instruments used included questionnaires on respondent characteristics, internship activities, learning motivation, and work readiness.

4.2 Measurement Instrument

The researchers created the items for the questionnaire after reviewing the relevant theories connected to each variable, which included internship activities, learning motivation, and work readiness. The items were formulated from conceptual indicators derived from a variety of scientific writings, and then they were modified to fit the specific traits of automotive vocational education in order to accurately represent the real situations of the respondents.

To verify the construct validity, Pearson's Product-Moment correlation was utilized, with the stipulation that an item is considered valid if the computed *r*-value exceeds the table *r*-value at a 5% significance threshold. The findings indicated that every item registered correlation values surpassing the table *r*-value, leading to the conclusion that all items were valid and effectively represented the constructs being evaluated. Subsequently, reliability assessment was performed through Cronbach's Alpha. The Cronbach's Alpha figures for all variables were higher than 0.60 (internship activities = 0.891; learning motivation = 0.872; work readiness = 0.856), signifying that the tool demonstrates a strong level of internal consistency and is appropriate for research purposes.

The internship activity variable was measured using twelve items covering understanding of the internship, pre-internship orientation, application of competencies in the industry, work experience, work skills, discipline, communication, and problem-solving. The learning motivation variable was measured using ten items covering enthusiasm, perseverance, independence, interest in automotive studies, responsibility, and self-confidence in learning. The work readiness variable was assessed using eight items encompassing readiness to enter the workforce, technical competencies, responsibility, teamwork, work ethics, adaptability, and readiness to face competition.

All items utilized a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA) encompass scores from 1 to 4 reflecting the nature of the statements. Before it was put into action, the tool was subjected to assessments for validity and reliability to guarantee precise and consistent measurement.

Table 1. Likert Scale

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

4.3 Data Analysis

The analysis of data in this research was performed using IBM SPSS Statistics software across multiple phases. The first stage involved instrument validation, which included a validity test using Pearson's product-moment correlation—the instrument is considered valid if $r_{\text{(calculated)}} > r_{\text{(table)}}$ —and a reliability test using Cronbach's Alpha with a cutoff value greater than 0.60. The second stage involved descriptive analysis to characterize the data by examining mean values, percentages, minimum and maximum scores, and standard deviation. The third stage consists of pre-analysis tests, including a normality test (Kolmogorov-Smirnov; data is considered normal if significance > 0.05), a linearity test (deviation from linearity), and a multicollinearity test (tolerance and VIF values) To verify the absence of high correlation among the independent variables.

Before carrying out the multiple linear regression analysis, this research examined the essential classical assumptions. The normality assessment utilized the Kolmogorov-Smirnov method, which suggested that the dataset followed a normal distribution (significance level > 0.05). The linearity evaluation indicated that there was a linear relationship between the independent and dependent variables (deviation from linearity value > 0.05).

In addition, the multicollinearity assessment revealed a tolerance level greater than 0.10 and a VIF of less than 10, which suggested that there was no significant correlation among the independent variables. A homoscedasticity test was also performed using scatterplot analysis, which displayed no distinct pattern, demonstrating that the residual variance remains consistent. Consequently, all fundamental regression assumptions have been satisfied, allowing for the continuation of the analysis. The fourth phase includes an analysis using multiple linear regression to assess how the independent variables impact work readiness through this equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Notes:

Y = work readiness;

X₁ = internship;

X₂ = learning motivation;

a = constant;

b₁, b₂ = regression coefficients;

e = error.

Hypothesis evaluation uses the t-test to analyze individual effects and the F-test to investigate effects occurring at the same time. The R^2 value is applied to assess how much the independent variables contribute to preparedness for work.

5 Results

5.1 Research Data Description

This study was conducted on 125 vocational high school students majoring in automotive technology. The study gathered information via a survey that included three factors: tasks during internships (X_1), drive to learn (X_2), and preparedness for work (Y). Each question utilized a four-point Likert scale where the scores varied from 1 to 4. From analyzing the data, the ensuing descriptive statistics were produced.

Table 2. Descriptive Statistics of Research Variables

Variable	Number Of Items	Score Minimum	Score Maximum	Mean	Standard Deviation
Internship (X_1)	12	30	48	38,64	4,21
Learning motivation (X_2)	10	24	40	32,15	3,76
Work readiness (Y)	8	19	32	26,84	3,14

The descriptive analysis findings reveal that the mean scores for all variables fall within the high category. This indicates that students possess favorable internship experiences, learning motivation, and work readiness.

5.2 Instrument Validity Test

Validation assessments were carried out utilizing Pearson's product-moment correlation through IBM SPSS Statistics program. With a sample of 125 students, the table r value at the 5% significance level was 0.176.

Table r value:

$$\text{table}_r = 0.176$$

The results of the test show that each item has an r value that surpasses the r value found in the table.

Test criteria:

$$\text{calculated}_r > \text{table}_r$$

Thus, all items in the scales measuring internship activities, learning motivation, and work readiness were deemed valid and thus appropriate for use as research instruments.

5.3 Instrument Reliability

A reliability examination was performed utilizing the Cronbach's Alpha approach to assess the degree of consistency of the research tool.

The reliability test findings are presented in the following table.

Table 3. Results of the Reliability Test for the Research Instrument

Variable	Cronbach's Alpha	Notes
Internship (X ₁)	0,891	Reliable
Learning Motivation (X ₂)	0,872	Reliable
Work Readiness (Y)	0,856	Reliable

Reliability criteria:

$$\alpha > 0.60$$

Each variable shows Cronbach's Alpha scores higher than 0. 60, demonstrating that the research tool has adequate reliability and is suitable for application in the investigation.

5.4 Analysis of Assumptions

Normality Test

A standard normality assessment was performed utilizing the Kolmogorov-Smirnov method to assess if the dataset follows a normal distribution. The findings from the test show a significance value of:

$$Sig. = 0.200$$

Since:

$$0.200 > 0.05$$

the research data is considered to be normally distributed.

Linearity Test

A linearity assessment was performed to evaluate the straight-line connection between the independent and dependent variables.

The outcomes of the assessment show that the significance level for straying from linearity is greater than 0. 05; hence, the correlation between internship tasks and learning motivation in relation to work readiness is regarded as linear.

Multicollinearity Test

The examination of multicollinearity involved assessing the tolerance level and the Variance Inflation Factor (VIF).

The results of the examination are detailed below

Table 4. Results of the Multicollinearity Test

Variable	Tolerance	VIF
Internship (X ₁)	0,721	1,387
Learning Motivation (X ₂)	0,721	1,387

Criteria:

- Tolerance > 0,10
- VIF < 10

These results demonstrate that there is no multicollinearity present among the predictor variables.

5.5 Multiple Linear Regression Analysis

A comprehensive analysis using multiple linear regression was performed to assess how internship experiences and the motivation to learn affect students' preparedness for the workforce.

The resulting regression equation is as outlined below:

$$Y = 5.214 + 0.462X_1 + 0.387X_2$$

Interpretation of the regression equation is as follows:

1. The constant value of 5.214 signifies that if both internship activities and learning motivation are set to zero, the foundational level of work readiness stands at 5.214.
2. The regression coefficient for internship activities (0.462) reveals that an increase of one unit in internship activities results in a 0.462 rise in work readiness.
3. The regression coefficient for learning motivation (0.387) shows that a one-unit rise in learning motivation leads to a corresponding increase of 0.387.

5.6 Hypothesis Testing

t-Test (Partial)

The t-test is performed to assess how each independent variable influences the dependent variable.

Table 5. Results of the t-Test (Partial)

Variable	t value	Sig.	Description
Internship Program (X ₁)	5,872	0,000	Significant
Motivation to Learn (X ₂)	4,965	0,000	Significant

Criteria:

- If Sig. < 0,05 the hypothesis is accepted.

Since the significance values for each variable fall under 0.05, it can be inferred that both internship experiences and motivation to learn have a notable partial effect on the employability of students in vocational high schools.

F-Test (Simultaneous)

The F-test was performed to assess the combined influence of internship activities and motivation for learning on readiness for the workforce.

The test findings reveal the following values:

Table 6. Results of the F-Test (Simultaneous)

F value	Sig.
64,318	0,000

Since:

$$0.000 < 0.05$$

Consequently, internship activities and learning motivation simultaneously exert a significant influence on students' work readiness.

Coefficient of Determination (R^2)

The outcomes from the coefficient of determination assessment indicate this value:

$$R^2 = 0.681$$

or:

$$68.1\%$$

This shows that the aspects of internship activities and motivation for learning represent 68.1% of the preparedness of students for work. Meanwhile, the other 31.9% is affected by additional elements that are not considered in this research.

6 Discussion

The study results show that internship opportunities have a beneficial and substantial effect on the employment preparedness of students in vocational high schools. Practical work experience in industry provides students with the opportunity to understand workplace culture, improve technical skills, and develop a professional work ethic, consequently enhancing their readiness to enter the workforce.

Furthermore, the drive to learn positively and considerably impacts students' preparedness for the workforce. Students with high learning motivation tend to be more actively engaged in learning, demonstrate stronger academic responsibility, and strive to enhance their competencies, thereby rendering them better prepared to meet industrial demands.

At the same time, the experiences gained from internships along with the drive to learn significantly enhance the job preparedness of students in vocational high schools. This suggests that the readiness of students for the workforce is shaped not only by

practical experience in the industry but also by intrinsic elements, particularly their motivation to learn and grow their professional skills.

Additionally, to achieve a deeper insight into the readiness of students for the workforce, it is essential to explore the role of each component that makes up this readiness. In this research, work readiness was assessed as a complex concept that includes technical skills, accountability, collaboration, work discipline, and flexibility. Through a descriptive examination of the metrics, it was identified that the elements of accountability and flexibility emerged as the most prominent components. This suggests that students are fairly equipped to adjust to the workplace and can meet job requirements autonomously. At the same time, technical skills and collaboration also provided notable impacts, especially due to the practical experiences accumulated during internship programs. These results highlight the vital importance of internships in enhancing both practical abilities and interpersonal skills, while also emphasizing that motivation to learn plays a larger role in developing students' psychological readiness, steadiness, and determination in confronting the professional environment.

Nonetheless, there are limitations in this research that should be acknowledged when analyzing the findings. This study focuses on just two primary factors—internship experiences and motivation to learn—in their examination of students' preparedness for the workforce. However, the literature indicates that numerous additional elements can affect work readiness, including career counseling, familial support, self-belief, skills in technology, and exposure to the professional environment. The coefficient of determination stands at 68.1%, which suggests that 31.9% of the differences in work readiness are attributed to factors not included in this research framework. Therefore, it is advisable for upcoming studies to create a more all-encompassing model that includes these extra factors.

Moreover, it is important to recognize that this research was carried out within a particular setting, specifically among automotive program students at SMK Negeri 3 Yogyakarta. Variations in program attributes, the quality of collaborations with industries, and differences in the educational atmosphere among various vocational institutions can affect the levels of students' preparedness for work. As a result, caution should be exercised when trying to apply the results of this research universally. Nevertheless, the findings from this study maintain broader conceptual significance, especially in highlighting the crucial interconnection between internship activities and learning motivation in developing the work readiness of students in vocational education.

7 Conclusion

The analytical results demonstrate that internship programs exert a positive and significant influence on students' work readiness. This indicates that students who undergo more structured and comprehensive internship experiences tend to exhibit higher levels of work readiness. These findings are consistent with the research conducted by Nasrullah et al., which revealed that industrial work placements positively influence the work readiness of vocational high school students.

The partial analysis results reveal that internship programs significantly influence students' work readiness. The practical industrial work experience acquired during

internships enhances students' comprehension of workplace dynamics, technical competencies, disciplinary adherence, responsibility, and adaptability to industrial environments. Consequently, the higher quality of internship program implementation corresponds to elevated levels of student work readiness.

Additionally, learning motivation has been shown to positively and significantly influence students' workforce readiness. Students exhibiting high levels of learning motivation tend to demonstrate greater active engagement in the learning process, exhibit strong academic responsibility, and continuously endeavor to enhance their professional competencies. These factors collectively contribute to strengthening students' readiness to enter the business and industrial sectors.

Based on the study results, a number of practical consequences can be outlined more precisely. Vocational institutions must enhance the quality of their internship offerings by creating curricula aligned with industry standards, consistently overseeing the execution of internships, and assessing student performance throughout their practical experiences. For business partners, it is crucial to establish organized mentoring, allocate responsibilities that match the students' skills, and give students chances to participate in demanding real-life tasks. This is intended to improve the richness of the educational experience within the workplace.

For lawmakers, it is essential to reinforce the collaboration framework between educational institutions and industries through policies that guarantee standards for internship quality, which should include assessment systems, validation of students' work experiences, and the incorporation of internship programs into national skill development initiatives. Moreover, approaches to increase student motivation for learning can be introduced using project-oriented education, a teaching factory model, and acknowledgment of students' accomplishments.

Collectively, internship activities and learning motivation exert a substantial influence on the work readiness of vocational high school students. The coefficient of determination analysis reveals that these two variables significantly contribute to students' work readiness, while the remaining proportion is influenced by factors external to this study. Consequently, enhancing the quality of internship programs and strengthening students' learning motivation should constitute a key priority for educational institutions in their efforts to improve the work readiness of vocational high school graduates, enabling them to compete professionally in the workforce.

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