

THE EFFECT OF COMMUNICATION AND COLLABORATION SKILLS ON VOCATIONAL ACCOUNTING STUDENTS' WORK READINESS

Meilina Tintin Putri Aries¹, Sri Sumaryati²

^{1,2} Faculty of Teacher Training and Education, Sebelas Maret University
email: meilinatpa23@student.uns.ac.id

ABSTRACT

This study evaluates the impact of communication and collaboration skills on the work readiness of students of the Accounting Competency Vocational School. This research answers the limitations of previous research that still rarely examines the role of these two skills in improving the work readiness of Accounting Vocational School students, as well as integrating Goal Setting Theory as a conceptual foundation. Through a quantitative approach, this study involved a sample of 166 accounting grade XII students at public VHS Surakarta, who were selected through *purposive sampling* based on their internship experience. The data collected through the validated questionnaire was analyzed using multiple linear regression. The results revealed that communication and collaboration skills positively and significantly increased job readiness, which overall explained 73.7% of the variance. These findings highlight that collaboration skills have a more dominant influence than communication. These results indicate that communication and collaboration skills are important factors in improving the work readiness of vocational school students. The findings show that technical competence needs to be supported by the mastery of soft skills so that graduates are able to adapt to the demands of work in the field of modern accounting. In practice, this research encourages vocational schools and education policymakers to incorporate collaborative experiences, such as project-based learning and group case studies, into the curriculum to align educational outcomes with industry needs.

Keywords: *Communication skills, collaboration skills, job readiness*

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INTRODUCTION

Education has a strategic role in producing competent and highly competitive human resources (Sanga & Wangdra, 2023). Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which emphasizes that vocational education is specifically designed to prepare students to

be ready to enter the world of work according to their field of expertise. The alignment between the competencies of Vocational High School (VHS) graduates and the needs of the industry needs to be strengthened (Kurniawati & Arif, 2025). But on the other hand, the world of work continues to move and does not stop changing. In the context of the Industrial Revolution 4.0 and the transition to Society 5.0, the technical competencies that have been the mainstay are no longer enough to stand alone. The modern work environment today is starting to emphasize the competency aspect of soft skills. Among the various skills of the 21st century, communication and collaboration skills as part of the 4C competencies are an important aspect that supports the success of graduates' careers (Ayu, 2019; Firdaus et al., 2021).

Ideally, vocational school graduates are designed to have adequate work readiness so that they can be directly absorbed by the business and industry (DUDI). Job readiness itself reflects the condition of individual maturity, both physically, psychologically, knowledge, and operational skills needed to enter the professional world (Muspawi & Lestari, 2020). However, current empirical conditions show that there is a gap between the educational goals of vocational schools and the empirical conditions of graduates. The Central Statistics Agency consistently places vocational school graduates as the largest contributor to the national Open Unemployment Rate, which is 8.45% (Badan Pusat Statistik, 2026). This figure shows that the goal of vocational education to produce a ready-to-use workforce has not been fully realized, and the competencies brought by graduates do not seem to be fully in accordance with the real needs of the world of work.

One of the factors that is suspected to contribute to the low absorption of graduates is the quality of soft skills. Based on national research from Populix, as many as 35% of companies in Indonesia complain about the weak ability of prospective workers in terms of problem solving, collaboration, and communication (Shaid, 2024). The real impact of this weakness is confirmed more specifically through surveys Indonesian Human Capital Forum (FHCI), (2023), which reported that more than 65% of HRD practitioners assessed that vocational school graduates still had difficulty building adequate communication, both verbal and written. These obstacles are characterized by low confidence when speaking, difficulty expressing opinions in a structured manner, and weak active listening skills. In addition to communication constraints, the collaboration process of prospective workers in the field also faces major challenges due to the high phenomenon of free riding or social loafing, where some team members contribute very minimally and tend to rely on other colleagues in completing work targets (Francis et al., 2025).

If dissected using theoretical glasses, this problem can be understood more deeply through the Goal Setting Theory developed by Locke & Latham (2002). This theory explains that individual behavior, motivation, and performance in the workplace are greatly influenced by the existence of clear, challenging goals, as well as supporting factors that facilitate the achievement of goals including clarity, challenge, commitment, feedback, and task complexity. In the context of vocational

education, job readiness acts as the final goal that every vocational school student wants to achieve. Meanwhile, communication skills support clarity of purpose and the effectiveness of feedback, because individuals who are able to convey and receive information well tend to better understand the work goals that must be achieved. On the other hand, collaboration skills support commitment and task complexity, because achieving work goals in a modern environment often requires coordination between teams.

Although the non-technical urgency has been widely acknowledged, a number of research questions remain unanswered. Previous studies have not shown uniform conclusions, the study Khololaini et al. (2024) prove that communication skills have a direct effect on students' job readiness, while Pahlevi et al. (2023) find the significant influence of collaboration skills. However, research Siregar et al. (2024) Instead, it shows different results, where non-technical skills are found to have no significant direct impact on job readiness if not strictly moderated by the intensity of the in-depth internship experience. This inconsistency confirms that the model of the influence of soft skills on job readiness still requires further empirical verification.

Methodologically, most previous studies tend to analyze communication and collaboration skills separately, whereas in the modern work environment, communication and collaboration are interrelated skills. Effective collaboration requires good communication, as well as less effective communication can hinder cooperation. Analyzing these two variables separately is less able to capture overall job readiness. In addition to testing the influence of each variable partially, this study also tested the influence of both simultaneously to obtain a more comprehensive picture of student work readiness. This research was conducted to answer this gap by examining the influence of communication and collaboration skills on students' work readiness.

The next gap is related to the limited research based on expertise competencies. Previous research on soft skills in the realm of vocational schools is still very dominated by technology, and engineering. Studies that examine business and social groups, especially on Accounting Competency, are still very limited. In fact, along with the development of the accounting profession, the role of accountants is no longer limited to administrative tasks such as journaling or calculating numbers. Accountants are also required to be able to convey financial information clearly and collaborate with various parties in making business decisions (Khololaini et al., 2024).

Based on the research gap, this study aims to analyze the influence of communication and collaboration skills, both partially and simultaneously, on the work readiness of students of the Accounting Competency Vocational School. This research provides a conceptual contribution by using Goal Setting Theory as a basis to explain the relationship between communication skills, collaboration, and job readiness, as well as filling the limitations of the soft skills literature in the Accounting family. Practically, the results of the research are expected to be an

empirical basis for schools and vocational education policymakers in designing the strengthening of soft skills-based curriculum to increase the readiness and absorption of graduates in the world of work.

Based on the theoretical framework, literature review, and research gap that have been described, the hypotheses in this study are formulated as follows.

H₁: There is an influence of communication skills on the work readiness of students of the Accounting Competency Vocational School.

H₂: There is an influence of collaboration skills on the work readiness of students of the Accounting Skills Competency Vocational School.

H₃: There is an influence of communication and collaboration skills on the work readiness of students of the Accounting Skills Competency Vocational School.

RESEARCH METHOD

This study uses a quantitative approach that aims to test the influence of communication and collaboration skills on students' job readiness. The research population includes all students in grade XII of Accounting Skills Competency at public VHS Surakarta for the 2025/2026 Academic Year which totals 282 students. The determination of the number of samples was carried out using the Slovin formula so that a minimum sample of 166 students was obtained. The use of the Slovin formula in this study aims to determine the minimum number of adequate samples in quantitative research.

After the minimum number of samples is determined using the Slovin formula, the selection of respondents is carried out through purposive sampling techniques based on criteria relevant to the research objectives. The respondent criteria include students in grade XII Accounting Skills Competency who have or are carrying out internships or Field Work Practices (PKL). The selection of grade XII students is based on the consideration that they are in the final phase of education and are preparing to enter the world of work. In addition, internship experience is seen as allowing students to gain real-world experience related to communication, collaboration, and job readiness skills.

Data collection was carried out using a questionnaire distributed through Google Form with a five-point Likert scale. The research instrument initially consisted of 56 statements that included three variables, namely communication skills (X_1), collaboration skills (X_2), and work readiness (Y). Communication skill variables were measured using 16 statement items that refer to concepts Wu et al. (2023), including oral communication, written communication, communication language, and listening skills. The collaboration skill variable was measured using 16 statement items that refer to Fauziyyah et al. (2024), including responsibility, respecting each other, working productively, and effective coordination. Meanwhile, the variable of job readiness was measured using 24 statements referring to Fitriyanto in Putri & Suhartini (2021), including the ability to think logically and objectively, readiness to work together, a critical attitude in responding to tasks, the

courage to take responsibility, the ability to adjust, and motivation to continue to develop.

Before being used in research, the instrument is first tested for validity and reliability. The validity test was carried out using the Pearson Product Moment correlation with the criterion that the item is declared valid if it has a significance value of less than 0.05 and the r-calculated value is greater than the r-table. The test results showed that in the work readiness variable, 19 out of 24 statements were declared valid, while the other five items were invalid. In the communication skills variable, 14 of the 16 items were declared valid and two items were invalid. Meanwhile, in the collaboration skill variable, 15 out of 16 items were declared valid and one item was invalid. Thus, the total instrument used at the research stage is 48 statements that have met the validity criteria. Furthermore, the reliability test was carried out using Cronbach's Alpha coefficient with reliability criteria if the alpha value is greater than 0.60. The test results are presented in table 1.

Table 1.
Reliability Test Results

Variable	Results	Remarks
Communication Skills	0,870	Reliable
Collaboration Skills	0,919	Reliable
Job Readiness	0,867	Reliable

Source: Data processed year (2026)

All of these values are above the set minimum limit, so that the research instrument is declared reliable and suitable for data collection. The data analysis stage begins with descriptive analysis to map the characteristics of respondents' answers. Furthermore, analysis prerequisite tests were carried out which included normality tests to ensure normally distributed data, linearity tests to determine linear relationships between variables, multicollinearity tests to detect high correlations between independent variables, and heteroscedasticity tests to determine the similarity of residual variance in regression models. Once all assumptions are met, hypothesis testing is performed using multiple linear regression analysis.

RESULTS AND DISCUSSION

RESULTS

The research data was obtained from 166 students of grade XII Accounting Skills Competency at public VHS Surakarta through the distribution of questionnaires. The results of the descriptive analysis of the variables are presented in Table 2.

Table 2.
Descriptive Analysis of Research Variables

Variable	N	Min	Max	Red	Std. Dev	Variance
Job Readiness	166	53	95	81,91	8,785	77,174
Communication Skills	166	39	70	55,90	7,924	62,796
Collaboration Skills	166	41	75	66,02	7,688	59,102

Source: Data processed year (2026)

Based on the results of data management of 166 respondents, an overview of the level of achievement of each research variable was obtained. To compare the achievement rate of independent variables, the percentage of score achievement against the maximum score is calculated to avoid interpretation ambiguity. The results of the calculation of the percentage of score achievement can be seen in Table 3.

Table 3.
Results of Calculation of Score Achievement Percentage

Variable	%
Communication Skills	79,86%
Collaboration Skills	88,03%

Source: Data processed year (2026)

Based on Table 3, collaboration skills have a higher percentage of achievement of 88.03% compared to communication skills of 79.86%. These results show that the level of students' collaboration skills is relatively higher than that of communication skills. In the context of the Accounting Competency Vocational School, these findings indicate that the ability to work together has developed well, although communication skills still need to be strengthened to support professional interaction in the work environment.

After obtaining an overview of the condition of the research variables through descriptive analysis, the next step is to conduct a prerequisite test for the analysis. Normality tests are carried out to find out if the data is distributed normally. In this study, the normality test used the One Sample Kolmogorov-Smirnov method with the results presented in Table 4.

Table 4.
Normality Test Output

N	Asymp. Sig (2-tailed)
166	.200 ^{c,d}

Source: Processed by researcher (2026)

The results of the normality test showed the value of Asymp. Sig. (2-tailed) of 0.200 or greater than 0.05. Therefore, it can be concluded that the research data is normally distributed and is eligible for further analysis. Furthermore, a linearity test

was carried out to ensure that the relationship between independent variables and dependent variables was linear, as well as a heteroscedasticity test to determine whether or not there was a residual variance inequality in the regression model. This study uses a scatterplot approach as shown in Figure 1.

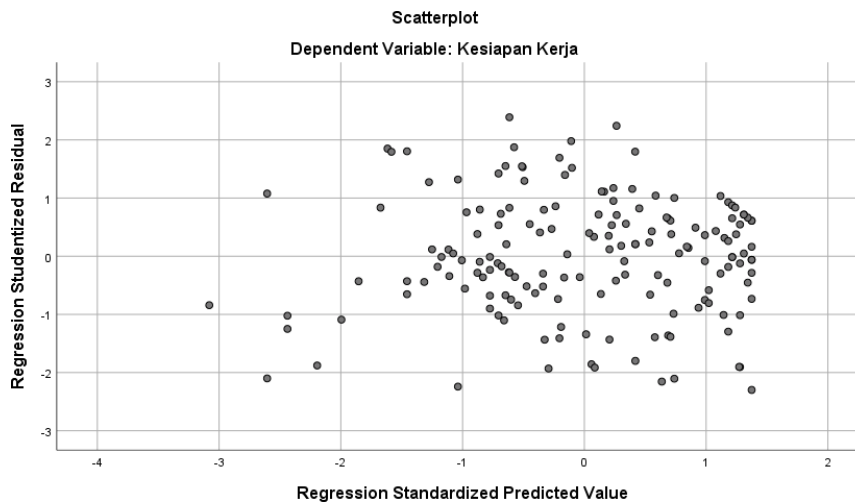


Figure 1.
Output Linearity Test and Heteroscedasticity Test
Source: Processed by researcher (2026)

Based on Figure 1, it can be seen that the dots are scattered randomly and do not form a specific pattern so that it can be concluded that the regression model does not experience heteroscedasticity. In addition, the results of the linearity test show that the relationship between independent variables and dependent variables meets the assumption of linearity. Thus, the results of the linearity test and the heteroscedasticity test are eligible for further analysis. Next, a multicollinearity test was carried out to determine whether or not there was a high correlation between independent variables. The results of the multicollinearity test can be seen in Table 5.

Table 5.
Multicollinearity Test Output

Variable	Tolerance	VIF
Communication Skills	0,397	2,522
Collaboration Skills	0,397	2,522

Source: Processed by researcher (2026)

Based on Table 5, it is known that all independent variables have a tolerance value of > 0.1 and a VIF value of < 10 . Thus, it can be concluded that the regression model does not experience multicollinearity. Based on all the results of these prerequisite tests, the research data was declared to be eligible for hypothesis testing. Multiple linear regression analysis was carried out to determine the

direction and magnitude of the influence of communication skills and collaboration skills on students' work readiness. The results of regression analysis and t-test are presented in Table 6.

Table 6.
Regression Analysis and t-Test Output

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	17,222	3,056		5,636	0,000
Communication Skills	0,242	0,071	0,218	3,419	0,001
Collaboration Skills	0,775	0,073	0,678	10,645	0,000

Source: Processed by researcher (2026)

Based on Table 6, the regression equation is obtained as follows.

$$Y = 17.222 + 0.242 X_1 + 0.775 X_2$$

The equation shows that communication skills and collaboration skills have a positive effect on students' job readiness. The communication skill regression coefficient of 0.242 indicates that every one-point increase in communication skills will be followed by an increase in job readiness of 0.242 points assuming permanent collaboration skills. These findings suggest that improved communication skills tend to be followed by improved students' job readiness.

Meanwhile, a collaboration skill regression coefficient of 0.775 showed that every one-point increase in collaboration skills would increase job readiness by 0.775 points assuming fixed communication skills. This larger coefficient value shows that collaboration skills have a greater influence than communication skills on students' job readiness.

The standardized coefficient (Beta) also reinforced the results. The collaboration skill variable had a Beta value of 0.678, higher than the communication skill of 0.218. This suggests that while both skills are equally important, collaboration skills make a more dominant contribution to students' job readiness. In the context of the Accounting Skills Competency Vocational School, these findings show that collaborative skills are a relatively stronger aspect related to job readiness than communication skills.

In addition, the significance value of communication skills of 0.001 and collaboration skills of 0.000 or less than 0.05 indicate that these two variables partially have a significant effect on students' work readiness. Furthermore, the F test was performed to determine the influence of independent variables simultaneously on dependent variables, with the results presented in Table 7.

Table 7.
F-Test Analysis Output

Models	F	Sig.
Regression	228,898	,000 ^b

Source: Processed by researcher (2026)

Based on the results of the F-test, a significance value of 0.000 or less than 0.05 is obtained so that H_0 is rejected. This shows that communication skills and collaboration skills simultaneously have a significant effect on job readiness. Furthermore, the analysis of the determination coefficient was carried out to determine the amount of contribution of independent variables to dependent variables. The results of the determination coefficient analysis can be seen in Table 8.

Table 8.
Output Value of Determination Coefficient (R²)

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,859 ^a	0,737	0,734	4,529

Source: Processed by researcher (2026)

Based on Table 8, the R Square value of 0.737 was obtained. This score shows that communication skills and collaboration skills contribute 73.7% to students' work readiness, while the remaining 26.3% are influenced by other variables outside this study. The relatively high value of the determination coefficient shows that these two soft skills are an important factor in shaping the work readiness of vocational school students in the field of accounting. These findings indicate that students' job readiness is not only determined by mastery of accounting technical competencies, but also by the ability to communicate and work well together. In the context of vocational education, these results show that the development of soft skills needs to receive balanced attention with strengthening technical competencies so that students are better prepared to face the demands of the world of work. However, there are still other factors such as technical competence, experience in industrial work practice, learning motivation, and environment that contribute to students' job readiness.

DISCUSSION

Effect of Communication Skills on Work Readiness

Communication skills have been proven to have a positive and significant effect on the work readiness of grade XII students of the Accounting Skills Competency of State Vocational Schools in Surakarta. This is shown by the value of the regression coefficient with a positive value of 0.242 with a significance level of 0.00, well below the threshold of 0.05. This means that the better the students' communication skills, the higher their readiness to enter the world of work. Among all the indicators measured, communication language obtained the highest score. This shows that most students are quite capable of conveying things in clear and precise language. In the world of work, these abilities have a role that cannot be ignored. Communication is not just talking, but involves the ability to understand

instructions, clarify unclear tasks, convey ideas, and build healthy working relationships. In the field of accounting and finance, good communication is very necessary, from explaining financial statements to coordinating with colleagues on a daily basis.

The relationship between communication skills and job readiness can be explained through the Goal Setting Theory put forward by Locke & Latham (2002). The theory mentions five principles of goal achievement, namely clarity, challenge, commitment, feedback, and task complexity. Of the five, communication skills are most closely related to clarity and feedback. Communicative students are more likely to understand what is expected of them, and are more open to receiving and giving input. When students are able to understand the instructions correctly from the beginning, the completion of tasks becomes more directed and work readiness is gradually formed through practical experience. This condition shows that communication skills not only function as a means of conveying information, but also help students understand the goals they want to achieve and obtain feedback to improve their performance. Students who are able to communicate well tend to adjust more easily to the demands of tasks because they understand what is expected and how to achieve it. In the context of Goal Setting Theory, the clarity of goals and feedback are factors that encourage students to work more purposefully so that work readiness can develop better

These findings are in line with Wu et al. (2023) which states that oral communication, written communication, proper use of language, and listening skills are essential components of job success. Rambe et al. (2022) adding that effective communication smoothens the working relationship and ensures that the message reaches the right one. In the context of vocational education, Muspawi & Lestari (2020) and Lestari & Irwansyah (2023) It also found that communication helps students understand instructions, deliver work, and interact professionally.

Although it has a significant effect, the contribution of communication skills in this study was recorded to be lower than collaboration skills. This does not mean that communication does not have an important role, but it shows that communication alone is not enough to meet all the demands of the world of work. Today's world of work, including in accounting and finance, demands more than just the ability to convey messages, such as team coordination, shared responsibilities, and joint task completion that cannot be achieved without collaboration skills. Thus, communication remains a fundamental skill, but its effectiveness in shaping job readiness tends to increase when combined with the ability to work together.

These findings have implications for vocational learning in schools. The development of communication skills will not develop through one-way talks. Students need space to speak, debate, present ideas, and practice using professional language in near-real situations. Group discussions, work simulations, and fieldwork practices are not only a complement to the curriculum but are a place where communication skills are really honed.

Effect of Collaboration Skills on Work Readiness

The results show that collaboration skills have a greater influence on job readiness. The findings were shown by a regression coefficient of 0.775 with a significance level of 0.000 (<0.05), which indicates that the ability to work together is a fundamental need for students to prepare to enter the world of work. The results of the analysis of the indicators showed that responsibility scored highest among all the collaboration indicators measured. This condition shows that students have an awareness of roles and obligations in teamwork. This high responsibility is supported by the ability to contribute, utilize abilities optimally, and coordinate with group members. Substantively, these students are not only accustomed to working individually, but also begin to understand the importance of active involvement in the completion of shared tasks.

In the context of the world of work, collaboration skills have a strong role because much of the work is carried out through team coordination and role sharing. In the field of accounting and finance, for example, work is almost never completed by just one person. There is an audit team, there are decision-making meetings, there are organizational targets that must be pursued together. Students who are used to collaborating are not only tolerant of others, but really work together and have a real advantage when entering the work environment.

Theoretically, this can be explained through Goal Setting Theory, especially on the principles of commitment and task complexity. Locke & Latham (2002) stating that the more complex a task is, the more it requires the ability to divide roles and support each other between team members. In vocational learning, cooperation makes students more committed to group goals so that when tasks feel heavy, a solid team does not give up easily because there are people who bear each other. This helps explain why collaboration skills have a greater impact than communication on job readiness. The work readiness of vocational school students is not only determined by the ability to communicate individually, but also by the ability to work in a team system that demands coordination, shared responsibility, and orientation to collective goals.

Students who are used to working in groups generally have more experience managing responsibilities, adjusting to disagreements, and completing tasks with other team members. This experience becomes a relevant provision when they enter the world of work which requires coordination and cooperation between employees. In the field of accounting and finance, the completion of work often involves several parties with different roles so that the ability to work together is a necessity that cannot be ignored. This situation may explain why collaboration skills have a greater influence on job readiness than communication skills.

The findings of this study are in line with various previous studies. Fauziyyah et al. (2024) states that responsibility, contribution, capacity utilization, and coordination are important elements of collaborative work. Pahlevi et al. (2023) It also explains that collaboration is a 21st century competency that determines the effectiveness of teamwork. In addition, the research Hairida et al. (2021); Lavasani

& Khandan (2022); Rofiudin et al. (2024), showing that collaboration skills contribute to the formation of vocational school students' work readiness.

The implications of these findings suggest that learning in vocational schools needs to provide a wider space for collaborative work experiences. Project-based learning, group case study completion, and vocational practices that demand role sharing can be relevant strategies for developing students' collaborative skills. This approach is important because the world of work assesses not only the individual's ability to complete tasks, but also the ability to work together effectively and responsibly. With a directed collaborative experience, students are expected to have job readiness that is more in line with the characteristics of industry needs.

Simultaneous Effect of Communication and Collaboration Skills on Work Readiness

The results of the simultaneous test showed that communication and collaboration skills together had a significant effect on students' work readiness, with a significance value of the F-test of 0.000. In addition, the determination coefficient value (R^2) of 0.737 showed that the two variables were able to explain 73.7% of the variation in students' job readiness, while the rest were influenced by other factors outside the scope of this study. Based on the analysis of indicators, the ability and willingness to work together recorded the highest score in work readiness, followed by ambition to move forward and the courage to accept responsibility. This shows that job readiness is not only related to technical skills, but also reflects the maturity of students' attitudes in facing the demands of the world of work.

Communication and collaboration skills in this study show a complementary relationship in shaping work readiness. Communication helps students understand instructions, convey ideas, and build professional interactions, while collaboration strengthens the ability to work in a team, manage shared responsibilities, and complete tasks in a coordinated manner. Thus, the two skills do not work separately, but form a process that supports students' readiness to adapt to the needs of the workforce.

This finding can be explained through the framework of Goal Setting Theory put forward by Locke & Latham (2002). This theory emphasizes that the achievement of goals is influenced by clarity, challenge, commitment, feedback, and task complexity. In the context of this research, communication skills help students understand work objectives more clearly and obtain the feedback needed to improve performance. On the other hand, collaboration skills reinforce a commitment to a common goal and help students cope with complex tasks through coordination and role sharing. When both skills develop simultaneously, students not only understand what to do, but are able to do it with others.

Previous research supports this conclusion, including Mulyono et al. (2023) which shows that communication and teamwork affect the work readiness of vocational school students. Putra et al. (2020) It also explains that communication

and collaboration as part of 21st century skills play an important role in preparing graduates to enter the workforce. In addition, Siregar et al. (2024) emphasized that students' work readiness is influenced by the mastery of soft skills, especially the ability to communicate and work together. Dewi & Susilowati (2025) It also shows that job readiness is not formed by a single skill, but through a combination of skills that support each other.

The implications of these findings suggest that the development of job readiness in vocational schools needs to be carried out through learning that integrates communication and collaboration skills simultaneously. Student-centered learning approaches such as project-based learning, group discussions, work simulations, presentations, and fieldwork practices can be a means to develop both skills more contextually. This approach is important because learning that only emphasizes mastery of material and technical competencies has the potential to not fully prepare students to face the demands of a collaborative world of work.

CONCLUSION

This study concludes that communication skills and collaboration skills have a positive and significant effect on the work readiness of students of the Accounting Skills Competency Vocational School in the city of Surakarta. Both skills are partial and simultaneous, both skills contribute to students' job readiness, collaboration skills contribute more dominantly than communication skills. This study shows that students' work readiness is not enough to be built through the mastery of technical competencies alone, but also through the ability to work together, be responsible, and establish good interactions in the work environment.

Theoretically, this study expands the application of Goal Setting Theory in the context of vocational education by showing that communication and collaboration skills play a supporting role in the formation of students' job readiness. Practically, the results of this study show the importance of integrating the development of communication and collaboration skills in the learning process through project-based learning, teamwork, presentations, and work-oriented practices. The next research is recommended to examine other factors that have the potential to affect job readiness, such as industrial work practice experience, digital literacy, adaptability, and technical competence, as well as explore learning models that can strengthen students' soft skills development.

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