Work Readiness Based on the Social studies Dimension in Vocational School Students, Sambas Regency

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Abstract
This study aims to describe and analyzes the social work based on educational dimension at Vocational High School, Sambas in four dimensions: a) knowledge; b) skill; c) values and attitudes; d) the social act. The method used by researchers was a qualitative methodology descriptive. Technique data collection by direct communication of interviews was based on guidelines. Informants were students of class xii research that follow activities vocational internship. The data analysis technique used that is reduction data, presentation of data, and withdrawals conclusion. Based on research findings and process data can be expressed that eighth graders XII, Vocational High School have had the readiness to work if considered from four dimensions of social studies namely dimensions knowledge is shown understanding about the fact, students the concept and generalization; Dimensions of skill shown through the research skills thinking, skills skill participation social and conversation skills needed the work; dimensions and attitudes shown through the value of the substantive implanted to students through education and scores of formal and informal procedural useful as capital social participation in the work; The social act of dimensions is shown by student's ability in determining the decisions made and solutions to problems in a work environment.

1. Introduction

The Vocational High School curriculum implements Dual System Education, which is designed to establish a link and a march between school educational institutions and industry (Biro Kerjasama dan Hubungan Masyarakat, 2025; Lestari & Siswanto, 2015; Nurhamidah, 2018; Pratama et al., 2019). The Vocational High School curriculum is more focused on practical and functional skills that incorporate theoretical aspects, emphasizing the provision of specialized skills and prioritizing abilities that prepare students to enter the industry directly (Baiti & Munadi, 2014; Borg et al., 2020; Ganing et al., 2013). Specifically, the goal of vocational education graduates is to be prepared to enter industry, whether by creating an independent business or by taking up existing job opportunities or vacancies (Afriani & Setiyan, 2015; Ansari et al., 2025; Firdaus, 2012; Maria et al., 2019).

Work Readiness refers to an individual's ability and willingness to complete a specific task (Alimudin et al., 2018; Margunani & Nila, 2012). Work readiness is required of each individual to complete their duties properly, based on the provisions obtained from both formal and non-formal educational institutions (Irfan et al., 2015; Kusnaeni & Martono, 2016). Student readiness as prospective workers is an individual outcome of education and training, or skills, that can provide answers to situations encountered in job implementation (Purnama et al., 2018; Utami, 2013). Indicators of work readiness among individuals include willingness, ability, motivation, seriousness, sufficient skills, and discipline (Romdloniyati, 2019; Setyawati, 2018). These aspects can be shaped and strengthened by several factors that affect work readiness, namely: 1) intelligence, 2) skills and proficiency, 3) talent, 4) abilities and interests, 5) motivation, 6) personality, 7) ideals and goals at work, 8) family environment, and 9) work environment (Hartati, 2016; Mutoharoh & Rahmaningtyas, 2019a; Putriatama et al., 2016; Rahman, 2017; Syarip et al., 2018).

One of the theoretical learning at the vocational school level that can support the achievement of aspects of work readiness, namely Social a. Learning about social studies aims to develop students' potential so that students are sensitive to social problems that occur in society, have a positive mental attitude towards improving all inequality that occurs and are skilled in overcoming every problem that occurs on a daily basis, both those that befall themselves and society (Ghasya, 2016). The comprehensive social studies education program at Vocational High School includes four dimensions, namely the knowledge dimension, the skills

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dimension, the value and attitude dimension, and the action dimension (DÖnmez, 2021; Mellado-Moreno & Burgos, 2025; Pires, 2007).

Although they have different characteristics, in the learning process these four dimensions complement each other. The knowledge dimension includes four things: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge, which are understood by students (Carrera, 2019; Şanli & Pinar, 2017). Social studies pay close attention to the skill dimension in addition to understanding the knowledge dimension. The ability to process and apply information is a very important skill that prepares students to become citizens able to participate intelligently in a democratic society and to face real-world work challenges (Brugar & Roberts, 2021; McBrady & Yu, 2021). The value dimension is a set of beliefs or behavioral principles that have been personalized for a person or a group of people and are revealed in thinking or action. Values are usually learned because of association or communication between individuals in groups such as families, religious groups, community groups or the unity of people who share a common goal (Kilburn, 2009; Nazirova & Borbala, 2024). The dimension of social action can be taught at all levels of the social studies curriculum. The dimension of social action is a concrete form that students realize in responding to various issues and social phenomena around them (Sidnell & Enfield, 2014; Zarycki, 2007). Sensitivity to social problems that can be reviewed from the four dimensions of social studies will have an impact on the formation of the mindset of vocational school students to face various challenges when entering the real Industry (Dönmez, 2021; Mellado-Moreno & Burgos, 2025; Pires, 2007; Setyowati & Fimansyah, 2018).

Based on the submitted background description, the research gap can be explicitly formulated as follows. First, previous studies on the work readiness of Vocational High School students generally focused more on technical and vocational factors, such as vocational competence, vocational internships, technical skills, and link-and-match relationships with industry. These studies primarily attribute Work Readiness to mastery of technical skills and practical work experience. However, the role of non-vocational subjects, especially social studies, in shaping students' work readiness is still relatively rarely studied comprehensively. Second, the study of social studies learning in vocational schools has been more focused on the development of competence, social awareness, and understanding of social phenomena. Although this learning has four main dimensions, namely the dimensions of knowledge, skills, values and attitudes, and social actions. The relationship between these four dimensions and the work-readiness of vocational school students has not been extensively empirically analyzed. Thus, there are still limitations in research specifically examining how social studies learning can contribute to the development of students' work readiness. Third, most of the research on the work readiness of vocational school students is carried out in the context of urban areas or areas with relatively advanced industrial access, so the findings of the study have not fully represented the conditions of vocational schools in border areas that have different social, economic, and development challenges. Border areas such as Paloh District have special dynamics, including cross-border economic interactions, labor mobility, and human resource development challenges. Therefore, the study of vocational school students' work readiness in border areas remains very limited. Fourth, to date, there has been little research that specifically integrates the analysis of vocational students' Work Readiness with a multidimensional perspective on social studies, including knowledge, social skills, values and attitudes, and social actions, as the main analytical framework. In fact, in the context of the modern Industry, Work Readiness is not only determined by technical competence but also by the ability to understand social dynamics, make ethical decisions, adapt to the social environment, and participate constructively in society.

This research is important to analyze the work-readiness of vocational school students in Sambas Regency, Indonesia focusing on the dimensions of knowledge, skills, values, attitudes, and social actions. This research is expected to make a conceptual and empirical contribution by expanding perspectives on the factors that shape the work-readiness of vocational school students, especially in the context of vocational education in border areas. The focus of this research lies in Work Readiness based on the dimension of social studies in Sambas Regency Vocational School students with research aspects including: a) Work Readiness reviewed from the knowledge dimension; b) Work Readiness is reviewed from the skill dimension; c) work readiness is reviewed from the dimensions of values and attitudes; d) Work readiness reviewed from the dimension of social action.

2. Method

This study uses a qualitative descriptive design to explore vocational school students' work readiness across four social dimensions. Qualitative descriptive research focuses on providing a comprehensive summary of events and answering questions about who, what, where, and how. In line with standard practice, semi-structured interviews are the primary data collection method, allowing participants to elaborate in detail on their experiences (Ayton et al., 2023).

The research population comprises 12th-grade vocational school students, with the main criterion being participation in a vocational internship. The research informants consisted of 20 students representing various majors at the school. The use of saturation informants (continuing data collection until no new information is obtained) ensures that the size of the informants is adequate and aligned with qualitative best practices (Karande et al., 2009).

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Data is collected through a combination of methods to capture information based on the student's experience. The main technique is face-to-face, semi-structured interviews. Interview guides (research instruments) with open-ended questions were developed to investigate students' learning experiences in schools and the industrial world. Each interview is conducted individually and audio recorded with the participant's permission. After each interview, the recordings are transcribed verbatim. Transcripts ensure that the right words and nuances are captured for analysis. During the data collection process, detailed field notes and reflective memos are kept documenting the setting, nonverbal cues, and the researcher's insights. After the initial analysis of the interview, a data validity check session is set up via Google Meet. A transcript or preliminary summary is shared with the participants, who are asked to confirm its accuracy and clarify any points. This step helps validate the data in real time and allows participants to parse or correct information (Ayton et al., 2023; Karande et al., 2009; M. B. Miles & Huberman, 1994).

Based on the Miles and Huberman model, data analysis is continued in a coding phase and a recurring theme. First, all interview transcripts are read repeatedly, and open coding is applied to label key concepts and incidents in the data (data reduction). The code is created inductively to stay close to the participant's language. Next, the codes are grouped into broader categories and themes by examining the patterns and relationships between the codes. This process involves constant comparisons within and across cases. Transcript samples were independently coded by two researchers to improve reliability; differences were discussed until consensus was reached. When a theme appears, the data is organized into a matrix and a chart (data display) to visualize how the theme relates to each research question. Finally, the researchers drew conclusions by synthesizing the displayed data and ensuring that the interpretation was supported by multiple data points. Conclusions are verified repeatedly against the raw data and through discussions among the research team. The steps of the analysis can be summarized as follows:

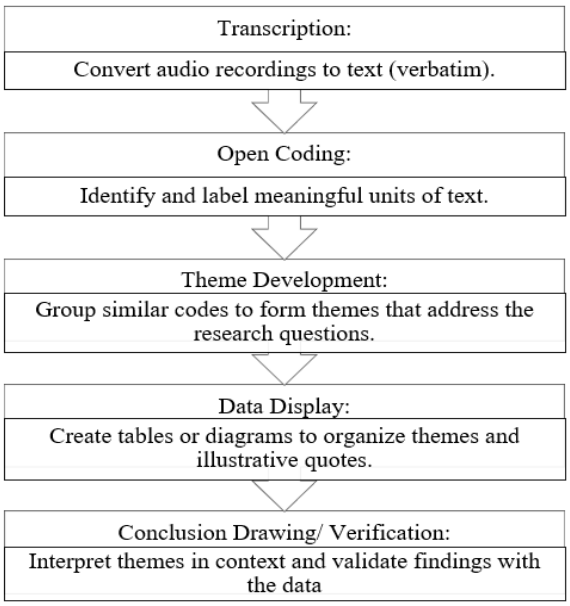

Figure 1. Stages of Data Analysis

This systematic approach ensures that the final thematic framework is data-based and answers the research objectives.

To increase credibility, this study uses several validity strategies. The triangulation method combines interviews with classroom observations, enabling cross-verification of teacher-reported practices against observed behaviors. Resource triangulation is inherent in sampling diverse teachers to compare perspectives. The research team also conducted investigator triangulation: several researchers independently coded the data and reviewed each other's findings, thereby reducing individual bias. In addition, member checks are conducted during Google Meet sessions: participants review interview summaries and help confirm that the researcher's interpretation accurately reflects their views. These techniques are recognized methods to increase confidence in qualitative research. Finally, the data saturation criteria (no new information from participants) were monitored as a form of credibility check. Raw data audit trails, coding records, and analysis memos are managed to support reliability and allow for external review if needed (Delve & Limpaecher, 2023; Karande et al., 2009)

The research process incorporates digital tools to facilitate data collection and validation. Interviews and member screening sessions use video conferencing (Google Meet) when needed, providing a flexible way to reach participants and confirm transcripts remotely. Audio recordings are captured on digital devices for high-

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quality sound; Recordings are stored securely in Cloud Drive. Transcriptions are done using a combination of professional transcription software for initial text and manual revision to ensure accuracy. All data is organized using a digital folder system. In addition, Google Forms is used administratively to collect initial attendee information and scheduling preferences. Overall, the technology streamlines research workflows: enabling efficient data capture (audio recording), organization (digital documents), and collaborative validation (video calls and online document sharing). This digital method does not change the qualitative nature of the investigation but increases accuracy by ensuring detailed, verifiable records of the process.

3. Results and Discussion

The study's findings show that students' work-readiness is developed through the integration of the four dimensions of social studies (see Figure 2). Conceptually, these results reinforce the view that Work Readiness is not just the result of mastering technical competencies, but is a multidimensional construct that includes cognitive, affective, and behavioral aspects in the dimensions of knowledge, skills, attitudes, and values, as well as actions (Baiti & Munadi, 2014; Putriatama et al., 2016).

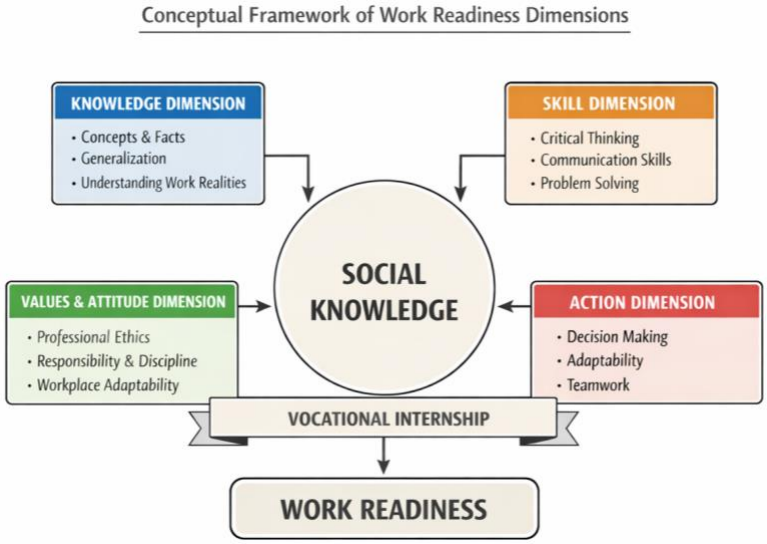

Figure 2. Conceptual Framework of Work Readiness Dimensions

3.1. Work Readiness Reviewed from the Knowledge Dimension

In the knowledge dimension, this study shows that students can relate the social concepts learned in the classroom to the realities of the industry they encounter during pre-school activities. The integration of conceptual learning and empirical experience enables students to develop a more contextual understanding of employment dynamics. Through Social studies learning, vocational school students can learn about various types of facts, especially those related to their lives and the industry they work in. Basically, the facts presented to students should be adjusted to their age and level of thinking. In general, facts for vocational school students should be presented as concrete examples from the industry. These facts have been obtained by students through Industrial Work Practice activities for six months (Baiti & Munadi, 2014; Kusnaeni & Martono, 2016; Margunani & Nila, 2012; Mutoharoh & Rahmaningtyas, 2019b, 2019a; Romdloniyati, 2019; Setyawati, 2018). Concepts that are formed in a multidisciplinary manner related to preparation for the industry, for example, workforce, work environment, unemployment, compensation, and competence. These concepts arise from social concerns and perceptions, as well as the emergence of social problems in obtaining jobs in increasingly complex scientific fields (Peersia et al., 2025; Walker & Campbell, 2013a; Wells et al., 2021).

The relationship between generalizations and facts is dynamic. Various new information obtained by students in the classroom and in the preschool location can encourage students to formulate generalizations is a good way to condition the learning process for students (Lawton et al., 2024; Machin & Gasson, 2022; Prikshat et al., 2019a). The concepts and generalizations students obtain during social studies class are useful when they carry out prakerin for six months. This concept and generalization develop alongside the many new facts that students discover at the preschool location, which are directly related to the industry. The process of integrating classroom knowledge with experience in the pre-trial setting has a positive impact on students' competencies, enabling them to compete in the industry (Palmer-Brown et al., 2017; Rusly et al., 2012; Walters et al., 2022a).

In the knowledge dimension, students can construct an understanding of the reality of employment through the integration of pre-emptive experience and social studies learning (Kusnaeni & Martono, 2016; Purnama et al., 2018). These findings can be explained through the process of knowledge construction that occurs when students interact with real-life experiences in a work environment. The pre-school experience

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provides an opportunity for students to test and reconstruct concepts learned in class, making their understanding more applicable. In this situation, work experience provides an authentic context that enriches students' understanding of various aspects of the industry, including work relationships, organizational structures, and the professional demands the workforce must meet. In addition, the contextual characteristics of social studies learning also strengthen students' ability to understand social phenomena critically. This ability allows students to interpret information about employment conditions, job opportunities, and challenges faced by the workforce more reflectively. Thus, the knowledge dimension not only results in conceptual understanding but also increases students' awareness of the socio-economic realities they will face after graduation (Prikshat et al., 2019a; Walker & Campbell, 2013a; Walters et al., 2022a; Wells et al., 2021).

3.2. Work Readiness Reviewed from the Skills Dimension

The study's findings show that the skills dimension makes a significant contribution to students' work readiness, especially in the development of critical thinking, communication, teamwork, and social participation skills. All skills acquired by students in social studies learning that are applied during pre-school activities will contribute to increasing Work Readiness among vocational school students (Handayani et al., 2024; Padhy & Hariharan, 2023; Wyant et al., 2018).

3.2.1. Research Skills

These skills are required to collect and process data. Although it cannot be interpreted as scientific research, in general, research carried out by vocational school students during learning and pre-school activities includes a number of activities as follows; a) identify and disclose problems or issues related to competencies needed by the Industry according to each student's major as well as real challenges faced during pre-trial activities; b) Collect and process information obtained based on personal experience or when interacting with people in the work environment; c) interpret such information based on the student's perspective; d) d) to deduce the interpretation to be applied in different contexts (Ahmid et al., 2023; Peersia et al., 2025; Prikshat et al., 2019b).

3.2.2. Thinking Skills

Critical thinking skills contribute to the effective solution of problems faced by vocational school students in industry (Peersia et al., 2025; Taborda, 2022). The process of developing thinking skills in students has started since the process of learning social studies in the classroom. These results show that social studies learning plays a role in developing the soft skills needed in industry. The learning process that involves discussion, analysis of social phenomena, and solving social problems indirectly trains students' ability to process information, express opinions logically, and interact with others constructively (Ingsih & Suhana, 2023; Lähteenkorva, 2025; Prikshat et al., 2019a).

3.2.3. Social Participation Skills

Some examples of social participation skills that students acquire in Social studies learning and implemented during the pre-trial process include: a) identifying the consequences of actions and the influence of speech on others in the workplace; b) Showing respect and concern to others, e.g. to customers, colleagues or superiors; c) share tasks and work with others according to their competencies; d) act effectively as a team member so that it can create a conducive work environment; e) willing to accept constructive criticism and suggestions from various parties as an effort to improve work competence; f) Adjust the ability to the tasks that must be completed (Mabkhot & Mirzaliev, 2025; Valas et al., 2025; Walker & Campbell, 2013b).

3.2.4. Communication Skills

Pre-emptive experience strengthens the development of these skills because students are faced with real-life work situations that demand high adaptability and social interaction. In a work environment, students must communicate with colleagues, customers, and superiors, and work in teams to complete various work tasks. This social interaction becomes a practical learning process that enables students to develop interpersonal skills relevant to industry needs (Halili et al., 2022; Hidayatulloh & Ashoumi, 2022; Schweinsberg & Garivaldis, 2020).

The skills dimension shows a significant contribution to employability. The critical thinking, communication, and social participation skills identified in this study are consistent with empirical findings that soft skills are the main determinants of Work Readiness among vocational school graduates (Afriani & Setiyan, 2015; Eliyani et al., 2016; Mabkhot & Mirzaliev, 2025). These findings are consistent with studies showing that soft skills, such as communication, teamwork, and critical thinking, are important determinants of the competitiveness of vocational education graduates. Therefore, Social studies learning plays a strategic role in developing employability skills that complement students' vocational competencies. This confirms that social studies learning plays a role as the foundation for developing employability skills that complement vocational competencies (Carrera, 2019; Ojha et al., 2026; Paulsen & John, 2002; Setyowati & Fimansyah, 2018; Sukardi, 2015; Widiastuti, 2017; Wyant et al., 2018).

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3.3. Work Readiness Reviewed from the Dimension of Values and Attitudes

In the dimensions of values and attitudes, this study shows that students have internalized values that support work readiness, such as responsibility, discipline, tolerance, and respect for others in the work environment (Deviatko, 2020; Kwon & Pandian, 2024; Tang, 2013).

From an industry perspective, vocational school students need to develop values and attitudes before entering the real workforce. Students who understand social values will be able to adopt a positive attitude in heterogeneous and dynamic work environments (Iqbal et al., 2022; Türkay, 2025). There are two values that students get when learning social studies at school that are the provision for them to enter the industry, namely substantive values and procedural values.

Family conditions that reflect the values of different families need to be recognized in social studies learning. Until students understand the implications of family conditions for personal and social life. Similarly, when students learn about the impact of technology on employment opportunities, such as in industry, government, and training institutions, the value positions of community groups and individuals are components that students gain in social studies learning (Furåker, 2011; Inderanata & Sukardi, 2023).

Another benefit of learning substantive values is that students will identify values that support their competence and potential. Students who are aware of substantive values will be able to prepare themselves to justify their position in the industry, listen to criticism directed at themselves and/or change their decisions if there are other considerations (S. Miles et al., 2026; Türkay, 2025).

Procedural values that are taught or learned in social studies include independence, tolerance, honesty, respect for the truth, and respect for the opinions of others. These key values underpin a democratic society, such as tolerance of differing opinions, respect for existing evidence, cooperation, and respect for others. Social studies Learning is intended to effectively internalize and develop students' participation and is expected to help them better understand the conditions of a diverse society. This understanding will prepare students to be able to make the right decisions when facing social problems in the industry (Agilan, 2025; Bierhoff et al., 2007; Walters et al., 2022b).

In the dimensions of values and attitudes, the internalization of substantive and procedural values shapes students' professional identities. The internalization of these values occurs through social interaction during learning at school and pre-school activities. When students interact with various parties in the work environment, they learn to understand the norms and ethics that apply in the industry. This process shapes students' awareness of the importance of a professional attitude in carrying out work (Setyowati & Fimansyah, 2018; Widiastuti, 2017). In the context of border areas, this dimension is becoming increasingly important as labour mobility and cross-cultural interaction demand high social sensitivities (S. Miles et al., 2026; Perikova et al., 2021; Türkay, 2025).

These findings show that social studies learning plays an important role in shaping students' professional character. The social values obtained by students during the learning process act as a guideline in determining their attitudes and behaviors when in the work environment. In the context of border areas such as Sanggau Regency, the dimensions of values and attitudes are becoming increasingly important because the social and economic dynamics in the region often involve cross-cultural interactions. Therefore, the ability to understand social values and show a tolerant attitude is important for students to adapt to a diverse and dynamic work environment.

3.4. Work Readiness Reviewed from the Action Dimension

The dimension of social action in social studies learning that students learn effectively will have a positive impact on work preparation. Students will be able to solve problems in the work environment such as how to negotiate and work together, students will be able to communicate with teams or colleagues and students will be able to make decisions quickly and appropriately to anticipate changes in the situation in the work environment (Hidayatulloh & Ashoumi, 2022; Ingsih & Suhana, 2023; Mabkhot & Mirzaliev, 2025; Schweinsberg & Garivaldis, 2020; Wells et al., 2021). These findings show that Work Readiness is not only related to students' conceptual understanding and attitudes, but also to their ability to translate their knowledge and values into real action. The work experience gained during pre-kindergarten provides students with opportunities to practice these skills directly through various activities that require decision-making and problem-solving.

The social action dimension shows that work readiness is actualized in decision-making and problem-solving skills. These findings support the view that social studies has a transformative function, namely shaping students into agents who can act reflexively and respond to socio-economic changes (Altman, 2012; Nurul Qomariyah et al., 2019; Rustantono et al., 2020; Sycheva et al., 2018). Thus, the work readiness that is formed is

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applicable and contextual, rather than merely normative (Robinson & Betz, 2008; Taborda, 2022; Westover & Andrade, 2025). These findings show that social studies learning has a transformative function in vocational education, namely, forming students who not only understand social realities but can also act constructively in addressing various challenges in the work environment.

3.5. Implications

The results of this study have several practical implications for the development of vocational education. First, Social studies learning in vocational schools needs to be designed more contextually, by relating learning materials to the realities of the industry students face. Problem-based learning approaches and case studies can be effective strategies for strengthening the link between classroom learning and pre-emptive experiences. Second, the development of employability skills such as communication, teamwork, and critical thinking needs to be an integral part of the learning process. Social studies teachers can facilitate the development of these skills through group discussions, simulations, and reflective activities. Third, schools need to strengthen collaboration with the business and industrial worlds so that students' practical experience truly supports the development of comprehensive work readiness.

3.6. Limitations

This research has several limitations that need to be considered. First, this research was conducted in one school, so the findings could not be generalized to vocational schools in other regions. Second, this research uses a qualitative approach that emphasizes an in-depth understanding of student experience. Therefore, the relationship between the social studies dimension and students' Work Readiness has not been quantitatively tested. Third, this research focuses more on the perspective of students, so it has not fully included the perspective of the business world and the industrial world regarding the work readiness of vocational school graduates. Further research is recommended to use a mixed-methods approach and involve more schools and stakeholders to produce a more comprehensive understanding of the factors that affect the work-readiness of vocational school graduates.

4. Conclusion

Based on the findings and discussion, the researcher can conclude the following things: a) that the work readiness of vocational school students is reviewed from the dimension of knowledge shown through the aspect of understanding facts, concepts and generalizations about the Industry; b) that the work readiness of vocational school students is reviewed from the dimension of skills shown through the aspects of research skills, thinking skills, social participation skills and communication skills needed in the Industry; c) that the work readiness of vocational school students is reviewed from the dimension of values and attitudes shown through substantive values in the form of beliefs instilled in students through informal and formal education as well as procedural values that are useful as social participation capital in the Industry; d) that the work readiness of vocational school students is reviewed from the dimension of action shown by the student's ability to determine decisions and solutions to problems in the Industry). Overall, this study strengthens the argument that integrating social studies learning with a vocational internship fosters comprehensive work readiness. This model is relevant for further development in vocational education policies, particularly in schools in border areas that face regional labour competition pressures.

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The author is solely responsible for all aspects of this manuscript. The author has read and approved the final manuscript.

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The author declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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