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The Effect of Family Environment, World of Work Knowledge, and Work Motivation on Mental Work Readiness of Vocational School Students in East Lombok

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ABSTRACT

This study investigates the effects of family environment, knowledge of the world of work, and work motivation on the mental work readiness of vocational high school students in East Lombok. Employing an ex post facto design, the study targeted all grade XI vocational schools in the region offer engineering programs that encompass TKR, Ototronik, TSM, and Heavy Equipment. A total of 196 students were selected through proportional random sampling to ensure representative distribution across schools. Data were collected via structured questionnaires and analyzed using descriptive statistics, simple regression, and multiple regression in SPSS. The findings reveal: (1) a significant effect of family environment on work readiness ($r = 0.618$, $R^2 = 0.382$, $p < 0.001$); (2) a significant effect of knowledge of the world of work on work readiness ($r = 0.782$, $R^2 = 0.611$, $p < 0.001$); (3) a significant effect of work motivation on work readiness ($r = 0.694$, $R^2 = 0.481$, $p < 0.001$); and (4) a combined influence of family environment, knowledge of the world of work, and work motivation on work readiness ($R = 0.832$, $R^2 = 0.693$, $p < 0.001$). These results underscore the critical role of both internal and contextual factors in shaping students' preparedness for the workforce.

Introduction

Education in Indonesia continues to face substantial challenges, affecting both the quality and relevance of learning for the younger generation. This is reflected in Indonesia's global education

ranking, which remains below expectations. According to Worldtop20.org (2023), Indonesia ranks 67th out of 209 countries, alongside Albania (66th) and Serbia (68th), highlighting the scale of the challenges (Beatty et al., 2021; Lestari and Slamet, 2021). At the ASEAN level, comparisons with neighboring countries underscore this lag: the World Population Review (2021) ranks Indonesia 54th out of 78 countries, whereas Singapore, Malaysia, and Thailand occupy 21st, 38th, and 46th positions, respectively. These data underscore Indonesia's ongoing struggle to achieve global competitiveness in education (Beatty et al., 2021; Haris et al., 2022).

The Indonesian government has recognized the need to improve education quality and has allocated substantial budgets to enhance access at all levels, from elementary to vocational high schools. Nevertheless, vocational high schools continue to face significant challenges in the 21st century, including integrating 21st-century skills, Industry 4.0 competencies, and the development of critical, creative, collaborative, and communicative (4C) skills (Herlinawati et al., 2024). In this digital era, students are required not only to acquire technical knowledge but also to adapt rapidly to technological advancements and dynamic work environments Petrychenko et al., (2023).

Despite government efforts, a gap persists between school curricula and evolving industry needs. Many vocational high school graduates remain underprepared for workforce demands, particularly in skills aligned with emerging technologies. Bridging this gap requires coordinated efforts among government, educational institutions, and industry stakeholders (Pramoda et al., 2021; Sumiati et al., 2020), ensuring graduates acquire competencies necessary for global labor market competitiveness.

Referring to data from the Central Statistics Agency in February 2023, the number of open unemployment rates for vocational school graduates was 9.60%, a decrease compared to the previous two years. Meanwhile, the number of open unemployment rates at other education levels is still below that of vocational high schools. The high unemployment rate clearly shows that the absorption of the world of work, especially in Vocational High Schools is still lacking. The Central Previous study agree that there is still a mismatch and mislink between the two institutions. This is due to the incompatibility between the Vocational High Schools curriculum and the demands in the world of work, as well as the low soft skills of Vocational High Schools graduates (Ahyanuardi et al., 2022; Pastore and Zimmermann, 2019). Furthermore, General of Vocational Education at the Directorate General of Vocational Education, Ministry of Education and Culture, emphasized that students in vocational high schools must be equipped with essential soft skills, including communication, professional attitudes, and character development. Additionally, Wardani

Sugiyanto, Director of Vocational Schools at the Directorate General of Vocational Education, Ministry of Education, Culture, Research, and Technology, highlighted the need for vocational schools to develop specialized expertise aligned with societal and industry demands (Directorate General of Vocational Education, 2023).

On the industrial side, the Automotive industry in Indonesia in 2023 is very developed, from the statement of the ministry of industry that the Automotive industry grew 9.66 percent, higher than the performance of the non-oil and gas processing industry which grew by 4.56 percent Minsitry of Industry, 2023. Based on data from the Indonesian Motorcycle Industry Association and the Indonesian Automotive Industry Association, the national automotive sector is experiencing promising growth and demonstrates significant future potential. This expansion directly generates employment opportunities in the automotive field, particularly as mechanical technicians, spare parts service personnel, and industry or workshop operators. Moreover, it provides graduates of the Vocational High School Automotive Engineering program with entrepreneurial opportunities, including establishing their own workshops.

One of the concentrations in Vocational High School is the concentration of expertise in the field of Automotive. Automotive Engineering, a branch of Mechanical Engineering, focuses on the design, manufacturing, and development of land transportation vehicles powered by engines, particularly motorcycles and cars (Etukudoh et al., 2024; Sakthivel et al., 2019). The Automotive Department of state vocational high schools in East Lombok Regency maintained high enrollment in the 2023 academic year, reflecting strong public confidence in the program. This high interest underscores the need for industry-standard facilities to ensure graduates are ready for employment in the automotive sector and related industries. The limited number of state vocational schools offering Automotive majors in East Lombok stems from the West Nusa Tenggara Education and Culture Office's core refocusing initiative, which aims to revitalize vocational education and accelerate the development and absorption of skilled labor (Ministry of Education and Culture of West Nusa Tenggara, 2023).

Refocusing this core also facilitates school management and ensures the preparation of skilled workers aligned with their respective competencies. Consequently, it simplifies the establishment of collaborations between vocational schools and industry, explained Ikhwan, Head of the Vocational High School Development Sector at the West Nusa Tenggara Education and Culture Office. This refocusing is also necessary because vocational school graduates represent the largest contributor to unemployment in West Nusa Tenggara, as their absorption into the workforce does

not match labor market demands. Furthermore, the Head of Curriculum for Vocational High School Development at the West Nusa Tenggara Education and Culture Office noted that many vocational programs produce excessive numbers of graduates, making it difficult for them to penetrate the labor market Rojai, (2023).

In addition to refocusing the core for effective governance, the West Nusa Tenggara Education and Culture Office mandates that vocational high schools operate as regional public service institutions. This shift strengthens school-industry collaboration, ensuring that student projects align with actual industrial needs. The West Nusa Tenggara strategy to maximize graduate absorption in the workforce and entrepreneurship is operationalized through a link-and-match program, which requires concrete, actionable agreements rather than formal MoUs. For example, industries are encouraged to prioritize graduates from partner schools or involve students in addressing operational challenges. Despite these initiatives, many vocational graduates in East Lombok Regency remain unemployed or employed in fields unrelated to their majors, largely due to an oversupply of graduates relative to labor market demand Putra and Rojai, (2024).

Data on official workshops in East Lombok Regency indicate a persistent shortage relative to the number of Automotive Engineering students, limiting direct employment opportunities within the sector. Consequently, schools must guide students to seek work beyond the island, ensuring that the knowledge and skills acquired through their education align with real-world occupational demands. Graduates are not limited to workshops; employment opportunities also exist in fields directly related to Automotive Engineering, such as the transportation sector. Therefore, schools must prepare students to work effectively in their chosen fields, ensuring that their professional activities correspond with the expertise gained during their studies. Furqan, Head of the West Nusa Tenggara Provincial Education and Culture Office, noted that the high number of vocational high schools and annual graduates, combined with limited employment opportunities, contributes to the insufficient absorption of graduates into the workforce Nizar, (2023).

Beyond external factors such as school policies and industry opportunities, internal student factors play a critical role in shaping work readiness, particularly mental readiness. Mental work readiness encompasses the ability to manage stress, adapt to change, and respond effectively to workplace demands (Nurlaela et al., 2021; Sojow et al., 2018; Suarta et al., 2021). Research has demonstrated that the family environment, knowledge of the world of work, and work motivation are key determinants of students' mental preparedness. Emotional, financial, and educational support from parents enhances students' confidence and equips them to navigate workforce

challenges or pursue entrepreneurial endeavors (Rizqi et al., 2020; Lee, 2020; Karyantoa, 2021; Sumbodo et al., 2020).

In response to these demands, vocational education systems globally have adopted models aimed at enhancing practical and cognitive readiness. Programs such as Teaching Factory, Work-Based Learning (WBL), and Blended Learning emphasize hands-on experience, apprenticeships, and a hybrid of online and face-to-face instruction (Affandi et al, 2025; Darni et al., 2025; Indrawati et al., 2023). Similarly, international models such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL) cultivate critical thinking, problem-solving, collaboration, and digital skills, aligning education with the evolving requirements of the modern workforce HKSMP, (2024). These approaches highlight the importance of integrating theoretical knowledge with practical application to strengthen students' readiness for real-world challenges.

Previous research on vocational education has predominantly focused on the implementation of educational models and the development of technical competencies, emphasizing methods such as Teaching Factory, Work-Based Learning (WBL), and Project-Based Learning (PjBL) (Affandi et al, 2025; Darni et al., 2025; Indrawati et al., 2023). These studies highlight the importance of practical experience and technical skills for enhancing employability. Additionally, investigations into mental work readiness have identified individual factors such as motivation, self-efficacy, and basic knowledge of the workplace as influential determinants (Nurlaela et al., 2021; Rizqi et al., 2020).

Significant research gap remains, while prior studies examine technical skills or general work readiness independently, few have explored the integrated effects of internal factors, family environment, and knowledge of the world of work on mental work readiness. Moreover, existing literature rarely addresses the contextual nuances of local industry demands, particularly in the Automotive Engineering programs of vocational high schools, leaving limited understanding of how these factors interact to shape students' preparedness for real-world challenges.

The novelty of this study lies in its comprehensive and integrative approach. By simultaneously considering internal factors (motivation and mental readiness), family environment, and knowledge of the world of work, this research focuses on graduates of the Automotive Engineering program in East Lombok Regency. This study aims to provide a strategic framework that not only enhances work and entrepreneurial readiness but also addresses competency mismatches and strengthens the linkage between schools, families, and the industrial sector. By bridging these gaps, the research offers a more holistic understanding of the determinants of vocational students' mental work readiness.

Method

This study employs a quantitative ex post facto design, which investigates the relationships among variables that have already occurred without any manipulation of the independent variables (Kerlinger et al., 2000; Sugiyono, 2016). The ex post facto approach is particularly appropriate for examining mental work readiness as the dependent variable, since students' readiness reflects long-term interactions involving family support, learning experiences, and personal motivation (Nurlaela, 2021; Rizqi et al., 2020). This design allows the identification of predictive relationships between independent variables and mental work readiness in authentic contexts without altering natural conditions (Kerlinger and Lee, 2000; Sugiyono, 2017). The selected design is relevant because the variables under study—namely family environment, knowledge of the world of work, and work motivation—are conditions that have already been established and experienced by Automotive Engineering students in vocational high schools. The programs involved four specializations: Light Vehicle Engineering (Teknik Kendaraan Ringan, TKR), Automotive Electronics (Ototronik), Motorcycle Engineering (Teknik Sepeda Motor, TSM), and Heavy Equipment Engineering.

Data were collected via questionnaires capturing students' perceptions of family environment, work knowledge, and motivation, and analyzed using inferential statistics, including regression and F-tests in SPSS. This approach provides a robust methodological framework for vocational education research, combining internal validity with practical relevance in Automotive Engineering programs. The study employed proportional sampling to ensure that each vocational high school was represented according to its contribution to the total population. The total population of Automotive Engineering students across the three schools was 385 students, from which a sample of 196 students was selected. The sample size for each school was calculated using the formula:

$$ni = \frac{Ni}{Ntotal} x\, n$$

n_i : Sample for each school
N_i : The total number of students in that school
N_{total} : total population across all schools
N : the total sample.

This proportional allocation ensures representative sampling across schools, maintaining the relative contribution of each institution to the overall sample while reflecting the diversity of student experiences in the Automotive Engineering program.

This questionnaire consists of statements used to obtain information about the family environment, knowledge of the world of work, work motivation, and mental work readiness of grade

XI Automotive Engineering students in East Lombok Regency. Hypothesis testing will use the help of the SPSS application program with a 5% significance level for hypothesis rejection and acceptance criteria. Number of samples in Table 1.

Table 1. Number of Samples

No.	*School Name*	*Calculation*
1	Vocational High School 1 Pringgabaya	59 student
2	Vocational High School 1 Selong	95 student
3	Vocational High School 3 Selong	42 student
	Total	196 student

Result and Discussion

The influence of the family environment on the mental work readiness of students in East Lombok Regency in the Automotive Department

The regression results indicate that the family environment has a positive and significant influence on students' mental work readiness (B = 0.660, p < 0.001), even when knowledge of the world of work (X2) and work motivation (X3) are controlled. This finding highlights the centrality of familial support in shaping vocational outcomes. Students raised in supportive family settings tend to develop stronger confidence and adaptability in learning and career preparation. First hypothesis regression equation results in Table 2.

Table 2. First Hypothesis Regression Equation Results

Model	**Unstandardized Coefficients**	Std. Error	**Standardized Coefficients**	**t**	**Sig.**
	B		Beta		
1 (Constant)	26.562	3.863	—	6.876	<0.001
Family Environment	0.660	0.060	0.618	10.960	<0.001

The results of the analysis indicate that the family environment has a positive and significant impact on students' mental work readiness. Students who grow up in supportive family settings tend to feel more comfortable and confident in the learning process and in preparing to enter the labour market. Such environments provide emotional and intellectual scaffolding that optimally fosters students' potential (Cipta and Wahyuni, 2024). A well-structured socialization process in the family plays a pivotal role in shaping students' character and work-oriented mentality Agussalim et al., (2024).

Social-cognitive perspectives explain that family processes are translated into career-relevant dispositions. Parental behaviours emotional encouragement, instrumental support, informational guidance, and occupational modelling strengthen career self-efficacy and psychological capital (resilience, optimism, and hope), which are critical for workplace readiness (Betz and Hackett, 1986; Cheung, 2024). Evidence from systematic reviews and field-based studies further confirms the centrality of family support for employability, especially where institutional linkages with industry remain weak. Family support not only augments cognitive understanding of work but also provides affective security, enabling students to engage in training, internships, and high-stakes transitions into employment Hartini et al., (2025).

Family influence is not monolithic nor sufficient in isolation. Literature consistently highlights the moderating role of school- and practice-based factors, such as hands-on workshops, internships, and simulated industry projects, in translating parental support into tangible competencies. Without these experiential opportunities, family-driven encouragement risks remaining abstract and fragile when students confront real workplace demands. This underscores the importance of integrating parental involvement with structured work-based learning (WBL) and apprenticeship opportunities within vocational curricula Iliescu et al., (2025).

From a policy and programmatic standpoint, the results imply three actionable strategies. First, schools should actively incorporate family engagement components into career guidance (parent workshops, joint school–industry open days) to align parental expectations with realistic occupational pathways and to mobilize parents as facilitators of internships and project opportunities. Second, vocational curricula must deliberately combine cognitive/work knowledge with frequent simulated and real-world practice, thereby consolidating the motivational and emotional benefits conferred by family support into durable workplace competencies. Third, targeted interventions (mentoring, psychosocial supports) are needed for students from low-support households to avoid amplifying inequality in readiness and labour-market outcomes a point underscored in evidence on skills development and labour market returns Iliescu et al., (2025).

The influence of knowledge of the world of work on the mental work readiness of students in East Lombok Regency in the Automotive Department

The regression analysis demonstrates that world of work knowledge significantly predicts students' mental work readiness ($B = 0.810$, $p < 0.001$). Students with clearer understanding of workplace expectations including professional ethics, teamwork, and industry-specific competencies exhibit greater confidence and adaptability in transitioning to employment (Fenu et

al., 2021; Kaplowitz et al., 2023). Conversely, inadequate exposure to occupational information can produce uncertainty, stress, or misaligned career choices (Cummings, 2012). Table 3 explain Regression equation results of the second hypothesis.

Table 3. Regression Equation Results of the Second Hypothesis

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.503	3.119		4.650	<.001
	World of Work Knowledge	.810	.046	.782	17.461	<.001
a. Dependent Variable: Mental Work Readiness						

The findings align with prior studies showing that students who possess an in-depth understanding of workplace expectations spanning work ethics, professional responsibilities, and industry-specific skills are more confident and better prepared to transition into employment (Fenu et al., 2021). Such knowledge not only sharpens technical readiness but also strengthens psychological resources, including self-confidence and adaptability, both of which are critical for labour market integration. As career development is widely recognized as a lifelong and complex process Bandura et al., (2001), insufficient exposure to occupational information can render career decision-making stressful and potentially misaligned with personal interests, as illustrated in cases where students select fallback professions Cummings, (2012). Conversely, early and structured exposure to occupational knowledge, whether through family, peers, or institutional interventions, enhances students' resilience and equips them to navigate professional uncertainty (Kwok, 2018).

The positive impact of workplace knowledge can be attributed to its role in clarifying workplace expectations (Cordero Jr., 2022; Kaplowitz et al., 2023). Understanding team dynamics, communication norms, and time management requirements allows students to anticipate and adapt to the demands of professional life Choy, (2019). Empirical studies confirm that such knowledge strengthens students' ability to adjust to complex work situations and fosters a robust mentality for facing challenges (Chavan and Carter, 2018). For vocational students in the automotive sector, this is particularly salient: the industry is characterized by rapid technological innovation, the integration of digital systems, and increasing demand for cross-disciplinary skills. Students with deeper knowledge of these workplace demands are better positioned to adapt and sustain employability in such a dynamic field.

Theoretical understanding alone is insufficient. A recurring gap in prior research is the limited attention to the synergistic role of experiential learning in operationalizing workplace knowledge. Conceptual awareness provides a cognitive map of professional expectations Zegwaard et al., (2017), but without hands-on practice whether through workshops, apprenticeships, simulations, or project-based learning this knowledge risks remaining abstract and disconnected from practice. Applied engagement enables students to internalize workplace competencies such as teamwork, problem-solving, and adaptive communication while simultaneously building resilience and self-efficacy under conditions that mirror real-world pressures (Cordero Jr., 2022; Kaplowitz et al., 2023). These findings position experiential learning as a critical bridge, transforming cognitive awareness into behavioural competence. Through repeated applied practice, students cultivate psychological readiness, develop situational judgment, and gain confidence in navigating uncertainty.

These findings highlight the role of experiential learning as a crucial mechanism that operationalizes workplace knowledge into behavioural competence. Repeated applied practice fosters psychological readiness, enhances situational judgment, and strengthens students' confidence in managing uncertainty. In this sense, the interaction between workplace knowledge and experiential learning is not merely additive but synergistic, producing outcomes that extend beyond technical proficiency toward broader adaptive capacities. The regression coefficient obtained in this study (B = 0.810, p < 0.001) substantiates this dynamic, indicating that knowledge of the world of work particularly when reinforced through practical engagement constitutes a decisive factor in shaping the mental readiness of vocational students to enter the automotive labour market.

The effect of work motivation on the mental work readiness of students in East Lombok Regency in the Automotive Department

Table 4 explaine the findings confirm that work motivation significantly contributes to students' mental work readiness (B = 0.750, p < 0.001).

Table 4. Regression Equation Results Third Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.40	3.83		4.53	<.001
Work Motivation	.75	.05	.694	13.41	<.001
a. Dependent Variable: Mental Work Readiness					

Motivation not only drives persistence and effort but also shapes attitudes toward teamwork, adaptability, and problem-solving in workplace contexts (Skinner et al., 2014; Williams and Williams, 2011). Distinguishing between intrinsic and extrinsic motivation provides further nuance: intrinsic motivation (curiosity, personal satisfaction, mastery) fosters deeper learning and resilience, whereas extrinsic motivation (grades, recognition, career prospects) encourages efficient goal attainment but may falter in sustaining long-term adaptability (Ryan and Deci, 2020). These results align with evidence that motivation is not supplementary but fundamental in vocational education (Kristmansson and Fjellström, 2022).

These results indicate that students with higher levels of work motivation tend to be more mentally prepared to enter the workforce. A strong motivational drive encourages students to persist in developing the necessary skills and mental resilience required for professional challenges Skinner et al., (2014). Work motivation not only acts as a driver for effort but also shapes students' attitudes, behaviors, and overall approach to problem-solving and teamwork in the workplace. High motivation fosters enthusiasm and commitment, enabling students to engage more effectively with tasks and responsibilities, which in turn enhances their mental readiness (Williams and Williams, 2011).

Motivation can be categorized into intrinsic and extrinsic types, each influencing mental work readiness differently. Intrinsic motivation, which arises from personal interest, curiosity, or a sense of achievement, encourages students to engage in learning and skill development for their own satisfaction. This type of motivation often leads to deeper learning, creativity, and persistence when facing challenges, which are critical for mental readiness in dynamic work environments. In contrast, extrinsic motivation, driven by external rewards such as grades, recognition, or career advancement, can prompt students to achieve specific outcomes efficiently but may not always sustain engagement in tasks that require long-term effort or adaptability (Ryan and Deci, 2020). Considering both types of motivation allows educators to design interventions that foster not only goal-oriented effort but also genuine engagement and resilience.

Students with high work motivation tend to perform optimally and consistently, as motivation directs behavior toward achieving predetermined goals. This highlights the essential role of work motivation in equipping students to cope with the increasingly complex demands of the modern workforce. Previous research by Kristmansson and Fjellström (2022) similarly found a significant positive relationship between work motivation and student work readiness, reinforcing the idea that motivation is not merely supplementary but a fundamental factor in vocational education and

training. In the context of Automotive students in East Lombok, integrating strategies to strengthen both intrinsic and extrinsic motivation can enhance mental work readiness. For example, providing opportunities for meaningful project-based learning, hands-on workshops, and real-world problem-solving can stimulate intrinsic motivation, while clear pathways to career advancement and recognition can support extrinsic motivation.

The effect of family environment, knowledge of the world of work, and work motivation together on the mental work readiness of students in East Lombok Regency in the Automotive Department.

The significant test of the regression line aims to determine whether there is a significant influence between the independent variables (family environment, world of work knowledge, and work motivation) on the dependent variable (mental work readiness). In this case, the hypothesis being tested is whether the family environment (X1), world of work knowledge (X2), and work motivation (X3) together have a significant influence on mental work readiness (Y). Test result explain in Table 5.

Table 5. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8008.377	3	2669.459	144.166	<.001[b]
	Residual	3555.174	192	18.517		
	Total	11563.551	195			

a. Dependent Variable: Mental Work Readiness
b. Predictors: (Constant), Work Motivation, Family Environment, World of Work Knowledge

The ANOVA results ($F = 144.166$, $p < 0.001$) reveal that the family environment, world of work knowledge, and motivation collectively exert a significant positive influence on mental work readiness. Each factor contributes uniquely, yet their combined effect appears greater than the sum of individual contributions. This suggests synergistic interactions: for instance, the benefits of workplace knowledge are amplified when reinforced by family guidance and motivational drive, enabling students to translate theoretical understanding into practical competence (Epstein, 2018; Rizqi et al., 2020). This means that the family environment, knowledge of the world of work, and work motivation together have a significant and positive influence on the mental work readiness of students majoring in Automotive in East Lombok Regency.

The results of this study demonstrate that family environment, knowledge of the world of work, and work motivation each have a significant positive effect on the mental work readiness of students

in the Automotive Engineering program at vocational high schools in East Lombok. Each factor contributes uniquely: family support strengthens students' emotional resilience and confidence, knowledge of the world of work provides insight into professional expectations and technical competencies, and high work motivation drives commitment, persistence, and proactive engagement in skill development. These findings align with prior research emphasizing the importance of both psychological and cognitive factors in vocational readiness (Rizqi et al., 2020).

Investigating the interactions among these factors could provide a deeper understanding of how students in Automotive Engineering programs prepare for the workforce. For example, the benefits of work knowledge may be strengthened when students receive strong family guidance that encourages practical application of skills learned in school or workshops Epstein, (2018). Likewise, high work motivation may amplify the positive effects of both family support and work knowledge, enabling students to translate theoretical knowledge into practical competencies more effectively. These potential synergies suggest that the combined effect of internal factors (knowledge and motivation) and external factors (family environment) may produce greater impacts on mental work readiness than the sum of their individual effects.

While the study confirms that family environment, work knowledge, and motivation positively influence students' mental work readiness, a critical question remains regarding the long-term retention of this readiness. Mental work readiness is not a static attribute; it is shaped and reinforced through ongoing experiences, support, and engagement (Hamilton et al., 2018). Students may demonstrate high readiness levels while actively receiving guidance and encouragement from their families and schools, but these levels could decline over time if such support diminishes. This is particularly relevant in vocational programs like Automotive Engineering, where students' confidence and adaptability are continually tested in practical work settings (Nurlaela et al., 2021; Rizqi et al., 2020).

Hands-on practice and real-world application serve as essential mechanisms for maintaining readiness beyond immediate educational interventions. Students who have frequent exposure to workshops, internships, or simulated industry projects are more likely to internalize skills and problem-solving strategies, making their mental readiness more resilient to fluctuations in external support. Conversely, students who rely primarily on family guidance or classroom instruction without practical reinforcement may struggle to sustain high readiness when entering workplaces independently or facing unforeseen challenges (Kaplowitz et al., 2023; Cordero, 2022).

Conclusion

This study confirms that a supportive family environment, comprehensive knowledge of the world of work, and high work motivation are significant predictors of mental work readiness among vocational students in the Automotive Engineering program. Students who benefit from emotional support, guidance on career and educational goals, and clear understanding of industry demands demonstrate higher levels of confidence, adaptability, and preparedness for professional challenges. High intrinsic and extrinsic motivation further amplifies students' engagement in preparing for employment or entrepreneurial opportunities within the automotive sector. To translate these findings into actionable strategies, vocational programs should integrate structured experiential learning, including workshops, internships, and simulated industry projects, to reinforce theoretical knowledge and cultivate practical competencies. The development of mentorship initiatives with industry professionals can provide targeted guidance, modeling workplace expectations and fostering sustained motivation. Moreover, facilitating parental engagement in career development processes ensures continuous support beyond the school environment. By systematically combining experiential learning, family involvement, and motivational enhancement, vocational institutions can optimize students' mental readiness, thereby bridging the gap between educational preparation and real-world professional demands in the automotive industry.

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