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An Investigation of the Readiness of the *Prakerin* Program Implementation to Improve Students' Competence

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Abstract

This research aimed to investigate the readiness of the *Prakerin* Program implementation to improve students' competence in selected vocational high schools in Bungo District, Jambi, Indonesia. This research used a descriptive quantitative research design and inferential statistics. The results indicated that the implementation of the *Prakerin* program acquired well to improve student's competence. It also showed significant correlations between the readiness of the *Prakerin* program and student competence from various schools. Specifically, there was a positive significance and a high correlation between the readiness of the *Prakerin* program implementation and student competence. Investigation of the relationship between the ten sub-components of *Prakerin* program implementation readiness and student competence revealed that all the ten sub-components correlated with the student competence. Students had a competence by being able to develop themselves and their ability to do practicum.

Keywords
Implementation, *prakerin* program, readiness

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Introduction

The absorption of labor in business and industry (DU/DI) varies from year to year. Competition in DU/DI gets tougher with fewer job opportunities. It makes employment more difficult for applicants. Good preparation is to train middle-level workers to become skilled quality workers directly involved in the goods and services production to keep abreast with the demands of the present industry. A Vocational High School (SMK) is a formal educational institution to produces skilled and ready graduates to go directly to the business or industry world. Vocational High Schools (SMK) have a program named *Prakerin (Praktek Kerja Industri* or Field Industrial Practice*)*, which prepares students to be more ready to work after graduating because they have fulfilled the required competencies. The Vocational High School graduates are expected to possess minimum qualifications and information about the industrial world- a skill that these students may not have gained from other school forms.

One of the realizations of the *PSG* concept is carried out through industrial work practice activities. *Prakerin* is a program conducted by A Vocational High School by placing students directly in the business or industry world within a definite time to have skills and broader insights about the world of work. For Vocational High School students, apprenticeship is one way to recognize the characteristics of the work or the actual work environment they will live in. In its implementation, apprenticeship not only requires technical skills but also general skills, such as communication skills, interacting with friends and superiors, and conveying messages or orders related to work.

The expectations must be met by Vocational High Schools. Hence, the *Prakerin* Program under a Vocational High School must prepare for a very satisfactory. Proper attention must be considered to assess the readiness of the program implementation. The government needs to prepare the planned Vocational High School and admissions policies, student support, student facilities, human resources, and instructional resources.

Prakerin readiness is physical readiness, which means sufficient energy and good health, while mental readiness means having enough interest and motivation to carry out an activity (Fataron & Sijabat, 2019). According to Mahmud (2018), readiness is the overall condition of a person or individual who is ready to respond or answer in a certain way to a situation and condition. The readiness assessment for *Prakerin* Program implementation is paramount and might be associated with the lack of partnership between vocational education and the world of work to have a negative effect on the gain of student competencies. It would lead to a concentration between student competencies and the qualifications needed in the world of work (Sileikis & Kaminskiene, 2006).

The purpose of the *Prakerin* Program is to implement material that has been learned at school. Material and practice must be considered when entering the business or the industrial world. These can form a constructive mindset so students can see opportunities for the future. There are many benefits that students can experience from the *Prakerin* Program, such as adding professional and reliable skills, knowledge, and ideas about the business world or industrial world, and producing human resources who have professional expertise is the ultimate goal.

The readiness of Vocational High Schools to offer the *Prakerin* Program would be a vital approach to examining the relationship between its implementation and students' acquired

competencies. The higher the level and quality of education, the more advanced the country is. Education is needed to shape the next generation into quality human resources. Provision of superior human resources can be started when someone is studying at school. Schools as formal educational institutions have an essential role in preparing graduates as ready-to-use workforce according to their field and level of education. This expectation has not been fulfilled as it should be. The level of skills and personality possessed by graduates is still weak in facing life's challenges.

Based on some of the descriptions above, the readiness of an apprenticeship program means the condition of a person or student who is ready to do work both mentally and physically to achieve the results or goals that have been determined without requiring a long adjustment time and providing knowledge to students or adding information about theory. Furthermore, competence is mastery of a task, skills, attitudes, and aspirations that must be possessed by students to achieve success and carry out learning tasks (Apriana et al., 2019). Student competence includes cognitive, affective, and psychomotor domains so that it can be assessed as a form of student learning outcomes by experience. Assessment of student competence achievement is carried out objectively by the knowledge, skills, values, and attitudes of students as learning outcomes (Mulyasa, 2005).

One of the factors that influences the graduates' success at vocational high schools is the practical learning process, which should be able to build psychomotor abilities. Of course, a learning system is beneficial to accommodate the quality of productive program processes, quantity, and quality. In addition, the completeness of facilities and equipment in vocational high schools must also be improved. After students undergo the *Prakerin* Program, they are expected to gain experience, which includes an overview of companies and practical activities directly related to technology. The program prepares students to learn to work independently, work in a team, and develop their potential and expertise according to their interests and talents. However, the *Prakerin* Program cannot be separated from problems and obstacles that are often encountered by the industry in the field, such as a discrepancy between disciplinary backgrounds and work practices, difficulties in adjusting to the environment, and (3) monitoring from schools is still relatively lacking. Vocational 6, Vocational High School 1, and Vocational High School SS are the vocational high schools in the Bungo District with various majors, such as culinary, fashion, skin and hair beauty, multimedia, and electronics engineering industry.

Methodology

Research design

This research used descriptive quantitative research design and inferential statistics. Quantitative design is a research method that collects, analyses, interprets, and writes the research outcome (Cresswell, 2009). Quantitative research helps the researcher to determine the relationship between two or more variables. Meanwhile, the intent is to establish, confirm, or validate relationships and develop generalizations that contribute to theory (Leedy & Ormrod, 2001). Furthermore, descriptive research design was used in describing the

relationship between the readiness of the *Prakerin* Program implementation and the acquired competencies.

Data collection and analysis

This research used a survey for collecting data in this research. The survey consisted of six parts used to gather data: planned curriculum, admission policy, student support, school facilities, human resources, and instructional resources, such as *Part I* consisted of perceived readiness of the *Prakerin* Program implementation in terms of planned curriculum. Eleven items were included which used the Likert scale. Four means highly ready, three means moderately ready, two means lowly ready, and one means not ready for implementation. Respondents reflected and marked how the readiness of the *Prakerin* Program implementation to student competency. The instrument was formulated and structured by the researcher. Data was analyzed using mean, standard deviation, frequency, and percentage. Specifically, the Pearson-product moment correlation coefficient and multiple regression were used to determine the correlations of independent and dependent variables. The research results were used mainly for educational research, seminars, and other educational purposes.

Findings and Discussions

This section of the research presents and discusses the findings of this research. It covers the readiness of the *Prakerin* Program implementation in six contexts which are planned curriculum, admission policy, student support, school facilities, human resources, instructional resources, and their acquired student competency in four contexts which are critical thinking, creativity, collaboration, and communication. This section also discusses the relationships and interrelationships between these variables.

Respondents' perceived readiness of the Prakerin program implementation

Table 1 is the perceived readiness of the *Prakerin* Program implementation, which includes planned curriculum, admission/ retention policies, school facilities, human resources, and instructional resources. In general, the respondents' perception had an overall mean of 3.33 with a standard deviation of 0.32 with verbal interpretation of highly ready. The planned curriculum gets the highest polled mean of 3.54 with a standard deviation of 0.36, and the lowest pooled mean is student support at 3.09 with a standard deviation of 0.34

Table 1. *Respondents' perceived readiness of the Prakerin program implementation*

Parameters	Mean	SD	Description
Planned Curriculum			
The curriculum has been aligned as a follow-up to the Vocational High School development and coaching program, which is linked and matches with the industry	3.51	0.52	Highly Ready
Vocational High Schools have received learning modules as a result of curriculum alignment	3.48	0.55	Highly Ready

Consistency and continuity of lessons in the readiness *Prakerin* Program	3.57	0.53	Highly Ready
Use of a scientific approach from simple to complex readiness *Prakerin* Program	3.53	0.53	Highly Ready
Learning competencies in individual/dual readiness in an apprenticeship program	3.59	0.53	Highly Ready
Apprenticeship by the implementation curriculum	3.59	0.53	Highly Ready
Availability of training materials from schools and industry	3.56	0.55	Highly Ready
Realization of implementation of Curriculum	3.40	0.57	Highly Ready
Carrying out outreach about internship activities	3.67	0.47	Highly Ready
Implementation of monitoring activities	3.60	0.54	Highly Ready
Pooled Mean	**3.54**	**0.36**	**Highly Ready**
Admission Policy			
Provisions for apprentice students to be apprenticed	3.61	0.65	Highly Ready
Guidelines for choosing a particular internship place	3.52	0.69	Highly Ready
Student retention rules about student grades	3.49	0.67	Highly Ready
Provisions regarding documents that must be submitted by students for the Standard Internship program to screen students	3.42	0.75	Highly Ready
Student policies complete all existing administration at school, such as tuition fees	3.64	0.62	Highly Ready
Policies that must require students to make a report after the internship	3.61	0.69	Highly Ready
Policies that require students to work on the modules provided during the apprenticeship	3.55	0.66	Highly Ready
Accept students from various majors	3.53	0.63	Highly Ready
To what extent is the application of the acceptance policy to the readiness of the Internship Program implemented	3.45	0.71	Highly Ready
Extent of implementing admission policy to readiness on implementation of *Prakerin* Program	3.50	0.62	Highly Ready
Extent of implementing retention policy to readiness on implementation of *Prakerin* Program	3.43	0.63	Highly Ready
Pooled Mean	**3.52**	**0.46**	**Highly Ready**
Student Support			
Remedial and mentoring for academic subjects	3.52	0.56	Highly Ready
students are involved in the operational activities of the industrial world	3.55	0.56	Highly Ready
Regular parent-teacher conferences to discuss student performance	3.43	0.60	Highly Ready
Flexible learning delivery of student training	3.50	0.53	Highly Ready
Adequacy of learning delivery for internship	3.19	0.86	Moderately Ready
Provisions of uniforms for student	1.93	0.82	Lowly Ready

Meals and students' allowance for training/competition	1.91	0.86	Lowly Ready
Safety measures during competitions	3.26	0.61	Highly Ready
Students needed provisions or knowledge for an internship before doing the *Prakerin* Program	3.49	0.58	Highly Ready
Pooled Mean	**3.09**	**0.34**	**Moderately Ready**
School Facilities			
Provide practice rooms according to the majors	3.56	0.50	Highly Ready
Equipment for individuals and groups	3.36	0.59	Highly Ready
Availability of facilities in general and specifically	3.33	0.63	Highly Ready
Complete availability of equipment in general and specifically	3.36	0.62	Highly Ready
Equipment that complies with established standards	3.32	0.55	Highly Ready
Maintenance of laboratory facilities by schools	2.99	0.85	Moderately Ready
Students are provided with pick-up and drop-off facilities for apprentice students	2.83	0.92	Moderately Ready
Schools are provided with financial aid from the government's link and match program related to school facilities	3.05	0.84	Moderately Ready
Pooled Mean	**3.23**	**0.49**	**Moderately Ready**
Human Resources			
Organized class and personnel for the *Prakerin* Program	3.32	0.56	Highly Ready
Budgetary allocation to improve internship programs	3.15	0.64	Moderately Ready
Supervision of the school principal handling the *Prakerin* Program	3.29	0.60	Highly Ready
Linkages to school operational assistance funds for funds to sustain the internship program	3.19	0.65	Moderately Ready
Qualification of teachers handling the *Prakerin* Program	3.36	0.53	Highly Ready
Alumni who have succeeded in the world of work motivate students in practical work practices	3.19	0.73	Moderately Ready
Knowledge & skills of practice in various skills in the program	3.30	0.59	Highly Ready
Pooled Mean	**3.26**	**0.44**	**Highly Ready**
Instructional Resources			
Availability of internship program manual	3.22	0.71	Moderately Ready
Sufficiency of instructional videos for internship programs	3.13	0.72	Moderately Ready
Sufficiency of equipment for teaching specific internships	3.23	0.65	Moderately Ready
Adequacy of modules for internship instruction	3.26	0.61	Highly Ready

Teaching expertise in handling specific intensity	3.32	0.55	Highly Ready
Acquired skills from training used in instructions for internship	3.33	0.58	Highly Ready
Modeling of specific skills in internship being discussed	3.24	0.61	Moderately Ready
Teacher-made materials for instructions in an internship	3.18	0.67	Moderately Ready
Pooled Mean	**3.24**	**0.46**	**Moderately Ready**
Over-all Mean	**3.33**	**0.32**	**Highly Ready**

Planned curriculum

For the sub-component planned curriculum, according to the National Education System Law article 15 Ministry of National Education (2006), Vocational Education is secondary education that prepares students to work in definite fields. The statistical calculation results of the mean of the planned curriculum statement number eleven are 3.54, and the standard deviation is 0.36. The highest average is statement number 11 "*implementation of monitoring activities",* claiming that implementation of monitoring activities is highly ready, in which the Vocational High School has developed a curriculum that requires teachers who are assigned to supervise teachers to monitor once a month on the condition of students at the *Prakerin* Program. They provide direction and guidance for students with problems at the *Prakerin* Program. By monitoring the *Prakerin* Program, the teacher knows the problems that occur from the info after monitoring. In Government Regulation Number 39 of 2006 concerning evaluation and control of the implementation of development plans, monitoring is an activity of observing a situation or condition, including definite behaviors or activities, with the aim that all input data or information obtained from the results of these observations can become the basis for making the necessary steps. Monitoring is a routine internal activity that occurs continuously and is used to gather information about program activities, outputs, and results to track performance (Hatry, 2006).

The committee readiness includes the monitoring and evaluation (Monev) team for *Prakerin*. Statement number 9 "*Realization of implementation of curriculum*", obtained the lowest average of 3.40 with a standard deviation of 0.57 in the "Highly Ready" category. The realization of the curriculum implemented in the industry is different from what has been designed in the school (e.g. curriculum) because the industry follows technological developments very quickly.

Admission policy

Admission policy means the school's policy detailing the entry requirements for the school, which may be updated from time to time. Administrative readiness is beneficial in facing the implementation of the *Prakerin* Program. Reliable school administration or management will facilitate the establishment of relations between schools and industry as partners. The implementation of teaching and learning activities at the *Prakerin* Program is

carried out by two different organizers, at school and IP (Intellectual Property). Therefore, the readiness of industrial partners as IP Vocational must also be considered. This design needs to be done so that there is synchronization between the readiness of industrial partners and schools. Therefore, the *Prakerin* Program implementation that has been designed is by the capacity of the relevant industrial partners. As shown in Table 3, the acceptance policy had a combined mean of 3.52 and a standard deviation of 0.46 with a verbal description of "very well prepared".

Statement number 5 *"student policies complete all existing administration at school, such as tuition fees",* obtained the highest mean of 3.64 described as highly ready. It is followed by statement number 6 "*policies that must require students to make a report after the internship*", with a mean of 3.61 described as highly ready, and statement number 1 *"Provisions for apprentice students to be apprenticed"*, with a mean of 3.61 described as highly ready. Statement number 4 *Provisions regarding documents that must be submitted by students I",* had the least weighted mean of 3.42 described as Highly ready.

Several policies must be met by students who get the highest average, namely student policy that complements all school administration, such as tuition fees. The students must fulfill it before they do the *Prakerin* Program (Students need to pay off school tuition fees). Furthermore, students are required to submit production reports after the internship, and students are also required to submit provisions regarding the documents that must be prepared.

Student's support

Social support refers to the comfort, care, self-esteem, or assistance available to people from other people and groups (Grant-Vallone et al., 2008). Respondents' verbal support was described as "moderately ready", with a pooled mean of 3.09 and a standard deviation of 0.34. Furthermore, statement number 2 "*Students are involved in operational activities in the industrial world*", obtained the highest average of 3.55 and was described as "highly ready" by respondents. Statement number 5 "*Adequacy of learning delivery for internships*", obtained an average of 3.19 with a standard deviation of 0.86, which is described as moderately ready. Meanwhile, the two lowest in statement number 6 "*provisions uniform for students",* obtained an average of 1.93 with a standard deviation of 0.86 and were described as lowly readers. In addition, the last statement number 7 "*Meals and students allowance for training/ competition*", obtained a mean of 1.91 with a standard deviation of 0.86, which is low.

The data shows that the respondents in terms of student support are described as lowly ready, as seen in the table for procuring pocket money, and clothes are lowly ready where students use practice clothes during internships because the school does not provide special clothes for internships. Procuring pocket money is not provided by school students who bear all their needs during the *Prakerin* Program.

School facilities

According to Mulyasa (2005), learning facilities are equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, and other

teaching media. Facilities are learning equipment that can be used directly or indirectly by teachers to facilitate, expedite, and support student learning activities. Adequate learning facilities will also affect the teacher's creativity in the learning process to create creative and fun learning. Respondents' verbal school facilities were described as "moderately ready", with a pooled mean of 3.23 and an SD of 0.49. Statement number 1 "Provide practice rooms according to the major", obtained the highest mean of 3.56, described as highly ready. It was followed by statement number 4 "Complete availability of equipment in general and specifically", obtained the mean of 3.36 described as highly ready. Meanwhile, statement number 6 "Maintenance of laboratory facilities by the school", obtained a mean of 2.99 described as moderately ready. It is followed by statement number 7 "Students are provided with pick up and drop off facilities for apprentice students", with a mean of 2.83, the lowest mean described as moderately ready.

For the respondents, school facilities are one of the pillars of success in the teaching and learning process. In addition, respondents are highly ready to provide practice rooms according to majors, followed by the availability of general and special equipment that must be provided by the school when students practice. The average completeness showed moderate because schools do not yet have adequate practical equipment facilities. Additionally, there is a need to improve teacher competence in their respective fields by looking at the latest technological developments, and schools do not provide shuttle facilities for students who take part in Prakerin Programs. The findings above are the same as the results of Yonethae (2018) that provisioning, learning facilities, and industrial work practices influence students' skills.

Human resources

Human resources are verbally described as highly ready for respondents with a mean of 3.26 and an SD of 0.44. Statement number 5 "Q*ualifications of teachers handling the Prakerin Programs*", obtained the highest average (M = 3.36) and was described as "highly ready" by respondents. It was followed by statement number 7 "*Knowledge and skills of practice in various skills in the program"* (M = 3.30) described as "highly ready". Statement number 2 "B*udget allocation for improving the Prakerin Program",* obtained an average of 3.15 stated highly ready, followed by statement number 4 "*Linkages to school operational assistance funds for funds to sustain the internship program*", obtained the lowest mean of 3.19 and described as moderately ready. It shows that the schools are well prepared for the program implementation. Human resources or teachers who are assigned to handle the internship program are appointed by the school principals, so the constraints that occur in the field are discussed and are by the conditions and needs of the internship program.

Instructional resources

Table 1 above shows that the overall mean results showed the readiness of the *Prakerin* Program implementation in terms of instructional resources (Mean=3.24, SD=0.46)**.** The instructional and curriculum field has responsibility in teaching activities and aims to provide knowledge, skills, and attitudes to students. In general, this field is the center of educational activity and is the primary responsibility of the teaching staff. Some of the

criteria that become a condition for quality education are education that can effectively integrate the three main areas of activity, namely: administrative and leadership fields, instructional and curriculum fields, and the field of student development (guidance and counseling) (Gysbers & Henderson, 2014).

Acquired skills from training used in instructions for internship posted the highest of the eight items with a mean of 3.33, described as highly ready, followed by statement number 5 "*Teaching skills in handling specific intensity",* with a mean of 3.23 described as very prepared and the two lowest were at statement number 2 "A*dequacy of instructional videos for apprenticeship programs*" (M 3.13) described as moderately highly and followed by 8 "T*eacher-made materials for apprentice instruction*" (M 3.18). It can be interpreted that students are given modules to serve as a reference for students in the *Prakerin* Program. The modules provided are not specific instructions for the internship program, only as a guide for students, such as regulations that need to be followed and penalties for not following the internship regulations. In the program, the head only provides modules that are brought by students, while the video is only shown when students do the debriefing before the internship. Apprenticeship instructions are given thoroughly to all majors with the same materials and instructions that have been agreed upon by the principal, curriculum representative, and head of the respective department's program.

Relationship between the perceived readiness of the Prakerin program implementation and acquired competencies.

Table 2 below shows the results on the relationship between the perceived readiness of the *Prakerin* Program implementation and students' acquired competencies. Using the Pearson r moment correlation, the following results have been identified. Further analysis of the data showed that acquired student competencies are highly significantly correlated with the readiness of the *Prakerin* Program implementation.

Table 2. *Relationship between the readiness of the acquired competencies of the Prakerin program implementation*

Acquired Competencies	Readiness on Implementation					
	1	2	3	4	5	6
Critical Thinking	.355**	.343**	.387**	.557**	.653**	.645**
Creativity	.340**	.321**	.333**	.506**	.509**	.619**
Collaboration	.298**	.325**	.277**	.359**	.513**	.628**
Communication	.219*	.231*	.246**	.407**	.425**	.422**

Legend: * correlation is **significant** at 0.05 level (2-tailed)
** correlation is **highly significant** at 0.01 level (2-tailed)
n/a cannot be computed the sex variable is constant

1 – Planned Curriculum
2 – Admission Policy
3 – Student Support
4 – School Facilities
5 – Human Resources
6 – Instructional Resources

Critical thinking and readiness of the Prakerin program implementation

Based on the result, critical thinking was found to have highly significant correlation with the readiness of the program in terms of planned curriculum (r=.335, p<0.01), admission

policy (r=.343, p<0.01), student support (r=.387, p<0.01), school facilities (r=.557, p<0.01), human resources (r=.653, p<0.01) and instructional resources (r=..645, p<0.01) respectively.

The results most likely imply that the following variables used on the readiness of its implementation, such as planned curriculum and student support help students to acquire critical thinking competencies. Many parties are involved in curriculum development, such as principals, teachers, school committees, and students. Meanwhile, the principal is responsible for school management. Then, for the admission policy (r=0.343, p<0.01), the result more likely suggests that the admission policy, with a highly significant relationship to student critical thinking competencies, would be a vital component of the program as it addresses the needs of students to further develop their skills in this area.

Furthermore, student support (r=0.387, p<0.01) was likewise imperative to student competencies. The correlation results could also be attributed to supporting students for better quality education, that student support is more likely to influence student critical thinking competencies. In addition, school facilities (r=0.557, p<0.01) also help the student to enhance their critical thinking competencies. Meanwhile, for the human resources item (r=0.653, p>0.01) and instructional resources item (r=645, p>0.01), these variables also have a highly significant relationship in enhancing student critical thinking competencies.

The results aligned with the findings of Jolley et al. (2020) about how critical thinking is developed in a vocational education program. The authors noted that the quality of information offered by the specific vocational or technical program varies, which requires the application of critical thinking skills, which may lead either to form understanding or misconception. As chronicled in their research, vocational or technical programs would have the capability to enhance critical thinking skills that are dependent on curricular design and applications of the concepts being learned by students.

Creativity and readiness of the Prakerin program implementation

The link between creativity and readiness of the *Prakerin* Program implementation was examined. Results revealed that creativity established a highly significant correlation with the program implementation variables, such as planned curriculum (r=0.340, p<0.01), admission policy (r=0.321, p<0.01), student support (r=0.333, p<0.01), school facilities (r=0.506, p<0.01), human resources (r=0.509, p<0.01), and instructional resources (r=0.619, p<0.01) respectively.

Results more like imply that competencies in creativity could play a vital role to these variables in the readiness of program implementation. Curriculum design requires a lot of creativity. Creativity and admission policy are likewise related to each other. The students' creativity competencies tend to be dependent on admission policy guidelines of each major field being offered by the program. More so, creativity and student support have been identified as having significant links. As such, student support tends to affect student creative competencies. Similarly, school facilities have also been found to have a significant relationship with creativity. It means that school facilities may help the student to improve their creativity competencies. Lastly, human resources and instructional resources were also found to have a highly significant relationship in enhancing student creativity competencies.

The findings were confirmed by Mutohhari et al. (2021), who studied the correlation between creativity, critical thinking, and vocational education competencies of the 21st century.

They noted that students' creativity along with critical thinking skills in problem-solving in learning likewise necessitates to be supported by various elements. The ability to collaborate, communicate, and digital literacy are crucial factors that need attention, so these tend to boost students' creativity competencies. With similar findings, Alvarez-Huaerta (2022) noted that competence to think critically and creatively in solving various problems is essential. To accentuate, creativity and criticality will open a broader and deeper view of the mind in collecting data materials for problem-solving, and provide solutions to certain concerns.

Collaboration and readiness of Prakerin program implementation

By looking at the correlation between collaboration and readiness of the *Prakerin* Program implementation, these two variables established strong relationships in sub-components of program implementation. Results revealed that collaboration established a highly significant relationship with the program implementation, such as planned curriculum ($r=0.298$, $p<0.01$), admission policy ($r=0.325$, $p<0.01$), student support ($r=0.277$, $p<0.01$), school facilities ($r=0.359$, $p<0.01$), human resources ($r=0.513$, $p<0.01$), and instructional resources ($r=0.628$, $p<0.01$) respectively.

The results indicate that collaboration and planned curriculum can be summed into a distinct identity as collaborative curriculum planning. This finding more likely suggests that learning collaboratively through a planned curricular program may help students develop their collaboration competencies. Furthermore, the curriculum is designed, and many parties are involved in curriculum development. Among them are school principals, teachers, school committees, and students. As a manager, the principal is responsible for school management.

It is in line with Fong et al. (2017), who emphasized that planned activities would provide students the opportunity to work and collaborate to learn and grow from each other. For collaboration and admission policy, the admission policy has a highly significant relationship with the student collaboration competencies ($r=0.325$, $p<0.01$). It shows that the admission policy is more likely to define the distinct procedure or process by a specific vocational high school for the admittance of students interested in the program to pursue their career in the technical education program. Thus, collaboration competencies may likewise be enhanced using the policies when students would be directly engaged in hands-on learning in a collective decision-making process.

Concurred to Fong et al. (2017), admission policy is critical to permitting individuals to enter a specific program in an institution. It is an act of entering a specific place or organization by which collaborative competency necessitates interaction to attain such action. For collaboration and student support, collaboration competencies had been identified as having a strong significant correlation with student support ($r=0.277$, $p<0.01$). It shows that student support may also influence student collaboration competencies. This result may imply that student support is more likely to help develop collaboration competencies since collaboration skills are necessary or needed competencies to work with other team members on a joint goal or objective. This result concurred with Ab Kadir (2017), who emphasized collaboration skills are essential elements to work successfully with others, getting more tasks done easier, moving to a higher level, and producing better outcomes.

Furthermore, collaboration and school facilities were also found to be highly correlated with collaboration competencies ($r=0.359$, $p<0.01$). This finding may suggest that school

facilities may help student improve their collaboration competencies not only will well-built physical facilities, but it will likewise entice students to engage in the teaching and learning process that would boost their collaborative competencies. For collaboration and human resources, the human resources item (r=0.513, p>0.01). The result may imply that human resources are more likely to help students enhance their collaborative competencies. Human resources are essential elements of any institution and they might also lead to more innovative, efficient processes, increased success, and improved communications as vital elements of collaborative competencies. Nurtano et al. (2021) stated vocational training offered to students, especially in technical and digital skills more likely to assist students in enhancing their collaboration competency skills. Thus, students' ability to collaborate and communicate will open broader horizons to exchange ideas and thoughts. Vocational education literacy will most likely play a vital role in equipping students with a comprehensive understanding of the mandatory standards for learning, which is paramount to developing their collaborative competency skills. A comprehensive understanding of vocational and technical education will equip students with abilities to find various learning resources that require a high degree of collaboration competency skills.

Lastly, the instructional resources item (r=0.628, p>0.01) also has a highly significant relationship to improve student collaboration competencies. It established connection more likely suggests that instructional resources in a specific program affect student learning outcomes, including various skills. Instructional resources would likewise offer solutions to teaching and learning challenges to the lessons that are aligned with the content standards of a specific technical or vocational program. They might include learning goals, student success criteria, and embedded strategies to support student learning outcomes.

Communication and readiness of Prakerin program implementation

Communication and readiness of the *Prakerin* Program implementation were found to have a strong relationship. Results revealed that communication established a highly significant correlation with the program implementation variables, such as planned curriculum (r=0.219, p<0.01), admission policy (r=0.231, p<0.01), student support (r=246, p<0.01), school facilities (r=0.407, p<0.01), human resources (r=0.425, p<0.01), and instructional resources (r=0.422, p<0.01) respectively.

In communication and planned curriculum, the readiness of *Prakerin* Program implementation with communication items was significantly and highly correlated (r=0.219, p<0.05). It means that a planned curriculum has a significant relationship with the readiness of the *Prakerin* Program implementation, which helps students acquire communication competencies. Under communication and admission policy, the correlation results yielded admission policy with r=0.231 and p<0.05. It indicates that the admission policy has a significant relationship with the student communication competencies. Furthermore, communication and student support are strongly correlated, with r=0.246 and p<0.01. It indicates that student support also affects student communication competencies, and communication and school facilities likewise established a highly strong relationship with r=0.407 and p<0.01, which means that school facilities may also enhance students to improve their communication competencies. In addition, communication and human resources also showed a significant correlation with the readiness of the *Prakerin* Program implementation

(r=0.425, p>0.01) as well as instructional resources (r=0.422, p>0.01), which also have a highly significant relationship. These tend to suggest that communication and instructional resources may also contribute to improving student communication competencies.

To sum up, the relationship of readiness of the program to student communication competencies suggests that the program components are more likely to contribute to various elements of communication skills, such as conveying ideas and information through written language or oral communication. It would most likely lead students to be competent communicators and get engaged in taking turns in conversations and written messages. The program would likewise offer space for students to develop the skills of knowing protocols of asking appropriate questions to further conversation and reading nonverbal cues or feedback. Thus, the student communication competency level in this case can be achieved through effective and appropriate interactions provided by the program. In closing, all constructs of independent variables under readiness of the *Prakerin* Program implementation in terms of the planned curriculum, admission policy, student support, school facilities, human resources, and instructional resources could most likely contribute to student competencies, especially in critical thinking, creativity, collaboration, and communication competencies. The findings stated above indicate that the readiness of *Prakerin Program* implementation has a highly significant relationship with student competencies, especially in critical thinking, creativity, collaboration, and communication.

Conclusion and Implications

The findings of this research most likely imply that the following variables used on the readiness of its implementation, such as planned curriculum and student support may help students to acquire critical thinking competencies. Many parties are involved in curriculum development, such as principals, teachers, school committees, and students.

Based on the results, the collaboration and planned curriculum can be summed into a distinct identity as collaborative curriculum planning. This finding more likely suggests that learning collaboratively through a planned curricular program may help students develop their collaboration competencies. Furthermore, many parties are involved in curriculum development. It indicates that student support may also influence student collaboration competencies. This result may imply that student support is more likely to help develop collaboration competencies since collaboration skills are the necessary or needed competencies to work with other team members on a joint goal or objective, for instance.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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