
Exploring the Landscape of Work Readiness in Vocational Students: A Bibliometric Analysis

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ABSTRACT

The aim of this research is to determine the trend of publications related to internships in student work readiness in the last three years after the Covid-19 pandemic. The database used is Scopus. The method used is bibliometric descriptive analysis. The research stages included identification, screening, eligibility assessment, and inclusion, resulting in 152 publications as final data. The research results show that the number of publications related to work readiness has increased in the last few years after the pandemic. Australia has a significant influence on research in this area compared to other countries. In the context of the COVID-19 pandemic which is also present in the data ("covid-19" and "pandemic"), it is important to understand how work readiness can change and adapt to changes in the world of work caused by crisis situations like this. In the educational context, "curriculum" and "higher education" are also relevant because they play an important role in preparing individuals for future employment. The importance of "leadership" and "learning" cannot be ignored in increasing work readiness, because leadership skills and the ability to continue learning are important aspects in achieving high work readiness. New themes that emerged in this research include leadership, transition, higher education, baccalaureate and pandemic. Thus, the topic of "work readiness" is not only important in the research context, but also has strong significance in understanding how individuals can be successful in the world of work and how education and training can be adapted to achieve this goal.

Keywords: *Bibliometrics, Work Readiness, Unemployment.*

INTRODUCTION

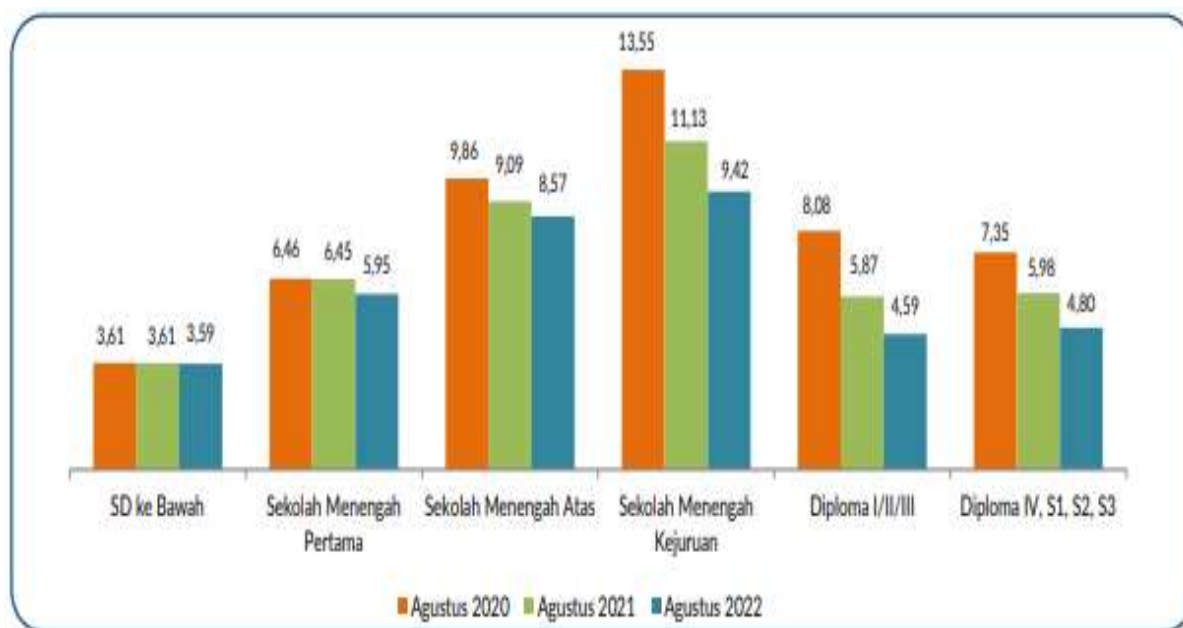
Unemployment is an actual challenge faced by workers in various countries today (Inderanata & Sukardi, 2023). In Indonesia, SMK graduates (Vocational High School Students) are the most unemployed. Work readiness involves developing competencies and related work skills, including hard skills and soft skills. In Indonesia, soft skills competency is a determining factor in finding employment for vocational school graduates. Nearly 90% of industries in the industrial revolution 4.0 era pay special attention to these soft skills (Sudana et al., 2019; Sutrisno, 2017; Turistiati & Ramadhan, 2019). Therefore, it is important to revitalize vocational education by allocating soft skills in a balanced manner in the curriculum and teaching methods. This aims to ensure that vocational school graduates have a great opportunity to successfully get a job and build a career in the era of the industrial

revolution 4.0, as well as facing job changes due to the socio-cultural impact of society 5.0 in Indonesia.

The imbalance between the increase in the number of labor forces and the availability of job opportunities can cause serious unemployment problems in a region. Likewise, several regions in Indonesia are also facing challenges in increasing unemployment rates, especially in the form of increasing open unemployment (Arifin & Sani, 2019). Based on data provided by the Central Statistics Agency (BPS) in 2022, Indonesia's population reached 275.77 million people, an increase of 1.13% compared to the previous year, namely 272.68 million people in 2021. With this population, Indonesia is one of the countries with the highest population density in the world, ranking fourth. (Glavin et al., 2019). Not only that, Indonesia not only has a dense population, but is also rich in natural resources. This makes Indonesia a valuable

country with abundant resource wealth, both in terms of natural and human resources. Of the total population, there are around 8.4 million people who will experience unemployment in August 2022. This number represents around 5.86% of the total national workforce.

In August 2022, the Open Unemployment Rate (TPT) at the Vocational High School (SMK) level reached the highest figure compared to other levels of education, namely 9.42%. (Badan Pusat Statistik, 2022). Figure 1. shows data from the Central Statistics Agency regarding the open unemployment rate after completing education from 2020 to 2022.



Source: Badan Pusat Statistik, 2022 (www.bps.go.id)

Figure 1. Open unemployment rate after completing education

In Figure 1, it can be seen that in August 2022, the Open Unemployment Rate (TPT) pattern is almost the same as in August 2021. Vocational High Schools (SMK) remain the level of education with the highest TPT, namely around 9.42%. There was a decrease in TPT in all education categories compared to August 2021, and the largest decrease occurred for vocational school graduates, around 1.71% points. Even though there has been a decline in the unemployment rate among vocational school graduates, the vocational school education level is still ranked first in terms of the number of high unemployed people. This is contrary to the aim of vocational school education which should produce graduates who are ready to work.

The ability to obtain employment is reflected in the extent to which prospective graduates have a combination of technical skills and soft skills (Hossain et al., 2020). Increasing soft skills is needed for prospective future employees entering

the local workforce so that they have relevant work skills (Patacsil & Tablatin, 2017). Quality character traits are very important for prospective workers, because this will differentiate them from other competitors. Technical and academic skills can be more effective when supported by character traits in prospective workers. This concept is known as soft skills. (Mailool et al., 2020). Hard skills refer to skills related to technical aspects in the context of processes, procedures, tools, and techniques to complete certain tasks in a job. These skills involve knowledge gained through experience in project management and form the basis for the development of educational curricula and the creation of future job profiles. Industries often want strong technical functionality as part of the desired skill set (Azim et al., 2010; Page et al., 1994; Rainsbury et al., 2002) According to the American Management Association (AMA), as much as 75% of long-term job success depends on soft skills,

while only 25% depends on hard skills (Bishop, 2017). It is considered a set of personal attributes that enable a person to find and keep a job (Tavares, 2017). Work readiness is believed to be a sign of a graduate's potential in achieving long-term work performance and career development (Caballero & Walker, 2010). Work ready reflects that graduates are ready to enter the work environment (Spanjaard et al., 2018). Work-ready students are proven to have effective knowledge and skills that can be applied in practical work situations (Priksat et al., 2019).

Work readiness has emerged as a potential solution to the problem of unemployment for vocational school graduates, enabling work readiness to prepare themselves for entering the world of work. Therefore, research shows that work readiness actually not only eliminates polemics related to unemployment, but also encourages innovation by enabling experience and creativity. Many people see work readiness as a revolutionary approach to the world of work. With increasing interest in these ideas among academics, the literature on work readiness has grown rapidly in the first decade of study. Despite these extraordinary developments, to the best of our knowledge, no one has ever attempted to provide a bibliographic analysis of how the subject developed over time and how research in this field developed. This article aims to identify, synthesize, and evaluate existing research on work readiness to better understand its current state and future research directions. We analyzed the profile of authors and publications written on the topic, the themes explored by researchers, the main sources of publications, and the geographical distribution of researchers interested in work readiness. This can be useful for evaluating the current position of knowledge and on what areas the attention of researchers and academics needs to be concentrated to develop the topic further.

One method that can be used to carry out this analysis is bibliometrics (Muhammad, Triansyah, et

al., 2023; Sanusi et al., 2023). Bibliometrics is a statistical method used to analyze publications and is used as a basis for determining publication trends (Soraya et al., 2023; Triansyah et al., 2023). Many studies have used this method to analyze publications, especially in the field of education (Muhammad, Darmayanti, et al., 2023; Siahaan et al., 2023).

Therefore, researchers conducted a bibliometric analysis related to research on work literacy, namely from 2021 to 2023, using the Scopus database. The Scopus database was chosen because of its very broad coverage (Angraini et al., 2022). The aim of this research is to determine publication trends related to work readiness in work readiness in the last three years. By carrying out this bibliometric analysis, it is hoped that it can provide a more comprehensive picture of the development of internship research in student work readiness. The results of this analysis can provide new insights, highlight research areas that need to be strengthened, and identify topics that have received great attention from researchers.

METHOD

Bibliometric analysis is a quantitative method used to review academic literature using bibliographic data to provide an overview, evaluate, and monitor published research (Rodríguez-Soler et al., 2020). Bibliometric research, particularly through science mapping, can help identify and uncover knowledge clusters, which are interconnected groups of related concepts, topics within a particular domain. Science mapping, which represents cause and effect relationships between variables or constructs in a particular field of study (Hernández-Hernández et al., 2023). The research stages can be divided into five main stages, starting from the preparation stage, data collection stage, descriptive analysis stage, bibliometric analysis and finally drawing conclusions (Lizein et al., 2023). Figure 2. is a flowchart of the research process carried out.

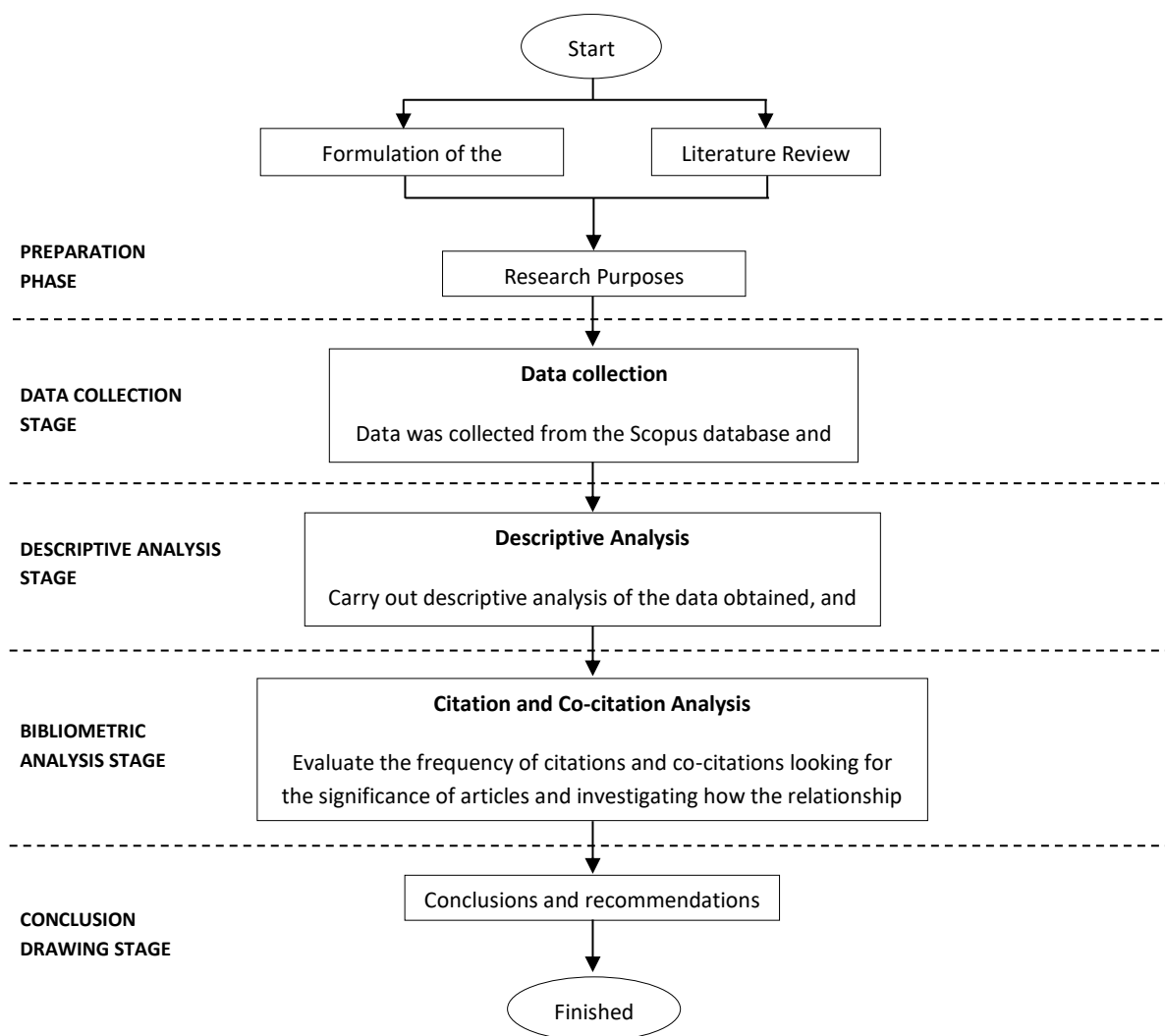


Figure 2. Research Process
 Source: (Wedhatama et al., 2021)

RESULT and DICUSSION

In this section, we will discuss trends in the number of publications, trends in the number of citations, trends in research collaboration between countries, and the focus of research related to teacher creativity in classroom learning. The trend in the number of publications reflects the development of the number of scientific publications that have been published in this field during the 2021 to 2023 time period.

Trend Number of publications

Table 2 shows the total number of scientific articles published on the topic of work readiness from 2021 to 2023. This means that the first article in this article was discussed in 2021, because the

discussion about work readiness has emerged and boomed after the end of Covid-19, COVID-19 has changing ways of working, education and daily life globally from mid-2019 until now. The pandemic is forcing individuals, companies, and educational institutions to adapt to an ever-changing situation, which has a significant impact on individuals' job readiness. In response to this change, the trend in the number of published articles about work readiness has increased between 2021 and 2023. The trend in the number of work readiness article publications in the 2021-2023 period reflects how the COVID-19 pandemic has changed the work and education paradigm. These articles serve as a guide and resource for individuals, companies, and educational institutions looking to address the

significant changes in the work environment caused by the pandemic. Work readiness is key to facing future challenges and ensuring continuity in an ever-changing world of work.

Tabel 1. Citation Metrics

Year	2023	2022	2021
Papers	59	57	36
Citations	28	109	153
Cites/Year	28.00	109.00	76.50
Cites/Paper	0.47	1.91	4.25
Cites/Author	7.14	34.13	66.59
Paper/ Author	19.60	21.39	11.30
Author/ Paper	4.05	3.51	4.67
h-index	3	5	7
g-index	3	7	10
hl, norm	1	3	3
hl, annual	1.00	3.00	1.50
hA-index	3	5	4

Author with the Most Citations

Understanding the most important works on work readiness will provide a solid foundation for future research. Therefore, Table 2 was created by

ordering the most cited works, so that authors have a relative indicator that makes it possible to compare the impact of articles regardless of their year of publication.

Tabel 2. Authors with the most citations

Author	Documents	Citations
Alam g.m.	1	34
Almarzoky abuhussain s.s.; elrggal m.e.; salamatullah a.k.; althobaity a.a.; alotaibi a.f.; almeleebia t.m.; almanagour t.a.; alhifany a.a.	1	5
Attrill s.l.; mcallister s.; brebner c.	1	2
Baharum h.; ismail a.; mckenna l.; mohamed z.; ibrahim r.; hassan n.h.	1	2
Barbosa m.w.; carrasco s.i.m.; abarca p.c.r.	1	2
Benati k.; fischer j.	1	13
Boat a.a.; syvertsen a.k.; scales p.c.	1	4
Bollinger c.r.; yelowitz a.	1	2
Brownie s.m.; chalmers l.m.; broman p.; andersen p.	1	3
Chigbu b.i.; nekhwevha f.h.	1	4
Dennett a.m.; rowe a.; mortimer j.; gordon c.; glagovski s.; osadnik c.r.	1	3
Dunwoodie k.; due c.; baker s.; newman a.; tran c.	1	3
Evans c.; yusof z.n.	1	2
Fekete o.r.; langeland e.; larsen t.m.b.; davidson l.; kinn l.g.	1	3
Fleming j.; rowe a.d.; jackson d.	1	6
Harry t.; chinyamurindi w.t.	1	4
Hidayat h.; tasrif e.; jaya p.; anwar m.; thamrin; zulwisli; hadi a.; budayawan k.; husin m.; asmara d.	1	3
Jackson d.; michelson g.; munir r.	1	5
Kovacs i.; zarandne k.v.	1	7
Krskova h.; baumann c.; breyer y.; wood l.n.	1	3

Author	Documents	Citations
Kyrousi a.g.; tzoumaka e.; leivadi s.	1	5
Lee h.; min h.; kim c.; shim k.; song y.; kim e.	1	4
Li j.; huang y.; fong d.y.t.; chen j.; song y.	1	4
Liaw s.y.; rusli k.d.b.; mckenna l.; tan j.z.; lau s.t.	1	2
Mandal n.k.; edwards f.r.	1	2
Mangan j.; rae j.; anderson j.; jones d.	1	3
Mariño r.; delany c.; manton d.; reid k.; satur j.; crombie f.; wong r.; mcnelly c.; lopez d.; celentano a.; lim m.; morgan m.	1	4
Martin p.; hill a.; ford m.; barnett t.; graham n.; argus g.	1	2
Maru m.; rogers e.s.; nicolellis d.; legere l.; placencio-castro m.; magee c.; harbaugh a.g.	1	2
Masso m.; sim j.; halcomb e.; thompson c.	1	21
Mather c.a.; cheng c.; douglas t.; elsworth g.; osborne r.	1	5
Mayombe c.	1	3
Mcquillan n.; wightman c.; moore c.; mcMahon-beattie u.; farley h.	1	8
Mumford s.; newton m.; benzie c.; forster d.; matthews r.; hyde r.; llewelyn f.; mclachlan h.	1	3
Nicola-richmond k.; tai j.; dawson p.	1	4
O'regan m.; carthy a.; mcguinness c.; owende p.	1	2
Ottrey e.; rees c.e.; kemp c.; brock t.p.; leech m.; lyons k.; monrouxe l.v.; morphet j.; palermo c.	1	12
Reid-searl k.; crowley k.; anderson c.; blunt n.; cole r.; suraweera d.	1	3
Rogers s.; redley b.; rawson h.	1	8
Sarkar m.; gibson s.; karim n.; rhys-jones d.; ilic d.	1	3
Schultz m.; young k.; k. Gunning t.; harvey m.l.	1	8
Schweinsberg a.; mundy m.e.; dyer k.r.; garivaldis f.	1	9
Syed aznal s.s.; nadarajah v.d.v.; kwa s.k.; seow l.l.; chong d.w.k.; molugulu n.; khoo e.j.; keng p.s.	1	4
Tarhan m.; doğan p.; kürklü a.	1	2
Thomson p.; richardson a.; foster g.	1	3
Van der baan n.; gast i.; gijsselaers w.; beausaert s.	1	7
Walters g.; hoffart n.; kring d.; whitley t.; home l.; almotairy m.	1	5
Wells c.; olson r.; bialocerkowski a.; carroll s.; chipchase l.; reubenson a.; scarvell j.m.; kent f.	1	7
Wong d.; baker k.; morris e.m.j.	1	3
Zakiy m.	1	2

In the list of researchers with the most citations, Alam G.M. is the researcher who has the highest number of citations, namely 21 citations. This citation shows that the works written by Alam G.M. has been widely used and recognized by other research colleagues in its field. High citations can be an indication that the researcher has contributed

significantly to the development of knowledge in their field. However, it should be remembered that the number of citations does not always reflect the quality or relevance of a researcher's work, but is one of the indicators used to measure the impact of their research in the scientific community. Therefore, further research can be carried out to understand

why the works of Alam G.M. so widely cited, as well as to evaluate its impact and relevance in the development of science.

Trends in Research Collaboration Between Countries

Figure 3. illustrates research collaboration between countries related to internships in work

readiness. In the image, there are circles representing countries that contribute to scientific publications related to that topic. The threshold used is a minimum of 1 document, meaning that only countries that have at least 1 publication are shown in the analysis

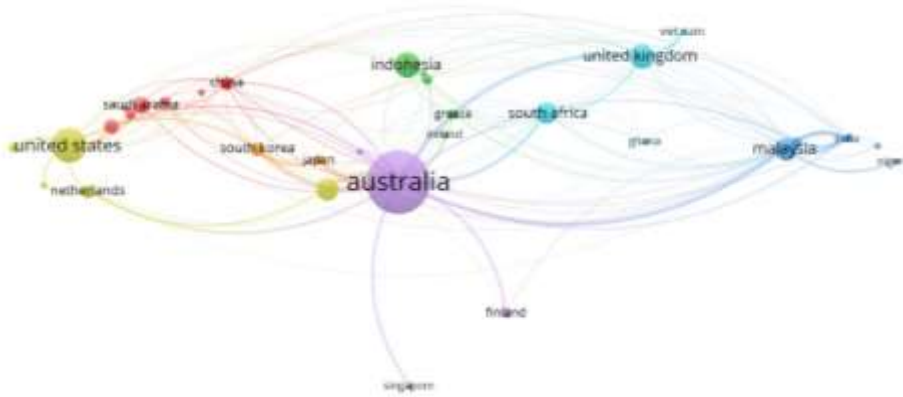


Figure 3. Countries with the most publications

Tabel 3. Menyediakan informasi yang lebih rinci dan jelas mengenai kolaborasi penelitian antar negara dalam konteks magang dalam kesiapan kerja. Gambar ini menunjukkan secara terperinci bagaimana negara-negara bekerja sama dalam penelitian tersebut, mencakup hubungan antar

negara, tingkat kolaborasi yang ada, serta pembentukan klaster atau kelompok kerja dalam kolaborasi penelitian ini. Data ini memberikan wawasan yang lebih dalam tentang bagaimana kolaborasi penelitian antar negara dalam penelitian mengenai magang dalam kesiapan kerja.

Table 3. Countries with the most publications

Country	Documents	Citations	Total Link Strength
Australia	68	153	1233
United States	20	24	275
Indonesia	11	6	77
United Kingdom	10	19	313
Malaysia	9	43	517
New Zealand	9	18	283
South Africa	8	13	134
Saudi Arabia	5	10	132
Canada	4	0	77
China	3	5	152
Netherlands	3	11	151
South Korea	3	8	297

Table 3 displays research collaboration between countries in the context of internships in work

readiness. The threshold used was a minimum of 3 documents, so only countries with at least 3

the world of work and how education and training can be adapted to achieve this goal.

In Figure 6 below, several colors are displayed, starting from blue which shows the keyword was used from early 2022, green means the keyword was used around 2022 in the 4th month and yellow means the keyword was only used in the last few months of 2022. Keyword with yellow circles are newly used keywords, meaning these keywords are a new theme in this field. The new themes are leadership, transition, higher, baccalaureate and pandemic. Links between keywords can be used as

a reference to assess the level of novelty of research. This means that if a keyword does not have a link with other keywords, this indicates the novelty of research in that field. Based on Figure 6, it can be seen that the keywords "work readiness" and "education" do not have a direct link to the keywords that are the new theme, namely "pandemic". Therefore, it can be concluded that research on work readiness related to the pandemic is something that is still new and has not been widely explored. This can be considered as an interesting research novelty for further research.

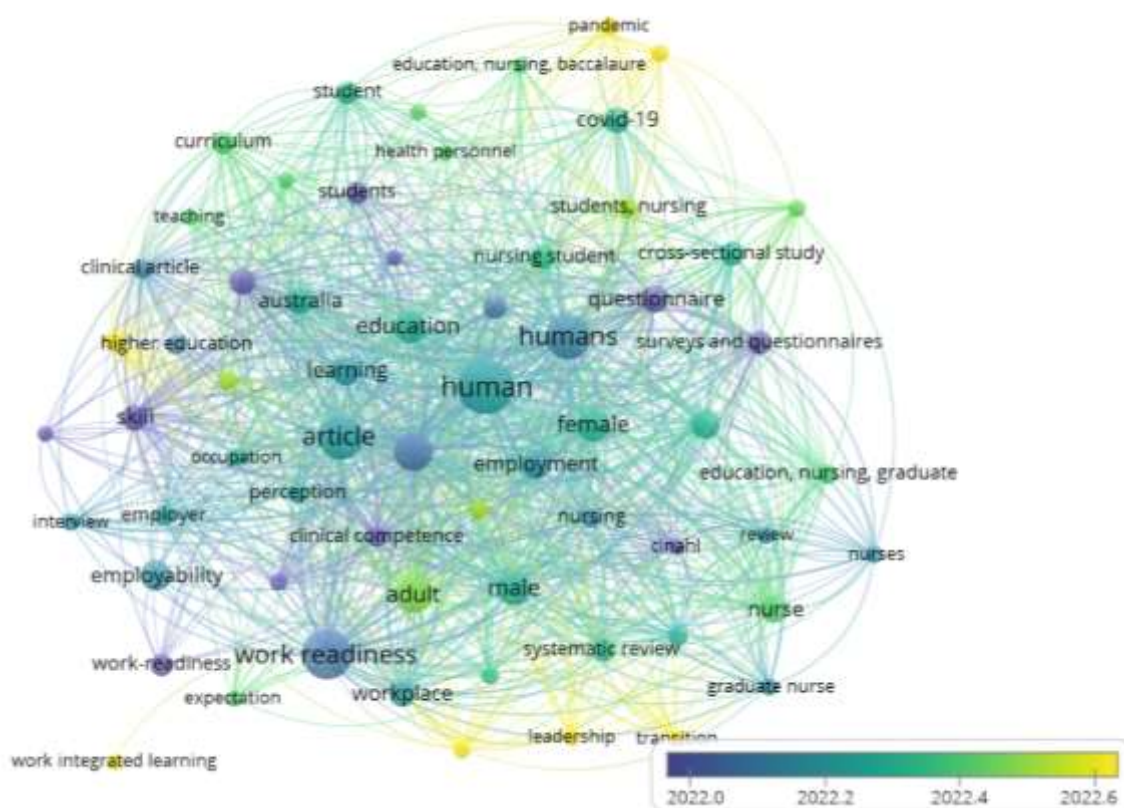


Figure 6. Novelty of Research

CONCLUSION

This bibliometric study has provided a detailed picture of the current state of the research field that includes internships in student work readiness. This research shows that these themes are becoming increasingly important in the field of student work readiness, which aims to combat pressing unemployment and environmental issues and

advance progress towards the United Nations (UN) Sustainable Development Goals (SDGs). By highlighting key research themes and knowledge gaps in the field of internships in work readiness, this research has made a significant contribution to the current literature on the topic. Australia ranked first in terms of research results, with 68 publications, followed by the United States (20) and Indonesia (11). Only 12 countries met the threshold and had

published three or more articles. The research focus in this field with the most frequently appearing keyword is "work readiness" with a total of 47 occurrences. In addition, in the context of the COVID-19 pandemic which is also present in the data ("covid-19" and "pandemic"), it is important to understand how work readiness can change and adapt to changes in the world of work caused by crisis situations like this. In the educational context, "curriculum" and "higher education" are also relevant because they play an important role in preparing individuals for future employment. The importance of "leadership" and "learning" also cannot be ignored in increasing work readiness, because leadership skills and the ability to continue learning are important aspects in achieving high work readiness. Thus, the topic of "work readiness" is not only important in the research context, but also has strong implications in understanding how individuals can be successful in the world of work and how education and training can be adapted to achieve this goal.

New themes that emerge in this field are leadership, transition, higher, baccalaureate and pandemic. The keywords "work readiness" and "education" do not have a direct link to the keyword that is the new theme, namely "pandemic". Therefore, it can be concluded that research on work readiness related to the pandemic is something that is still new and has not been widely explored. These three research focuses can be a guide for further research in determining relevant research themes. Apart from that, novelty and novelty in research can be used as a guide for further research in looking for problems that have not been researched before. This can help in identifying new and interesting research areas. This research data was obtained exclusively from the Scopus database, which is the main source. However, it is important to note that there are many other databases that can be used for future research. The data used in this study only covers the period from January 2021 to August 2023. Therefore, publications published after that period were not included in the analysis of this study. As a result, it is possible that the research results

would be slightly different if it used newer data or involved other databases.

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