



According to research by Mariah & Sugandi (2010), many vocational high school graduates experience a gap between the competencies acquired in school and what is expected in the workplace. Students, as prospective professionals, need to strengthen their work readiness through in-depth, structured, and systematic coaching. Maslak (2022) explain that vocational education has historically served as direct preparation for entering the workforce through internships and on-the-job training. However, with technological advancements and job complexity, these traditional models are no longer adequate. Today's jobs demand higher-level skills that cannot always be adequately taught in schools.

According to Rohm *et al.* (2021), soft skills development in schools must be based on real-world needs and problem-based learning. Vocational high school graduates still lack non-technical skills (soft skills) such as communication, teamwork, and leadership, which are essential in the modern industrial world. This situation highlights the need to develop non-technical skills within the learning system in vocational schools.

The education sector plays a significant role in addressing workforce issues in Indonesia, including unemployment. Education contributes to the production of trained and educated prospective workers. However, in reality, it is the educated who increase unemployment. Data from the Yogyakarta Central Statistics Agency (Badan Pusat Statistik/BPS) resulted from the National Labor Force Survey (*Survei Angkatan Kerja Nasional/Sakernas*) conducted in August 2023. The survey revealed that the number of unemployed in Daerah Istimewa Yogyakarta (DIY) increased by 3.99 million compared to August 2022. The Labor Force Participation Rate (*Tingkat Partisipasi Angkatan Kerja/TPAK*) increased by 0.85 percentage points compared to August 2022. The Open Unemployment Rate (*Tingkat Pengangguran Terbuka/TPT*) in August 2023 was 5.23%, down to 0.54%. This represents a decrease compared to August 2022. However, this decline in unemployment is still small and unstable. The Head of BPS Yogyakarta, Herum Fajarwati, stated that the highest TPT in February 2023 was for university graduates at 4.91%, followed by high school graduates at 4.54%, vocational high school graduates at 3.93%, and diploma I/II/III at 3.04%.

Based on data from graduate tracking at SMK Negeri 2 Pengasih, the 2021 rate reached 87%, increased to 98% in 2022, and reached 49% in 2023, but is still being tracked. Meanwhile, the

2024 rate of graduate absorption reached 38.35%, with the remainder still being tracked. This data indicates a decline in absorption from 2022 to 2024. The Special Job Exchange (*Bursa Kerja Khusus/BKK*), tasked with assisting graduate absorption, conducted an evaluation to determine the causes of the decline in graduate absorption at SMK Negeri 2 Pengasih. The evaluation revealed several factors contributing to the decline, including students' lack of understanding of work situation information, inadequate job knowledge, low problem-solving skills in the workplace, which can lead to homesickness, and inadequate career planning. This condition is caused by students' lack of confidence when entering the industrial world. They feel inadequate and unprepared mentally. Students experience low self-efficacy, struggle to accept change, are less able to solve problems in the workplace, fear difficulties in the workplace, and struggle to choose the type of work they will pursue.

Therefore, guidance and counseling (*Bimbingan dan Konseling/BK*) plays a role in improving the work readiness of vocational high school students. Among the various types of BK services, classical guidance is a particularly strategic one due to its efficiency in reaching large numbers of students simultaneously, creating group dynamics that simulate real-life work conditions, and effectively disseminating information and practicing basic skills needed in the workplace (Cole, 2024). Therefore, it is hoped that students who receive these services will improve their work readiness in accordance with the following values: 1) having a responsible attitude, the ability to cooperate, and the ability to communicate effectively; 2) having sufficient knowledge of the things necessary to prepare for entering the world of work, being able to seek out various information related to the world of work, and having sufficient literacy to face various challenges in the workplace; 3) having the skills to build good relationships with others and the ability to think critically when encountering problems that arise.

Conventional classroom guidance services are considered less than optimal because they often focus on one-way information and lack student engagement. Therefore, to increase the effectiveness of classroom guidance services, interactive methods such as the Thinking Actively in a Social Context (TASC) model are needed. This model, developed by Belle Wallace, offers a systematic learning method and can train students' problem-solving skills actively and collaboratively (Murwaningsih & Fauziah, 2022).

By implementing the TASC model in classroom guidance, students not only gain knowledge about work readiness but also actively think and practice solving complex career problems in a social context. Integrating work culture into the TASC model will make the guidance process more contextual. This work culture is expected to bridge the gap between attitudes developed in schools and expectations in the real world of work, resulting in graduates who are not only able to think critically but also possess a strong work ethic.

Therefore, an approach is needed to train students, especially in SMK, to develop work-readiness skills. Work-readiness can be seen from the following values (Persia *et al*, 2024): 1) having a responsible attitude, being able to cooperate, and being able to communicate effectively; 2). have sufficient knowledge about the things that need to be prepared to be ready to enter the world of work, be able to find various information related to the world of work, and have sufficient literacy to face various challenges in the world of work; 3). have the skills to build good relationships with others, and be able to think critically when encountering problems that arise. To realize the work readiness of prospective workers, the researcher took the theory of critical thinking skills written by Adam & Wallace, namely TASC, which was collaborated with work culture to improve the work readiness of vocational high school students. Critical thinking skills are applied to classical guidance services carried out by Guidance and Counseling teachers.

This model integrates soft skills such as communication, leadership, collaboration, and adaptability into learning. Therefore, students' work culture foundation is not only trained in technical skills, but also in work ethics, discipline, and responsibility. All of these are important aspects of the work culture needed in the industrial world. This is in line with the research findings of Widodo *et al.*, (2025), which found that integrating a contextual approach into vocational education has proven effective in developing critical thinking and problem-solving skills. These soft skills are key to building students' mental readiness and professional behavior.

The TASC model emphasizes the development of critical, collaborative, and adaptive thinking skills in a social context. Although specific research on the application of the TASC model based on work culture in an industrial context is still limited, several related studies indicate that learning approaches emphasizing similar skills can improve students'

readiness to face the ever-evolving industrial world. For example, the Teaching Factory (TeFa) learning model has been implemented in various SMK to bridge the gap between education and industry needs. Research by Lestari *et al.* (2016) shows that the application of the Self-Design Project Learning model in advanced milling machine subjects can improve learning outcomes and competency test scores for vocational school students. This model emphasizes independent learning and industrial environment simulation.

The development of the TASC classical guidance model, based on work culture, is also aligned with the direction of vocational education policy, which emphasizes the importance of improving the competency of vocational high school students to prepare them to compete in the job market, both nationally and globally. This refers to the Vocational Education Strategic Plan and Peraturan Presiden Nomo 9 Tahun 2016 concerning SMK Revitalization. The development of this model is expected to address the challenges and needs of the workforce, which requires technical competence and strong soft skills.

By combining the TASC approach and work culture, students are trained to be not only ready to work in terms of skills, but also in mental and character aspects, which are added values in the world of work. Based on these various advantages, the TASC classical guidance model based on work culture is very suitable for implementation in vocational schools to prepare students to face the increasingly competitive world of work and demand complex skills. Based on the existing advantages and challenges, the author conducted a study entitled "The Development of a Classical Guidance Model TASC Based on Work Culture to Improve the Work Readiness of SMK Students".

## 2. Materials and Methods

The research entitled "Development of the classical guidance model TASC based on work culture to improve the work readiness of SMK students" uses the Research and Development (R&D) research method. This R&D research method can be interpreted as a scientific way to research, design, produce, and test the validity of the products that have been produced (Sugiyono, 2017). That development research aims to produce new products through the development process. The product produced through this research is a guidebook for the classical guidance model TASC based on work culture to improve the work readiness of vocational high school students. This research adapts the steps of the

Pusan model created by Thiagarajan (1974) with the 4D development model. This model consists of four steps: definition, design, development, and dissemination.

Product trials were conducted to assess the quality of the developed TASC classical guidance model based on work culture. Before being tested on target vocational high school students, the product underwent validation by material and media experts. To test the product's practicality and feasibility, it was also tested with users or guidance counselors in small- and large-scale trials. Through this process, researchers hoped to identify various weaknesses, deficiencies, and errors, and obtain input for improvement.

The population in this study was vocational high school students, and the sampling technique used was simple random sampling. This study was conducted from February to April 2025. The data collection technique used a work readiness scale to measure TASC. In addition, researchers also used an expert assessment scale and a user assessment scale. To analyze the effectiveness of the TASC classical guidance model based on work culture in improving student work readiness, this study employed parametric statistical tests in the form of paired sample t-tests. This technique was chosen because the data came from pretests and posttests administered to the same group of subjects, allowing researchers to compare scores before and after the guidance model treatment. The results of the t-test will determine whether there is a statistically significant difference between the pretest and posttest scores of the experimental group.

Validity is a method for assessing the accuracy of a research instrument. A valid instrument has a high level of accuracy. An instrument is considered valid if it is able to measure the intended target and produce accurate data according to the variables being studied. In this study, validity testing was conducted through expert assessment using the AIKEN V formula. Meanwhile, reliability refers to the level of consistency and reliability of an instrument in collecting data. A reliable instrument is reliable and produces stable results even when used at different times and in different situations. The purpose of reliability testing in this study was to determine the level of internal consistency of the instrument used. To measure this, the researcher used the Cronbach's Alpha formula, analyzed using SPSS.

### 3. Result and Discussion

This R&D research aims to improve students' work readiness by adopting the steps of the 4D

development model proposed by Thiagarajan. This model consists of four steps: define, design, development, and dissemination. The final product of this research is a classical guidance model book TASC based on work culture to improve the work readiness of SMK students.

First step is define, this stage contains the process of analyzing and defining needs by identifying various problems and analyzing student conditions which are used as the basis for product development.

There has been a decline in the employment rate of SMK graduates, particularly at SMKN 2 Pengasih. This significantly impacts the school's performance and government assessments. The decline in graduate absorption can be seen in the 2024 SMKN 2 Pengasih education report. The decline in graduate absorption was 7.92% compared to 2023. The impacts include BOS funding, acceptance of PPDB input, public trust, and student learning motivation. One of the graduate users, PT. Hitachi Astemo in 2023, stated that the cause of the decline in SMKN 2 Pengasih was related to students' lack of understanding of work situation information, lack of knowledge about work, and low problem-solving skills in the workplace, which triggered homesickness. Furthermore, lack of detailed career planning was also a factor. This condition was caused by students' lack of confidence when entering the industrial world. They felt incompetent and unprepared mentally. Students also felt they had low self-efficacy, had difficulty accepting change, were less able to solve problems in the workplace, were afraid of difficulties in the workplace, and had difficulty choosing suitable types of jobs. Essentially, this problem concerns students' understanding and way of thinking, who lacked many references about the world of work. Students need to develop critical thinking skills to adapt in the workplace. PT. Hitachi Astemo gave a user satisfaction score of 45% (less than satisfied). Therefore, a career guidance model is needed to prepare students for work. On that basis, an initiative emerged to create a classical guidance service model of TASC based on work culture to improve the work readiness of SMK students.

Classical guidance services were chosen as the basis for model development due to their advantages in reaching a wide range of students, applying a variety of methods, and their efficiency and ease of implementation by guidance counselors. However, their implementation faced the constraint of limited hours allocated specifically for classroom guidance services. Based on a needs analysis, a

classical guidance service model was developed that integrates the TASC approach based on work culture. This model is designed to utilize group dynamics in a classroom setting, enabling students to interact actively to develop critical thinking, collaboration, and social competencies essential for the world of work. Through topics focused on the introduction and internalization of work culture, this model aims to improve students' work readiness, reflected in their mastery of knowledge (cognitive), attitudes (affective), and skills (psychomotor).

Based on a needs analysis, the primary objective of this guidance service is to improve vocational high school students' work readiness through internalizing the work culture values developed in the TASC model. This objective was established considering the finding that critical thinking skills are an important foundation for students in understanding, applying, and adapting to the demands of work culture in the industrial world. Through the TASC approach, this service focuses not only on knowledge transfer but also on developing attitudes and practical skills needed in a professional environment.

Second step is design, there are several requirements for designing TASC classical guidance model that must be met by researchers, namely creating a model syntax, creating a TASC stage chart, creating a framework (blueprint), compiling classical guidance materials, and developing evaluation tools for both students and guidance counselors as users of the TASC classical guidance model. The following is a display of the cover and flowchart of the TASC classical guidance model.

The TASC model syntax has eight phases that are the foundation of thinking and problem-solving skills. These phases are as follows: (1) Organize (find what is already known), (2) Identify (identify what must be done), (3) Generate (generalize the method to be used), (4) Decide (determine the best idea to solve the problem), (5) Implement (apply the decided idea to solve the problem), (6) Evaluate (evaluate the results of the idea implementation), (7) Communicate (communicate with friends and teachers), and (8) Learn from experience (learn from what has been done). Researchers grouped the eight phases into four main phases: (1) the organize and identify phase, which is the problem identification phase; (2) the generate and decide phase, which is the solution development phase; (3) the implement and evaluate phase, which is the solution implementation phase; and (4) the communicate and learn from experience phase,

which is the review and reflection phase. These four stages begin with an introduction to work culture values to familiarize students with and internalize the topic of work culture to improve their work readiness.

During the classical guidance process, students are encouraged to follow the TASC problem-solving strategy flow, which has four basic elements that form the basis of thinking and problem-solving abilities: (1) Thinking. Thinking is a non-static process; through thinking activities, a student will grow and develop, thereby increasing their capacity. (2) Actively. The aim is for students to actively understand, explore, and express opinions based on their learning experiences. (3) Social. As social beings, this model aims to direct students to interact, share knowledge, and collaborate so that all students have equal opportunities to learn and acquire more varied knowledge. (4) Context, through learning that builds thinking and problem-solving skills, this element aims to ensure that students have strong basic concepts and start from their real experiences in their learning environment.

The third stage of this research is Development. This stage aims to produce an initial product draft, a TASC Classical Guidance Model Based on Work Culture, ready for validation and feasibility testing. The process at this stage includes expert validation, field trials, and effectiveness testing.

The guidebook for implementing the classical guidance model TASC based on work culture to improve students' work readiness has been validated by Prof. Budi Astuti, M.Sc., and Dr. Agus Basuki, M.Pd. The Smin score was 18, Smax score was 72, and P score was 14. Based on the validation results by material experts, the guidebook's assessment scores were 66 and 68, with the criteria "Very Appropriate." This means that, in terms of material, the guidebook meets the eligibility criteria. The guidebook is considered to be of good quality, with several aspects requiring improvement.

This guidebook for the implementation of the TASC classical guidance model has been assessed by a media expert validator, Dr. Aprilia Tina Lidiasari, M.Pd. The value of Smin=22, Smak=88, and P=17. The results of the media expert validation of the media guidebook for the implementation of the TASC model based on work culture showed a very decent assessment with a score of 84. The media expert stated that the design of the guidebook developed had met the criteria of visual clarity, attractiveness of appearance, and technical suitability with the

needs of classical guidance services in schools. Aspects such as layout, font selection, use of supporting images, and template consistency were considered attractive to users.

This TASC classical guidance model has been assessed by a model expert validator, Dr. Indriyana Rachmawati, M.Pd.. The value of  $S_{min}=25$ ,  $S_{max}=100$ , and  $P=19$ . The results of the model expert validation of the TASC classical guidance model product based on work culture showed a decent assessment with a score of 76. Media experts stated that it is necessary to provide an explanation of the background for selecting the type of classical guidance service for the TASC model. Work readiness has three indicators, namely knowledge, skills, and attitudes, these three indicators should be drawn into the main topic in the implementation of TASC. The use of sentences on the foreword sheet should be written as an introduction only to make it easier for users to understand the purpose of the guidebook. It is better to be consistent in the use of sentences such as on the cover there is no term culture culture, but in the content the term culture-based appears. In general, the guidebook for using the TASC classical guidance model based on work culture is suitable for use.

Table 1. The result field trial

Validator	Score	Category
Siti Mahmudah	47	Very feasible
Prima Bening A.	40	Very feasible
Suharno	36	Feasible
Cahaya Budi Rahmanto	48	Very feasible
Rudiyah Puspa Pratiwi	39	Very feasible
Erli Setyowati	36	feasible
Rr. Warsihatin	41	Very feasible
Wagiyo	43	Very feasible
Poniyem	41	Very feasible
Eko Pracoyo	43	Very feasible
Edwin Nugroho	40	Very feasible
Marta Jauhari	44	Very feasible
Subiyanta	43	Very feasible
Tumin	45	Very feasible
Endang Hariyati	43	Very feasible
Desi Anggita Putri	44	Very feasible
Ismiyartin	41	Very feasible

A field trial was conducted to evaluate the feasibility of the TASC classical guidance model based on work culture. The trial involved 17 guidance and counseling teachers from SMK Kulon Progo. The trial aimed to evaluate the suitability of the material, implementation process, relevance to the curriculum, alignment with industry values, and the suitability of TASC for training critical thinking. The teachers scored

the model based on aspects listed in a provided assessment questionnaire. The  $S_{min}$  score was 12,  $S_{max}$  score was 48, and  $P$  score was 9.

Based on the table 1 the TASC classical guidance model based on work culture was deemed practical for use. Overall, 15 teachers scored  $39 \leq S \leq 48$ , categorizing it as very suitable, and 2 teachers scored  $30 \leq S \leq 38$ , categorizing it as suitable. The model was deemed to meet the criteria for suitability of the material, implementation, curriculum relevance, alignment with industry values, and the effectiveness of TASC in training critical thinking. Several suggestions for improvement were provided by the guidance and counseling teachers, which will be discussed in the revised results section.

An effectiveness test was conducted on 32 students of Grade XI TKL2 by administering a pretest and posttest of the work readiness instrument. The pretest and posttest data obtained were analyzed using a T-test using SPSS. Based on the analysis, the average pretest score was 92.75 and the posttest score was 119.88. There was a 27.125 increase between the pretest and posttest scores. The negative sign on the mean score indicates a positive increase between the pretest and posttest scores. Furthermore, the sig. (2-tailed) score was  $0.01 < 0.05$ , which can be interpreted as indicating a significant difference between the pretest and posttest scores.

Based on input from expert validators for media, materials, and models, a series of revisions were made to ensure the manuscript's accuracy, completeness, and compliance with academic guidelines. Improvements began with the administrative aspects, where the cover was supplemented with the study program identity, year, and supervisor's name, and the model name was consistently corrected to TASC. For the research instrument, the work readiness scale on page 23 was refined with more appropriate response options, and the instrument's outline was revised to ensure its validity. Substantively, the description of the material in the content chapter has been aligned with the Operational Guidelines for BK, while Chapter IV (Implementation Guidelines) was enriched with a more detailed and operational description of the TASC model stages in accordance with its syntax. Completeness of the appendices was also considered, with the addition of the Service Implementation Plan, Worksheet, evaluation sheets, and descriptions of the methods and tools/materials needed to ensure the model's readiness for implementation in the field.

The results of the field trial by the BK Teacher provided valuable input to improve the contextuality and effectiveness of the model. In terms of the material in the guidebook, it is recommended to add examples relevant to various majors in vocational schools so that the goal of instilling work culture values can be better understood by students. To support the deep learning and critical thinking processes that are the basis of the TASC model, a more structured Student Worksheet was created. The teacher also suggested that work culture values be more focused on soft skills aspects with a clear structure, and emphasized that the use of technology (such as smartphones) is a tool for finding references, not a substitute for direct interaction, so that social communication remains the core. In terms of implementation, the sequence of stages is considered good, but to facilitate understanding, a clear scheme or flow is created that details the steps of the TASC critical thinking strategy before entering the blueprint, so that students can follow the process more directed.

The final stage in this 4D development model is dissemination. This stage aims to implement the final product of the TASC Classical Guidance Model Based on Work Culture that has gone through a revision process on a wider scale. Dissemination was carried out in the BK Teachers' Consultation (Musyawarah Guru Bimbingan dan Konseling/MGBK) community at the SMK level in Kulon Progo Regency. There are 32 schools that are members of the MGBK SMK Kulon Progo with 63 guidance and counseling teachers. Dissemination was delivered online through WhatsApp groups and in MGBK meeting agendas. Guidance and counseling teachers implemented it in their respective schools.

## Discussion

The development of the classical guidance model TASC based on work culture, essentially integrates a systematic problem-solving approach with the internalization of positive workplace values. This model is designed to bridge the gap between the technical competencies (hard skills) taught in SMK and the non-technical competencies (soft skills) and work attitudes demanded by industry. This concept aligns with Arief (2020) opinion, which asserts that vocational school students' work readiness is determined not only by mastery of practical skills, but also by maturity in self-management, communication, collaboration, and adaptation to social norms in the workplace. This holistic integration aligns with Kolb (1984) theory of Experiential Learning, which emphasizes that

knowledge is created through the transformation of experience. This model is intentionally designed to accommodate a cycle of concrete learning, reflection, conceptualization, and active experimentation, so that the internalization of work culture and thinking skills occurs not through memorization, but through meaningful experiences in a social context (Kolb, 1984). This approach is considered more effective in developing a sustainable mindset and work behavior than a one-way information delivery method.

In this model, the problem identification phase (which combines the Gather/Organize and Identify phases of TASC) focuses on training students to gather information and define work problems clearly and structuredly, a fundamental skill crucial in any profession. In the solution development phase (which integrates the Generate and Decide phases), students are challenged not only to generate creative ideas but also to evaluate and decide on the best solution based on rational considerations and their impact on the social environment in the workplace. This process directly trains higher-order thinking skills (HOTS) such as analysis, evaluation, and creativity. This is supported by the findings of Nasution & Siregar (2023), who stated that a group guidance model based on realistic problem-solving can optimize students' cognitive and social development. Furthermore, the Generate and Decide processes in TASC are essentially a form of metacognitive regulation training, in which students consciously plan, monitor, and evaluate their own thinking strategies. Flavell (1979) stated that the development of metacognition is crucial for independent learning and adaptive problem-solving.

According to Flavell (1979), work culture translates into independence in managing tasks (self-management) and the ability to exercise responsible professional judgment. Furthermore, instilling collaborative values at this stage strengthens the foundation of social capital within the learning group, which, according to Putnam (2000), is a source of trust, norms, and networks that enhance the efficiency of collective action—a crucial asset in an interconnected work environment. Work culture values such as collaboration, respect for others' opinions, and openness to argumentation are deliberately instilled at this stage, in line with research by Bunyamin *et al.* (2022), which found that internalizing industrial culture values in a structured manner can significantly increase the maturity of thinking and self-confidence of vocational high school students.

The solution implementation stage (which includes the Implement and Evaluate phases) serves as a simulated environment where students not only implement plans but also monitor and evaluate the

results. This stage fosters responsibility, discipline, and commitment to completing tasks according to predetermined targets. Students learn that solutions must be tested in real-world situations and their effectiveness measured, reflecting the continuous improvement cycle common in industry. This hands-on experience is crucial in developing comprehensive work readiness. This implementation phase also embodies the principle of performance-based learning, where competency is assessed based on demonstration of ability in authentic tasks. According to Wiggins (1998), authentic assessments like these, which simulate real-world contexts, measure not only the product but also the processes and reasoning behind it, thus providing a more valid picture of individual readiness. Simulated work environments in this phase serve as scaffolding that prepares students for the cognitive and behavioral transition from an academic to a professional environment, reducing the reality shock often experienced by new graduates.

Work readiness conceptually refers to an individual's psychological state, reflecting mental, physical, and skill readiness to face the world of work. The operational definition of work readiness is a person's ability to face and adapt to the demands of the job, encompassing skills, knowledge, and attitudes (understanding and self-attributes). In this context, work readiness encompasses more than theoretical understanding; it also encompasses the ability to think critically and solve problems relevant to the world of work. Four main structures influence work readiness (Masso *et al.*, 2022). First, personal characteristics, which reflect resilience, self-direction, self-knowledge, and self-development. Second, organizational acumen, which refers to organizational acumen, leading to motivation for teamwork, maturity of thought, professionalism, and work attitudes and responsibilities. Third, work competence, this work competency describes an individual's abilities, including knowledge and skills focused on technical problem-solving skills, critical thinking, innovative thinking, and creativity. Fourth, social intelligence, this social intelligence refers to an individual's attitude in dealing with social relationships with others in the workplace, including cooperation with others, social skills, adaptability, and communication skills.

TASC learning model provides solutions to facilitate students' cognitive understanding because students can seek a variety of learning resources, not only from books but also from articles or the internet. Therefore, the TASC model is used in classical guidance services based on work culture to provide solutions to facilitate students' cognitive understanding of work culture, which will improve

their work readiness. TASC is universal, meaning this model can be used for various types of learning, assisting in the problem-solving process, and stimulating thinking skills. In the TASC model, there is a learning principle that assumes that every learning activity uses the brain's ability to receive and transmit stimuli, which also always contains nerves related to successful learning. A creative teacher is a teacher who provides descriptions that can be understood by all students, by using words that are understood by students or more precisely, expressing them in a form that is easy for students to understand through teacher-student interactions. In this case, students are given the responsibility to provide thoughts or opinions about the experiences they have gained personally. Students are also given the opportunity to build on and share thoughts. Students' intellectual abilities can be improved not only from the perspective of individual experience, but also through social interaction, where the teacher plays a good mediator for students.

Overall, the review and reflection phase (a combination of the Communicate and Learn from Experience phases) forms a vital conclusion to this model. In this phase, students learn to communicate their processes, outcomes, and obstacles to others, while simultaneously reflecting deeply on their experiences. Through this reflection, the cultural values of work and the cognitive processes they have undergone are more deeply internalized. As stated by Wijaya (2019), the success of guidance and counseling services in SMK depends heavily on their relevance to the demands of the industrial and industrial world. Therefore, this model, with its simplified yet meaningful stages, offers a contextual and experiential learning-oriented approach, which is expected to produce vocational school graduates who are not only work-ready but also adaptive and resilient in facing the dynamics of the job market.

The reflective momentum in this final phase is at the heart of the internalization process. Schön (1983) differentiates between reflection-in-action (while acting) and reflection-on-action (after acting). The review and reflection stage in this model particularly deepens reflection-on-action, where students articulate tacit knowledge acquired during the process into explicit knowledge that can be communicated and serve as a basis for future action (Schön, 1983). This process crystallizes learning and transforms isolated experiences into generalizable working principles. This contextual experiential learning approach, as proposed by Wahyuningsih, *et al.*, (2025), has been shown to significantly increase achievement motivation and work readiness in vocational high school students because it directly addresses the psychological needs for competence, autonomy, and connectedness.

#### 4. Conclusion and Suggestions

The development of a classical guidance model of TASC based on work culture to improve students' learning readiness in SMK uses a 4D model with the stages of define, design, develop and disseminate. Based on the results of the feasibility test, the classical guidance model of TASC based on work culture obtained a score in the category of "very feasible" from the material and media expert validator. The classical guidance model of TASC based on work culture in the form of a classical guidance model book based on work culture has been validated and revised so that it is declared feasible for use. Based on the results of the field test, the classical guidance model of TASC based on work culture was also declared very feasible for use. The test was carried out by a guidance counselor. Based on the results of the trial output, all testers stated that the classical guidance model of TASC based on work culture was practical to use. Based on the results of the effectiveness test, the classical guidance model of TASC based on work culture was declared effective in improving students' readiness to enter the workforce. This is based on the results of increasing students' work readiness in conditions before and after the model was implemented.

#### References

- Arief, M. (2020). *Penguatan Soft Skills untuk Meningkatkan Kesiapan Kerja Siswa SMK*. Bandung: Refika Aditama.
- Bunyamin, B., Samsudi, S., & Rohman, S. (2022). Soft skill improvement strategy for vocational high school students base on career and 21st century learning oriented. *Journal of Vocational and Career Education*, 7(1), 65-77. <https://journal.unnes.ac.id/nju/jvce/article/view/41103>
- Cole, M. B. (2024). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention*. Routledge.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Nasution, P. E. S., & Siregar, A. (2023). Efektivitas layanan bimbingan kelompok dengan teknik role playing untuk meningkatkan keterampilan sosial peserta didik kelas X Madrasah Aliyah Laboratorium UINSU Medan. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(01), 197-208. <https://doi.org/10.31316/gcouns.v8i01.5115>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Lestari, E. S., Hamdani, A., & Permana, E. S. (2016). Penerapan Model Self Design Project Learning dalam Pembelajaran Mesin Frais Lanjut untuk Meningkatkan Hasil Belajar Siswa SMK. *Jurnal Pendidikan Teknik Mesin*, 17(2), 123-130. <https://doi.org/10.17509/jmee.v3i1.3204>
- Mariah, S. & Sugandi, M. (2010). *Kesenjangan Soft Skills Lulusan SMK Dengan Kebutuhan Tenaga Kerja Di Industri*. Kementerian Pendidikan dan Kebudayaan. Diakses dari: <https://repositori.kemendikdasmen.go.id/240/1/Siti%20Mariah%20KESENJANGAN%20SOFT%20SKILLS%20LULUSAN%20SMK.pdf>
- Maslak, M. A. (2022). *Vocational Education in the United States of America (USA): The Case of the United States of America (USA)*. In *Working Adolescents: Rethinking Education For and On the Job* (pp. 61-82). Cham: Springer International Publishing.
- Masso, M., Sim, J., Halcomb, E., & Thompson, C. (2022). Practice readiness of new graduate nurses and factors influencing practice readiness: A scoping review of reviews. *International Journal of Nursing Studies*, 129, 104208. <https://doi.org/10.1016/j.ijnurstu.2022.104208>
- Murwaningsih, T., & Fauziah, M. (2022). The effectiveness of the TASC, CPS, and DI on divergent thinking skill at elementary school in Indonesia. *International Journal of Instruction*, 15(1), 167-184. <https://ejournal.ats/index.php/pub/article/view/440>
- Wahyuningsih, R., Joyoatmojo, S., Wardani, D. K., & Noviani, L. (2025). Work-Integrated Learning to Improve Work Readiness of Vocational Education in School and Madrasah. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(4), 586-602. <https://doi.org/10.31538/munaddhomah.v6i4.1928>
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster.
- Rohm, A. J., Stefl, M., & Ward, N. (2021). Future proof and real-world ready: the role of live project-based learning in students' skill development. *Journal of Marketing Education*, 43(2), 204-215.

- <https://doi.org/10.1177/02734753211001409>
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Thiagarajan, S. (1974). *Instructional development for training teachers of exceptional children*. Indiana University: Bloomington.
- Widodo, S. F. A., Munadi, S., Harjanto, C. T., Prasetya, T. A., & Muflih, B. K. (2025). Developing soft skills in vocational higher education: A qualitative case study and institutional management model from Indonesian polytechnics. *Jurnal Pendidikan Vokasi*, 15(2). 126-135. <https://doi.org/10.21831/jpv.v15i2.73825>
- Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. Jossey-Bass.
- Wijaya, C. (2019). *Bimbingan dan Konseling Karier di Sekolah Menengah Kejuruan: Teori dan Praktik*. Jakarta: Kencana Prenada Media Group.