

THE ROLE OF SPA INDUSTRY VISITS IN IMPROVING THE WORK READINESS OF VOCATIONAL EDUCATION STUDENTS: A LITERATURE STUDY

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Abstract

Job readiness is a key indicator of the effectiveness of vocational education in preparing graduates to meet the demands of industry. One form of industry engagement that contributes to enhancing students' job readiness is industrial visits, particularly in the beauty and spa sector, which requires technical competence and professional work attitudes. This study aims to systematically examine the role of industrial visits in improving job readiness among vocational education students using a Systematic Literature Review (SLR) approach guided by the PRISMA framework. The literature search was conducted through Google Scholar and nationally accredited (SINTA-indexed) journals, yielding 45 articles at the initial identification stage. Following the screening and eligibility assessment processes, 18 articles met the inclusion criteria and were analyzed further. The findings indicate that industry-oriented learning, experiential learning, teaching factory models, industrial work practice, internships, and industrial visits significantly contribute to vocational students' job readiness. Industrial visits function as an initial exposure to real workplace environments, work culture, and industry standards, thereby strengthening students' mental readiness, professional attitudes, and contextual understanding of the world of work. In the context of vocational education in the beauty and spa field, industrial visits represent an integral component of industry-based learning that helps bridge the gap between school-based instruction and industry practice.

Keywords: industrial visits, job readiness, vocational education, experiential learning, beauty and spa industry.

INTRODUCTION

Vocational education plays a strategic role in preparing students for career and work readiness that aligns with the demands of the business and industrial world. Work readiness is not only understood as mastery of technical competencies, but also encompasses aspects of work attitudes, understanding the world of work, adaptability, and thorough career planning. Recent literature reviews indicate that the career and work readiness of vocational students is strongly influenced by contextual learning experiences oriented toward industry needs (Puspitasari et al., 2025).

As the demands of the workforce increase, various industry-based learning approaches are being developed within vocational education. Industry-oriented experiential learning and industry-oriented problem-based learning models have been proven to improve the

work readiness of vocational high school students through direct engagement with the context of industrial problems and work environments (Sudarsono et al., 2023); (Sudarsono & Pratama, 2025). This approach emphasizes the importance of real-world experience (experiential learning) as a means of developing a deeper understanding of work, a professional attitude, and mental readiness for entering the workforce (Eckhardt, 2024).

In addition to learning models, the implementation of link and match programs between vocational schools and the business-industry sector is also an important focus in increasing the relevance of graduates to job market needs. This program emphasizes collaboration between educational institutions and industry through various activities, such as industrial work practices, contextual learning, and industrial visits (Ningsih et al., 2025). Empirical research shows that direct experience

in the industrial world, both through industrial work practices and context-based learning activities, contributes positively to the work readiness of vocational high school students (Marta, 2025); (Nurmeli & Idris, 2024).

In the context of vocational beauty education, job readiness has more specific characteristics because the beauty industry, such as salons and spas, demands precise technical competency, high service standards, and a professional attitude in serving customers. Previous research has shown that the beauty industry's perception of cosmetology students' competencies still highlights the gap between the skills learned in education and the demands of practical work (Marbun et al., 2015). This underscores the importance of relevant, industry-based learning to prepare beauty education graduates for greater job readiness. Efforts to develop beauty skills learning programs in vocational high schools (SMK) are also ongoing to improve graduate quality, including by integrating local wisdom and industry needs (Martini et al., 2021).

Although various studies have addressed job readiness through industrial work experience, industry-based learning models, and link-and-match programs, studies specifically highlighting the role of industry visits as a form of short-term, contextual learning are relatively limited. Industry visits are often positioned as a complement to learning, but their contribution to student job readiness, particularly in vocational beauty education, has not been studied in depth. In fact, industry visits, such as to salons or spas, have significant potential to provide an initial understanding of work culture, service standards, occupational safety and health management, and industry expectations of vocational workers (Pibriari & Nugraha, 2024). This situation indicates a research gap in the absence of a comprehensive literature synthesis examining the role of industry visits in improving the work readiness of vocational education students.

The urgency of this literature review is further heightened given the need for vocational education to ensure that every form of industry engagement, including industry visits, makes a real contribution to student work readiness and is not merely a ceremonial activity. Without systematic, evidence-based studies, the potential of industry visits to support work readiness is not optimally utilized. Therefore, a literature review is crucial to integrate various research findings related to work readiness, industry-based learning, and contextual learning experiences, thereby providing a comprehensive understanding of the role of industry visits in improving the work readiness of vocational education students.

Based on the description, this research needs to be conducted through a literature review method to systematically examine the role of industrial visits in improving the work readiness of vocational education students, especially in the context of learning that is industry-oriented and relevant to the needs of the world of work.

METHOD

This research employed the Systematic Literature Review (SLR) method, adhering to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This method was chosen to systematically identify, review, and synthesize previous research findings related to the role of industrial visits in improving the work readiness of vocational education students. The SLR approach allows researchers to obtain a comprehensive overview of research trends, research gaps, and the theoretical and practical implications of published findings.

The literature search was conducted through scientific databases, including Google Scholar, Garuda, and the SINTA-indexed national journal portal. The search process employed a combination of relevant keywords, including industrial visit, experiential learning, work readiness, career readiness, and vocational education. To ensure the novelty and relevance of the study, the search was limited to articles published within the last five years. All articles obtained from the search results were then compiled and selected according to the research focus.

The literature selection process followed the PRISMA stages, which include identification, screening, eligibility assessment, and inclusion. In the identification stage, all searched articles were collected and recorded. The screening stage involved reviewing titles and abstracts to eliminate articles irrelevant to the research topic. Articles that passed the screening stage were then thoroughly reviewed during the eligibility assessment stage to ensure they met the inclusion criteria, namely research addressing vocational education, student work or career readiness, and industry involvement in learning. Articles that met all criteria were then included in the inclusion stage for further analysis.

Data analysis was conducted using thematic analysis techniques. Each selected article was analyzed to identify the research focus, methodological approach, and key findings related to the role of industrial visits and the work readiness of vocational education students. Similar findings were then grouped into key themes, such as the concept of work readiness, experiential learning, the contribution of industrial visits to contextual learning, and supporting and inhibiting

factors in implementing industrial visits. The results of this analysis were then synthesized to obtain comprehensive and integrated conclusions.

The validity and reliability of the data in this study were maintained through the selection of credible and indexed literature sources, the use of a transparent and systematic selection procedure in accordance with PRISMA guidelines, and the comparison of findings between articles to minimize bias. With this approach, the results of this literature review are expected to provide a comprehensive, evidence-based picture of the role of industrial visits in improving the work readiness of vocational education students.

RESULTS AND DISCUSSION

Based on the literature identification and selection process through the PRISMA process, the articles analyzed were studies that consistently discussed work readiness in vocational education and its relationship to industry-oriented learning. The identification stage identified several articles containing the keywords "work readiness," "vocational education," "industrial learning," "industrial work practice," and "beauty and spa service competency development." Subsequently, a screening process was carried out by eliminating articles that were irrelevant to the context of vocational education or did not include elements of industry involvement in the learning process.

The final selection results showed that articles that met the inclusion criteria tended not to position industrial visits as a single variable, but rather as part of a broader industry engagement program. This involvement includes industrial work practice, internships, teaching factories, industry-based training, and experiential learning. However, the characteristics of these activities demonstrate similarities in function to industrial visits, namely providing direct exposure to the work environment, industry standards, and professional work culture.

Thematically, the selected articles can be grouped into several main focuses, namely: (1) strengthening the competencies and work readiness of vocational students, (2) implementation of industry-oriented learning, and (3) the role of industrial experience in bridging the gap between learning in vocational education institutions and the needs of the world of work. The synthesis of the study results is summarized in the following Literature Review Table.

No	Author(s) (Year)	Research Focus	Main Findings	Relevance to the Study
1	Astuti et al. (2024)	Employability-skill-based e-modules for spa therapy competencies	E-modules enhance job readiness by strengthening	Supports job readiness through industry-

No	Author(s) (Year)	Research Focus	Main Findings	Relevance to the Study
			employability skills	contextual learning
2	Fitriya et al. (2025)	Professional and entrepreneurship e-modules in the beauty and spa industry	Industry-based learning improves students' job readiness	Highlights the importance of industry orientation in vocational learning
3	Dwiyati et al. (2020)	Discovery-learning-based body care e-modules	Learning media improve practical competence in beauty care	Supports job readiness through strengthened practical skills
4	Nabilla (2025)	Internship experience and job readiness	Internship experience significantly affects job readiness	Internships as a form of industry engagement
5	Yulanto et al. (2025)	Job readiness of vocational students	Job readiness is influenced by competence and industrial adaptability	Reinforces the importance of industrial experience
6	Marbun et al. (2015)	Industry perceptions of cosmetology students' competence	There is a competency gap between graduates and industry needs	Provides a basis for the need for industrial exposure
7	Saidatunnisa (2023)	Life skills development in cosmetology students	Life skills improve through vocational learning	Life skills as a component of job readiness
8	Windayani et al. (2024)	Business-oriented beauty learning development	Contextual learning enhances job readiness	Supports industry-based learning approaches
9	Khotimah (2011)	Industrial work practice and psychomotor skills	Industrial practice improves students' psychomotor skills	Industrial practice as a reinforcement of job readiness
10	Rahmiati (2018)	Entrepreneurship training for cosmetology students	Industry-based training improves entrepreneurial readiness	Job readiness through industry-oriented approaches
11	Rahmiati (2017)	Body care and spa training	Training improves spa service competencies	Highly relevant to the spa industry context
12	Rizqa & Mentari (2024)	Implementation of halal spa tourism	Industry standards influence service quality	Reflects the needs of the spa industry
13	Mulyani (2025)	Work culture and learning quality in	Work culture affects job readiness	Industrial culture as an

No	Author(s) (Year)	Research Focus	Main Findings	Relevance to the Study
		vocational schools		aspect of job readiness
14	Rahmadan et al. (2022)	Teaching factory in beauty and spa programs	Teaching factory enhances students' job readiness	Integrated industry-based learning model
15	Fadillah et al. (2021)	Project-Based Learning in vocational education	PjBL is effective in improving job readiness	Industry-oriented learning approach
16	Sudarsono & Pratama (2025)	Industry-oriented Problem-Based Learning	Industry-oriented PBL enhances job readiness	Relevant to industry-oriented learning
17	Sudarsono et al. (2023)	Industry-based experiential learning	Experiential learning improves job readiness	Theoretical foundation for industrial visits
18	Murni (2024)	Certified internship in the Merdeka Curriculum	Internships improve students' job readiness	Internships as extended industrial exposure

Literature synthesis indicates that work readiness in vocational education is a multidimensional construct influenced by the integration of learning in educational institutions with involvement in the industrial world. Numerous studies confirm that work readiness encompasses not only mastery of technical competencies but also mental readiness, professional attitudes, adaptability, and an understanding of industrial work culture (Yulanto et al., 2025); (Nabilla, 2025). Industrial experience has emerged as a dominant factor in improving the work readiness of vocational students. Research (Nabilla, 2025) indicates that internship experience contributes significantly to work readiness by increasing self-confidence, psychological readiness, and understanding of the work environment. This finding aligns with (Khotimah, 2011), who found that industrial work experience positively impacts students' psychomotor abilities, highlighting the importance of direct exposure to real-world work activities.

Industry-oriented learning contexts, teaching factories, and experiential learning are approaches that are widely reported to be effective. Rahmadan et al. (2022) confirmed that the implementation of teaching factories in fashion, culinary, beauty, and spa programs can create a learning environment that mimics industrial conditions, thereby improving students' job readiness. This finding is supported by Sudarsono et al. (2023), who stated that industry-oriented, experiential learning models significantly improve the job readiness of vocational students. These models strengthen the link between theory and practice and instill industry standards from an early age. While most research

emphasizes internships, industrial work experience, and teaching factories, industrial visits have characteristics that align with the principles of experiential learning. Industrial visits provide initial exposure to the world of work through direct observation of workflows, service standards, and professional work culture. In this regard, industrial visits can be understood as a form of early industry exposure that acts as a bridge between classroom learning and more in-depth industry experience.

Literature in the beauty and spa sector indicates that job readiness has specific characteristics that require technical skills as well as service capabilities and a professional attitude. Marbun et al. (2015) showed that the salon industry's perception of student competency is influenced by the industry field experience gained during their studies. This indicates that understanding beauty and spa service standards cannot be fully developed through theoretical learning alone. Research (Rahmiati, 2018) also shows that training in body care, spa treatments, and facials contributes to improving the professional skills and entrepreneurial readiness of cosmetology and beauty students. Furthermore, the development of industry-oriented teaching materials and media also strengthens work readiness. Astuti et al. (2024) and Fitriya et al. (2025) report that e-modules based on employability skills and the spa profession can increase the relevance of learning to industry needs. This approach strengthens students' work readiness through the integration of technical competencies, soft skills, and the industry context. Methodologically, findings from a meta-analysis (Fadillah et al., 2021) also confirm that project-based learning is effective in vocational education because it integrates learning experiences with the workplace context. Overall, this discussion confirms that industry involvement, whether through internships, industrial work practices, teaching factories, or experiential learning, plays a crucial role in enhancing the work readiness of vocational education students. Industrial visits, while often positioned as supporting activities, play a strategic role as initial exposure to the world of work and as a reinforcement of contextual learning. However, literature explicitly examining the impact of industrial visits is still limited, particularly in the beauty and spa sector. Therefore, further empirical research is needed to strengthen the position of industrial visits as an integral part of industry-oriented learning.

Conclusion

Based on the results of the literature synthesis, it can be concluded that industrial visits are an integral part of industry-oriented learning in vocational education that contributes to improving students' job readiness.

Industrial visits provide direct exposure to real work environments, operational standards, and professional work cultures, thereby helping students build a contextual understanding of the demands of the world of work. This exposure strengthens job readiness through the development of technical competencies, professional attitudes, and mental readiness relevant to industry needs. In the context of vocational education in the field of beauty and spa, industrial visits play a role in introducing service characteristics, quality standards, and professional ethics that serve as an important foundation for developing graduates' job readiness.

Suggestion

The implementation of industrial visits in vocational education needs to be systematically designed and integrated into industry-oriented learning to optimize their contribution to student job readiness. Industrial visits should have clear learning objectives, be directly linked to learning outcomes, and be complemented by follow-up learning activities such as reflection and material reinforcement so that industrial experience can be meaningfully internalized. Strengthening partnerships between vocational education institutions and the industrial world, particularly in the beauty and spa sector, also needs to be improved to ensure the alignment of graduate competencies with industry needs. Furthermore, further research is recommended to empirically examine the effect of industrial visits on student job readiness, including aspects of design, duration, and integration into the curriculum, so as to provide a stronger empirical basis for the development of vocational learning that is relevant to the world of work.

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