

THE ROLE OF SELF-EFFICACY AND JOB INTEREST IN STUDENT WORK READINESS

Anita Nur Khoiriyah

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: anitanrkhryh15@gmail.com

Roni Fasliah

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: ronifasliah@unj.ac.id

Christian Wiradendi Wolor

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: christianwiradendi@unj.ac.id

ABSTRACT

This study investigates and assesses the extent to which self-efficacy and job interest influence students' readiness for entering the workforce. Employing a quantitative approach, the study involved 153 twelfth-grade Vocational High School students as participants. Data were analyzed through several stages, including validation and reliability testing of instruments, prerequisite tests for statistical analysis, application of multiple linear regression analysis, and hypothesis evaluation — executed with the assistance of IBM SPSS statistical tools. The findings reveal that: (1) Students' readiness for the workforce is greatly and significantly influenced by their self-efficacy, (2) job interest also demonstrates a meaningful and positive impact, and (3) both variables together exert a significant and favorable influence on students' preparedness to transition for employment.

Keywords: Self-efficacy, Job interest, Work readiness

ABSTRAK

Studi ini dilakukan untuk mengkaji dan menilai sejauh mana peran efikasi diri dan ketertarikan terhadap pekerjaan memengaruhi kesiapan kerja siswa. Penelitian ini memakai pendekatan kuantitatif dengan partisipasi 153 siswa kelas XII SMK sebagai responden. Pengolahan data mencakup uji keabsahan dan konsistensi instrumen, pengujian asumsi dasar analisis, serta penerapan teknik regresi linear ganda dan pengujian hipotesis, yang seluruh prosedurnya dijalankan dengan bantuan perangkat lunak IBM SPSS. Temuan penelitian mengungkapkan bahwa: 1) efikasi diri memiliki kontribusi yang bermakna dan cenderung positif terhadap kesiapan kerja, 2) ketertarikan terhadap dunia kerja turut memberikan pengaruh yang signifikan dan positif, serta 3) Interaksi antara kedua aspek tersebut terbukti mendukung kesiapan siswa dalam memasuki dunia kerja secara signifikan.

Kata kunci: Efikasi diri, Minat kerja, Kesiapan kerja

INTRODUCTION

The success of an institution greatly depends on the work readiness of its workforce. The imbalance between available jobs and the number of job seekers has intensified competition and led to a yearly increase in unemployment rates. Therefore The researcher wants to investigate the function of graduates of vocational schools, particularly at Public Vocational High School (SMKN) 41 Jakarta, which is equipped with adequate facilities and offers study programs that support the development of practical skills in fields such as engineering, information technology, and business.

Vocational school graduates are better able to compete in the job market if they are well-prepared and meet job requirements. Work readiness is a key factor for entering the workforce. According to (Ayaturrahman & Rahayu, 2023) work readiness is the prerequisite of an individual's ability and suitability to enter the workforce, with well-aligned preparation that becomes a competitive advantage. Work readiness refers to the physical, mental, and educational preparedness that aligns with one's chosen job (Muspawi & Lestari, 2020). It is built upon self-assurance in one's capacity to succeed and overcome challenges it is the inner conviction a person has in successfully dealing with tasks and challenges independently and to accomplish desired outcomes through their own efforts (Srimulyani & Hermanto, 2021). It is closely related to daily routines, engagement, and interest. Work interest is essential for individuals to perform tasks enthusiastically and voluntarily. It motivates people to pursue goals, while a lack of interest can make it difficult to find jobs that match their abilities. Therefore, work interest serves as an important driving force in improving individual work readiness (Pasamba et al., 2024).

The study conducted by Yasinta and Irfani (2022) previous research predominantly concentrated on just two variables, namely the aspect of job readiness alone. In contrast, this study seeks to delve deeper into the interrelation of three critical elements: self-efficacy, interest in the professional world, and the adaptability of students in transitioning to a professional environment. Moreover, there is a notable difference in the choice of research subjects. While prior studies primarily focused on final-year Management students at the Islamic University of Bandung, this research shifts its analysis to twelfth-grade students of SMKN 41 Jakarta, aiming to provide a more comprehensive understanding of job readiness at the vocational secondary education level. Meanwhile, the study by Andhita and Sunarti (2024) In previous studies, the focus was solely on self-efficacy. Meanwhile, this research emphasizes two main variables—self-efficacy and work interest—as benchmarks for assessing students' job readiness. Furthermore, earlier studies involved participants from training programs at the Vocational and Productivity Training Center in Padang City, whereas this study takes students of SMKN 41 Jakarta as its research subjects. This study was conducted to examine and assess the extent to which the role of self-efficacy and job interest influences students' work readiness.

LITERATURE REVIEW

Self-Efficacy

Waddington (2023) explaining that this concept highlights an individual's self-belief in handling duties and achieving intended results efficiently and accomplish specific tasks or face challenges. Self-efficacy is important for students as it influences their performance and well-being. Students who possess strong self-confidence often achieve better outcomes and experience greater ease during their educational journey (Patricio-Gamboa et al., 2021). They are generally more enthusiastic, persistent in facing challenges, and remain calm when dealing with problems (Sholichah & Savira, 2021).

A person's belief in their ability to overcome challenges, accomplish tasks, and achieve goals in certain conditions is known as self-efficacy. This belief is not merely about optimism but is more specifically tied to one's self-assessment of how capable they are in handling various situations, whether challenging or stressful (Wiyono, 2022). According to (Ariani & Fauzan, 2023) self-efficacy reflects an individual's confidence in managing and fulfilling responsibilities as well as attaining the desired success. Individuals with high self-confidence generally believe they can complete tasks effectively. Conversely, those with low self-confidence often doubt their capability to finish the tasks at hand (Simorangkir, 2022).

Based on these perspectives, Self-efficacy, as the belief in one's ability to handle challenges and achieve goals, plays a crucial role in shaping students' confidence, persistence, and overall success in both academic and personal endeavors. In this study, several indicators

are employed to evaluate the self-efficacy variable, namely: 1) level, 2) strength, and 3) generality. These indicators have previously been applied in a study conducted by (Handara & Irafahmi, 2021), (Syandianingrum & Wahjudi, 2021), (Nurbaiti & Putri, 2024). This study was conducted to examine and assess the extent to which the role of self-efficacy and job interest influences students' work readiness.

Work Interest

According to Waisnawa et al. (2024) interest can be defined as a sense of attraction toward a particular activity or job that one is engaged in. Interest is also seen as a strong emotional tendency toward something—in other words, work interest is closely related to a person's feelings toward the job they perform (Andina et al., 2023). Interest drives individuals to focus on enjoyable and satisfying activities, while also influencing their behavior (Aprijal et al., 2020). With the ever-evolving and increasingly diverse world of work, career interest assessment becomes an essential tool that aids individuals in planning their careers. This assessment offers clear insights and guidance on suitable career paths, making it easier for individuals to navigate changes and challenges in the workplace (Wang et al., 2022). Willingness, desire, and preferences are examples of interest. An active person is generally driven to pursue activities aligned with their interests. Interest is defined as a person's affection and attraction toward a particular object or activity that arises naturally from within, without external influence (Tumanggor & Saragih, 2022). This leads to continuous improvement of one's knowledge and skills, which in turn enhances students' job readiness. Conversely, low career interest among students directly correlates with their weaker preparedness to enter the professional world (Surainah et al., 2022).

Based on these perspectives the conclusion is interest, as a natural emotional drive toward certain activities or careers, plays a vital role in shaping behavior, enhancing skills, and ultimately improving students' job readiness, while low interest often leads to weaker preparedness for the professional world. In this study, the work interest variable is assessed using several key indicators, namely: 1) attraction, 2) having aspirations to work, and 3) involvement. This measurement approach refers to previous research conducted by (Tumanggor & Saragih, 2022), (Pratiwi et al., 2022), (Amalia & Murniawaty, 2020).

Work Readiness

(Chotimah & Suryani, 2020) describe work readiness to the extent to which an individual is prepared in terms of skills, abilities, and attitudes to meet job demands. According to (Borg & Scott-Young, 2020) work readiness is achieved when graduates are able to apply their knowledge and skills in line with the needs of the workforce. Similarly, (Nastasia et al., 2022) state that work readiness is a condition in which an individual possesses the necessary knowledge, skills, also positive attitudes—such as discipline, responsibility, and adaptability—to face the world of work.

Job readiness emerges when an individual is prepared to respond or take action according to the situation at hand. This preparation involves physical, mental, and emotional stability, which are influenced by personal needs, achievement motivation, life orientation, as well as the skills and knowledge acquired (Ratuela et al., 2022). According to (Elfranata et al., 2022) job readiness refers to a state where an individual has attained sufficient physical maturity, mental preparedness, experience, strong motivation, and adequate competence to fully carry out work responsibilities. For vocational school students, job readiness is crucial as they are expected to graduate with expertise in their field, enabling them to directly enter the workforce or even start their own business. Students with high job readiness demonstrate critical thinking skills, the ability to make logical and objective decisions, manage emotions,

adapt to their environment, take responsibility, stay motivated to achieve success, and collaborate effectively with others (Fatmawati et al., 2023).

Based on these perspectives the conclusion is a Work readiness is the state in which an individual possesses the necessary knowledge, skills, attitudes, and maturity to effectively meet job demands, adapt to challenges, and succeed in the professional world. This variable is measured using the following indicators: 1) critical thinking, 2) flexibility, 3) communication, 4) skill competence, 5) problem-solving, and 6) character. These indicators have been adopted based on previous studies conducted by (Riyanti & Kasyadi, 2021), (Nasrullah et al., 2020), (Rahayu et al., 2021).

This study tests three main hypotheses related to the factors influencing the students' preparedness for the workforce at Vocational High School 41 Jakarta. The first hypothesis (H1) states that self-efficacy influences work readiness. The second hypothesis (H2) suggests that job readiness is influenced by work interest as well. The third hypothesis (H3) suggests that students' work readiness is influenced by both work interest and self-efficacy at the same time.

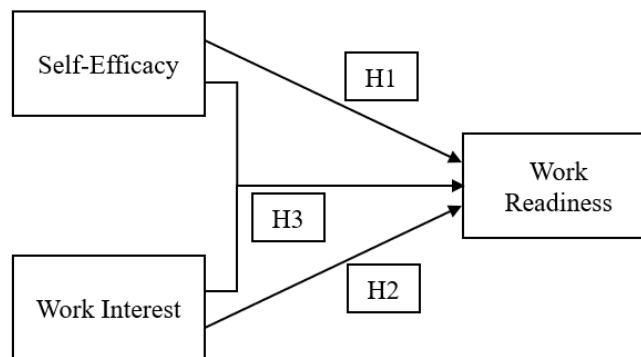


Figure 1. Research Hypothesis

METHOD

This study employs a quantitative approach by gathering data through a carefully selected survey. According to (Harmoko et al., 2022) the quantitative approach is a research method that focuses on testing theories by analyzing relationships between variables using numerical data, which is then processed through statistical techniques. Maidiana (2021) states that a survey is a method used to collect broad information to understand the characteristics of a large group through a representative sample. This study applied stratified proportional random sampling, which is suitable when the population is diverse and segmented into distinct subgroups of diverse members divided into several groups, with samples taken proportionally from each group (Rofflin et al., 2021).

Table 1. Respondent Profile

Class	Frequency	Percentage
XII DKV 1	22	14,4%
XII DKV 2	21	13,7%
XII DKV 3	22	14,4%
XII AKL	22	14,4%

Based on Table 1, the data shows that most classes contributed 22 respondents, representing 14.4% of the total respondents, except for class XII DKV 2, which had 21 respondents, or 13.7%. This is acceptable because there are roughly the same number of pupils in each class. The data were collected using a research instrument in the form of a questionnaire, obtained from respondents who are twelfth-grade students of SMKN 41 Jakarta.

Data in this research were acquired using a structured questionnaire method that presented 30 statements via Google Forms to get data, which is measured using a Likert scale from a value of one to five options, as can be seen in Table 2. In this study, prior to distributing the final questionnaire, an instrument test was first conducted on 30 representative twelfth-grade students to determine whether the instrument was valid and suitable for final distribution. The results of the instrument test for the self-efficacy variable (X1) showed that all question items were deemed valid, with a Cronbach’s alpha value of 0.728, indicating reliability and suitability for final distribution. For the work interest variable (X2), some question items were found invalid and subsequently removed, leaving eight valid items with a Cronbach’s alpha value of 0.731, which was considered reliable and ready for final distribution. As for variable Y, five items were invalid and removed, while the remaining 13 items were valid with a Cronbach’s alpha value of 0.892, confirming reliability and readiness for final distribution. The data analysis stages include validity and reliability instrument testing, prerequisite analysis tests, multiple linear regression, and hypothesis testing. The entire analysis process is carried out using IBM SPSS (Statistical Package for the Social Sciences) as the primary tool.

Table 2. Likert Scale

Indicators	Scale
Strongly Approve	Value 5
Approve	Value 4
Undecided	Value 3
Disapprove	Value 2
Strongly Oppose	Value 1

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Self-Efficacy

Variable X1 in this study refers to self-efficacy. Data for this variable were collected through an electronic questionnaire distributed via Google Forms, involving a total of 153 student respondents. Self-efficacy is measured using three indicators: level, strength, and generality. Based on the Table 3, the indicator with the highest contribution is Generality, with a percentage of 33.57%, indicating that students are capable of applying their self-confidence across a wide range of situations. This is followed by the Level indicator (33.40%), which reflects students’ belief in their own ability to complete tasks effectively. The Strength indicator (33.03%) ranks the lowest, suggesting that although students possess confidence, the consistency or resilience of their belief when facing challenges still needs improvement. Overall, these three indicators complement one another in shaping students’ self-efficacy, though the aspect of belief strength requires further development.

Table 3. Average Score Calculation of Self-Efficacy

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	Percentage
Self-Efficacy	Level	1	681	2.001	3	667	33,40%
		2	686				
		3	634				
	Strength	4	675	1.979	3	660	33,03%
		5	663				
		6	641				
	Generality	7	682	2.011	3	670	33,57%
		8	675				
		9	654				
Total				5991	9	1.997	100%

Work Interest

Variable X2 in this study refers to work interest. Data regarding this variable were collected through an electronic questionnaire distributed via Google Forms, with a total of 153 student respondents. Work interest consists of three indicators: attraction, aspiration to work, and involvement. Based on the Table 4, the indicator with the highest contribution is Involvement with a percentage of 38.18%, indicating that students show a high level of participation and engagement in activities related to the world of work. This is followed by the Attraction indicator (36.57%), which reflects students’ interest in certain activities or job fields. The Aspiration to Work indicator (25.25%) ranks the lowest, suggesting that while students have interest and involvement, their expectations or aspirations for employment still need improvement. Overall, these three indicators complement one another in shaping students’ work interest, though the aspect of aspiration to work requires more attention.

Table 4. Average Score Calculation of Work Interest

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	Percentage	
Work Interest	Attraction	1	699	1951	3	650,33	36,57%	
		2	669					
		3	583					
	Aspiration to work	4	663	1347	2	673,50	25,25%	
		5	684					
	Involvement		6	677	2037	3	679,00	38,18%
			7	689				
			8	671				
Total				5335	8		100%	

Work Readiness

Variable Y in this study refers to work readiness. Data regarding this variable were collected through an electronic questionnaire distributed via Google Forms, with a total of 153 student respondents. Work readiness consists of six indicators: critical thinking, flexibility, communication, skill competence, problem-solving, and character. Based on the Average Score Calculation of Work Readiness table, the indicator with the highest contribution is Character, with a percentage of 17.16%, indicating that students possess positive traits such as responsibility, discipline, and integrity when facing the professional world. This is followed by the Communication indicator (17.12%), which reflects students’ ability to convey ideas and interact effectively. The indicators Problem-Solving (16.94%), Critical Thinking (16.87%), and Skill Competence (16.66%) are at a moderate level, suggesting the need to strengthen analytical skills, technical abilities, and problem-solving strategies. Meanwhile, the Flexibility indicator (15.26%) ranks the lowest, indicating that students still need to improve their adaptability to changes and challenges in the workplace. Overall, these six indicators complement each other in shaping students’ work readiness, but the aspect of flexibility requires greater attention.

Table 5. Average Score Calculation of Work Readiness

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	Percentage	
Work Readiness	Critical Thinking	1	673	1360	2	680	16,87%	
		2	687					
	Flexibility	3	670	1231	2	615,5	15,26%	
		4	561					
	Communication	5	684	1380	2	690	17,12%	
		6	696					
	Skill Competence		7	690	2015	3	671,67	16,66%
			8	697				

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	Percentage
		9	628				
	Problem-Solving	10	674	1366	2	683	16,94%
		11	692				
		12	683				
	Character	13	701	1384	2	692	17,16%
Total				8736	13	4.032,17	100%

Normality Test

Based on the Table 6, it is evident that the variables of self-efficacy, work interest, and work readiness meet the criteria for a normal distribution, as indicated by the significance value of 0.365, which exceeds the threshold of 0.05. This suggests that the data follow a normal distribution, making them suitable for use in the subsequent stages of analysis.

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		153
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.46457499
Most Extreme Differences	Absolute	.074
	Positive	.047
	Negative	-.074
Kolmogorov-Smirnov Z		.920
Asymp. Sig. (2-tailed)		.365
a. Test distribution is Normal.		
b. Calculated from data.		

Linearity Test

With the significance level set at 0.05, the F-table value is determined to be 3.06. Based on the data presented below, there appears to be a linear relationship between self-efficacy and work readiness. This is supported by a significance score of 0.13, which is greater than 0.05, and an F-count of 2.040, which falls below the F-table value of 3.06. Such a result indicates that the data follows a consistent linear trend.

Table 7. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Work Readiness * Self-Efficacy	Between Groups	(Combined)	2746,506	18	152,584	12,916	,000
		Linearity	2336,851	1	2336,851	197,810	,000
		Deviation from Linearity	409,655	17	24,097	2,040	,013
	Within Groups	1583,023	134	11,814			
	Total	4329,529	152				

Work interest and work readiness have a linear connection, as seen in the table below. This conclusion is drawn from the fact that the significance level is 0.32 (> 0.05) and the F-statistic stands at 1.894 that falls below the F-table threshold of 3.06. This leads to the conclusion that there is a linear connection pattern in the data.

Table 8. Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Work Readiness * Work Interest	Between Groups	(Combined)	2074,192	15	138,279	8,400	,000
		Linearity	1637,730	1	1637,730	99,484	,000
		Deviation from Linearity	436,462	14	31,176	1,894	,032
	Within Groups		2255,337	137	16,462		
	Total		4329,529	152			

Multiple Linear Regression Analysis

To understand how X1 and X2—self-efficacy and work interest—relate to a single dependent variable, multiple linear regression is required. These are the multiple linear regression test results that were examined with the SPSS software. Based on the Table 9, it is evident that the variables of self-efficacy, work interest, and work readiness meet the criteria for a normal distribution, as indicated by the significance value of 0.365, which exceeds the threshold of 0.05. This suggests that the data follow a normal distribution, making them suitable for use in the subsequent stages of analysis.

Table 9. Multiple Linear Regression

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	15,252	3,085		4,945	,000
	Self-Efficacy	,711	,084	,575	8,444	,000
	Work Interest	,401	,108	,253	3,718	,000

a. Dependent Variable: Work Readiness

F-Test

With a significance threshold of 0.05, the corresponding F-table value is 3.06. Referring to the Table 10, the computed F-value of 102.975 exceeds 3.06, indicating a significant result, and The significance score of 0.000 (less than 0.05) confirms that self-efficacy and job interest jointly contribute to shaping students' preparedness for the workforce.

Table 10. F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2505,031	2	1252,515	102,975	,000 ^b
	Residual	1824,499	150	12,163		
	Total	4329,529	152			

a. Dependent Variable: Work Readiness
 b. Predictors: (Constant), Work Interest, Self-Efficacy

T-Test

Given a 5% significance rate, the benchmark t-score is 1.976, whereas the t-result for the self-efficacy factor stands at 8.444, which surpasses the threshold of 1.976, while the work

interest variable also shows a t-count of 3.718, exceeding the same benchmark, according to the Table 11, which means the hypotheses are accepted.

Table 11. T-Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	15,252	3,085		4,945	,000
Self-Efficacy	,711	,084	,575	8,444	,000
Work Interest	,401	,108	,253	3,718	,000

a. Dependent Variable: Work Readiness

Coefficient of Determination Analysis (R²)

Referring to the table, the R Square value of 0.579 suggests that self-efficacy and work interest together explain 57.9% of the variance in work readiness, with other factors influencing the remaining 42.1%.

Table 12. Coefficient of Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.579	.573	3,488

a. Predictors: (Constant), Work Interest, Self-Efficacy

Discussion

The t-test results reveal that self-efficacy has a meaningful influence on students' readiness for work at SMKN 41 Jakarta. evidenced by a t-score well above the cut-off mark of 1.976, and an extremely low significance level of 0.000, which falls below the 0.05 threshold—indicating a strong and statistically significant effect. These findings align with prior studies conducted by (Chotimah & Suryani, 2020); and (Merida et al., 2021), who also found similar impacts. This suggests that students who believe in their own abilities are more confident in navigating job-related challenges and meeting industry expectations (Pasamba et al., 2024). Consequently, enhancing self-efficacy through targeted interventions such as practical training or mentorship could be an effective strategy to improve employability outcomes.

The t-test result for the work interest variable, demonstrated by a computed t-score of 3.718, outperforming the reference t-value of 1.976, with a significance level recorded at 0.000—highlighting strong statistical relevance at the 0.05 threshold, shows how work interest also has a substantial impact on students' job preparedness at Vocational High School 41 Jakarta. This indicates that job interest significantly and favorably affects work preparedness, matching the outcomes found in the study by (Gohae, 2020); and (Wahyuni et al., 2021). Students who are genuinely interested in a specific field are more motivated to learn relevant skills and engage actively in vocational programs (Supriyadi & Purbonuswanto, 2024). This enthusiasm translates into better preparation and a more proactive approach toward career planning and development.

Also, the students at Vocational High School 41 Jakarta's job preparation are influenced by both work interest and self-efficacy at the same time. Based on the F-test outcome, both self-efficacy and interest in work together contribute substantially to students' readiness for employment (F-value = 102.975 > F-table 3.06). This implies a synergistic relationship where confidence in one's abilities, coupled with strong intrinsic motivation, creates a powerful foundation for career readiness (Amalia & Murniawaty, 2020). Educators and curriculum

developers should therefore consider integrated approaches that nurture both psychological readiness and vocational passion among students (Astuti et al., 2023).

CONCLUSION AND RECOMMENDATION

After conducting the analysis and testing, the conclusions are as follows: (1) self-efficacy significantly contributes to students' preparedness for entering the job market; (2) interest in work likewise has a notable positive influence; and (3) both factors together have a joint positive impact on students' work readiness. Therefore, it is important for individuals to possess high self-efficacy and work interest to enhance their readiness before entering the dynamics of the work environment. Based on the research findings, it is recommended that teachers design learning activities focused on strengthening students' self-efficacy, such as assigning challenging skill-based projects and providing effective communication training. Teachers are also encouraged to offer motivation and constructive feedback to boost students' confidence in their abilities, as well as to integrate materials on discipline, teamwork, and decision-making to enhance job readiness. For vocational policymakers, it is advisable to facilitate training programs that foster students' career interest, for instance through industrial internships, career development workshops, or field visits. This study focused on two independent variables and was conducted at a specific level only, making the variables insufficient and the population coverage limited. For future research, it is recommended to include additional variables such as motivation, parental roles, environmental influences, and career guidance. This would allow the scope of the study to be broadened and the findings to become more comprehensive.

REFERENCES

- Amalia, P. I., & Murniawaty, I. (2020). Pengaruh Pendidikan Kewirausahaan, Efikasi Diri dan Minat Kerja terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 3(3), 907–922. <https://journal.unnes.ac.id/sju/eeaj/article/view/42415/17302>
- Andhita, L. N., & Sunarti, V. (2024). Hubungan Antara Efikasi Diri Dengan Kesiapan Kerja Peserta Pelatihan Di Balai Pelatihan Vokasi Produktivitas Kota Padang. *Jurnal Family Education*, 4, 691–696. <https://jfe.ppj.unp.ac.id/index.php/jfe/article/view/278>
- Andina, T., Kusuma, K. A., & Firdaus, V. (2023). Peran Efikasi Diri, Motivasi Kerja Dan Minat Kerja Terhadap Kesiapan Kerja Mahasiswa. *Management Studies and Entrepreneurship Journal*, 4(6), 7844–7856. <https://journal.yrpiiku.com/index.php/msej/article/view/2811/1903>
- Aprijal, Alfian, & Syarifudin. (2020). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Siswa di Madrasah Ibtidaiyah Darussalam Sungai Salak Kecamatan Tempuling. *MITRA PGMI: Jurnal Kependidikan MI*, 6(1), 76–91. <https://doi.org/10.46963/mpgmi.v6i1.125>
- Ariani, F., & Fauzan, M. (2023). Pengaruh Loyalitas Karyawan, Efikasi Diri dan Kepuasan Kerja Terhadap Keterlibatan Kerja Pada PT Trimegah Cipta Mandiri Semarang. *Jurnal Pendidikan Tambusai*, 7(2018), 18817–18827. <https://jptam.org/index.php/jptam/article/view/9369/7641>
- Astuti, M. D., Nelwan, O. S., & Lumintang, G. G. (2023). Pengaruh Minat Kerja, Efikasi Diri Dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa Manajemen Angkatan 2019 Di Feb Unsrat Manado. *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 11(4), 391–403. <https://doi.org/10.35794/emba.v11i4.51323>
- Ayaturrahman, J. D., & Rahayu, I. (2023). Dampak Soft Skill Terhadap Kesiapan Kerja Mahasiswa di Era Industri 4.0. *Proceeding of National Conference on Accounting & Finance*, 5, 169–175. <https://journal.uii.ac.id/NCAF/article/view/27374/14676>
- Borg, J., & Scott-Young, C. M. (2020). Employers' perspectives on work readiness in

- construction: are project management graduates hitting the ground running? *International Journal of Managing Projects in Business*, 13(6), 1363–1379. <https://doi.org/10.1108/IJMPB-10-2019-0238>
- Chotimah, K., & Suryani, N. (2020). Pengaruh Praktek Kerja Lapangan, Motivasi Memasuki Dunia Kerja, dan Efikasi Diri Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 7(3), 1083–1099. <https://journal.unnes.ac.id/sju/eeaj/article/view/32079/16308>
- Elfranata, S., Daud, D. J., Yeni, Y., Pratiwi, N., Meliyani, E., Ervin, E., & Mecang, H. K. (2022). Pengaruh Self Esteem dan Self Efficacy Terhadap Kesiapan Kerja Siswa SMK Negeri di Kecamatan Pontianak Utara. *JEID: Journal of Educational Integration and Development*, 2(4), 260–270. <https://doi.org/10.55868/jeid.v2i4.147>
- Fatmawati, E., Oktarika, D., Santoso, D., Puspitasari, H., Nurcahyo, R. W., & Sari, M. I. (2023). Kesiapan Kerja Siswa Ditinjau dari Harga Diri (Self-Esteem) dan Efikasi Diri (Self-Efficacy). *Edukasi: Jurnal Pendidikan*, 21(1), 1–14. <https://doi.org/10.31571/edukasi.v21i1.5462>
- Gohae, A. S. (2020). Pengalaman Magang, Minat Kerja dan Pengaruhnya Terhadap Kesiapan Kerja Mahasiswa Akuntansi. *Jurnal Ilmiah MEA*, 4(3), 1954–1964. <https://www.journal.stiemb.ac.id/index.php/mea/article/view/748>
- Handara, M. F., & Irafahmi, D. T. (2021). Efficacy Dan Stress Akademik Mahasiswa Yang Menyusun Skripsi di Masa Pandemi. *Jurnal Pendidikan Akuntansi*, 2006, 14–22. <https://doi.org/10.30596/liabilities.v5i2.11349>
- Harmoko, Kilwalaga, I., Asnah, Rahmi, S., Adoe, V. S., Dyanasari, & Arina, F. (2022). *Buku Ajar Metodologi Penelitian*. Feniks Muda Sejahtera. <https://books.google.co.id/books?id=x2JIEAAAQBAJ>
- Maidiana. (2021). Penelitian Survey. *ALACRITY: Journal of Education*, 1(2), 20–29. <https://doi.org/10.52121/alacrity.v1i2.23>
- Merida, D. A., Rifayanti, R., & Putri, E. T. (2021). Efikasi Diri Dengan Kesiapan Kerja Pada Dewasa Awal di Kota Samarinda. *Psikoborneo: Jurnal Ilmiah Psikologi*, 9(4), 900. <https://doi.org/10.30872/psikoborneo.v9i4.6842>
- Muspawi, M., & Lestari, A. (2020). Membangun Kesiapan Kerja Calon Tenaga Kerja. *Jurnal Literasiologi*, 4(1), 111–117. <https://doi.org/10.47783/literasiologi.v4i1.138>
- Nasrullah, M., Ismail, S., Jamaluddin, & Hajrah. (2020). Pengaruh Praktek Kerja Industri terhadap Kesiapan Kerja Siswa Kelas XII Kompetensi Keahlian Administrasi Perkantoran di SMK Negeri 1 Enrekang. *Journal of Publick Administration*, 1–10. <http://ojs.unsamakassar.ac.id/jpa/article/view/62>
- Nastasia, K., Misrofinhah, Tarigan, B. A., Mary, H., & Indriyenni. (2022). The Relationship Between Confidence And Working Readiness Of Students In The City Of Padang. *Enrichment: Journal of Management*, 12(2), 2305–2311. <http://www.enrichment.iocspublisher.org/index.php/enrichment/article/view/530>
- Nurbaiti, & Putri, A. D. (2024). Hard Skill, Soft Skill dan Efikasi Diri Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir FEB Perguruan Tinggi di Kota Bandar Lampung. *Jurnal Administrasi Bisnis (JAB)*, 14(1), 20–32. <https://ejournal.unsrat.ac.id/index.php/jab/article/view/55086>
- Pasamba, I. A., Sumarauw, J. S. B., & Raintung, M. C. (2024). Pengaruh Efikasi Diri, Minat Kerja Dan Keaktifan Berorganisasi Terhadap Kesiapan Kerja Mahasiswa Jurusan Manajemen FEB Unsrat Manado. *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 12(3), 335–346. <https://ejournal.unsrat.ac.id/index.php/emba/article/view/56691>
- Patricio-Gamboa, R., Alanya-Beltrán, J., Acuña-Condori, S. P., & Poma-Santivañez, Y. (2021). Perceived Self-Efficacy Geared Towards Education: Systematic Review.

Espirales Revista Multidisciplinaria de Investigación, 5(37), 32–45.
<https://doi.org/10.31876/er.v5i37.791>

- Pratiwi, W., Supratman, O., & Rahayu, S. (2022). Pengaruh Minat Kerja dan Kemampuan Akademis Terhadap Kesiapan Memasuki Dunia Kerja Mahasiswa Pendidikan Teknik Bangunan. *JPTB: Jurnal Pendidikan Teknik Bangunan*, 2(1), 31–40. <https://ejournal.upi.edu/index.php/JPTB/article/view/51663>
- Rahayu, A., Handayani, S., & Maharani, S. (2021). Kesiapan Kerja Siswa Kelas Xii Jurusan Agribisnis Pengolahan Hasil Pertanian Smkn 4 Garut Berdasarkan Aspek Afektif. *Jurnal Inovasi Pembelajaran Biologi*, 2(1), 19–29. <https://doi.org/10.26740/jipb.v2n1.p19-29>
- Ratuela, Y. R. G., Nelwan, O. S., & Lumintang, G. G. (2022). Pengaruh Hard Skill, Soft Skill dan Efikasi Diri Terhadap Kesiapan Kerja Pada Mahasiswa Akhir Jurusan Manajemen FEB UNSRAT Manado. *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 10(1), 172–183. <https://ejournal.unsrat.ac.id/index.php/emba/article/view/37677>
- Riyanti, S., & Kasyadi, S. (2021). Motivasi dan Pengalaman Praktek Kerja Industri Mempengaruhi Kesiapan Kerja Siswa: Studi pada SMK Swasta di Kabupaten Bogor. *Jurnal Pendidikan IPS*, 4(1), 43–57. <https://doi.org/10.30998/herodotus.v4i1.8815>
- Rofflin, E., Liberty, I. A., & Pariyana. (2021). *POPULASI, SAMPEL, VARIABEL DALAM PENELITIAN* (Nasrudin (ed.)). Penerbit NEM. https://books.google.co.id/books?hl=id&lr=&id=ISYrEAAAQBAJ&oi=fnd&pg=PP1&dq=pengertian+populasi+menurut+para+ahli+adalah&ots=ojCPwfq090&sig=z8a9VM747RlynmZyCdvY3pcv92c&redir_esc=y#v=onepage&q&f=false
- Sholichah, S. N., & Savira, S. I. (2021). Hubungan antara Self Efficacy dengan Academic Stress saat Pandemi. *Jurnal Penelitian Psikologi*, 8(07), 166–177. <https://ejournal.unesa.ac.id/index.php/character/article/view/42321>
- Simorangkir, S. T. (2022). Pengaruh Kerjasama Tim dan Efikasi Diri terhadap Kinerja Guru SMP Negeri di Kecamatan Jonggat Kabupaten Lombok Tengah Tahun Ajaran 2020/2021. *Formosa Journal of Science and Technology*, 1(4), 305–314. <https://doi.org/10.55927/fjst.v1i4.996>
- Srimulyani, V. A., & Hermanto, Y. B. (2021). Impact of Entrepreneurial Self-Efficacy and Entrepreneurial Motivation on Micro and Small Business Success for Food and Beverage Sector in East Java, Indonesia. *Economies*, 10(1). <https://doi.org/10.3390/economies10010010>
- Supriyadi, B., & Purbonuswanto, W. (2024). Pengaruh Efektifitas Kelas Industri, Profesional Guru dan Minat Kerja terhadap Kesiapan Kerja Siswa SMK Kabupaten Kebumen. *Media Manajemen Pendidikan*, 6(3), 422–432. <https://doi.org/10.30738/mmp.v6i3.9958>
- Surainah, N. R., Rusharti, & Oktarina, N. (2022). The Effect of Field Work Practices, Career Guidance, and Emotional Intelligence through Work Interest on Work Readiness. *Journal of Economic Education*, 11(1), 1–11. <http://journal.unnes.ac.id/sju/index.php/jeec>
- Syandianingrum, A., & Wahjudi, E. (2021). Pengaruh Mata Diklat Produktif Akuntansi dan Pengalaman Prakerin Terhadap Kesiapan Kerja dengan Variabel Moderasi Efikasi Diri. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(1), 32–45. <https://doi.org/10.26740/jpak.v9n1.p32-45>
- Tumanggor, B., & Saragih, M. (2022). Analisis Hubungan Disiplin Kerja dan Minat Kerja Dengan Kepuasan Kerja Karyawan Pada PT Sartika Jaya Titipan Kilat Medan. *Jurnal Ilmiah Manajemen Kesatuan*, 10(3), 593–602. <https://doi.org/10.37641/jimkes.v10i3.1535>

- Waddington, J. (2023). Self-efficacy. *ELT Journal*, 77(January), 237–240. <https://doi.org/10.1093/elt/ccac046>
- Wahyuni, S., Hapsari, F., & Herawati, M. (2021). Pengaruh Praktik Kerja Industri dan Minat Kerja Terhadap Kesiapan Kerja Pada Dunia Usaha dan Dunia Industri Siswa SMK. *Jurnal Educatio*, 7(4), 1766–1772. <https://doi.org/10.31949/educatio.v7i4.1583>
- Waisnawa, I. P. W., Basit, M., Gaghauna, E. E. M., & Tasalim, R. (2024). Motivasi Belajar Dengan Minat Kerja Di Luar Negeri Mahasiswa Keperawatan. *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*, 14(2), 927–932. <https://journal2.stikeskendal.ac.id/index.php/PSKM/article/view/1921/1179>
- Wang, D., Lian, D., Xing, Y., Dong, S., Sun, X., & Yu, J. (2022). Analysis and Prediction of Influencing Factors of College Student Achievement Based on Machine Learning. *Frontiers in Psychology*, 13(1). <https://doi.org/10.3389/fpsyg.2022.881859>
- Wiyono, D. (2022). Peran Kepuasan Kerja dan Dukungan Organisasi dalam Memediasi Hubungan Antara Efikasi Diri dengan Kinerja Karyawan (Studi Kasus di Yayasan Pendidikan Ariyanti). *Creative Research Management Journal*, 9(5), 356–363. <https://doi.org/10.32663/crmj.v5i1.2672>
- Yasinta, S., & Irfani, A. (2022). Pengaruh Efikasi Diri terhadap Kesiapan Kerja Mahasiswa Akhir Program Studi Manajemen Angkatan 2018 Fakultas Ekonomi dan Bisnis Universitas Islam Bandung. *Bandung Conference Series: Business and Management*, 2(2), 1048–1053. <https://doi.org/10.29313/bcsbm.v2i2.3512>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

