The influence of self-efficacy, field work practice and family socio-economic status on the work readiness

Trissa Oktalina Cahyani [a], , Candra Vionela Merdiana[b], Sukardi[c]

A *[Faculty of Economics adn Business], [Ahmad Dahlan Universityi],[Yogyakarta], [Indonesia]*
B *[Faculty of Economics adn Business], [Ahmad Dahlan Universityi],[Yogyakarta], [Indonesia]*
C *[Faculty of Economics adn Business], [Ahmad Dahlan Universityi],[Yogyakarta], [Indonesia]*

* *Corresponding author E- mail address :* trissaolc@gmail.com

ARTICLE INFO

ABSTRACT

This study aims to examine the effect of self-efficacy, field work practices, and family socioeconomic status on job readiness. The research was conducted at Ahmad Dahlan University, Yogyakarta, with the population consisting of all 2019 Management Study Program students, totaling 313 individuals. The sample size was 196 students, selected using a non-probability sampling method with a purposive sampling technique. Data for this research were analyzed using SPSS version 25. The results indicate that self-efficacy has a positive and significant effect on job readiness, and field work practices also have a significant positive impact on job readiness. However, family socioeconomic status shows a negative but significant influence on job readiness. Furthermore, a simultaneous test reveals that the combined variables of self-efficacy, field work practices, and family socioeconomic status collectively influence job readiness. These findings suggest that fostering students' self-efficacy and enhancing field work practice programs can improve their job readiness. Meanwhile, the impact of family socioeconomic status highlights the importance of providing additional support to students from lower socioeconomic backgrounds to ensure equitable preparation for the workforce.

1. Introduction

The phenomenon that occurs in Indonesia is that Indonesia is a country that has low quality human resources, based on the Growth Competitiveness Index, Indonesia's competitiveness ranking in the world is ranked 50th out of 134 countries. The number of unemployed people in the Republic of Indonesia is increasing every year, according to the Ministry of Manpower (Kemnaker), the number of unemployed people in Indonesia has reached 8.75 million people. The increasing number of unemployed is caused by a lack of job opportunities and a lack of expertise and skills among job seekers, this is caused when job seekers cannot keep up with changes in the economic structure that exists in the world. In general, work readiness is the main factor for students after studying at university. The level of work readiness of final year students is influenced by several different factors, including self-efficacy, field work practices and family socio-economic status. Work readiness is an individual's skills and ability to complete a job without facing significant obstacles according to the results determined by Wiharja (2018).

Self-efficacy is a belief in oneself to prepare oneself for a career. Because self-efficacy shows how an individual's belief in himself is implemented in controlling himself and his

environment. This influences a person's way of thinking, behavior and motivation at work. Thus, someone who has high self-efficacy tends to work hard by relying on the abilities and skills they have to complete their work. Likewise, vice versa, someone who has low self-efficacy tends to easily give up on their situation and work. Robbins, et al., (2017). In the world of work, understanding related to work and the experience and skills that will be carried out are very necessary. Where experience is a process of forming knowledge or skills regarding the methods of a job due to the involvement of the students themselves in its implementation Wiharja (2018).

According to Hidayatullah, et al., (2016) "Socioeconomic situation is a person's position or position in a human group which is determined by the type of economic activity, income, level of education, type of residence, and position in the organization." Someone who has high social support will also have high work readiness, this makes the individual have high self-esteem, be more optimistic and have more confidence in their abilities and be better prepared to enter the world of work Utami (2016).

In this era, it is not enough for students to just have academic grades. There are many things that must be considered, such as skills, experience and environment as well as personal readiness so that students can enter the world of work maturely. After students complete their studies at university, they are expected to be able to immediately enter the world of work with the knowledge and skills they have. Ahmad Dahlan University is the second largest Muhammadiyah university in Yogyakarta Province. Ahmad Dahlan University has the goal of higher education in Indonesia which is based on the values of the Al-Qur'an and As-Sunnah as well as achieving graduates who have superior competencies who have noble character and achieving an increase in human resources who have superior competencies and the realization of a university. which has independence and good governance.

1.1 Background

Ahmad Dahlan University is the second largest Muhammadiyah university in Yogyakarta Province. Which Ahmad Dahlan University has the goal of higher education in Indonesia which is based on the values of the Qur'an and As-Sunnah and the achievement of graduates who have superior competence with noble morals and the achievement of increasing human resources who have superior competence and the realization of a university that has independence and good governance.

In today's era, students are not enough just to rely on academic grades. Many things must be considered such as skills, experience and environment as well as self-preparation so that students can enter the world of work maturely. After students complete their studies at college, students are expected to be able to immediately enter the world of work with the knowledge and skills they have. Therefore, the author is interested in conducting research on the Influence of Self-efficacy, Field Work Practice and Family Socioeconomic Status on the Work Readiness of Final Year Students at Ahmad Dahlan University.

1.2 Problem Statement
1. Does Self-efficacy have a significant positive effect on the work readiness of final year Management study program students at Ahmad Dahlan University?
2. Does Field Work Practice have a significant positive effect on the work readiness of final year Management study program students at Ahmad Dahlan University?
3. Does Family Socioeconomic Status have a significant positive effect on the work readiness

of final year Management study program students at Ahmad Dahlan University?

4. Do Self-efficacy, Field Work Practice and Family Socioeconomic Status simultaneously affect the work readiness of final year Management study program students at Ahmad Dahlan University?

1.3 Objectives and Scope

The purpose of this study is to determine Self-efficacy, Field Work Practices and Family Socioeconomic Status towards the work readiness of final year students at Ahmad Dahlan University. and the limitations of this study are In this study, to avoid the breadth of the problem, the author limits the scope and focuses on the problems studied, the variables studied include; Self-efficacyFocuses on self-confidence to prepare oneself for a career and is confident in oneself about the skills possessed in the work readiness of final year students at Ahmad Dahlan University; Field Work Practice

In this variable focuses on the program of the Management Study Program which requires students to take an internship activity carried out for 25 working days, to go down to the field and work in a company or agency. and Object Focuses on Study on final year management students at Ahmad Dahlan University class of 2019.

2. Literature Review

2.1 Work Readiness

According to Paredes (2018) Job readiness is a person's skills, knowledge and attitudes in preparing themselves to enter the world of work. So that they can adapt in carrying out certain activities in relation to work in accordance with predetermined targets. Work readiness is an individual's capacity or ability in an effort to improve his work ability which includes skills, knowledge as well as the individual's attitude. This means that a person is said to be ready to work if he is able to improve his abilities such as knowledge that has been received during education or through experience from the surrounding environment. What you must have in the world of work is a good attitude, that way you will be more easily accepted in the work environment and vice versa, someone who has a bad attitude will find it difficult to adapt to the work environment (Agusta, 2015)

According to Cabellero and Walker (2010), work readiness consists of six aspects, namely responsibility, flexibility (easy to adjust), skills, communication, self-view (confidence), health and safety. and safety). This is in line with research by Mathis, R.L. and J.H. Jackson (2013), namely that work readiness can be measured from the ability to collaborate and communicate effectively which can be represented by communication indicators according to Cabellero and Walker. Indicator using technology and developing professionalism which can be represented by the flexibility indicator (easy to adjust). Indicators of self-management, accountability and critical thinking can be represented as skills indicators.

2.2 Self-efficacy

Self-efficacy is a belief in oneself regarding one's abilities, skills and strengths. Someone who has high self-efficacy has high fighting power and never gives up, while someone who has low self-efficacy tends to give up more easily. Self-efficacy is one of the factors that can influence work readiness, according to Puri (2017), who states that self-efficacy is a person's confidence in their abilities in a career. This can influence an individual's way of thinking, behavior and motivation at work, the more someone has high self-efficacy

the level of work readiness is also high.

This is in line with the results of Adelina's (2018) research, there is a significant positive relationship between self-efficacy and work readiness of final year students, this is because the higher a person's self-efficacy, the higher the person's work readiness and vice versa.

H1: It is suspected that there is a significant positive influence between self-efficacy and work readiness.

2.3 Field Work Practices on Work Readiness

Field work practice is a series of programs in which students carry out work activities directly in the world of work to achieve a certain level of expertise. The experience students gain while carrying out field work practice will make students better prepared to carry out their duties, when they enter the world of work. related to work and skills, experience and skills are really needed. Where experience is a process of forming skills in carrying out one's duties (Wiharja, 2018). This is in line with research by Kusnaeni and Martono (2016) which states that there is a significant positive influence of field work practices on work readiness. because the better the field work practices, the greater the work readiness.

H2: It is suspected that there is a significant positive influence between field work practices on work readiness

2.4 Family Socioeconomic Status on Work Readiness

Family socio-economic status is a level of family position which consists of material possessions, social and economic levels of a family. Someone who has high social status support will have high work readiness because an individual is more optimistic and confident in their abilities. The family's socio-economic status influences a person's work readiness. When someone has a good family social status, this reflects that their family comes from a family that has good education, employment and good health and this will influence a person's character.

According to Utami (2016), someone who has high social support will also have high work readiness. This makes individuals have high self-esteem, are more optimistic and have more confidence in their abilities and are more prepared to enter the world of work. This is in line with the research results of Wahyuningsih and Yulianto (2020), based on the research results, it was found that parents' socio-economic status had a significant positive effect on work readiness. This is because directly the good social status of parents will support the student's learning process better by providing learning facilities and mental readiness which influence individual work readiness.

H3: It is suspected that there is a significant positive influence between family socio-economic status on work readiness.

2.4 Self-efficacy, Field Work Practices and Family Socioeconomic Status on Work Readiness

If someone who has low self-efficacy will easily give up on challenges, vice versa, someone who has high self-efficacy will be motivated and persist in completing challenges.

This can influence a person's way of thinking, behaving, and motivating them at work. With this, self-efficacy can predict a person's level of work readiness (Tentama, et al., 2019)

Another thing that influences work readiness is that the experience gained during field work practice makes students better prepared to carry out tasks in the world of work, according to Mukktiani (2014) who stated that field work practice is a factor that can influence a person's work readiness. The socio-economic status of the family influences an individual's work readiness, according to Syabrini (2014) the socio-economic situation of a family is different and multilevel, some have high, medium or low socio-economic conditions, this will influence whether a person is ready to work or not.

H4: It is suspected that self-efficacy, field work practices and family socio-economic status have a simultaneous influence on work readiness
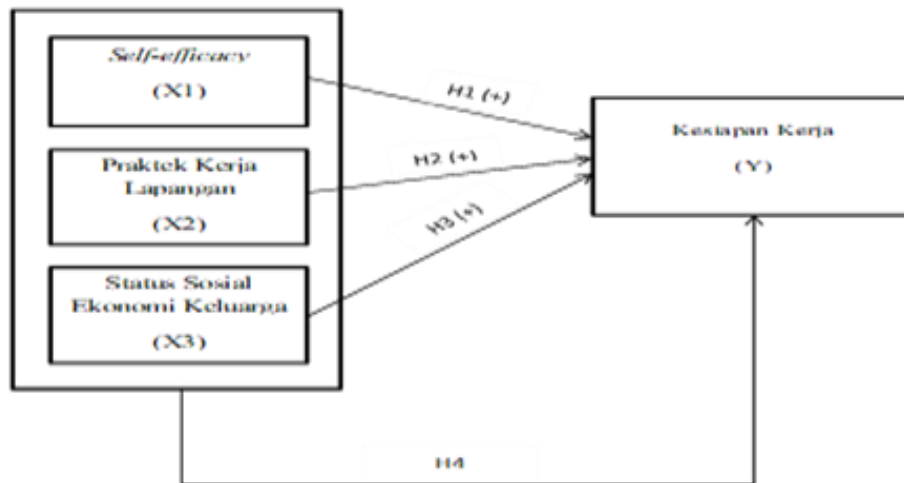

Fig.1. *Conceptual framework*

3. Methodology

3.1 Data Collection

The type of data that will be used is quantitative data. According to Sugiyono (2018) quantitative data is data in the form of numbers or qualitative data that is numeric. The data sources used by the author in this study are primary and secondary data. In this study, the population was all final year students of the Management study program at Ahmad Dahlan University, class of 2019, totaling 313 people. The sampling technique was calculated using the Isaac and Michael formula. And the sample obtained according to the Isac and Michael formula was 167 students with an error rate of 5%.

The sampling technique in this study used the non-probability sampling method, a type of purposive sampling technique. According to Sugiyono (2014), non-probability sampling is a sampling technique that does not provide equal opportunities or chances for each element or member of the population to be selected as a sample.

3.2 Analysis Techniques

This study uses a tool in the form of computer software, namely the Statistical Product and Service (SPSS) program on SPSS 25. SPSS is a computer program used to analyze data with statistical analysis techniques. The analysis used in this study is Multiple Linear Regression Analysis This analysis is used to measure the magnitude of the influence between each

independent variable (Self-efficacy, Field work practice and Family socio-economic status) dependent variable (Work readiness). In this study, multiple linear regression analysis was used because there was one dependent variable and three independent variables.

3.3 Validation

In this study using several tests including 2. t-test (Partial Test) The t-test is used to test the effect of the independent variable (X) on the dependent (Y) partially. F-test (Simultaneous Test) The F-test is to test the effect of all independent variables on the dependent variable simultaneously. In this study, in order to determine the significance or not of the effect of the independent variable on the dependent variable simultaneously using an alpha of 0.05, which means that if the level of significance is > 0.05, the hypothesis is rejected. Determination Coefficient Test Sugiyono (2017) stated that R explains the scale of variation in the dependent variable (Y) explained by the independent variable (X) of more than one variable simultaneously. The multiple linear regression equation is better if the coefficient of determination (R) value is greater or closer to 1 and tends to increase in value in line with the increase in the number of variables.

4. Result and Discussion

4.1 Key Findings

Table 4.1
Reliability Test Results for All Variables

Variabel	Cronbach's Alpha	Keterangan
Kesiapan Kerja	0,897	Reliabel
Self-efficacy	0,812	Reliabel
Praktek Kerja Lapangan	0,950	Reliabel
Status Sosial Ekonomi Keluarga	0,669	Reliabel

Source : Primary data 2024

The results of the interpretation of the data above can be concluded that all variables, both dependent and independent variables, in this study are reliable because they have a Cronbanch's Alpha value above 0.6 and are suitable for use as a data collection tool.

Table 4.2
Multiple Linear Regression Test Results

Variabel	B	Sig
(Constant)	1,658	0,000
Self-efficacy	0,132	0,015
Praktek Kerja Lapangan	0,619	0,000
Status Sosial Ekonomi Keluarga	-0,148	0,008

Source : Primary data 2024

Based on calculations using the IBM SPSS Statistics 25 program, the multiple linear regression equation can be seen as follows:

$$Y = 1.658 + 0.132X1 + 0.619X2 - 0.148X3 + e$$

From the multiple linear regression equation, it can be concluded as follows The

regression coefficient for Work Readiness (Y) shows a constant value of 1.658, which means that if the variables X1, X2, and X3 are considered zero, Work Readiness is 1.658. Self-Efficacy (X1) has a positive regression coefficient of 0.132, indicating that an increase of 1 unit in Self-Efficacy will increase Work Readiness by 0.474. Likewise, Field Work Practices (X2) shows a positive relationship with Work Readiness, with a coefficient of 0.619, which means that an increase of 1 unit in Field Work Practices will increase Work Readiness by 0.619. In contrast, Family Socioeconomic Status (X3) has a negative regression coefficient of -0.148, indicating that an increase of 1 unit in Family Socioeconomic Status will cause a decrease in Work Readiness of 0.148.

Table 4.3
T Test Results (Partial)

Variabel	T	Sig.	Keterangan
Self-efficacy	2,467	0,015	H1 Diterima
Praktek Kerja Lapangan	10,825	0,000	H2 Diterima
Status Sosial Ekonomi Keluarga	-2,674	0,008	H3 Ditolak

Source : Primary data 2024

Based on the T Test results in table 4.17, it can be concluded that:
a. Self-efficacy (X1) has a significant positive effect on Work Readiness (Y) with a calculated t value of 2.467 (significance 0.015), so H1 is accepted.
b. Field Work Practices (X2) also have a significant positive effect, with a calculated t value of 10.825 (significance 0.000), so H2 is accepted.
c. Family Socioeconomic Status (X3) has a significant negative effect on Work Readiness (Y) with a calculated t value of -2.674 (significance 0.008), so H3 is rejected.

Table 4.5
F Test Results

F	Sig.	Keterangan
66,248	0,000	Signifikan

Source : Primary data 2024

Based on the results of the simultaneous test which shows a significance level of 0.000, which means it is smaller than 0.05. Thus it can be concluded that the variables Self-efficacy (X1), Field Work Practices (X2) and Family Socioeconomic Status (X3) together (simultaneously) influence Job Readiness (Y) in final year students at Ahmad Dahlan University class of 2019 Management study program.

Table 4.6
Coefficient of Determination Test Results

Model	*R-Square*
1	0,501

Source : Primary data 2024

It can be seen that the R-Square value is 0.501. This can be explained that the independent variables Self-efficacy (X1), Field Work Practices (X2) and Family Socioeconomic Status (X3) can explain the dependent variable Work Readiness (Y) of 50.1%

while the remainder is (100% - 50, 1%= 49.9%) is explained by other variables not examined by the researcher.

4.2 Interpretation of Result

This research shows that "Self-efficacy (X1) has a significant positive effect on Work Readiness (Y)." The calculated t value of 2.674 is greater than the t table (2.674 > 1.972) with a significance of 0.015, so H1 is accepted. This means that the higher the Self-efficacy of final year students of the Ahmad Dahlan University Management Study Program class of 2019, the higher their Work Readiness. These findings support research by Gunawan, et al. (2020), which emphasizes the importance of self-efficacy in increasing individual work readiness.

The second hypothesis states that "Field Work Practices (X2) have a significant positive effect on Work Readiness (Y)." Table 4.17 shows the t count of 10.825, greater than the t table (10.825 > 1.972) with a significance of 0.000, so H2 is accepted. This means that the better the Field Work Practices, the higher the Job Readiness of final year students of the Ahmad Dahlan University Management Study Program. The 25 day internship experience makes students better prepared and improves their skills. This finding is in line with research by Khoiroh, et al. (2018) and Fauzi, et al. (2017) which shows that good work practice experience has a positive effect on work readiness.

The third hypothesis states that "Family Socioeconomic Status (X3) has a significant positive effect on Work Readiness (Y)." However, the calculated t value -2.674 is smaller than the t table (-2.674 < 1.972) with a significance of 0.008, so H3 is rejected. This shows that family socio-economic status has a significant negative effect on work readiness of final year students of the Ahmad Dahlan University Management Study Program class of 2019. This means that the better the family's socio-economic status, the lower the student's work readiness, because individuals from high-status families tend to be less motivated to work, while those from low status families are encouraged to work immediately. This finding is in line with research by Aryanti, et al. (2018), which shows a significant negative influence between family socio-economic status and Job Readiness.

In this research, the fourth hypothesis states that Self-efficacy (X1), Field Work Practices (X2) and Family Socioeconomic Status (X3) simultaneously influence Work Readiness (Y). This can be seen in table 4.18, where it is known that the significant value is 0.000 < 0.05, so it can be concluded that H4 is accepted, which means that Self-efficacy, Field Work Practices and Family Socioeconomic Status influence simultaneously (together) on Work Readiness final year student of the Ahmad Dahlan University Management Studies Program class of 2019. From the three variables above, the conclusion can be drawn that Self-efficacy, Field Work Practices and Family Socioeconomic Status simultaneously (together) influence Job Readiness. In research conducted by Gunawan, et al., (2020), Self-efficacy has a positive and significant effect on Job Readiness. In research conducted by Khoiroh, et al,. (2018) that Field Work Practices have a positive and significant effect on Job Readiness. In research conducted by Aryanti, et al., (2018), family socio-economic status has a negative and significant effect on work readiness.

5. Discussion

5.1 Comparison with Prior Research

The higher the self-efficacy of final year students of the Ahmad Dahlan University Management Study Program Class of 2019, the higher the person's work readiness will be and it can be concluded that final year students of the Ahmad Dahlan University Management Study Program class of 2019 have confidence in their abilities and skills, and has high fighting power and has a mindset that is ready for a career and motivates himself to work. This research supports previous research conducted by Gunawan, et al., (2020) where based on the results of his research there was a significant positive relationship between self-efficacy and work readiness. This is due to the importance of self-efficacy which aims to develop and improve individual work readiness.

The better the field work practice, the greater the work readiness of final year students of the Ahmad Dahlan University Management Study Program class of 2019. And it can be concluded that final year students of the Ahmad Dahlan University Management Study Program have a positive influence on field work practice activities (internships) which are work practices. Field work (internship) has an influence on students which is carried out within 25 working days and this makes students more prepared to carry out their duties and improve certain skills in the world of work. This supports the results of previous researchers conducted by Khoiroh, et al., (2018), Fauzi , et al., (2017) which states that the field work practice variable has a significant positive effect on work readiness, this is because someone with good field work practice experience will also have good work readiness.

The higher the family's socio-economic status, the less motivation this person will have in working, someone who comes from a family from the upper middle class will certainly have a good environment and ample affluence and of course will get wider opportunities such as continuing their studies, and Likewise, if someone comes from a lower middle class family, their parents will support their child to work quickly with the aim of helping the family's economy. This supports the results of previous research by Aryanti, et al., (2018) where there was a significant negative influence between family socio-economic status and work readiness. This means that the higher the family's socio-economic status, the lower a person's work readiness.

From the three variables above, the conclusion can be drawn that Self-efficacy, Field Work Practices and Family Socioeconomic Status simultaneously (together) influence Job Readiness. In research conducted by Gunawan, et al., (2020), Self-efficacy has a positive and significant effect on Job Readiness. In research conducted by Khoiroh, et al,. (2018) that Field Work Practices have a positive and significant effect on Job Readiness. In research conducted by Aryanti, et al., (2018), family socio-economic status has a negative and significant effect on work readiness.

5.2 Limitations

The researcher did not meet directly with the respondents in the process of distributing the questionnaire, so the researcher could not directly monitor filling out the questionnaire. Limitations of research using questionnaires, namely that sometimes the answers given by respondents do not show the real situation. Because there were many statement items that were declared invalid, and these items were discarded, there were 2 indicators of the Family Socioeconomic Status variable that were missing, namely indicators of parents' education level and parents' employment.

5.3 Future Research

Researchers are further advised that when creating questionnaires they should use statements that are easy for respondents to understand in order to reduce the number of invalid questionnaire items. Future researchers are advised to look for indicators that have a greater influence on work readiness and explore more indicators that influence the Family Socioeconomic Status variable.

7. Conclusion

Based on the research results, researchers can draw the following conclusions:

1. Self-efficacy has a significant positive effect on the Job Readiness of final year students of the Ahmad Dahlan University Management Study Program class of 2019.
2. Field Work Practices have a significant positive effect on the Job Readiness of final year students of the Ahmad Dahlan University Management Study Program class of 2019.
3. Family Socioeconomic Status has a significant negative effect on Job Readiness of final year students of the Ahmad Dahlan University Management Study Program class of 2019.
4. Self-efficacy, Field Work Practices and Family Socioeconomic Status simultaneously (together) influence Job Readiness.

8. Recommendation

Researchers suggest creating a questionnaire with clear statements so that respondents can understand it more easily, thereby reducing the number of invalid items, as well as looking for indicators that have a greater influence on work readiness and exploring indicators that influence family socio-economic status.

REFERENSI

[1]   Adelina, D. (2018). Hubungan Antara Self-efficacy Dengan Kesiapan Kerja Pada Mahasiswa Tingkat Akhir . *Universitas Muhammadiyah Malang*.

[2]   Adhilla, d. (2014). *Petunjuk Pratikum Statistik 2*. Yogyakarta: Universitas Ahmad Dahlan .

[3]   Amran, Y. I. (2021). Pengaruh Status Sosial Ekonomi Keluarga Terhadap Motivasi Bekerja Anak Remaja di Dusun Kale Anassappu Kabupaten Gowa. *Predestinasi*.

[4]   Arwani, I. (2017). Pengaruh Praktik Kerja Industri dan Status Sosial Ekonomi Terhadap Kesiapan Kerja Siswa SMK Negri 1 Pajangan. *Jurnal Pendidikan Teknik Sipil dan Perencanaan*.

[5]   Baiti, R. A. (2017). Career Self-Efficacy Dan Kesiapan Kerja Pada Mahasiswa Semester Akhir. *Jurnal Psikologi Integratif*.

[6]   Chotimah, K. S. (2020). Pengaruh Praktek Kerja Lapangan, Motivasi Memasuki Dunia Kerja, dan Efikasi Diri Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*.

[7]   Damayantie, A. K. (2022). Pengaruh Soft Skill dan Self Efficacy Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir FEB UPNVJT. *BRILIANT: Jurnal Riset dan Konseptual*.

[8]   Djojonegoro, W. (1998). *Pengembangan Sumber Daya Manusia Melalui Sekolah Menengah Kejuruan (SMK)* . Jakarta: Jayakarta Agung.

[9]   Fernanda, W. H. (2022). Pengaruh Kedisiplinan, Status Sosial Ekonomi Keluarga dan Self-efficacy Terhadap Kesiapan Kerja Siswa Sekolah Menengah Kejuruan . *Seminar Inovasi Manajemen Bisnis dan Akuntansi (SIMBA) 4*.

[10]   Ghozali. (2015). *Aplikasi Analisis Multivariate Dengan Program SPSS* . Semarang: Ponorogo.

[11]   Gunawan, I. d. (2020). Pengaruh Gaya Kepemimpinan, Kemampuan Manajerial, Efikasi Diri dan Prestasi Belajar Terhadap Kesiapan Kerja Mahsiswa. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*.

[12]   Hamalik, O. (2001). *Proses Belajar Mengajar* . Jakarta : Bumi Aksara .

[13]   Khadifa, A. I. (2018). Pengaruh Praktik Kerja Industri dan Efikasi Diri Terhadap Kesiapan Kerja Siswa Kelas XI SMK Negeri 1 Banyudono 2017/2018. *BISE: Jurnal Pendidikan Bisnis dan Ekonomi*.

[14]   Kusnaeni, Y. M. (2016). Pengaruh Persepsi Tentang Praktek Kerja Lapangan, Informasi Dunia Kerja dan Motiivasi Memasuki Dunia Kerja Terhadap Kerja SMK. *Economic Education Analysis Journal*.

[15]   Liyasari, N. (2019). Pengaruh Praktik Kerja Lapangan, Motivasi Memasuki Dunia Kerja dan Keaktifan Berorganisasi Terhadap Kesiapan Kerja Siswa Kelas XXI Jurusan Administrasi Perkantoran SMK Negeri 1 Purwodadi Tahun Ajaran 2018/2019. *Universitas Negeri Semarang*.

[16]   Made, W. (2011). *Strategi Pembelajaran Inovatif Kontemporer : Suatu Tinjauan Konseptual Operasional.* Jakarta : Bumi Aksara.

[17]   Nadifah, F. (2021). Pengaruh Disiplin Kerja, Self-efficacy dan Lingkungan Kerja Terhadap Kinerja Guru SMK AL-Irsyad Surabaya. *Repository*.

[18]   Narti, N. (2012). Pengaruh Motivasi dan Praktek Kerja Lapangan Serta Sarana Pembelajaran Praktek Terhadap Kesiapan kerja Mahasiswa Jurusan Pariwisata Politeknik Negeri Bali Pada Sektor Industri Pariwisata. *Politeknik Negeri Bali*.

[19]   Nawawi, I. (2021). Pengaruh Pengalaman Praktik Kerja Lapangan Terhadap Kesiapan Kerja Mahasiswa Perbankan Syariah Fakultas Ekonomi dan Bisnis Islam IAIN Palangka Raya. *Institut Agama Islam Negri Palangka Raya*.

[20]   Purnama, N. S. (2019). Pengaruh Prakerin (Praktek Kerja Industri), Bimbingan Karir dan Informasi Dunia Kerja Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*.

[21]   Puspitasari, R. (2020). Pengaruh Kondisi Sosial Ekonomi Terhadap Tingkat Pendidikan Anak Keluarga Nelayan di Kelurahan Sugihwaras Kecamatan Pemalang Kabupaten Pemalang. *Univeritas Negri Semarang*.

[22] Rosara, D. H. (2018). Pengaruh Pengalaman Praktik Kerja Industri dan Motivasi Memasuki Dunia Kerja terhadap Kesiapan Kerja Peserta Didik SMK Kristen 1 Surakarta Tahun Angkatan terhadap Kesiapan Kerja Peserta Didik SMK Kristen 1 Surakarta. *BISE: Jurnal Pendidikan Bisnis dan Ekonomi*.

[23] Sari, R. S. (2021). Pengaruh Pengalaman Praktik Kerja Lapangan Dan Prestasi Akademik yang Dimoderasi Oleh Keaktifan Mahasiswa Dalam Berorganisasi Terhadap Kesiapan Mahasiswa Dalam Memasuki Dunia Kerja. *EcoGen*.

[24] Sholihah, N. L. (2021). Pengaruh Kompetensi Kejuruan Akuntansi dan Kematangan Vokasional Terhadap Kesiapan Kerja Melalui Intervening Self-efficacy. *Jurnal Pendidikan Akuntansi Indonesia*.

[25] Sugiyono. (2015). *Metode Penelitian Kombinasi.* Bandung: Alfabeta.

[26] Sugiyono. (2017). *Metode Penelitian Bisnis* . Bandung: Alfabeta.

[27] Sugiyono. (2018). *Metode Penelitian Kuantitatif.* Bandung: Alfabeta.

[28] Wiharja, M. R. (2020). Pengaruh Self Efficacy Terhadap Kesiapan Kerja Mahasiswa Pendidikan Vokasi. *VOCATECH: Vocational Education and Technology Journal 2 (1)*.