

Pengaruh Efikasi Diri dan Kemandirian Belajar terhadap Kesiapan Kerja Lulusan Pendidikan Informatika

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ABSTRACT

The research aims to understand the relationship between self-efficacy and independence student learning readiness work students. The research methodology used a correlational study. The population that was used in the research were all students XII computer engineering program at SMK Muhammadiyah 1 Sukoharjo covering 143 students. While the research sample of 72 students was obtained by a cluster random sampling method of sampling. Data collection in this research uses three that is scales of self-efficacy, scales of independence learning, and scales of readiness work students that have been tested the validity and reliability. The result showed that self-efficacy and independence learning has a positive and significant with readiness for work students, whether independent or simultaneous. These findings imply that strengthening self-efficacy and developing independent character are crucial for schools in improving graduates' work readiness for the workplace.

Keywords: Self-efficacy, independence student learning, work readiness

1. INTRODUCTION

SMK or Vocational High School is a formal educational institution whose role is to prepare students to work with a learning system that focuses more on developing students' skills in order to be able to work in certain fields. This is in accordance with Law No. 20 of 2003, article 3 on the purpose of National Education and its interpretation of Article 15. Vocational schools must be able to produce graduates with the professional standards needed in the world of work in accordance with the mission of vocational schools, namely preparing students to become potential workers who are ready to enter the world of work (Nurul Adinda, 2024). (Nurul Adinda, 2024) explained that preparing vocational school students for work is very important, because vocational school graduates are a workforce that is ready to work in the world of work. The extent to which students prepare for work depends on how prepared they are to enter the workforce. Work readiness allows students to be able to work immediately after school without the need for a long adjustment period (Mu'ayati, 2014). Therefore, job readiness is very important for vocational students who will enter the workforce. However, in reality, many vocational school graduates are still not ready when they go straight to work. Ratnata (2010) said that vocational school graduates today are very many but are able to be independent and work in accordance with their competencies are still very limited. This is in line with the results of previous research conducted by Hadjar and Maulidya in 2020 showing that job opportunities for vocational school graduates are increasing every year, but the unemployment contribution rate for vocational school graduates is still high following the national unemployment rate is still increasing every year. This statement is supported by data taken from BPS (Central Bureau of Statistics) in August 2022 that vocational school graduates are still the largest contributor to the unemployment rate which reached 8.89%. (Mukhlason, 2020) explained that the reason for the high number of unemployed vocational school students is possible due to two factors, namely the competence of vocational school graduates is lower than the competence needed by the business world or even the competence that the school has trained is not in accordance with the demands.

Based on the results of observations and interviews at SMK Muhammadiyah 1 Sukoharjo showed that the interest of students who work at SMK Muhammadiyah 1 Sukoharjo is included in the high category, which is about 75% to 80% of the total number of students, but the number of students who can be accepted to work in the industry is only about 50% to 60% of the total number of students who apply to work directly. Most of these problems are caused by the lack of readiness of students of SMK Muhammadiyah 1 Sukoharjo both in terms of knowledge, skills, and attitudes of students so that they are less able to compete in tight job competition. Many of the students are still confused when choosing a workplace, just following friends because there is no picture related to the world of work, the demands of parents who do not allow working away from home, especially for female learners, as well as other environmental factors.

Student confusion in choosing a job is one of the forms of lack of self-knowledge of students, students do not understand the limits of their abilities. Students need to dig deeper into their abilities and skills. (Andrianus, 2020) explained in her research that a person in order to have a good and clear work readiness, it takes confidence (self-efficacy) and preparation in various things. Students also need to raise initiatives to seek information related to the industry they will enter according to their field. So students can find out what still needs to be prepared when entering the chosen workplace. In addition, students can have a clear picture of the industry they will be selected to work in, as well as assess their own abilities, and whether there are still things that need to be prepared to face fierce job competition in the intended industry. Someone who has been able to recognize himself will have mental maturity and this can increase confidence (self-efficacy) in the individual when later facing a new environment in the world of work (Andrianus, 2020).

Based on the description of the condition of vocational school graduates, the obvious problem is still the lack of work readiness of students related to the ability of self-efficacy and independence of student learning. Self-efficacy is a person's belief about good and bad performance in completing responsibilities under certain conditions (Alwisol, 2008: 287). While learning independence can be interpreted as learning activities that occur due to self-motivation and self-responsibility (Umar Tirtarahardja, 2005: 50). Learning independence is a learning activity based on one's own initiative, preparing learning needs, formulating goals, developing learning strategies to solve problems in one's own learning without encouragement or coercion from others. This study aims to determine whether there is a relationship between self-efficacy and independence of learning with the level of work readiness of students, both individually and simultaneously.

Previous research conducted by Yudi Ganing Dwi Utami and Hudaniah (2013) on the relationship of self-efficacy with work readiness shows that there is a significant relationship between the two. Ahmad Zakaria's research (2015) on Class XII students of Industrial Electrical Engineering SMK Ma'arif 1 Kebumen related to the influence of industrial practice experience, learning independence, and the world of work information on students' work readiness showed a positive effect of learning independence on work readiness with a relative contribution of 23.3% and an effective contribution of 14.6%. Insiyah Farihati (2019) with Khoiruddin Bashori and Fatwa Tentama examined the relationship between discipline and independence which has a positive relationship with the level of student work readiness. That is, the higher the discipline and independence of students, the higher their work readiness.

2. RESEARCH METHOD

This research is quantitative research with a correlational research design. Quantitative research is a research approach that uses a lot of numbers, ranging from data collection, interpretation of data that has been obtained, as well as the process of exposure of the result, obtained (Arikunto, 2006: 12). The measurement process in quantitative research is a crucial part because it is used in providing a picture or answer to the fundamental relationship of quantitative relations. While what is meant by correlational, Muhidin and Abdurrahman (2007: 105) explained that correlation comes from English which means relationship or reciprocity. Whereas in statistical science, correlation means the relationship between two or more variables. This research is included in multicorrelation research because it involves more than two variables. The variables used in this study are self-efficacy and independence of learning as an independent variables and work readiness as a dependent variable.

The population in this study were all students of Class XII Computer Engineering at SMK Muhammadiyah 1 Sukoharjo which is divided into two expertise programs namely Computer and Networking Engineering (TKJ) and Computer Engineering Software Engineering (RPL). In total there are four classes with a total of 143 students. The sampling is based on the opinion of Suharsimi Arikunto (2002: 112) that if the subject is less than 100 better taken all so that the research is a population study, then if the number of subjects is large then it can be taken between 10% to 15% or 20% to 25% or more. The sampling technique used is Cluster Random Sampling technique. According to Azwar (2010: 87), sampling with the cluster technique (Cluster Random Sampling) is to randomize the group, not the individual subjects. The use of this sampling technique is intended so that the entire population gets the same opportunity to be sampled and randomly selected based on the cluster or group. Based on the above guidelines, a

sample of 72 people was taken for 50% of the total number of students, namely Class XII TKJ 2 and Class XII RPL 2.

Table 2.1. Instrument Validation Test Result

Variable	Number of Initial Statement	Dropped Grain Number	Number of Valid Statement
Self-Efficacy (X1)	27	2, 11, 12, 19, 27	22
Independence Learning (X2)	34	12, 18, 20, 25, 30, 31, 33	27
Work Readiness (Y)	40	3, 4, 6, 11, 12, 14, 22, 33, 34	31
Total	101		80

Djaman Satori and Aan Komariah (2011) stated that the data retrieval technique is a systematic procedure to obtain the necessary data. The purpose of the data collection is to collect information related to the research, then the information can be used to determine the results of the analysis and conclusions from the research conducted. Research data is obtained through the scale as an instrument of data collection. There are three scales distributed to students, among others, the self-efficacy scale, the learning independence scale, and the work readiness scale. Before it is distributed, validity and reliability tests are carried out on the scale instrument to be used. Validity and reliability tests were conducted on students of Class XII TKJ 1 totaling 35 students online. Validity and reliability test results are listed in Table 2.1 and Table 2.2.

Table 2.2 Instrument Reliability Test Result

Variable	Cronbach Alpha Value	Reliability Level
Self-Efficacy (X1)	0,826	Reliabilitas Tinggi
Independence Learning (X2)	0,890	Reliabilitas Tinggi
Work Readiness (Y)	0,884	Reliabilitas Tinggi

3. RESULT AND ANALYSIS

This research Data was obtained through the distribution of online questionnaires to students at SMK Muhammadiyah 1 Sukoharjo. Taking 2 classes, namely Class XII TKJ 2 with 36 students consisting of 23 male students and 13 female students. The second class of Class XII RPL 2 with the same number of students as 36 students with a total of 25 male students and 11 female students. A Total of 72 students who became respondents in this study with details of the total number of male students as many as 48 people and female students as many as 24 people. There are three data obtained from the distribution of this questionnaire, namely data on self-efficacy, student learning independence, and student work readiness.

3.1. RESULT

The following are the results of statistical tests of data on self-efficacy, student learning independence, and work readiness. Data self-efficacy of students with the number of statements as many as 22 items and the highest score of 88 points. Has a mean of 66,38, median of 66.00, and mode of 66. The standard deviation of self-efficacy data was 6,630 with 43,956, data variations and 30 data ranges. As for the skewness curve of 0.468 and kurtosis curve of -0.209. Student learning independence data with the number of statements as many as 27 items and the highest score of 108 points. Has a mean of 80,65, median of 80,00, and mode of 81. Standard deviation of learning independence data is 9,680 with variation of data is 93,695, and range of data is 44. As for skewness curve of 0.777 and kurtosis curve of 0.514. Furthermore, student work readiness data with the number of statements as many as 31 items and the highest score of 124 points. It has a mean of 95.50, a median of 93.00, and a mode of 89. The standard deviation of work readiness data is 9,290 with 86,310 data variations and 40 data ranges. As for skewness curve of 0.900 and kurtosis curve of 0.028.

Before the hypothesis analysis on the three data above, then first performed the test prerequisites analysis of normality test and linearity test. Normality test using Kolmogorov Smirnof One-Sample formula with the following results:

Table 3.1.1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		72
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	4.01319511
Most Extreme Differences	Absolute	.047
	Positive	.043
	Negative	-.047
Test Statistic		.047
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

Based on the results shown in the table, the value of Asymp. Sig residual of $0.200 > 0.05$ so that the data is normally distributed. Linearity test results show that the student's self-efficacy (X1) with work readiness (Y) has a sig value. Deviation from linearity of $0.080 > 0.05$, meaning that there is a linear relationship between self-efficacy with work readiness. While the results of the linearity test of student learning independence (X2) with work readiness (Y) have a sig value. Deviation from linearity of $0.506 > 0.05$, meaning that there is a linear relationship between learning independence with work readiness.

Table 3.1.2. Self-Efficacy with Learning Independence Test Result

Correlations		Self-Efficacy	Independence Learning
Self-Efficacy	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	72	72
Independence Learning	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis testing is done with a simple correlation test to test the first hypothesis of the second and third. Then the fourth hypothesis test uses a multiple correlation test. The results of the first hypothesis test showed that self-efficacy with learning independence has a positive and significant relationship with the rhitung value of $0.815 > r_{table}$ 0.229, while the Sig. value of $0.000 < 0.05$.

Table 3.1.3. Self-Efficacy with Work Readiness Test Result

Correlations		Self-Efficacy	Work Readiness
Self-Efficacy	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	72	72
Work Readiness	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the second hypothesis test showed that self-efficacy with work readiness has a positive and significant relationship with the *r*hitung value of $0.890 > r_{table} 0.229$, while the Sig. value of $0.000 < 0.05$.

Table 3.1.4. Independence Learning with Work Readiness Test Result

Correlations			
		Independence Learning	Work Readiness
Independence Learning	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	72	72
Work Readiness	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

The third hypothesis test shows that the independence of learning with work readiness also has a positive and significant relationship with the results obtained are the *r*hitung value of $0.810 > r_{table} -0.229$, and for the value of Sig. of $0.000 < 0.05$.

Table 3.1.5. Multiple Correlation Test Result

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.902 ^a	.813	.808	4.071	.813	150.384	2	69	.000
a. Predictors: (Constant), Independence Learning, Self-Efficacy									

Finally, the fourth hypothesis test uses a multiple correlation test that shows the sig F. change value of 0.000, the value of R (correlation coefficient) of 0.902, and the value of R Square (coefficient of determination) of 0.813.

3.2. ANALYSIS

3.2.1. The Relationship Between Self-Efficacy with Student Learning Independence

Based on the data obtained from a simple correlation Test between self-efficacy and learning independence showed that self-efficacy and learning independence had a correlation coefficient of 0.815 and a table of 0.229 with N as many as 72 students at a probability level of 0.05. So the result obtained is *r*hitung $0.815 > r_{table} 0.229$, meaning that self-efficacy and learning independence have a positive relationship because the correlation coefficient obtained is positive. Each increase in self-efficacy of 0.815 in students will also affect the increase in the level of student independence. Then obtained the result of the probability value (sig. tailed 2) $0.000 < 0.05$, meaning that the variables of self-efficacy and independence have a significant relationship. So that through the results of the analysis that has been obtained it can be concluded that the first hypothesis in this study is accepted, that there is a positive and significant relationship between self-efficacy with student learning independence.

The results of this study can strengthen research previously conducted by Nurfadhila Siregar (2020) on the relationship between the level of self-efficacy with student learning independence in SMA Negeri 4 Padangsidempuan that self-efficacy with student learning independence has a positive and significant relationship obtained by *r*xy of 0.475 with a significance value of 0.000 with a probability of 0.05. Furthermore, self-efficacy contributes relative to learning independence by 0.226 or 22.6% and the rest is influenced by other variables in students. Based on the above explanation, Bandura in Santrock (2007) has stated that a person's self-efficacy can have a great influence on the person's behavior. Self-efficacy can affect the way of thinking, how to determine motivation as well as determining how to behave to achieve its goals without being influenced by others or relying on the help of others.

In line with the results of research from Takamichi Ito, et al (2024) related to the support of learning independence to the level of self-efficacy. The results showed that support for autonomy increased self-efficacy significantly-confirming a positive relationship between autonomy/self-direction and self-efficacy. similar results

were also obtained in medical scholarship research in Iran which showed that there was a significant relationship between autonomy and self-efficacy, which then had an impact on academic performance results (Moosavi, 2024).

3.2.2. The Relationship Between Self-Efficacy with Work Readiness

Based on the data obtained from a simple correlation Test between self-efficacy and work readiness showed that self-efficacy and work readiness has a r hitung of 0.890 and r tabel of 0.229 with N as many as 72 students at a probability level of 0,05. So the results obtained that r hitung 0,890 > r tabel 0,229 and the probability value (sig. 2 tailed) 0,000 < 0,05. The results of the analysis showed that the variable self-efficacy has a positive relationship and is significantly able to influence the level of student work readiness, meaning that the hypothesis of this study is acceptable. So it can be concluded that the higher the self-efficacy of a person, the higher the level of readiness of a person's work. Conversely, the lower the self-efficacy, the lower the level of readiness to work.

This is in line with research that has been conducted by Yudi Ganing Dwi Utami and Hudainah (2013) which states that there is a significant effect of self-efficacy on student work-readiness SMK N 5 Malang. Self-efficacy provides an effective contribution to the work readiness of Class XII students with a coefficient of determination of 0.456 or 45.6%, which means that self-efficacy can affect student work readiness by 45.6% and the rest can be influenced by other factors. This study also supports research conducted by Alfi Kurniawati (2015) which states that self-efficacy has a significant influence on the level of work readiness of students of Class XI accounting SMK N 1 Kendal.

Baron and Byrne (2000: 182) said that self-efficacy is a person's belief in his ability to complete tasks, achieve goals, or overcome problems. So that someone with high self-efficacy will affect the amount of effort that adolescents will do to face difficult times (Pajares, 2002). As a teenager, high self-efficacy will be able to influence his efforts to adapt to his environment and the changes that occur in him. So it will make them stronger and stronger when they face difficult times.

This is in line with the results of research conducted at the Saudi Arabian Academy of Nursing related to the relationship of clinical competence and self-efficacy to student job readiness. Through the research, it was found that self-efficacy becomes very important in influencing work readiness. The perception of self-efficacy partially mediates the relationship between perceived clinical competence and job readiness. Therefore, students feel competent with their skills and have confidence in their ability to prepare for their nursing career. This finding is in line with Bandura's theory of self-efficacy, where the experience of mastery represented by clinical competence as a source of self-efficacy influences the desired behavior, namely work readiness (Adnan Inab, 2024).

3.2.3. The Relationship Between Student Learning Independence with Work Readiness

Based on the data obtained from a simple correlation test between learning independence and work readiness showed that learning independence and work readiness has a r hitung of 0,810 and r tabel of 0,229 with N as many as 72 students at a probability level of 0,05. So the results obtained that r hitung 0,810 > r tabel 0,229 and the probability value (sig. 2 tailed) 0,000 < 0,05. The results of the analysis showed that the variables of student learning independence has a positive relationship and significantly able to influence the level of student work readiness, meaning that the hypothesis of this study is acceptable. So it can be concluded that the higher the student's learning independence, the higher the level of student work readiness. Conversely, the lower the student's learning independence, the lower the level of work readiness.

The results of this study are reinforced by research conducted by Jamil Nurgiyanto(2010) which states that there is a positive relationship between learning independence with student work readiness. From the research results, the correlation coefficient between learning independence and work readiness of 0,568 is greater than the r table is 0,284 or 0,568 > 0,284. The results of research conducted by Ahmad Zakaria (2015) also showed that learning independence has a positive influence on the level of student work readiness. Self-reliance learning provides an effective contribution of 14,6% and a relative contribution of 23,3%. This research also supports the results of research conducted by Insiyah Farihati (2019) which states that learning independence and discipline can have a positive influence on the level of work readiness of vocational school students.

This is in line with the opinion expressed by Suparmi (1991: 62) that individuals who have an independent attitude will be more courageous to decide things related to themselves, free from the influence of others, able to take initiative, Create and stimulate them to achieve more. Learning independence is something that needs to be developed by students because with the independence of learning, students will have a sense of responsibility, confidence, creative and cause encouragement to learn. If students have high learning independence, then students will be easier to learn so as to obtain deeper knowledge and skills.

3.2.4. The Relationship Between Self-Efficacy and Student Learning Independence with Work Readiness

Correlation test to test the fourth hypothesis is done with multiple correlation test to determine the relationship between self-efficacy and independence of learning with the level of student work readiness. Based on the results of the multiple correlation test shows that the magnitude of the relationship of self-efficacy and independence of learning simultaneously to the level of student work readiness as seen from the value of R (correlation coefficient) of 0.902, these results show a very strong correlation level and positive because the value of the correlation coefficient is positive. While seen from the value of R Square (coefficient of determination) of 0.813, it means that self-efficacy and independence of student learning have contributed together to student work readiness of 81.3% while for 18.7% influenced by other variables. Furthermore, based on the value of GIS. F Change obtained a value of 0.000, because the value of sig. F Change $0.000 < 0.05$ means that self-efficacy and learning independence simultaneously have a significant relationship to job readiness.

So it can be concluded that the fourth hypothesis of this study is acceptable, that there is a positive and significant relationship between self-efficacy and independence of learning with work readiness.

The results of this study corroborate the results of research conducted by Fitriana et al (2015) on the influence of internal factors on learning outcomes which indicate that there is an influence between self-efficacy and independence of learning on the results belajar. As well as research Navizatur Rahmi et al (2016) on "The Relationship of Self-Efficacy and Learning Independence with The Cumulative Achievement Index (CAI) of Chemical Education Students of 2012, 2013, and 2014 Syiah Kuala University" which states that self-efficacy and learning independence have a significant relationship with the GPA of chemical education students of Syiah Kuala University of 78.5%.

Thus, it can be said that if the level of self-efficacy and independence of student learning is high, it can affect the level of student work readiness to be high as well. Students will be able to face the challenges that exist when entering the world of work, be able to stay strong and face problems and find a way out of the problems faced without relying on others.

4. CONCLUSION

Based on the results of the analysis test obtained and the discussion described above, the conclusions that can be put forward are as follows: (1) There is a positive and significant relationship between self-efficacy dengan attitude independence learning students Class XII Computer Engineering Skills program SMK Muhammadiyah 1 Sukoharjo. the higher the student's self-efficacy will be related to the level of self-learning in him. students with high self-efficacy will have more initiative to improve themselves. not just follow what others do, but have their own targets (2) There is a positive and significant relationship between self-efficacy to work readiness of students of Class XII computer engineering expertise program SMK Muhammadiyah 1 Sukoharjo. So that the increase in efficacy in students will be related to the level of work readiness of these students. The higher the student's self-efficacy, it will also increase the student's level of work readiness (3) There is a positive and significant relationship between the independence of learning to work readiness of students of Class XII Computer Engineering Skills program SMK Muhammadiyah 1 Sukoharjo. students with high learning independence will have a high responsibility related to their learning activities. he will try to be able to understand what the teacher teaches both in knowledge and skills. students with high independence can find out what can be developed from it, this is especially needed by someone who is going to plunge into the world of work. therefore, the higher the student's learning independence, the higher the student's work readiness (4) There is a positive and significant relationship between self-efficacy and independence of learning to work readiness of students of Class XII computer engineering expertise program SMK Muhammadiyah 1 Sukoharjo with simultaneous contribution of 81.3% the remaining 18.7% is the contribution of other factors.

Based on the results of the study showed a positive and significant relationship of self-efficacy and independence of learning to the level of work readiness of students both individually and simultaneously. Through the results of the study can provide implications to the school that to improve the readiness of graduates to work then one of the efforts can be pursued through increased self-efficacy and character development of student learning independence.

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