

The Effect of Self-Efficacy, Soft Skills, And Fieldwork Practices On The Work Readiness Of Grade 12 Students of SMKN Negeri 2 Sewon, Bantul, Yogyakarta

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ABSTRACT

This study aims to see whether Self-Efficacy, Soft Skills, and Field Work Practices affect Job Readiness. A descriptive quantitative approach was used in this study and questionnaires as a method of data collection. Grade 12 students of SMK Negeri 2 Sewon, Bantul as many as 237 students are the population in this study. The sampling technique in this study uses a simple random sampling technique. The sample in this study is 74 determined using the Slovin formula. The data in this study was processed using a data analysis tool, namely SPSS 27. The data processing method uses several linear regression analysis methods. The results of this study show that Self-Efficacy, Soft Skills, and Field Work Practices have a positive and significant influence on Job Readiness. In addition, Self-Efficacy, Soft Skills, and Field Work Practices simultaneously have a positive and significant effect on Job Readiness. The implication of this research is that this research is expected to be a reference and evaluation material for SMK Negeri 2 Sewon in improving the ability and quality of students and in making decisions related to the program to be implemented so that the work readiness of SMK Negeri 2 Sewon students continues to increase.

Keywords: Self-Efficacy; Soft Skill; Field Work Practices; Work Readiness.

INTRODUCTION

In this modern economic era, one of the causes of increased unemployment is incompetent human resources and lack of work readiness. (Riyanto et al., 2020). One way out of solving these problems is by forming professional prospective workers who can be formed with directed education programs and in accordance with the needs of workers in certain jobs. One of them is through the formal education program of Vocational High School (SMK) (Riyanti & Rustiana, 2020). Work readiness is defined as a balance of conditions between the physical, mental, and experienced maturity of the individual, it can also be interpreted as an individual who is able and able to perform certain activities related to work (Paramitha & Jalinus, 2020).

Self-efficacy is including the aspects that can affect students' work readiness. Self-efficacy is a person's confidence in their ability to complete an existing task or work (Putri et al., 2024). In the connection between job readiness and self-efficacy, explained by oleh Salsabilla (2022); Radiansyah (2019); Podungge (2023), Amalia & Murniawaty (2020); Syamsurijal & Veronika Asri Tandirerung (2023) which states that there is a positive and important connection between self-efficacy and work readiness. However, The findings of this research are different from the results

of Sumampouw (2024) which claims that self-efficacy has a positive and important relationship with work readiness.

In addition to self-efficacy, there are other factors that also affect job readiness, namely the level of mastery of soft skills possessed. Various skills that affect the way people relate to others are referred to as soft skills. Communication, critical and skilled thinking, and other skills related to one's personality skills are forms of soft skills (Hulu, 2020). In relation to work readiness, the results of research by Widyawati (2024); Sari & Manunggal (2023); Khairudin & I'fa (2023); Ananda (2023). It claims that work readiness is positively and significantly impacted by soft skills. However, the findings of this research are differ from the findings of study by Devita Putri (2024) which says that soft skills have no effect on work readiness.

Field work practices are one of the elements that may impact work readiness. Field Work Practice (PKL) is a program where vocational students can make it a good momentum to recognize the characteristics of a job or the real work environment that will be undertaken in the future (Prasetiawan et al., 2024). The field work practice program aims to provide a set of abilities to students regarding real activities in the world of work or the business world. So that this can increase work readiness (Masrina, 2024). This opinion is supported and in line with study (Prasetiawan et al., 2024), (Parsa & Hadarawi, 2023), (Hidayatulloh et al., 2021), (Sari & Rahdiyanta, 2023) which claims that field work practice has a positive and substantial impact on work readiness.

The researchers would like to carry out new study. that includes work readiness as the dependent variable, and self-efficacy, soft skills, and field work practice as independent variables. The inconsistent and unfavorable findings of previous research prompted this reaction. The observational data of this study, the consumption subsector from 2018 to 2023, shows variations in terms of sample size and duration.

Hypotesis Development

1. The effect of self-efficacy on work readiness

In the theory of self-efficacy put forward by Bandura (1997), self-efficacy is the outcome of a cognitive process in the form of beliefs, decisions or expectations about the extent to which People can assess their own capacity to perform certain actions required to accomplish a desired action. This can be exemplified by someone who has high self-efficacy, they will feel confident in facing the challenges or demands given (Radiansyah, 2019). In the context of work readiness, low levels of self-efficacy can have a negative impact on students' motivation, problem solving skills, and adaptability in facing future work situations. (Putri et al., 2024). This assumption is supported by the results of research (Puspitasari & Bahtiar, 2022); and (Rusliyanto & Kusmuriyanto, (2019) which show the results of self-efficacy simultaneously and partially

affect student work readiness. Related to earlier study, self-efficacy is believed to have an effect on job readiness.

H1 : Self-efficacy has a positive effect on work readiness

2. The influence of Soft Skills on work readiness

In the theory put forward by dikemukakan Nucci et al (2014) Explains that soft skills are abilities that focus more on intrapersonal and interpersonal skills, not from technical or academic.

Soft skills have an important role in contributing to job readiness. Someone who lacks or does not have good soft skills, generally does not have the preparedness face a job (Deswarta et al., 2023). The assumption taken refers to research (Khairudin & I'fa, 2023); (Ratuela et al., 2022); (Sari & Manunggal, 2023) which states that there is a positive and significant influence between soft skills and a person's work readiness. Related to this theory and earlier study, Soft Skills are suspected to have an effect on job readiness.

H2 : Soft skills have a positive effect on work readiness

3. The effect of field work practice on work readiness

In the theory put forward by Hamalik et al (2009); Parsa & Hadarawi (2023) states that field job practice is one of the indispensable elements of a management training framework to develop management insights and skills. Field work practices have benefits for students, who gain direct experience working in industry and provide opportunities for students to understand or observe processes in the industry (Masrina, 2024).

In relation to work readiness, research by Prasetiawan et al. (2024) found that there is a positive influence between field work practices on job readiness. Related to this theory and earlier research, fieldwork practices are thought to have an effect on job readiness.

H3 : Field work practice has a positive effect on work readiness

4. The influence of self-efficacy, soft skills, and field work practice on work readiness

From the various research results that have been conducted by several researchers previously, it can be concluded that the variables of self-efficacy, soft skills, and field work practice have an influence on work readiness variables.

H4 : Self-efficacy, soft skills, and field work practice affect work readiness

RESEARCH METHODS

In compiling this research, the research method used is a quantitative method. As stated by Sugiyono (2017), quantitative research is founded on the positivist concept and is utilised to analyse populations and samples. Population in the context of research is the overall object in a study. This study took a population of 237 12th grade students of SMK Negeri 2 Sewon. In

addition, this study employed a straightforward random sampling technique that gives any population chosen as a sample an equal chance. To get a small sample but can represent the entire population, this study uses the slovin formula. The findings of the sample calculation through the slovin formula are:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{237}{1 + 237(0,1)^2} \quad n = \frac{237}{3,27} \quad n = 70,3264095$$

So the sample size that must be met in order to represent the entire population in this study is 70 respondents.

RESULTS AND DISCUSSION

To find out the characteristics of respondents In this research, percentage analysis was used. In the descriptive respondents explained related to gender and class.

Table 1. Respondents by Gender

Category	Frequency	Precentage
Male	46	63,9%
Female	26	36,1%
Total	72	100%

Source: data primer diolah, 2025

Related on this table, it can be concluded that most of respondents from SMK Negeri 2 Sewon students are male.

Table 2. Respondents by Class

Category	Frequency	Precentage
12 th Grade	74	100%
Total	74	100%

Source: data primer diolah, 2025

Related on the table, it can be concluded that a total of 74 respondents from SMK Negeri 2 Sewon 100% are grade 12 students.

Validity Test

The validity test in this research used the corrected item-total correlation formula. Meanwhile, the significant test is carried out through comparison the calculated r value for the degree of freedom (df = n-2). In this study obtained a degree of freedom of 72, these results were obtained through (df = 74-2, df = 72) so that the r table value was 0.2287 and the Alpha (α) significance was 5% or r count > r table. These are the findings of the validity test:

Table 3. Validity Test

Self-efficacy (X1)			
Item	r-Count	r-Table	Description
ED1	0,699		

ED2	0,647	0.2287	VALID
ED3	0,654		
ED4	0,813		
ED5	0,715		
ED8	0,724		
ED6	0,661		
ED7	0,462		
ED9	0,749		
Soft Skill (X2)			
SS1	0,731	0.2287	VALID
SS2	0,573		
SS3	0,741		
SS4	0,802		
SS5	0,868		
SS6	0,769		
SS7	0,774		
SS8	0,774		
SS9	0,759		
Fieldwork Practices (X3)			
PKL1	0,071	0.2287	VALID
PKL2	0,860		
PKL3	0,860		
PKL4	0,890		
PKL5	0,909		
PKL6	0,846		
PKL7	0,873		
PKL8	0,819		
PKL9	0,810		
PKL10	0,862		
PKL11	0,796		
PKL12	0,834		
PKL13	0,811		
Work Readiness (Y)			
KK1	0,659	0,2287	VALID
KK2	0,802		
KK3	0,744		
KK4	0,872		
KK5	0,748		
KK6	0,741		
KK7	0,704		

Source: data primer diolah, 2025

According to the validity test findings the value of $r_{table} > r_{count}$ of 0.2287 so that The claim is deemed to be valid.

Reliability Test

To determine the reliability in this research, It was executed with the Cronbach's Alpha statistical test. If it shows > 0.60 then the instrument can be said to be reliable. The reliability test findings for this study are displayed in the following table:

Table 4 Reliability Test

Variable	Cronbach's Alpha	Critical Value	Description
Self-efficacy	0,853	0,60	Reliabel
Soft Skill	0,906	0,60	Reliabel
Fildwork Practices	0,966	0,60	Reliabel
Work Readiness	0,872	0,60	Reliabel

Source: data primer diolah, 2025

From the findings of the data reliability test above, these results indicate that every statement used to gauge the study's variables are declared valid. From the reliability results, It proves that every variable in this study have a Cronbach's Alpha coefficient value > 0.60 , it can be deduced that every variable in this study are reliable.

Normality Test

Table 5. Normality Test

Unstandardized Residual			
N			74
Normal Parameters ^{a,b}	Mean		0,0000000
	Std. Deviation		2,6265655
			1
Most Extreme Differences	Absolute		0,071
	Positive		0,028
	Negative		-0,071
Test Statistic			0,071
Asymp. Sig. (2-tailed)			0,200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		0,461
	99% Confidence	Lower Bound	0.448
		Upper Bound	0,474
<p>a. Test Distribution is Normal</p> <p>b. Calculated from data</p> <p>c. Lilliefors Significance Correction</p> <p>d. This is a lower bound of the true significance.</p> <p>e. Lilliefor's method based on 10000 Monte Carlo samples with starting seed 2000000</p>			

Source: Data primer diolah, 2025

From the findings of the normality test, clearly the Self-Efficacy, Soft Skills, and Field Work Practices on Job Readiness have an asymp sig value. As much as $0.200 > 0.05$, The data can be interpreted as being regularly distributed.

Multicollinearity Test

In testing multicollinearity, it is done by looking at the tolerance value and Varian Inflation Factor (VIF), if the tolerance value is above 0.1 and the VIF value is below 10, there will be no multicollinearity. These are the findings of multicollinearity in this study:

Table 6. Multicollinearity Test

Coefficients ^a				
Collinearity Statistic				
	Model	Tolerance	VIF	Results
1	Self-efficacy	0,372	2,690	Non Multikolonieritas
	Soft Skill	0,334	2,994	
	Fildwork Practices	0,653	1,531	

Suource: data primer diolah, 2025

The multicolonierity test results show that every variable have a tolerance value above 0.1 and a VIF value below 10, Therefore, it may be said that these variables do not occur multicolonierity.

Heteroscedasticity Test

The following is a Scatterplot image and the results of a significant heteroscedasticity test, an effective regression model shows that heteroscedasticity is absent. And here are the results of this research model:

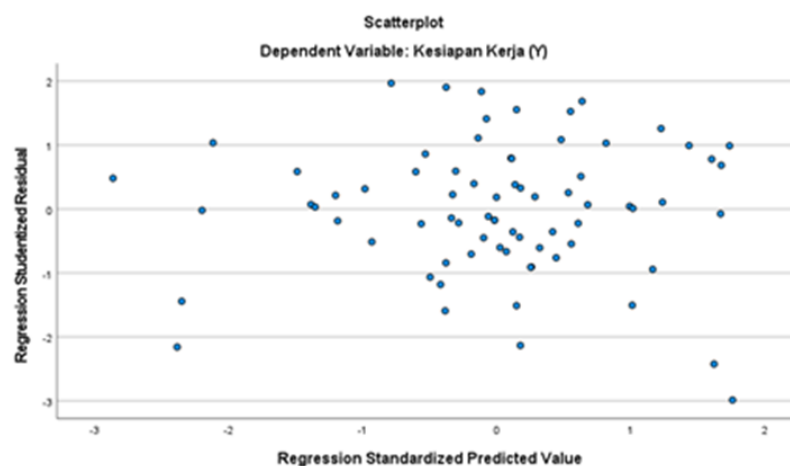


Figure 1 Scatterplot Test

In the output results of the scatterplot image above, there are no indications of heteroscedasticity symptoms, this is indicated by the absence of dots that form a certain pattern on the scatterplot graph. Indicates that the regression model is feasible to use and there's no heteroscedasticity disorder, while the SPSS output of the Park test is as follows.

Tabel 7. Uji Heteroskedastisitas

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients Beta		
	Model	B	Std. Error		t	Sig.
1	(Constant)	-1,621	1,824		0,888	0,377
	T.ED	0,145	0,087	0,320	1,670	0,099
	T.SS	-0,093	0,081	-0,235	-1,159	0,250
	T.PKL	0,009	0,034	0,038	0,265	0,791
a. Dependent Variabel: LN_RES						

Source: data primer diolah, 2025

These results can be determined that no symptoms of heteroscedasticity are found with the Park test because the independent variable has a significant value above 0.05.

Multiple Linear Regression Test

Table 8. Multiple Linear Regression Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients Beta		
	Model	B	Std. Error		t	Sig.
1	(Constant)	3,670	2,109		1,740	0,086
	ED (X1)	0,209	0,101	0,249	2,077	0,041
	SS (X2)	0,226	0,093	0,306	2,423	0,018
	PKL (X3)	0,156	0,039	0,359	3,974	<0,001
a. Dependent Variabel: Work Readiness (Y)						

Source: data primer diolah, 2025

The following is the multiple linear regression equation derived from the table:

$$Y = a + b_1.X_1 + b_2.X_2 + b_3.X_3$$

$$Y = 3,670 + 0,209 + 0,226 + 0,156$$

Based on this equation, it states that the constant value of the work readiness variable is 3.670, this can be interpreted if the variables of self-efficacy (X1), Soft Skills (X2), and field work practice (X3) are equal to zero, then work readiness is 3.670. In addition, the coefficient value of variable X1 (self-efficacy) is 0.209. This can be interpreted that every time there is an increase in variable X1 (self-efficacy) by 1%, work readiness increases by 0.209 (20.9%) or vice versa, every time there is a decrease in variable X1 (self-efficacy) by 1%, work readiness decreases by 0.209 (20.9%). Furthermore, the X2 coefficient value of 0.226 means that every time there is an increase in the X2 (Soft Skill) variable by 1%, work readiness increases by 0.226 (22.6%) or vice versa, every time there is a decrease in the X2 (Soft Skill) variable by 1%, work readiness decreases by 0.226 (22.6%). Also, the X3 coefficient value of 0.156 means that every time there is an increase in the X3 variable (field work practice) by 1%, work readiness increases by 0.156 (15.6%) or vice versa, every time there is a decrease in the X3 variable (field work practice) by 1%, work readiness decreases by 0.156 (15.6%).

T Test

A statistical test (t test) is used to demonstrate the extent to which one independent variable influences the dependent variable separately and to apply the variation of the dependent variable.

Table 9. T Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients Beta		
	Model	B	Std. Error		t	Sig.
1	(Constant)	3,670	2,109		1,740	0,086
	ED (X1)	0,290	0,101	0,249	2,077	0,041
	SS (X2)	0,226	0,093	0,306	2,423	0,018
	PKL (X3)	0,156	0,039	0,359	3,974	<0,001
b. Dependent Variabel: Work Readiness (Y)						

Sourcer: data primer diolah, 2025

Related on the previous table, the conclusion is the self-efficacy variable obtained hypothesis results which showed that the value of $t \text{ table} < t \text{ count}$ ($1.995 < 2.077$) with a significance value of $0.041 < 0.05$. This can be interpreted that hypothesis 1 states that self-efficacy is demonstrated to positively impact work readiness (H1 accepted). In addition, the results of the Soft Skill variable hypothesis show that the value of $t \text{ table} < t \text{ count}$ ($1.995 < 2.423$) with a significance value of $0.018 < 0.05$, it can be concluded that hypothesis 2 states that Soft skills have been shown to improve work readiness (H2 accepted). Furthermore, the results of the variable hypothesis of field work practice show that the value of $t \text{ table} < t \text{ count}$ ($1.995 < 3.974$) with a significance value of $< 0.001 < 0.05$, it can be concluded that hypothesis 3 states that field work practice is proven to have a positive impact on work readiness (H3 accepted).

F Test

The f test has a sig value of < 0.05 , then the consequential hypothesis is accepted but if the opposite is the case > 0.05 , then the consequent consequence hypothesis is rejected.

Table 10. F Test

ANOVA ^a						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	842,871	3	280,957	39,052	<0,001 ^b
	Residual	503,616	70	7,195		
	Total	1346,486	73			
a. Dependent Variable: Work Readiness(Y)						
b. Productors (Constant), Self-efficacy (X1), Soft Skill (X2), and Fieldwork Practice (X3)						

Source: data primer diolah, 2025

From the table above, a significant level of $< 0.001 < 0.05$ was obtained and it was known from the F test that the f-count value of 39.052 was obtained. So that the results showed that Fcount ($39.052 > 3.128$) Ftab. Therefore, it can be concluded that self-efficacy, soft skills, and field work practices on work readiness have a simultaneous effect.

Determination Test (R^2)

Tabel 11. Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,791 ^a	0,626	0,610	2,682
a. Predictors: (Constant), Total.ED, TOTAL.SS, TOTAL.PKL				

Source: data primer diolah, 2025

The table above displays that the value of the Adjusted R Square is 0.610 or 61%. So related on these data, It can be inferred that independent variables affect the dependent variable by 61%, then the rest ($100\% - 61\% = 39\%$) are impacted by other variables that are not studied in this research.

Results Discussion

1. Effect of Efficacy Based on the findings of the research, it shows that self-efficacy has a positive impact on job readiness in grade 12 students of SMK Negeri 2 Sewon. This means that students agree that the high level of self-efficacy can affect job readiness. This is also strengthened by research conducted by Amalia & Murniawaty (2020); Podungge et al. (2023) who stated that there is a important positive influence between self-efficacy and job readiness. It can be concluded that the level of self-efficacy possessed by grade 12 students of SMK Negeri 2 Sewon has a positive and significant impact on their work readiness. Students who have a high level of self-efficacy will make them more confident in their abilities, so that it can increase the work readiness of 12th grade students of SMK Negeri 2 Sewon.
2. Related on the findings of the research, it proves that Soft Skills have a positive impact on job readiness in Year 12 students of SMK Negeri 2 Sewon. This means that students agree that the existence of Soft Skills can affect job readiness. This is corroborated by studies done by Khairudin & I'fa (2023); dan Fitriyana et al. (2021) who stated that Soft Skills have a significant positive effect on job readiness. These results can be inferred that the presence of Soft Skills possessed by Year 12 students of SMK Negeri 2 Sewon has a positive and significant impact on the work readiness of the students. Students who have a variety of soft skills can be a provision for them in confronting the future world of job. Thus, the existence of Soft Skills can increase work readiness in Year 12 students of SMK Negeri 2 Sewon.
3. Related on the findings of the study conducted, it shows that field work practices have a positive effect on job readiness in Year 12 students of SMK Negeri 2 Sewon. This means that students agree that their participation in field work practices can affect job readiness. This is also strengthened by research conducted by Parsa & Hadarawi (2023); dan Prasetiawan et al. (2024) who stated that field work practices have a significant positive impact on work readiness. This study can be inferred that with the participation of students in field work

practice as a mandatory programme at SMK Negeri 2 Sewon, the 12th grade students can apply their learning results in the classroom in the real world of job, so that this fieldwork practice can have a positive and significant impact on the work readiness of the students.

4. Based on the findings of the f test, it can be inferred that self-efficacy, soft skills, and field work practices simultaneously have a positive and significant impact on work readiness.

CONCLUSIONS

The conclusion of this study states that self-efficacy, soft skills, and field work practices have a positive and significant effect on job readiness. Also, self-efficacy, soft skills, and field work practices simultaneously have a positive and significant effect on job readiness.

Suggestion

Related on the findings of the study and discussion, the suggestions that can be given are as follows:

1. For SMKN 2 Sewon

From the findings of the study conducted, the findings were obtained that the variables of self-efficacy, soft skills, and field work practices had a positive and significant effect on the work readiness of students at SMK Negeri 2 Sewon. For this reason, SMK Negeri 2 Sewon is anticipated to be able to sustain the actions that have been taken. and programmed as well as possible. In addition, it is hoped that SMK Negeri 2 Sewon will always evaluate and develop, especially on increasing student confidence, communication and public speaking of students, student mentality, and increasing the output or results of field work practices carried out by SMK Negeri 2 Sewon students.

2. For Academics

For further research in the same field, it is hoped that it can pay attention to what factors can affect work readiness. The author recommends being able to add different indicators and also different previous research theories and being able to add other variables that can be used in research such as the information variables of the world of work (Kailan, 2024), Locus of Control (Hidayatulloh et al., 2021), dan Hard Skill (Ratuela et al., 2022)

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