

THE EFFECT OF SELF-EFFICACY ON READINESS TO PARTICIPATE IN AN EDUCATIONAL INTERNSHIP IN ECONOMIC EDUCATION STUDENTS OF JENDERAL SOEDIRMAN UNIVERSITY

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Article Information: Received: June, 25 2026, Published: August, 10 2026

Abstract

This study aims to analyze the influence of self-efficacy on the readiness to participate in educational internships for students of Economics Education at Jenderal Soedirman University. This research was conducted in the 2025/2026 academic year at Jenderal Soedirman University. This research is a quantitative descriptive research with a survey method. The population in this study is students of the 2019, 2020, 2021, 2022 and 2023 batches at the Economics Education of Jenderal Soedirman University which totals 156 students so that the research sampling technique uses simple random sampling. The source of data for this research was obtained from a research questionnaire, database active student advocacy of Economic Education, PDDikti, as well as published scientific articles or journals. The research questionnaire was presented in the form of a closed questionnaire using a Likert scale. The data analysis techniques used in this study are research instrument tests, classical assumption tests, and hypothesis tests. The research questionnaire data was transformed into interval data using Method of Successive Intervals (MSI) assisted Microsoft Excel, and data analysis using the SPSS version 25 program. The results of the study can be concluded that: there is a positive and significant influence self-efficacy on the readiness to participate in educational internships for students of Economics Education at Jenderal Soedirman University. The implications of this study are self-efficacy play an important role in improving the readiness of educational internships for Economics Education students at Jenderal Soedirman University for their teaching practices. Therefore, it is crucial to develop these three areas effectively through learning processes, teaching practices, and academic support that contribute to the overall readiness of students.

Keywords: Self-efficacy, Readiness, Internship, Education, Economic Education

INTRODUCTION

Education plays an important role in improving the quality of human beings and the nation's ability to compete in the midst of global competition. In the education system, teachers are the main factor that affects the smooth learning process and the achievement of student learning outcomes. Quality teachers are also produced from a good education system. Education is a very important and high-value investment, especially for the younger generation that will determine the future of a nation (Aisyahrani, 2024). The professional competence of a teacher is obtained through internship readiness, where this requires an education student to participate in an activity in order to improve teaching skills and manage classes during the educational internship period.

Readiness according to the Great Dictionary of Indonesian Language (KBBI) in 2025 is a condition that shows that the program is ready to be implemented. According to (Chopifah et al., 2025) states that readiness is a person's ability to use the knowledge gained during college in daily

work, as well as mental and physical preparation to face various challenges in the real world. The conclusion of the above two opinions is that readiness does not only include technical matters, but also includes mental readiness, feelings, and knowledge that supports carrying out a job or task. Readiness is also closely related to program planning and implementation, especially in educational internship programs.

The internship program is an activity that provides initial experience to form the identity of an educator, strengthen academic competence in the field of education and other studies, strengthen the basic abilities of prospective teacher students, develop learning tools and pedagogical skills in building the field of educational expertise (Laughter) et al., 2024). An educational internship is a form of learning that takes place outside the classroom, which allows students to apply the knowledge they have learned theoretically in real-world conditions in a particular workplace or organization (Siregar et al., 2024).

Jenderal Soedirman University has several study programs in the field of education that carry out educational internship programs that are routinely held every year, including; Indonesian Language Education, English Education, Japanese Language Education, Physical Education and one of them is the Economics Education Study Program. Participants in the educational internship are carried out by economic education students who have entered semester VI and with the prerequisites have passed the Microteaching Course. The educational internship was carried out for 16 weeks and was monitored by teachers and field supervisors. After initial observation, there are factors that affect internship readiness, namely internal factors. Internal factors are factors that come from within the individual, internal factors that can affect internship readiness, namely self-efficacy.

Bandura & Jourden (1991) states that self-efficacy is a person's belief in his own ability to do something necessary in order to achieve a goal (Saputra) et al., 2024). Bandura also stated self-efficacy It has three aspects, namely: (1) magnitude, which relates to the level of difficulty of the task a person faces; (2) generality, which shows how widespread a person's confidence is in doing different types of tasks; and (3) strength, which shows a person's level of confidence in their own abilities, as well as its relationship to resilience and the spirit to keep trying to complete tasks.

Self-efficacy is a part of psychology that has been widely researched before, and has a considerable impact on student learning outcomes (Suartini et al., 2023). Self-efficacy is a belief that exists in a person to estimate something that will be faced by doing according to his ability (Salsabila et al., 2022). Self-efficacy shows how confident a person is in his or her ability to achieve a predetermined goal (Octaviana & Rahmaningtyas, 2025). Confident people usually have the spirit and courage to face various difficulties Mujayanti & Latifah (2022). This is in line with previous research by Firmansyah et al., (2024) which states that students who have self-efficacy Taller have more confidence to face obstacles in the environment where the internship is located, as well as be able to apply the skills they have so that they are better prepared for work. On the contrary, the research according to (Putri et al., 2025) states that self-efficacy has a negative effect on job readiness through internship programs. Therefore, this study aims to analyze the influence self-efficacy on the readiness of educational internships for economic education students of Jenderal Soedriman University with a scope that focuses on the effect of self-efficacy on the readiness of educational internships for economic education students of Jenderal Soedriman University, so that this research can Contributing to the development of studies in the field of education, especially related to the readiness of students to participate in educational internships and for study program managers, this research can help to map the quality of individuals in carrying out educational internships in schools, so that learning strategies that focus on improving self-efficacy Economics education students can be more on target and provide sufficient provisions for students who will take part in educational internships.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Learning theory Behavioral Ethics is a school in psychology that emphasizes more on the physical aspects of the individual and often ignores mental factors such as the individual's intelligence, interests, talents, and emotions in the learning process. One of the figures who initiated this theory was Thorndike (1949). According to Thorndike, learning is a process that involves the interaction between stimuli and reactions. Stimuli are anything that can trigger learning activities, such as thoughts, feelings, or other things that can be perceived through the senses, while reactions are responses that students show as they learn, which can be thoughts, feelings, or physical actions.

Behaviorist theory views that learning is understood as a behavioral change that occurs as a result of the interaction between stimulus and response, in other words, learning is a transformation experienced by students in terms of their ability to act in new ways as a result of the interaction between stimulus and response. A person is considered to have acquired knowledge if he is able to show a change in his behavior. This theory defines learning as a change in behavior that can be seen, measured, and evaluated in a clear way. Based on this understanding, Thorndike argues that behavioral changes resulting from the learning process can be seen directly, i.e. observable, or invisible, i.e. those that cannot be observed (Hamruni et al., 2021).

In the scope of this study, behavioristic learning theory emphasizes that students' readiness to undergo an educational internship program is developed through exercise, habituation, and reinforcement activities that take place during lectures. The level of readiness for the internship is manifested in self-efficacy when facing situations in the classroom so as to result in readiness to participate in educational internships that are more efficient and flexible.

Educational internship readiness is a comprehensive condition that exists in students, which reflects the ability of knowledge, skills, and professional behavior to carry out educational practices in the school environment. In addition, the readiness to participate in an educational internship also reflects the level of maturity of students in facing the training process and teaching practice under the guidance of a teacher or supervisor, as a way to gain real experience before entering the world of work in the field of education (Wahyuningsih & Yulianto, 2020) and (Ramadhani and al., 2025).

Self-Efficacy is a person's belief in his own ability to do something necessary in order to achieve a goal (Bandura & Jourden, 1991). Self-efficacy refers to an individual's belief in his or her ability to achieve what is required (Suartini et al., 2023). The main strengths in self-efficacy will allow students to have greater confidence when facing the challenges that exist in the world of work, thus enabling them to make informed and responsible decisions (Putri et al., 2025). A person who has confidence is not easily influenced by others and is able to act according to desires, happy feelings, be optimistic, be quite tolerant, and have a sense of responsibility. Self-efficacy It also encourages a person to engage in various activities related to achieving success.

Research Octaviana & Rahmaningtyas (2025) shows that self-efficacy has a positive and significant influence on the work readiness of Generation Z students. Similar results were also found by Stuart (2024) which states that self-efficacy It is very important in increasing job readiness for education students. This statement is also supported by research from Erlangga et al., (2024) which states that self-efficacy has positive and significant value, it shows that as the self-efficacy, job readiness among final year students also increased through internship programs. Based on Bandura's theory and several previous studies, it can be concluded that self-efficacy It has a good influence on building confidence, motivation, and readiness of students to undergo internships optimally. On the contrary, the research according to Princess et al., (2025) states that self-efficacy has a negative influence on job readiness through internship programs. The hypothesis in this study is:

H1: There is a Positive and Significant Influence of Self-efficacy on Readiness to Participate in Educational Internships in Economics Education Students of Jenderal Soedirman University

RESEARCH METHODS

This research is a type of quantitative descriptive research with a survey approach. According to Sugiyono (2023: 57) The survey method is a way to collect data related to past and present events, regarding beliefs, views, characteristics, behaviors, relationships between variables, as well as to test a number of hypotheses related to sociological and psychological variables from samples taken from certain populations, but the researcher still takes several actions in collecting data, such as distributing questionnaires, conducting tests, structured interviews, and the like. This research was conducted at the Economics Education Study Program of Jenderal Soedirman University which is located on the street. Professor. Dr. HR. Boenyamin No. 708, Dukuhbandong, Grendeng, North Purwokerto District, Banyumas Regency, Central Java 53122. This research was carried out in the even semester of the 2025/2026 academic year in January-February 2026. The population in this study is economic education students of the 2019-2023 class with a total of 156 students and a total sample of 112 students. Sampling technique using simple random sampling is a sample selection method technique in which the sampling of sample members from the population is carried out randomly without regard to strata (Sahir, 2022: 34). This study uses primary data and secondary data with sampling techniques is a sample selection method technique in which the sampling of sample members from the population is carried out randomly without regard to strata (Sahir, 2022: 34). This study uses primary data and secondary data with data collection techniques using questionnaires presented in google form and documentation. The research was presented behind closed doors using a scale likert.

RESULTS AND DISCUSSION

Distribution of Respondent Answers of Self-Efficacy Variables

Table 4. 7 Variable Respondent Answer Distribution Self-efficacy

No	Shoes				Total	Ideal	Table of Contents (%)
	1	2	3	4			
1	3	7	55	48	374	452	82,74
2	3	12	44	54	375	452	82,96
3*	2	42	57	12	305	452	67,48
4	3	24	49	37	346	452	76,55
5*	5	20	48	40	349	452	77,21
6	4	10	62	37	358	452	79,20
7	1	7	41	64	394	452	87,17
8	1	15	57	40	362	452	80,09
9*	8	29	39	37	331	452	73,23
10	1	13	61	38	362	452	80,09
11	1	10	67	35	362	452	80,09
Installment-to-Rata Index							78,80

Source: Data processed, 2026

Validity Test

The validity test was conducted to examine all research instruments on each variable in this study which consisted of 11 self-efficacy variable statement items presented in table 4.10 as follows:

Table 4. 10 Variable Validity Test Self-efficacy

Item	R count	R table	Verdict	Treatment
1	0,778	0,291	Valid	Accepted
2	0,387	0,291	Valid	Accepted
3*	0,328	0,291	Valid	Accepted

4	0,466	0,291	Valid	Accepted
5*	0,591	0,291	Valid	Accepted
6	0,517	0,291	Valid	Accepted
7	0,379	0,291	Valid	Accepted
8	0,519	0,291	Valid	Accepted
9*	0,411	0,291	Valid	Accepted
10	0,560	0,291	Valid	Accepted
11	0,596	0,291	Valid	Accepted

Source: Data processed, 2026

Based on Table 4.10, the validity test for the variable self-efficacy indicates that all statement items are valid. This value can be seen in the table, the rcount on each item of the whole is greater than the rtable of 0.291. As a result, all items in the variable self-efficacy has met the validity requirements and is suitable for use as a research tool.

Reliability Test

Reliability test using analysis Alpha Cronbach. When Value Alpha Cronbach ≥ 0.60 data is fairly reliable. The results of the reliability test that have been carried out can be seen in the following Table 4.14:

Table 4. 14 Instrument Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.682	11

Source: Primary data, processed 2026

Based on Table 4.14 all instruments of each variable have a value of Alpha Cronbach ≥ 0.60 thus, the statement on the variable questionnaire self-efficacy and the readiness of educational internships can be said to be reliable or reliable.

Normality Test

The data normality test in this study was carried out using the Kolmogorov-Smirnov with a significance level of 5%. This test was processed using SPSS version 25. The criterion used to determine residual normality is the significance value. When the value of Asymp. Sig. (2-tailed) > 0.05 then the data is normally distributed, the data is considered to follow the normal distribution. Based on the test results, a score of understandardized residual by 0.071. If the value obtained is greater than 0.05, it can be concluded that the data in this study is normally distributed, as presented in the following Table 4.15:

Table 4. 15 Normality Test Results

No	Variabel	Alpha (α)	Say.	Kolmogorov Smirnov	Results
1	understandardized residual	0,05	0,071	0,080	Normal

Source: Data processed, 2026

Multicollinearity Test

Table 4. 16 Multicollinearity Test Results

No	Variabel	Tolerance Values	VIF Value	Remarks
1	Self-efficacy (X1)	0,354	2,821	There are no symptoms of multicollinearity

Source: Data processed, 2026

Based on the data presented in Table 4.16, it can be seen that the VIF value of the variable self-efficacy is 2.821 where the value is less than 10 and the tolerance value of 0.354 is greater than 0.10. Therefore, it can be concluded that there are no symptoms of multicollinearity.

Heteroscedasticity Test

Table 4. 17 Glejser Test Results

No	Variabel	Alpha (α)	Say.	Remarks
1	<i>Self-efficacy (X1)</i>	0,05	0,351	No symptoms of heteroscedasticity

Source: Data processed, 2026

Based on the data presented in Table 4.17, it can be concluded that there are no symptoms of heteroscedasticity in the regression model of this study. This indication can be seen from the Sig. value of the variable which is greater than 0.05, which is 0.351.

Simple Linear Regression Analysis Results

Table 4. 18 Multiple Linear Regression Analysis Results

Variabel	Unstandardized Coefficients	t	Say.
	B		
Constant	840,750	3,515	0,001
<i>Self-efficacy (X1)</i>	0,804	11,608	0,000

Source: Data processed, 2026

The constant value of 840.750 states that the readiness of the educational internship of economic education students with a value of 840.750 has not been influenced by the variable self-efficacy. If independent variables do not exist, then the variable of educational internship readiness does not change. Variable regression coefficient Self-efficacy has a positive value of 0.804. This shows that there is a one-way relationship between self-efficacy With the readiness of educational internships for economic education students.

Result Coefficient of Determination (R²)Table 4. 19 Coefficient of Determination (R²)

Model	R Square (R ²)	Adjusted R Square
1	0,548	0,544

Source: Data processed, 2026

Based on Table 4.19, the value of the determination coefficient (R²) is 0.544 which is equivalent to 54.4 percent. This indicates the magnitude of the influence of the variable self-efficacy the readiness of educational internships for UNSOED economic education students by 54.4 percent.

Test F

Table 4. 20 F Test Results

Statistics	Table	Alpha (α)	Say.
134,756	3,08	0,000	0,05

Source: Data processed, 2026

Based on Table 4.20, the results of the F test show that the F statistics are greater than the F table value (134,756 > 3.08) and the Sig. value is 0.000 which is less than 0.05. These results show that variabel self-efficacy has a positive effect on the readiness of educational internships for students of Economics Education at Jenderal Soedirman University. Thus, the regression model used in this study can be said to be feasible.

T test

Table 4. 21 Test Results t

No	Stuttgart	Table	Remarks
1	Constant	3,515	
	<i>Self-efficacy (X1)</i>	11,608	1,658 H1 = Accepted

Source: Data processed, 2026

Based on Table 4.21, the t_{cal} value for the variable self-efficacy is 11,608. This value shows that the $t_{count} \geq t_{table}$ is 1.658. This shows that the Hypothesis (H_0) **Rejected** up to (H_a) **Accepted**. That's mean self-efficacy partially has a significant effect on the readiness to participate in educational internships for UNSOED Economics Education students.

The Effect of Self-efficacy on Readiness to Participate in an Education Internship

The results of this study show that self-efficacy has a positive and significant influence on the readiness to participate in educational internships for economic education students at Jenderal Soedirman University. Results of the t-test on the variable self-efficacy shows that the T_{count} is greater than the T_{table} which is 11,608 greater than 1,658. This means that for every increment one unit on the self-efficacy, the readiness of educational internships increased by 11,608 units.

Based on the analysis in Table 4.7, the first highest index score on the variable self-efficacy Recorded in statement number 7, with an achievement of 87.17 percent, this figure shows that the dimension of perseverance is the main pillar in the formation of self-efficacy Students. Theoretically, this reflects a strong mastery orientation, where students view assignments as challenges that need to be faced to the maximum. A high level of perseverance also describes a strong fighting spirit and a willingness to give up, which contributes significantly to success in lectures and educational practices.

The second highest score was occupied by statement number 2, with an index of 82.96 percent, this result confirms that students have a solid belief in their capacity to manage academic responsibilities. Viewed from the framework self-efficacy, this belief reflects a positive outcome expectation that reflects not only real competence, but also a positive self-perception. In other conditions, the first lowest score was in negative statement number 3, with an index of 67.48 percent. This low score indicates the dependence of some students in completing assignments, thus showing weaknesses in aspects self-efficacy. This kind of dependence can hinder the development of learning autonomy, which is an important demand in a higher education environment. Therefore, it is necessary to have a learning strategy that encourages independence through independent exploration and individual problem-solving.

The second lowest score was recorded in negative statement number 9, with an index of 73.23 percent. These findings reveal a tendency for avoidant behavior when faced with challenging situations, from a perspective self-efficacy, fear of failure can weaken self-confidence and hinder efforts to cope with complex tasks. Although in general perseverance is already high, the aspect of courage to take risks still needs to be strengthened.

Overall, self-efficacy Students are in the good category with an average index of 78.80 percent, but there is a disparity between dimensions. Perseverance and confidence in completing tasks have developed optimally, while independence and courage to face challenges are still relatively low. For this reason, strengthening constructive feedback, as well as a learning environment that encourages the courage to take risks. This approach will support the development of self-efficacy which is more balanced, optimal, and sustainable.

Several studies have empirically supported these findings. Research Octaviana & Rahmaningtyas (2025) shows that self-efficacy has a positive and significant influence on the work readiness of Generation Z students. Similar results were also found by Stuart (2024) which states that self-efficacy It is very important in improving job readiness through internship programs for education students. This statement is also supported by research from Erlangga et al., (2024) which states that self-efficacy has positive and significant value, it shows that as the self-efficacy, job readiness among final year students also increased through internship programs. Therefore, it can be concluded that the self-efficacy High is an important requirement for students to achieve the best readiness before participating in an educational internship.

CONCLUSION

According to the results of data analysis and discussion, it can be concluded that the influence of self-efficacy on the readiness to participate in educational internships for students of Economics Education at Jenderal Soedirman University, namely self-efficacy has a positive and significant effect on the readiness to participate in educational internships in students of Economics Education at Jenderal Soedirman University. Lecturers of Economics Education at Jenderal Soedirman University have a strategic role in preparing their students to have optimal readiness before participating in educational internships. The results of this study show that self-efficacy, contribute to the readiness to participate in student education internships, so it is necessary to design a learning process that not only focuses on mastering the material, but also on strengthening students' self-confidence and practical skills such as providing learning that encourages active participation, self-reflection, and constructive feedback so that students are able to recognize their potential and gradually improve their readiness.

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