

## ***The Influence Of Self-Efficacy And Social Support On Work Readiness Of Business Digital Students At SMKS NU Gresik***

### **Pengaruh Keyakinan Diri dan Dukungan Sosial terhadap Kesiapan Kerja Mahasiswa Program Studi Bisnis Digital di SMKS NU Gresik**

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#### **ABSTRACT**

*Entering the workforce requires thorough preparation given the increasingly tight competition and challenges. One of the ongoing issues is the imbalance between the number of job seekers and the available job opportunities, which also contributes to high unemployment rates, especially among graduates of Vocational Secondary Schools (SMK). Based on tracer study results from the Business Digital Program at SMKS NU Gresik, there are still some graduates who have not secured employment after graduation. This is despite the fact that SMKs are designed to produce job-ready graduates through the provision of technical and vocational skills. This research employed a quantitative method, with primary data collected directly from respondents via online questionnaires distributed using Google Form links. The collected data were then analyzed using multiple linear regression techniques with the help of IBM SPSS version 25 software. The results showed that self-efficacy has a positive influence on the work readiness of students in the Business Digital program at SMKS NU Gresik. Additionally, social support also influences their work readiness. Simultaneously, both self-efficacy and social support have a significant combined effect on the students' readiness to enter the workforce.*

**Keywords:** Self-Efficacy, Social Support, Job Readiness

#### **ABSTRAK**

Masuk ke dunia kerja memerlukan persiapan yang matang mengingat persaingan yang semakin ketat dan tantangan yang dihadapi. Salah satu masalah yang terus berlanjut adalah ketidakseimbangan antara jumlah pencari kerja dan kesempatan kerja yang tersedia, yang juga berkontribusi pada tingginya tingkat pengangguran, terutama di kalangan lulusan Sekolah Menengah Kejuruan (SMK). Berdasarkan hasil studi pelacakan dari Program Digital Bisnis di SMKS NU Gresik, masih ada beberapa lulusan yang belum mendapatkan pekerjaan setelah lulus. Hal ini meskipun SMK dirancang untuk menghasilkan lulusan yang siap kerja melalui penyediaan keterampilan teknis dan vokasional. Penelitian ini menggunakan metode kuantitatif, dengan data primer dikumpulkan langsung dari responden melalui kuesioner online yang didistribusikan menggunakan tautan Google Form. Data yang dikumpulkan kemudian dianalisis menggunakan teknik regresi linier berganda dengan bantuan perangkat lunak IBM SPSS versi 25. Hasil penelitian menunjukkan bahwa self-efficacy memiliki pengaruh positif terhadap kesiapan kerja siswa dalam Program Digital Bisnis di SMKS NU Gresik. Selain itu, dukungan sosial juga mempengaruhi kesiapan kerja mereka. Secara bersamaan, baik self-efficacy maupun dukungan sosial memiliki efek gabungan yang signifikan terhadap kesiapan siswa untuk memasuki dunia kerja.

**Kata Kunci:** Self-Efficacy, Dukungan Sosial, Kesiapan Kerja

#### **1. Introduction**

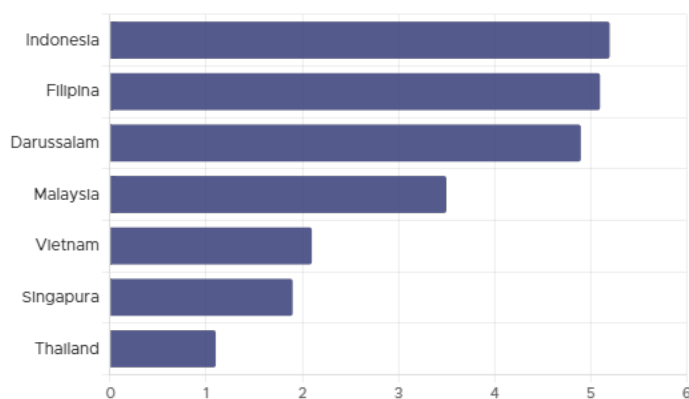
The world of work is characterized by challenges and uncertainty, requiring thorough preparation and a deep understanding of professional dynamics. The current wave of globalization has intensified competition for jobs both locally and globally, demanding that human resources possess the skills, knowledge, and competencies necessary to meet international labor market demands (Al Hadi & Mariyati, 2024).

Competition to enter the workforce is increasingly fierce, particularly for vocational education graduates who face high levels of rivalry in the job market. Many students, when asked about their plans after completing their studies, often respond with “I don’t know,” reflecting a lack of readiness to enter the working world. Despite pursuing education at vocational schools, this alone no longer guarantees easy access to employment opportunities (Elfranata et al., 2022).

In many countries, fresh graduates often struggle due to economic crises and feel unprepared to integrate into the professional community. After graduation, students frequently experience confusion, dissatisfaction, and overwhelm as they navigate the differences between school culture and workplace culture. Additionally, there is a significant gap between the education received by students and their career readiness, as well as difficulties for teachers and students in translating academic achievements into workplace preparedness and career success (Chusairi, 2025).

Competition for jobs continues to grow over time, driven by the disparity between available job openings and the number of job seekers. This has led to an annual increase in unemployment rates, presenting a major challenge for countries worldwide. This reality highlights that many vocational education graduates face difficulties securing employment, partly due to their inability to adapt to changes and expansions in the job market (Habibah & Dwijayanti, 2023).

Indonesia has the highest unemployment rate among ASEAN countries. According to IMF data from April 2024, Indonesia’s unemployment rate stands at 5.2%, while Thailand has the lowest unemployment rate in ASEAN, at 1.1%.



**Figure 1. Unemployment Rate of ASEAN Countries 2024**

Source: Goodstats (2024)

This situation has led to an increase in unemployment rates among graduates in Indonesia. According to data from the Central Bureau of Statistics (BPS) on the Open Unemployment Rate (TPT) as of August 2024, the highest unemployment rate is found among vocational high school (SMK) graduates at 9.01%, higher than that of graduates from Diploma IV, Bachelor's (S1), Master's (S2), and Doctoral (S3) programs. This phenomenon is supported by the tracer study conducted by the Business Digital Study Program at SMKS NU Gresik, a vocational high school located in Gresik Regency.

A tracer study is an initiative by educational institutions aimed at collecting information about alumni, particularly related to their learning experiences during school and tracking their transition from high school to higher education or the workforce (Sari & Mukmin, 2022). Below are the tracer study results for the Business Digital Study Program at SMKS NU Gresik over the past three years :

**Table 1. Tracer Study Data for SMKS NU Gresik Digital Business Expertise Program**

Tahun Ajaran	Jumlah Siswa	Keterangan	Presentase
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2021/2022	35	Bekerja	31%
		Kuliah	5%
		Tidak Bekerja	62%
2022/2023	33	Bekerja	63%
		Kuliah	6%
		Tidak Bekerja	30%
2023/2024	27	Bekerja	93%
		Kuliah	4%
		Tidak Bekerja	4%

Source: School Document (2025)

Based on the tracer study data for the Business Digital Program at SMKS NU Gresik, there are still graduates who have not managed to secure employment after completing their studies. In the academic year 2021/2022, the majority of graduates (62%) were unemployed. However, there was an improvement in the following year (2022/2023), with only 30% of graduates remaining unemployed. By the academic year 2023/2024, this figure had further decreased to 4%. Despite these positive trends, the data indicate that the work readiness of students at SMKS NU Gresik is still not fully optimal. Vocational High Schools (SMKs) are designed to produce graduates who are ready to enter the workforce through technical and vocational skill training during their education. According to Presidential Regulation No. 68 of 2022 on the Revitalization of Vocational Education and Training, one of the main goals of vocational education is to create competitive and job-ready human resources. Therefore, it is important to explore the various factors influencing students' work readiness in greater depth.

Work readiness refers to an individual's internal ability, which can be developed independently or with external support, enabling them to obtain employment and adapt to personal demands and expectations. Work preparation plays a crucial role for students, particularly those attending vocational educational institutions, as they are expected to graduate with skills relevant to their field of expertise. Work readiness is a critical step toward securing desired employment. Individuals who are prepared to enter the job market tend to have made thorough preparations, allowing them to achieve career goals more quickly. Factors such as rational thinking, skills, collaboration abilities, responsibility, and openness in decision-making processes are used to assess how ready someone is for work. Strong work readiness is a vital component for success in the workplace and can enhance the quality of human resources, especially in navigating the challenges of globalization.

Work readiness is influenced by two primary factors: internal factors and external conditions. One significant internal factor is self-efficacy. Self-efficacy refers to an individual's belief in their own capabilities and the abilities of those around them to successfully complete tasks. Through interactions with their environment, students develop a sense of self-efficacy, reflected in their self-perception. The work environment is far more complex than school, making self-efficacy a strong foundation for individuals to evaluate their abilities and effectively face professional challenges. An individual's confidence in their own abilities plays a crucial role in personal development, particularly in problem-solving.

Additionally, an external factor that influences work readiness is social support. Social support refers to interpersonal relationships that help protect individuals from the negative effects of stress. Social support provides a sense of calm, which in turn builds self-confidence and competence. Social support acts as a protective factor, whether when searching for a job or while already employed. When individuals receive support from their surroundings, tasks become easier to handle. Psychologically, individuals who receive emotional support feel relieved. This support can take the form of concern, affection, appreciation, or practical

assistance. With such support, individuals feel valued and empowered to act. Social support does not only come from family but also from friends or peers.

SMKS NU Gresik is located in East Java, in a region with numerous large industries, including within the Industrial Ring 1 area alongside Sidoarjo, Surabaya, Mojokerto, and Pasuruan. This region is attractive for young people seeking opportunities, particularly due to its high Minimum Wage for Districts/Cities (UMK). For example, Kabupaten Gresik has an UMK of Rp. 4,874,133 for the year 2025.

One of the programs offered at SMKS NU Gresik is the Business Digital program. This program is designed to provide students with insights and practical skills aligned with current technological advancements and business dynamics. According to projections by the Ministry of Manpower of the Republic of Indonesia, sectors with the highest demand for workers in Indonesia in the near future include technology and digital fields, e-commerce, social media, customer service, education, finance, accounting, and creative industries. Competencies taught in the Business Digital program, such as digital marketing, social media management, technology-based entrepreneurship, and business data analysis, are highly relevant to labor market needs. As a result, graduates from this program have significant opportunities to be absorbed into the job market or to build their own businesses in the rapidly growing digital era.

Several previous studies support the positive and significant influence of self-efficacy on work readiness. These findings align with research by Putra DS & Chusairi (2024) and Wardhani & Dwiyanto O (2024), which show a simultaneous influence of self-efficacy and social support on work readiness. However, according to Sumampouw, Mandey & Trang (2024), self-efficacy does not have a significant impact on work readiness. Furthermore, Lestari & Marsofiyati (2024) found that self-efficacy significantly influences work readiness, whereas social support does not have a significant impact.

## **2. Literature Review**

### **Self Efficacy**

Self Efficacy, according to Bandura, refers to an individual's belief in their ability to plan and execute actions required to achieve specific goals. This belief involves the management of emotional, social, cognitive, and behavioral potentials to fulfill desired outcomes (Erlina, 2020). Self efficacy plays a crucial role in helping individuals recognize their strengths and weaknesses, and it enhances their capacity to adapt effectively in the working world (Aeni & Rahmawati, 2023). Factors influencing self efficacy include performance accomplishments, vicarious experiences, verbal persuasion, and physiological states (Gonzales et al., 2024).

Self efficacy influences decision-making, perseverance in facing obstacles, and the formation of thought patterns and emotional responses. Individuals with high levels of self efficacy tend to choose tasks they believe they can master, show persistence when encountering barriers, and maintain optimism and calmness when facing challenges (Erlina, 2020). According to Suartini et al. (2023), self efficacy is categorized into three types: level (magnitude), strength, and generality. Level relates to task complexity; strength refers to confidence in one's resilience; and generality pertains to the breadth of behaviors across different domains.

Indicators of self efficacy, as outlined by Khaerana (2020), include confidence in one's capacity during task execution, the ability to perform better than others, a sense of challenge toward work, and satisfaction derived from completing tasks successfully. Imaniyati & Fadhilah (2023) add that these indicators also involve belief in one's ability to complete assigned tasks, motivate oneself, work persistently, overcome difficulties, and solve problems in various situations. Pratomo (2022) further identifies four key indicators: past performance, vicarious

experience, verbal persuasion, and emotional cues, all of which influence how individuals assess their own capabilities.

### **Social Support**

Social support refers to the comfort, attention, appreciation, or assistance provided by others or groups to help individuals cope with life's pressures and challenges. According to Sarafino & Smith (2017), this support can come from family, partners, friends, medical professionals, or community organizations. Cipta & Wahyuni (2024) emphasize that those who support individual efforts also contribute to their emotional and spiritual well-being, ultimately supporting career success. Safitri & Nurlaili (2024) note that positive social support plays a significant role in building self-confidence and encouraging proactive behavior in the face of life's challenges.

Saputri & Sugiharto (2020) identify four forms of social support: emotional support, instrumental support, informational support, and companionship support. Emotional support includes empathy, care, and encouragement; instrumental support involves direct help such as financial aid or task assistance; informational support consists of guidance and advice; and companionship support provides a sense of belonging and shared experience. Haugan & Eriksson (2021) highlight additional indicators of social support, including attachment, social integration, nurturance opportunities, self-esteem reinforcement, guidance, and reliable alliances, all of which enhance psychological and emotional stability.

According to Safitri & Nurlaili (2024), the main indicators of social support are emotional support, appreciation, instrumental support, and informational support. Wati & Arifiana (2021) expand on these indicators by emphasizing feelings of being loved, valued, supported, and informed. These dimensions ensure that individuals feel emotionally secure, socially integrated, and capable of solving problems more efficiently when receiving support from others.

### **Work Readiness**

Work readiness describes the alignment between physical maturity, mental development, and experience that enables an individual to carry out job-related tasks effectively (Sholihah & Astrella, 2023). It reflects an overall balance between personal development and the ability to perform current and future work responsibilities. Robert Brady defines work readiness as the ability of graduates to succeed in the workplace due to attributes such as responsibility, adaptability, communication skills, self-image, and awareness of health and safety standards (Cabrera, 2020).

Factors influencing work readiness, as identified by Sholihah & Astrella (2023), include intelligence level, talent, work interest, knowledge, physical condition, personality traits, and life values. Muspawi & Lestari (2020) outline four core elements of work readiness: skills, knowledge, understanding, and personality traits. Skills encompass practical abilities, interpersonal relations, creativity, analytical thinking, problem-solving, teamwork, adaptability, and communication competence. Knowledge provides the theoretical foundation necessary for professional mastery. Understanding involves the ability to process and apply learned information. Personality traits include work ethic, responsibility, perseverance, time management, critical thinking, communication skills, and collaboration ability.

Prasasti et al. (2023) classify work readiness indicators into four categories: responsible attitude, critical thinking and flexibility, diverse skills, and effective communication and self-evaluation abilities. Rahmawati (2020) adds seven indicators: logical consultation, teamwork capability, self-management, critical judgment, reliability, adaptability to change, and motivation for personal and professional growth.

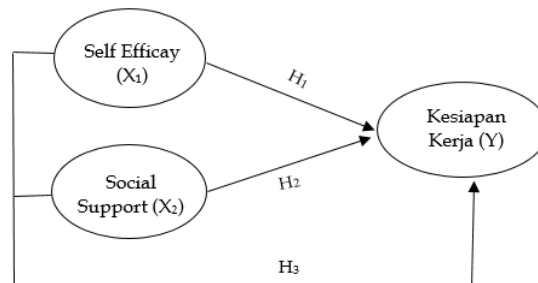
### 3. Research Methods

In this study, a quantitative method through surveys was employed because it allows for systematic data collection from respondents using closed-ended questionnaires designed according to predetermined indicators. Based on available methods and theories, the research approach used is causality research, as the primary objective of the study is to examine the causal relationship between self-efficacy and social support on the work readiness of students in the Business Digital program at SMKS NU Gresik.

The data sources for this study consist of primary data obtained through questionnaires, supplemented by secondary data from sources such as articles, journals, books, and previous studies. To collect primary data, the research location was conducted at SMKS NU Gresik, located at Jl. KH. Abdul Karim No. 60, Trate, Pekelingan, Gresik District, Gresik Regency, East Java.

The population in this study consists of 127 individuals, specifically all students enrolled in the Business Digital program at SMKS NU Gresik. Therefore, all these students were included as respondents or samples in the study. For data collection, the technique involved distributing closed-ended questionnaires online via Google Forms, which were then directly disseminated to the study population, including students from classes X-BD 1, X-BD 2, XI-BD, and XII-BD in the Business Digital program at SMKS NU Gresik.

The data analysis techniques in this study involved descriptive statistical analysis to explain the extent to which self-efficacy and social support influence work readiness. The analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25, including tests for normality, multicollinearity, heteroscedasticity, multiple linear regression, T-tests, F-tests, and determination coefficient tests.



**Figure 1. Research Design**

Source: Processed by Researchers (2025)

### 4. Results and Discussions

#### Normality Test

The normality test was conducted to evaluate whether the residuals from the regression model follow a normal distribution pattern. A reliable regression model requires data with a regular distribution. In this study, the Kolmogorov-Smirnov method was used to test for normality, with a significance level threshold set at 0.05. The data are considered to follow a normal distribution if the significance value exceeds 0.05. Below are the results of the normality test :

**Table 3. Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		127
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.80436901
Most Extreme Differences	Absolute	.051
	Positive	.041
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS output processed by researchers (2025)

According to the table of results from the Kolmogorov-Smirnov test above, the significance value for the data is 0.200, which is greater than 0.05. This indicates that the residuals in the regression model follow a normal distribution.

### Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a strong correlation among the independent variables in the regression model. The indicators used to detect multicollinearity involve examining the tolerance values and the Variance Inflation Factor (VIF). If  $VIF > 10$  and tolerance  $< 0.1$ , then multicollinearity exists. Conversely, if  $VIF < 10$  and tolerance  $> 0.1$ , then there is no multicollinearity. Based on the following table, the results of the multicollinearity test can be analyzed :

**Table 4. Multicollinearity Test**

Coefficients <sup>a</sup>			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Self Efficacy	.709	1.411
	Social Support	.709	1.411
a. Dependent Variable: Kesiapan Kerja			

Source: SPSS output processed by researchers (2025)

Based on the table above, it can be observed that the tolerance values for all variables are greater than 0.10. For the variable Self-Efficacy, the tolerance value is 0.709, and for the variable Social Support, the tolerance value is also 0.709. Additionally, the Variance Inflation Factor (VIF) for both variables is less than 10, specifically 1.411 for both Self-Efficacy and Social Support. From these results, it can be concluded that this study meets the criteria for being free from multicollinearity among the research variables.

### Heteroskedasticity Test

In this study, the researcher utilized the Glejser test to examine whether there is evidence of heteroskedasticity. The presence or absence of heteroskedasticity can be determined by looking at the significance value; if the significance value is greater than 0.05, then there is no evidence of heteroskedasticity. The results of the heteroskedasticity test can be seen in the following table:

**Table 5. Heteroskedasticity Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.999	1.992		2.510	.013
	Self Efficacy	.004	.046	.008	.078	.938
	Social Support	-.046	.041	-.121	-1.144	.255
a. Dependent Variable: ABRESID						

Source: SPSS output processed by researchers (2025)

According to the table, the significance value for the variable Self-Efficacy is 0.938 (greater than 0.05), and the significance value for the variable Social Support is 0.255 (also greater than 0.05). Based on these results, it can be concluded that the regression model in this study is free from the issue of heteroskedasticity.

### Multiple Linear Regression Test

The multiple linear regression test was conducted to understand the extent of the influence between variables in the model. To determine the extent of the influence of *Self-Efficacy* and *Social Support* on *Work Readiness*, the results of the multiple linear regression test are as follows :

**Table 6. Multiple Linear Regression Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.303	3.219		4.754	.000
	Self Efficacy	.398	.074	.416	5.408	.000
	Social Support	.317	.065	.372	4.835	.000
a. Dependent Variable: Kesiapan Kerja						

Source: SPSS output processed by researchers (2025)

Based on the table, the results of the multiple linear regression show a constant value (a) of 15.303, while the coefficient for the variable Self-Efficacy (X1) is 0.398, and the coefficient for the variable Social Support (X2) is 0.317. The regression equation can be written as:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 15.303 + 0.398X_1 + 0.317X_2$$

From this equation, the following can be explained:

- Constant Value (a) : The constant value is 15.303, which means that the baseline or consistent value of the Work Readiness variable is 15.303.



- Coefficient of Self-Efficacy (X1) : The coefficient is 0.398, indicating that an increase of 1 unit in Self-Efficacy will increase Work Readiness by 0.398.
- Coefficient of Social Support (X2) : The coefficient is 0.317, indicating that an increase of 1 unit in Social Support will increase Work Readiness by 0.317.

### Partial Test (T-Test)

In the hypothesis testing for this study, the researcher utilized the T-Test to examine the hypotheses regarding the presence or absence of effects from three variables: the independent variables *Self-Efficacy* (Variable X1) and *Social Support* (Variable X2), as well as the dependent variable *Work Readiness* (Variable Y).

**Table 7. T Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.303	3.219		4.754	.000
	Self Efficacy	.398	.074	.416	5.408	.000
	Social Support	.317	.065	.372	4.835	.000
a. Dependent Variable: Kesiapan Kerja						

Source: SPSS output processed by researchers (2025)

- Untuk variabel X1 (*Self-Efficacy*), nilai T hitung diperoleh sebesar 5,408, yang lebih besar dari nilai T tabel, yaitu 1,65. Selain itu, nilai signifikansi adalah 0,000 ( $< 0,05$ ). Dari hasil ini, dapat disimpulkan bahwa H1 diterima, artinya terdapat pengaruh nyata (signifikan) dari variabel X1 (*Self-Efficacy*) terhadap variabel Y (*Kesiapan Kerja*).
- Untuk variabel X2 (*Social Support*), nilai T hitung diperoleh sebesar 4,835, yang juga lebih besar dari nilai T tabel, yaitu 1,65. Nilai signifikansi adalah 0,000 ( $< 0,05$ ). Berdasarkan hasil ini, dapat disimpulkan bahwa H2 diterima, artinya terdapat pengaruh nyata (signifikan) dari variabel X2 (*Social Support*) terhadap variabel Y (*Kesiapan Kerja*).

### Simultaneous Test (F-Test)

This test is used to determine whether there is a significant combined effect of all independent variables on the dependent variable. The decision criteria are as follows:

- If F calculated  $<$  F table with a significance value  $> 0.05$ , then H0 is accepted, and H1 is rejected.
- If F calculated  $>$  F table with a significance value  $< 0.05$ , then H0 is rejected, and H1 is accepted.

The results of the F-test (simultaneous) can be seen in the following table:

**Table 8. F Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1678.468	2	839.234	57.065	.000 <sup>b</sup>
	Residual	1823.626	124	14.707		
	Total	3502.094	126			
a. Dependent Variable: Kesiapan Kerja						
b. Predictors: (Constant), Social Support, Self Efficacy						

Source: SPSS output processed by researchers (2025)

Based on the table, the result of the F-test or F calculated is 57.065, which is greater than the F table value of 3.07, with a Significance (Sig) value of 0.000 ( $< 0.05$ ). This indicates that  $F_{\text{calculated}} > F_{\text{table}}$ , so  $H_3$  is accepted. Therefore, it can be concluded that when tested together, the variables Self-Efficacy and Social Support have a significant effect on Work Readiness.

### Coefficient of Determination ( $R^2$ )

In this study, the researcher utilized determination analysis or correlation coefficients as a tool to determine how much the model can explain the variation in the dependent variable. The range of values for the coefficient of determination lies between 0 and 1.

**Table 9. Determination Coefficient Test**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 <sup>a</sup>	.479	.471	3.835
a. Predictors: (Constant), Social Support, Self Efficacy				
b. Dependent Variable: Kesiapan Kerja				

Source: SPSS output processed by researchers (2025)

Based on the data processing results using SPSS by the researcher, the R Square value is 0.479, which means that the independent variables (Self-Efficacy and Social Support) in this study account for 47.9% of the variation in Work Readiness. The remaining 52.1% is influenced by other factors not explained in this study.

### Discussion

After distributing the questionnaire to 127 respondents as the sample, the researcher proceeded to examine and analyze the collected data. The results of the study indicate that *Self-Efficacy* and *Social Support* have a positive influence on the *Work Readiness* of students in the Business Digital program at SMKS NU Gresik, accounting for 47.9% of the variation. The questionnaire data obtained by the researcher and analyzed using the Statistical Package for the Social Sciences (SPSS) showed that the 36-item questionnaire was validated through reliability testing in SPSS.

Based on the characteristics of the respondents regarding gender, the majority of respondents in this study were female. In the context of the Business Digital program, this reflects a high interest in the field of digital marketing, including technology and digital skills, e-commerce, social media, customer service and sales, education and training, finance and accounting, and creative industries. Females tend to exhibit diligence or attention to detail, which can be an added value in enhancing their work readiness.

Regarding the characteristics of the respondents based on age, the majority of respondents were 17 years old, which is psychologically considered the late adolescent stage transitioning into early adulthood. At this age, individuals typically begin to develop a better understanding of themselves, their interests, and their talents. They also start gaining a clearer understanding of the workplace and available career options. Despite this, at the age of 17, they are often actively seeking information about the job market through school learning, social media, or practical work experience and internships. Therefore, social support during this age plays a strategic role in shaping their work readiness, as they are at a critical decision-making phase concerning their future.

### **The Influence of Self-Efficacy on Work Readiness of Business Digital Students at SMKS NU Gresik**

Based on the research findings, the variable *self-efficacy* has a positive influence on the *work readiness* of students in the Business Digital program at SMKS NU Gresik. This indicates that the higher the level of *self-efficacy* possessed by students, the higher their level of *work readiness*. This finding aligns with descriptive analysis, where the *self-efficacy* variable achieved an average (mean) score that falls within the high category. Additionally, all items used to measure *self-efficacy* also showed high results. This suggests that most students in the Business Digital program at SMKS NU Gresik have strong confidence in their ability to complete tasks related to the workplace.

Furthermore, the positive impact of *self-efficacy* shows that students feel capable of handling complex work tasks, making decisions independently, and believe they can manage work-related stress effectively. *Self-efficacy* helps students develop a vision for their future, which is a crucial component of *work readiness*, as students not only focus on the present but also think about how they will contribute to the workforce in the future.

This study's findings reinforce previous studies conducted by (Elfranata et al., 2022) and (Audrey & Wahono, 2024), both of which concluded that there is a positive influence of *self-efficacy* on *work readiness*. In their research, students with high *self-efficacy* tend to have clearer career plans, are prepared for job selection processes, and exhibit high levels of professionalism.

Theoretically, the research findings align with Bandura's (1997) theory, which states that *self-efficacy* is an individual's assessment of their ability to plan and take actions to achieve desired goals. *Self-efficacy* is considered an internal control mechanism that regulates various aspects such as thinking, social interactions, emotions, and actions to achieve specific targets. Individuals with high *self-efficacy* are more intrinsically motivated, less likely to give up easily, and have strong confidence when facing challenges in the professional world.

In the context of vocational education, such as at SMK, *self-efficacy* is a critical factor that every student must possess, as students are not only required to understand theoretical concepts but also to acquire practical skills ready for use in the workplace. Therefore, strengthening *self-efficacy* through fieldwork practices, career guidance, and entrepreneurial experiences at school can serve as strategic steps to support their *work readiness*.

In conclusion, the findings of this study not only provide empirical contributions but also serve as a foundation for schools to design programs aimed at enhancing students' *self-efficacy*, such as soft skills training, mentoring, and project-based learning (PBL), to better prepare students for the competitive demands of the workforce.

### **The Influence of Social Support on Work Readiness of Business Digital Students at SMKS NU Gresik**

Based on the research findings, the variable *social support* has a positive influence on the *work readiness* of students in the Business Digital program at SMKS NU Gresik. The

acceptance of the hypothesis in this study is supported by descriptive analysis, which shows that the *social support* variable has an average (mean) score that falls within the high category. Additionally, all items used to measure *social support* also yielded high results. This indicates that students in the Business Digital program at SMKS NU Gresik feel they receive strong social support from their surrounding environment, including family, peers, and teachers.

The research findings show that Business Digital students at SMKS NU Gresik feel more comfortable when their families appreciate or value their efforts in preparing themselves to enter the workforce in good condition. The positive impact of *social support* demonstrates that respondents recognize the significant role of positive social support in building self-confidence. Feeling accepted and acknowledged serves as a motivator for students to develop their potential, both academically and beyond, leading to stronger preparation for facing the increasingly challenging competition in the workplace.

*Social support* encompasses four main dimensions: emotional support, instrumental support, informational support, and friendship support. These four forms of support are crucial in shaping students' mental, emotional, and social readiness to enter the workforce. Students who receive support from various sources, especially their families, tend to have lower stress levels, higher motivation to learn, and clearer future orientations. This aligns with the concept that *social support* involves interpersonal interactions that enhance individuals' psychological well-being, thereby influencing their confidence in facing challenges, including those in the workplace.

This study's findings support the theory by Sarafino & Smith (2017), which states that *social support* refers to feelings of safety, attention, respect, or assistance provided by individuals or communities. This support can come from various sources, such as partners, family members, friends, or other social environments. Such support not only provides emotional help but also offers mental and spiritual strength to continue growing and achieving life goals, including career success. When students feel they are not alone in their learning and job preparation processes, they become more resilient and confident in facing workplace challenges.

Other studies (Al Hadi & Mariyati, 2024) and (Winata & Saraswati, 2022) also found that *social support* positively influences *work readiness*. Their research showed that support from parents, teachers, and peers strengthens students' commitment and self-confidence in making career decisions and approaching the workplace with greater confidence.

Thus, it can be concluded that *social support* plays a vital role as a foundation in the *work readiness* of vocational school students, particularly in terms of character development, motivation, and self-confidence. The findings indicate that efforts to improve *work readiness* do not solely depend on the school curriculum or technical training but are also highly dependent on a supportive social environment that fosters holistic psychological development among students.

### **The Influence of Self-Efficacy and Social Support on Work Readiness of Business Digital Students at SMKS NU Gresik**

According to the research findings, both the variables *self-efficacy* and *social support* have a positive influence on the *work readiness* of students in the Business Digital program at SMKS NU Gresik. This indicates that students' preparation for entering the workforce is not solely dependent on technical skills but also on their confidence in their own abilities and the support they receive from their surroundings.

The hypotheses in this study are considered valid, as descriptive analysis shows that the majority of respondents provided high ratings for both variables. This suggests that students feel confident in implementing the skills they possess and believe that the learning they received during school is relevant to the workplace they will face.

The research findings emphasize that *self-efficacy* and *social support* work synergistically in shaping students' *work readiness*. Both factors reflect a balance between internal and external factors that influence *work readiness*. Internally, students must have self-confidence, motivation, and a positive perception of their ability to handle challenges in the workplace. Externally, they require support from family, peers, teachers, and the school environment to develop this readiness.

Furthermore, *work readiness* is not solely the responsibility of students but is a collaborative effort involving various stakeholders, such as schools, career counselors (BK), parents, industry, and government. Schools need to design curricula aligned with labor market needs, provide soft skills training, and establish partnerships with industries. Parents and families should continuously offer emotional support and encouragement, while the industry should provide access to work practice and training opportunities. Thus, optimal *work readiness* requires a supportive environment, both personally through *self-efficacy* and socially through *social support*.

The findings of this study align with research conducted by (Chusairi, 2025) and (Wardhani & Dwityanto, 2024), which show a positive impact of *self-efficacy* and *social support* on *work readiness*. Their studies revealed that graduates with high levels of *self-efficacy* and strong *social support* tend to have better *work readiness*, including cognitive, affective, and psychomotor aspects.

These findings reinforce the understanding that *work readiness* reflects how well students possess attitudes, attributes, and skills that prepare them for success in the workplace. Levels of *work readiness* are considered critical factors in determining initial performance, achievements, and potential for promotion and career development. High *self-efficacy* contributes to increased motivation to seek employment, perseverance throughout the process, and resilience in the face of failure. Meanwhile, *social support* has a positive impact on students' psychological conditions, such as mental health, a sense of security, and optimism about facing the workplace. Students who feel supported tend to be more resilient, better able to manage stress, and more prepared to thrive in a dynamic work environment.

Therefore, it can be concluded that *work readiness* does not develop instantaneously but is the result of an ongoing journey influenced by various interacting internal and external factors. This study makes an important contribution to the field of education by highlighting the need to design programs that enhance *self-efficacy* and strengthen *social support*, thereby producing graduates who are better prepared to face the increasingly competitive challenges of the workforce.

## 5. Conclusion

Based on the analysis of the data conducted, the following conclusions can be drawn: (1) Self-efficacy has an impact on the work readiness of students in the Business Digital program at SMKS NU Gresik. (2) Social support also has an impact on the work readiness of students in the Business Digital program at SMKS NU Gresik. (3) Both self-efficacy and social support have a simultaneous influence on the work readiness of students in the Business Digital program at SMKS NU Gresik.

For future research, it is recommended to explore other variables, such as Field Work Experience (PKL), work interest, work motivation, parents' socioeconomic conditions, or other variables that are expected to influence work readiness, in order to provide a broader perspective on students' work readiness.

Based on the findings of this study, it is suggested that schools, particularly teachers and educators, should develop programs that enhance students' self-efficacy and social support to support their work readiness. Schools can integrate project-based learning

activities, workplace simulations, and soft skills training to help students build confidence and belief in their abilities.

Additionally, strengthening social support is important through active involvement from families, guidance from teachers, and creating a supportive and inclusive school environment. Collaboration with the industry through internship programs, field visits, or professional mentoring can also serve as crucial tools for providing practical experience and support for students. By continuously enhancing self-efficacy and social support, significant contributions can be made toward preparing students to face the workforce more thoroughly and confidently.

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