The Influence of Self-efficacy, Motivation to Enter the World of Work and Training on Work Readiness of Generation Z of Students in Cirebon

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ABSTRACT

This research examines how self-efficacy, work motivation, and training influence the work readiness of Generation Z students in Cirebon. The objective is to determine the factors affecting students' readiness for employment, particularly considering the increasing unemployment rates. Utilising a quantitative research method, the study involved a sample of students from six universities in Cirebon, selected through purposive sampling with a margin of error of 5%. Data were analysed with SmartPLS 3 software to develop the structural model and examine the relationships among the variables. Using the t statistic method in hypothesis testing, the results of the three independent variables have a significant effect on work readiness and simultaneously have a significant effect on work readiness using the original sample. The findings highlight the necessity of integrating these three independent variables in higher education to better prepare students for the challenges they will face in the workforce.

Keywords: Self-efficacy, Motivation to enter the World of Work, Training, Work Readiness

A. INTRODUCTION

Quality education plays a pivotal role in equipping Generation Z with the necessary competencies to navigate the increasing complexity of the modern labor market, particularly in the era of Industry 4.0. According to the National Labor Force Survey data in February 2024, 3.6 million unemployed from Generation Z aged 15-24 years are unemployed, accounting for about 50% of the total open unemployment in indonesia (Winurini & Ghofarany, 2024). According to data Badan Pusat Statistik, (2023) Related to employment in Cirebon, the college graduates' Graduate Unemployment Rate (TPT) was 14.20% in August. This phenomenon indicates a gap between higher education and the needs of the labour market. This highlights the necessity of better preparing students to tackle workplace challenges, particularly given the large student population across Cirebon's universities. According to

Pangkalan Data Pendidikan Tinggi, (2024) The number of students from six universities in Cirebon can be seen in Table 1.

Table 1 Data of Prospective Undergraduate Students in Cirebon Universities

No.	Higher Education	Level	Number of Students
1.	University Swadaya Gunung Jati Cirebon	S1	10.678
2.	University of Muhammadiyah Cirebon	S1	8.659
3.	University of 17 August 1945 Cirebon	S1	1.166
4.	Siber Islamic State University Sheikh Nurjati Cirebon	S1	18.180
5.	University Catur Insan Cendekia Cirebon	S1	487
6.	University of Nahdlatul Ulama Cirebon	S1	682
	SUM		39.852

Source: (Pangkalan Data Pendidikan Tinggi, 2024)

Table 1 shows that out of approximately 39,852 prospective undergraduate students at six universities in Cirebon, students' work readiness is essential. Elevated unemployment levels among students in Cirebon present a significant challenge for the job preparedness of Generation Z. Numerous students feel ill-equipped for employment due to insufficient self-confidence in their capabilities. This situation generates uncertainty that affects their future, as doubts about their potential grow stronger. Furthermore, the lack of drive to join the workforce stems from the high expectations set by companies and inadequate support from both internal and external sources concerning the job market. The disparity between students' competencies and the demands of the industry results in a considerable gap. Students face pressure to fulfill unrealistic standards, which heightens anxiety and uncertainty regarding their career paths. Consequently, appropriate training and skill enhancement programs are crucial to prepare students for competition in the job market and provide them with real work readiness.

Job preparation is influenced by several factors, one of which is the education students receive. In order for students to compete, the higher education system needs to prepare graduates through effective teaching methods (Peersia et al., 2024). Work readiness is a condition in which students feel prepared and capable of succeeding in the workforce, a concept recognized as essential for entering the job market (Marisa P. Sagita et al., 2020; Herlina & Hartono, 2023). limited research has examined the combined effects of internal factors, such as self-ability, and external support factors (Syofyan, 2022). Self-efficacy influences attitudes and work readiness, reflecting students' confidence in their ability to perform tasks and overcome challenges (Gunawan et al., 2020). Encouraging individuals to transform their nature can cultivate enthusiasm and motivation, triggering intense feelings and desires across all levels of need. This process enhances their readiness for work, allowing them to attain success and fulfill the expected outcomes (Solahudin et al., 2024).

With high motivation, students will tend to be more proactive and committed to participating in all training to improve work readiness. Motivation to enter the world of work acts as a driving force that maximises rewards during the preparation phase for entering the workforce. Motivation is the drive to

achieve a specific objective, combined with the vigor to pursue it, and it evokes thoughts of goals, effort, ambition, energy, active participation, and perseverance (Chilingaryan & Gorbatenko, 2015). In addition to preparing themselves for the workforce, students must also develop the necessary abilities and skills. According to Bandura, (1997), individual abilities and skills in dealing with changes and challenges in the industry can be improved through training. The focus on soft skills development in university students is essential for personal well-being and adaptation to work contexts (Raciti, 2015).

Many previous studies have focused on only one aspect without considering the interrelationship between self-efficacy, Motivation to enter the world of work, and training. So, the researcher aims to address this deficiency by investigating "The Effect of Self-Efficacy, Motivation to enter the world of work and Training on Generation Z Work Readiness (Study on College Students in Cirebon)". The results obtained are expected to provide insights that can be applied by students as preparation for future work.

Based on the background of these problems, there are problem formulations that arise in this study, namely whether self-efficacy can affect work readiness? Can Motivation to enter the world of work affect work readiness? Can training affect work readiness? And whether self-efficacy, Motivation to enter the world of work and training can simultaneously affect work readiness in students in Cirebon?

B. Research Variable
Work Readiness

Work readiness, according to Kalelo, (2024) It is a person's state of mind in planning work readiness, which is supported by abilities, skills, and knowledge. According to Caballero et al., (2011) Work Readiness refers to the extent to which graduates have attitudes and attributes that support their success in the world of work. Furthermore, evaluating how prepared new graduates are for their careers is crucial and necessitates an assessment instrument that can determine and elucidate their degree of work readiness (Marisa P. Sagita et al., 2020). This study uses indicators developed by (Caballero et al., 2011), through an assessment tool known as the Work Readiness Scale (WRS).

Based on the above opinions, work readiness is a complex concept that involves a combination of attitudes, skills, and knowledge. To guarantee that graduates are equipped to handle career challenges, it is essential to foster and evaluate their work readiness thoroughly. Tools such as the Work Readiness Scale can assist in assessing and improving graduates' work readiness so that they can contribute effectively to the work environment.

Self-efficacy

According to Bandura, (1997), Self-efficacy refers to self-confidence in the ability to face challenges and complete work, which has a major effect on motivation, work ethic, and student performance. Aryati & Armanu, (2023), believes that individuals with high self-efficacy tend to be able to overcome obstacles to achieve work goals and fulfill their commitments. This is because self-efficacy can influence individuals in deciding the steps that need to be taken to achieve goals, including describing various situations that may occur (Kalelo, 2024). In their research, Afifah & Kusuma, (2021), emphasised that self-efficacy is very important in planning and completing daily tasks, noting that students with high self-efficacy are generally more adept at overcoming obstacles (Sahin et al., 2024).

There are three main dimensions to self-efficacy: magnitude (the level of difficulty of the task believed to be manageable), Strength (how strong the individual's belief is), and generality (the breadth of situations that the belief can reach)(Bandura, 1997).

In summary, self-efficacy is a key factor that influences how individuals face challenges and achieve goals. By having high self-efficacy, individuals are more likely to be able to take initiative, move forward in the face of adversity, and obtain better results. Therefore, it is important to develop self-efficacy through positive experiences, learning, and social support so that individuals can be more confident and effective in various aspects of life. Therefore, the initial hypothesis proposed is as follows:
H1: Self-efficacy has a significant influence on work readiness.

Motivation to enter the world of work

According Hariyati et al., (2022) The desire to join the workforce can spark enthusiasm or motivation, whether it comes from internal or external sources. This drive serves as a key factor in pursuing employment to reach particular objectives or goals. This concept is further supported by research from Prasetya et al., (2022) This indicates that motivation originates from within the individual, arising from deficiencies and needs, and directs actions to fulfil both physical and psychological requirements. Motivation to enter the world of work is the drive that ignites enthusiasm and guides individuals towards their goals, students with this motivation strive to get jobs that match their skills (Usman & Saputri, 2020). This motivation to enter the world of work acts as an impulse to action that drives action based on desire (Hamzah, 2016). According to Fauziah et al., (2023) motivation to enter the world of work arises from students' intrinsic drive for a better future. Research Rosická & Hošková-Mayerová, (2014) shows that motivation to enter the world of work is a complex process and requires attention. Chotimah & Suryani, (2020) added that motivation helps students feel satisfied in completing tasks. With strong motivation, students are mentally and professionally prepared to enter the workforce (Kailan et al., 2024).

Overall, motivation to enter the workforce is crucial for individuals, especially students, in achieving their career goals. This motivation stems from internal and external needs, guiding actions to fulfill physical and psychological requirements. Strong motivation not only drives students to seek jobs that match their skills but also enhances their satisfaction in completing tasks, preparing them mentally and professionally for a competitive job market. The second hypothesis states that:
H2: Motivation to enter the world of work has a significant influence on work readiness

Training

According to Junipitoyo et al., (2021) Training is an important process to develop students' skills in conveying knowledge related to the world of work so as to improve human resources and provide students with a real picture of work experience. According to Dessler, (2020) Training is a process that aims to develop the skills needed by someone to carry out their duties. Training is a structured process aimed at changing attitudes, knowledge, or behavioral skills through experiential learning to achieve effective performance in various activities (Ginting et al., 2020). An effective method for developing soft skills involves training that simulates real-life problems faced when entering the workforce, comprehensive training for students should include both theoretical and practical knowledge related to

their profession, along with methodologies that enhance learning autonomy, creativity, critical thinking, and perseverance in overcoming challenges (Guerra-Báez, 2019). Kirkpatrick & Kirkpatrick, (2006) emphasizes that training should start by defining the desired outcome and identifying the necessary behaviors, attitudes, knowledge, and skills to achieve it. Graduates must be trained to solve everyday problems, lead groups, and implement ideas effectively (Gomez, 2015). This training requires a transformation in pedagogical paradigms, necessitating methodologies different from those used for cognitive or professional competencies (Silva, 2013).

Overall Training is essential for developing students' skills and enhancing human resources by providing real work experiences. It equips individuals with the necessary skills for their duties and focuses on soft skills that are vital for personal well-being and workplace adaptation. Effective training combines theoretical and practical knowledge while fostering creativity and problem-solving, necessitating a transformation in pedagogical methods. Hence, the third hypothesis states that:

H3: Training has a significant influence on Work Readiness. Based on the three independent variables above, the following hypothesis is simultaneously proposed:

H4: There is a significant influence of Self-efficacy, Motivation to enter the world of work, and Training simultaneously on Work Readiness.

Considering the existing research and challenges associated with the conceptual structure, the subsequent hypothesis is suggested:
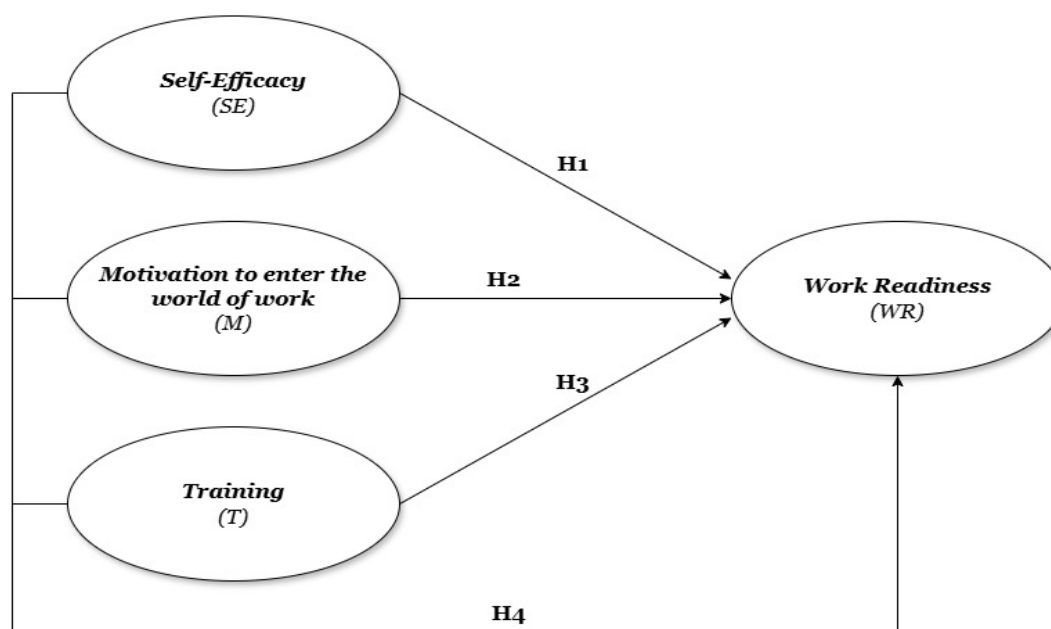

Figure 1 Research Model

C. Research Method

To examine the influence of self-efficacy, Motivation to enter the world of work, and training on work readiness, this research employed a quantitative using an associative methodology which aims for a reseaarch approach that uses numerical data from the phenomena observed in the research. The data

sources used include primary data obtained through questionnaires distributed directly by researchers using a likert scale on each indicator to measure respondent perceptions of a statement and secondary data taken from indirect sources such as books, literature, journals, and relevant previous research. The study population consisted of 39,852 students from six universities in Cirebon. Researchers applied with the type of Purposive Sampling calculated using the Slovin formula with a margin of error of 5% so that the number of respondents obtained was 400 students. This data analysis technique uses SmartPLS 3 software by testing some test to produce proof of existing hypotheses.

D. Results and Discussion

Respondent Characteristics

This research gathered data from 400 participants using Simple Random Sampling from the target population. The attributes of the respondents in this research are detailed below:

Table 2 Respondent Characteristics

Characteristics	Category	Frequency	Percentage
Gender	Male	167	41,7%
	Female	233	58,3%
Age	18 - 23 Years	381	95,3%
	> 23 Years	19	4,7%
Lecture Semester	1 - 4	88	21,8%
	5 - 8	312	78,2%

Source: Data processed by researchers (2025)

Based on the analysis of Table 2, the respondents in this study were primarily female students aged 18 to 23 years, and many of them were in their final semester of study. These characteristics offer insight into the student demographics in this research, which is crucial for grasping the context and significance of the findings. This data can also serve as a reference for educational institutions in designing programs or policies that are more suited to the characteristics of their students.

Convergent Validity and Reliability test result

Test Convergent Validity evaluates constructs with high correlation using the Loading factor, where a value of 0.70 or higher is considered acceptable, and values between 0.50 and 0.60 may also be adequate (Ghozali & Latan, 2015). Indicators for Self-Efficacy, Motivation to enter the world of work, Training, and Work Readiness show good validity with cross-loading > 0.700, indicating reliable measurement of the intended concepts. This high validity is crucial for ensuring the study's results are trustworthy and accurately reflect the relationships among these variables. This metric evaluates the relationship between constructs in the model, where a construct is considered valid if AVE > 0.5 (Ghozali & Latan, 2015). All variables in this study have an AVE value > 0.50, indicating that the constructs are valid in explaining the variance of the associated indicators. With the highest AVE value for Training (0.703), it can be concluded that training is the strongest construct, followed by Work Readiness, Self-efficacy, and Motivation to enter the world of work, which are important for further analysis of the relationships among these variables in the context of students' work readiness. Test reliability assesses

the reliability and precision of the tools used to measure a construct. A tool is considered reliable if both Composite Reliability and Cronbach's Alpha values are >0.7 (Ghozali & Latan, 2015). The reliability test results show that all analyzed variables have excellent values, with Cronbach's Alpha and Composite Reliability > 0.80, most exceeding 0.90. This indicates high internal consistency and reliability for each instrument, making them trustworthy for measuring the intended constructs. Therefore, the study's results are valid and provide confidence for further analysis of the relationships among variables in the context of student work readiness.

Table 3 convergent validity and reliability results

Variabel	Item	Cross Loading	Cronbach's Alpha	Composite Reliability	AVE	Conclusion
Self-efficacy	SE.1	0.819	0.861	0.896	0.590	Valid and Reliable
	SE.2	0.737				
	SE.3	0.715				
	SE.4	0.791				
	SE.5	0.740				
	SE.6	0.800				
Motivation to enter the World of Work	M.1	0.723	0.925	0.935	0.547	Valid and Reliable
	M.2	0.727				
	M.3	0.740				
	M.4	0.763				
	M.5	0.720				
	M.6	0.726				
	M.7	0.748				
	M.8	0.749				
	M.9	0.743				
	M.10	0.746				
	M.11	0.743				
	M.12	0.745				

Variabel	Item	Cross Loading	Cronbach 's Alpha	Composite Reliability	AVE	Conclusion
Training	T.1	0.751	0.915	0.934	0.703	Valid and Reliable
	T.2	0.851				
	T.3	0.870				
	T.4	0.846				
	T.5	0.851				
	T.6	0.857				
Work Readiness	WR.1	0.825	0.930	0.943	0.673	Valid and Reliable
	WR.2	0.838				
	WR.3	0.805				
	WR.4	0.799				
	WR.5	0.852				
	WR.6	0.853				
	WR.7	0.787				
	WR.8	0.800				

Source: Data processed by researchers (2025)

Model Fit

Model fit assesses the degree to which the model applied in the research corresponds with the data. A Standardized Root Mean Square Residual (SRMR) value < 0.10 indicates a satisfactory fit, while a Normed Fit Index (NFI) value approaching 1 suggests a strong fit (Ghozali & Latan, 2015). The findings show an SRMR value of 0.075 < 0.1, indicating a good model fit, and an NFI value of 0.649, which is close to 1. Therefore, the constructed model meets the criteria for the relationships among the variables.

Table 4 Model fit test results

	Saturated Model	Estimated Model
SRMR	0.075	0.075
NFI	0.649	0.649

Source: Data processed by researchers (2025)

R-Square

This metric assesses how much endogenous variables are affected by exogenous ones. R-Square values are categorized as strong (0.67), moderate (0.33), and weak (0.19) (Ghozali & Latan, 2015).

According to Table 5, the R-squared for Work Readiness is 0.670, meaning Self-Efficacy, Motivation to enter the world of work, and Training explain 67% of its variance, indicating a strong effect. The Adjusted R-squared is 0.668, showing that 68.8% of the variance in endogenous variables is influenced by exogenous variables.

Table 5 R Square test results

	R Square	R Square Adjusted
Work Readiness	0.670	0.668

Source: Data processed by researchers (2025)

The figure below shows how self-efficacy, motivation to enter the world of work and training contribute to work readiness. The model indicates that the three independent variables significantly contribute positively to work readiness, with training as the most influential factor. This indicates the importance of developing self-efficacy, motivation to enter the world of work, and training in improving students' work readiness. The model can be used as a basis for further research and program development aimed at improving work readiness among university students.
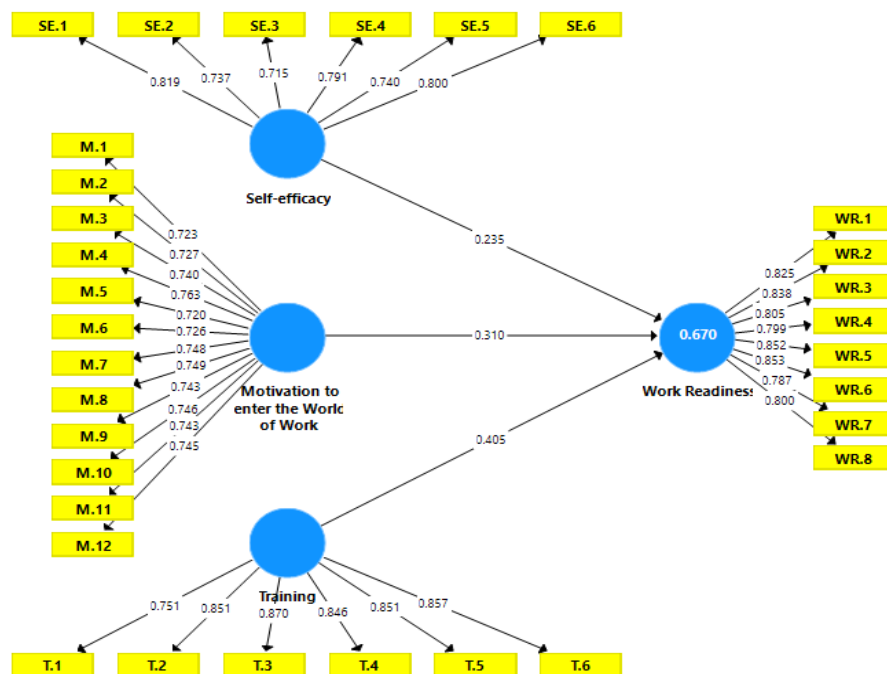

Figure 2 Output Path Analysis

Hypothesis Test

Table 6 Hypothesis test results

	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H1	Self-efficacy →Work Readiness	0.235	0.234	0.046	5.072	0.000
H2	Motivation to enter the World of Work →Work Readiness	0.310	0.312	0.047	6.644	0.000
H3	Training → Work Readiness	0.405	0.404	0.048	8.424	0.000
H4	Self-efficacy, Motivation to enter the World of Work, Training → Work Readiness	0.670				

Source: Data processed by researchers (2025)

a) Hypothesis 1:

Table 6 proves that in H1, the path/original sample coefficient value is 0.235, T statistics 5.072 > 1.966, and P value 0.000 <0.05. So H1 states that **H0 is refuted** and **Ha is affirmed (Significant)**, indicating a significant relationship between Self-Efficacy on Work Readiness.

b) Hypothesis 2:

The results above indicate that in H2, the path/original sample coefficient value is 0.310, T statistics 6.644 > 1.966, and P value 0.000 <0.05. Thus, H2 states that **H0 is refuted** and **Ha is affirmed (Significant)**, meaning there is a significant effect between Motivation to enter the world of Work on Work Readiness.

c) Hypothesis **3:**

The findings indicate that in H3, the path/original sample coefficient value is 0.405, T statistics 8.424 > 1.966, and P value 0.000 <0.05. So H3 states that **H0 is refuted** and **Ha is affirmed (Significant)**, suggesting a significant influence between Training on Work Readiness.

Thus, variables such as self-efficacy, Motivation to enter the world of work, and training partially have an effect on work readiness.

d) Hypothesis 4**:**

The simultaneous influence between self-efficacy, Motivation to enter the world of work, and training affects work readiness is represented by an R-square value of 0.670. Therefore, H4 states that **H0 is refuted** and **Ha is affirmed (simultaneously)**, indicating a significant influence between Self-efficacy, Motivation to enter the world of work, and Training simultaneously on Work Readiness.

Q2 Predictive Relevance

This Q2 test is carried out in the Smart PLS program calculations on Blindfolding to find out the results of the Q2 test. If $Q^2 > 0$, it suggests that the model has strong predictive relevance. Conversely, if $Q^2 < 0$, it indicates that the model does not possess predictive relevance (Ghozali & Latan, 2015)**.**

Table 7 Q2 Predictive Relevance test results

	SSO	SSE	Q² (=1-SSE/SSO)
Self-efficacy	2.400.000	2.400.000	
Motivation to enter the World of Work	4.800.000	4.800.000	
Training	2.400.000	2.400.000	
Work Readiness	3.200.000	1.789.536	0.441

Source: Data processed by researchers (2025)

Table 8 shows that Q2 is 0.441 > 0. This indicates that this study is of good quality, and the model used is relevant and reliable for predicting Work Readiness based on the independent variables studied.

Discussion

The influence of self-efficacy on work readiness

Self-efficacy contributes significantly to students' work readiness, as evidenced by the path coefficient ($\beta = 0.235$), indicating a moderate but meaningful positive relationship. The primary factor influencing self-efficacy in this study is confidence in one's capability to tackle challenges faced by students as they prepare for work. In difficult situations, they remain calm due to their confidence in their abilities. Therefore, special attention is needed regarding self-efficacy. Increasing self-efficacy through positive feedback makes them more prepared and confident when entering the workforce.

This research aligns with the findings of Lavepian et al., (2024) Which emphasises that self-efficacy significantly influences students' work readiness in Surabaya. Any change in self-efficacy can significantly increase work readiness. The main indicator that influences this is leadership in the management of human resources, which contributes to better preparation are better prepared for the challenges that exist.

Although this research indicates a positive relationship between self-efficacy and work readiness, there are still gaps in understanding other components that can influence self-efficacy, such as social environment, support from lecturers, and practical experience in the field. This research opens opportunities to explore holistic interventions to improve self-efficacy, such as mentoring programs or integrated leadership training. By better understanding the factors that influence self-efficacy, educational institutions can design more effective programs to prepare students to face challenges in the workforce.

The Effect of Motivation to enter the World of Work on Work Readiness

Motivation to enter the world of work positively influences students' readiness for work, reflected by a path coefficient ($\beta = 0.310$), indicating a significant correlation. The main statement that affects

Motivation to enter the world of work where they have clear career goals to achieve. Motivated students are more focused and committed in career preparation, making them better equipped to tackle challenges in the workplace and maximise their potential.

Previous research by Wahid et al., (2024) Revealed that motivation is important in improving work readiness through academic achievement. In this study, it was found that the demand to work immediately after graduation is one of the factors that encourages students to be more prepared to enter the workforce, especially due to pressure from external factors. Additionally, motivation serves as a catalyst for individuals to engage in the workforce. In addition, motivation not only serves as a drive to achieve career goals but also as a major factor that helps individuals adapt and face challenges in the professional environment.

Previous research has not highlighted many external factors that influence student motivation. This study provides new insights by emphasising that the desire to succeed and pressure from the environment contribute to students' motivation to be work-ready. This research seeks to investigate the different factors of motivation that enhance work readiness and highlight the benefits of developing a more comprehensive learning and training program. With a structured program in place, students can be better prepared to face challenges in the professional world and optimise their potential to achieve career success.

Effect of Training on Work Readiness

Training positively affects work readiness, with a path coefficient (β = 0.405) showing a significant relationship, indicating that training affects work readiness. A critical factor influencing the effectiveness of training programs is participants' comprehension of how to apply the knowledge and skills they have acquired. High-quality training not only enhances skill development but also fosters confidence, thereby ensuring that students are better equipped to make meaningful contributions in their professional endeavors.

Previous research by Koen et al., (2012) Revealed that work readiness training developed aimed to improve graduates' career adaptability. The results indicated that the training effectively increased attention, control, and curiosity, which positively impacted job quality. This training is crucial in helping graduates cope with the transition from school to work, especially in challenging economic conditions.

The gaps in previous research have not emphasised the importance of presentation methods that suit the needs of students. This study provides new insights by highlighting that proper training not only improves skills but also builds confidence. This study aims to investigate the most effective training approaches and their advantages in preparing students to be more equipped and self-assured when facing challenges in the professional world.

Simultaneous effect of self-efficacy, Motivation to enter the world of work, and training on work readiness

The simultaneous impact of self-efficacy, the drive to enter the workforce, and training on students' readiness for work is highly significant, with a path coefficient (β = 0.670). This indicates that these three factors work together to enhance students' preparedness for employment. Self-efficacy

instills confidence, while the motivation to join the workforce fosters enthusiasm and training equips individuals with essential skills, creating a solid foundation to address challenges in their careers.

At the same time, no prior research has established a connection between self-efficacy, the drive to enter the workforce, and training regarding work readiness. For example. For instance, studies by Andina et al., (2023) demonstrate that both self-efficacy and the motivation to join the workforce positively affect work readiness. Conversely, research by Pratiwi & Rini, (2023) indicates that self-efficacy influences work readiness, while training does not..

This research highlights a gap in current literature by exploring the combined effects of self-efficacy, Motivation to enter the world of work, and training on work readiness, an area that has not been thoroughly investigated. Most previous studies have only focused on one or two factors, so the interaction of these three elements has not been explored. This study found that combining the three factors support each other, creating a need to understand the contribution of training in a broader connection. By focusing on students transitioning into the world of work, this study provides new insights into improving work readiness by developing all three factors in higher education. The goal of this study is to offer a holistic perspective on how these factors enhance students' readiness for work through the creation of more effective training initiatives.

E. Conclusions

This study shows that self-efficacy, Motivation to enter the world of work, and training have a major influence on student work readiness, with a path coefficient value of 0.670. This finding supports the hypothesis that the three factors interact and contribute to fostering students' readiness to enter the workforce. Self-efficacy provides confidence, Motivation to enter the world of work encourages passion, and training provides the necessary skills, creating a strong foundation for students to face professional challenges.

Theoretically, the results of this study enrich the literature on work readiness by highlighting the importance of the interaction between self-efficacy, Motivation to enter the world of work, and training. The findings suggest that the three elements do not stand alone but support each other in shaping work readiness. Practically, the results of this study provide guidance for universities to plan training programs that are more relevant and comprehensive to industry needs so as to improve students' work readiness effectively.

Suggestions

This study has limitations, such as the lack of in-depth analysis of external factors that influence self-efficacy, Motivation to enter the world of work, and training, including social support and work experience. In addition, demographic variables such as educational background and age were not considered, which may affect the results and interpretation of the findings. Further research is needed to explore these factors more comprehensively.

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