

# THE RELATIONSHIP BETWEEN SELF-EFFICACY, SELF-CONCEPT, AND FAMILY SUPPORT WITH WORK READINESS IN GENERATION Z

*by 1532200065\_mutiara Insani Anisykurli .*

---

**Submission date:** 26-Aug-2024 12:17PM (UTC+0700)

**Submission ID:** 2438193399

**File name:** Psikologi\_1532200065\_Mutiara\_Insani\_Anisykurli.docx (33.08K)

**Word count:** 4342

**Character count:** 26339

## THE RELATIONSHIP BETWEEN SELF-EFFICACY, SELF-CONCEPT, AND FAMILY SUPPORT WITH WORK READINESS IN GENERATION Z

Mutiara Insani Anisykurli<sup>1</sup>, Suryanto<sup>2</sup>, Dyan Evita Santi<sup>3</sup>

<sup>1</sup> Universitas 17 Agustus 1945 Surabaya, Indonesia

<sup>2</sup> Universitas Airlangga, Indonesia

<sup>3</sup> Universitas 17 Agustus 1945 Surabaya, Indonesia

### ABSTRACT

Job readiness is a collection of abilities and skills from individuals to obtain a job that aligns with their capabilities. This study aims to determine the relationship between self-efficacy, self-concept, and family support, both partially and simultaneously, on Generation Z's work readiness. This research uses a quantitative approach. The population in this study consists of fresh graduates who live in Surabaya and belong to Generation Z. The sampling method used in this study is purposive sampling. The sampling method in this study was convenience sampling and included a total of 337 respondents. Data collection was conducted using a questionnaire in the form of a Google Form. Data analysis and testing techniques were processed with the help of the SPSS 26.0 for Windows program. The results showed that the self-efficacy variable partially had no significant relationship with work readiness, as evidenced by  $p = 0.284 > 0.05$ . The self-concept variable also did not show a significant relationship with work readiness, as evidenced by  $p = 0.458 > 0.05$ . The analysis of family support variables partially showed a significant relationship with work readiness, as evidenced by  $p = 0.028 < 0.05$ . Simultaneously, the results indicated a significant relationship, where  $F = 8.806$  at  $p = 0.000 < 0.05$ , with the coefficient of determination ( $R^2$ ) being 7.3%. This study provides novelty in the work readiness variable, showing no relationship between the variables of self-efficacy and self-concept with work readiness.

**Keywords:** *Job readiness, self-efficacy, self-concept, family support, generation Z*

### INTRODUCTION

Recent advancements have resulted in a notable phenomenon in the workplace that has drawn the attention of human resource management, particularly in Indonesia: the evolving demographics of the workforce. Presently, the workforce comprises three distinct generational groups: Generation X (born between 1965 and 1980), Generation Y (born between 1981 and 1996), and Generation Z (born between 1997 and 2012). Generation Z, also known as the i-Generation or Internet Generation, holds different workplace expectations compared to previous generations. They prioritize career growth, possess high ambitions, and exhibit strong technical and language skills (Wijoyo et al., 2020).

In Indonesia, the labor force includes individuals aged 15 and above (Statistics, 2022). According to 2019 statistics, Generation Z, encompassing those born between 1995 and 2004, falls within the working-age category. The 2020 census reveals significant changes in Indonesia's population structure compared to the 2010 census. Estimates and data analysis indicate that Generation Z constitutes the largest segment of the population, totaling 75.49 million individuals or 27.94% of the 270.2 million people. This underscores the critical role and substantial impact of Generation Z on Indonesia's current and future development.

In the current era of globalization, job competition is intensifying both domestically and internationally. There is an increasing demand for human resources equipped with the knowledge, skills, and abilities to meet global standards. The progress of science and

technology, alongside globalization, has heightened the competition to provide world-class human resources. To remain competitive, existing human resources must continually enhance their knowledge, skills, attitudes, values, and abilities (Isharyanti, 2011). Improving the quality of human resources through education is vital. The government has implemented measures to bolster the preparation of human resources and reduce unemployment in Indonesia through education. Education is expected to improve the quality of life for Indonesians and prepare graduates to enter the workforce (Zuniarti & Siswanto, 2013).

According to a report by the Central Statistics Agency (BPS), the number of unemployed people in Indonesia reached 7.86 million in August 2023, a decrease of approximately 560,000 individuals or 6.77% compared to August 2022. The unemployment rate has been declining over the past three years, following a peak at the onset of the COVID-19 pandemic. In August 2019, there were 9.77 million unemployed individuals in Indonesia. By August 2023, the working population in Indonesia was 147.71 million, an increase of 3.99 million people or 2.77% compared to August 2022. Although the unemployment rate in August 2023 has continued to decline over the past three years, it remains higher than before the pandemic, with 7.05 million unemployed individuals in February 2019 (Databoks.katadata.co.id, 2023).

From August 2019 to February 2021, the number of unemployed university graduates continued to rise. In February 2021, the number of unemployed individuals reached 8,746,008, a 26.3% increase compared to the previous year. Nearly 1,000,000 of these unemployed individuals were university graduates (Pusparisa, 2021).

The Open Unemployment Rate (TPT) measures the proportion of the labor force that is not absorbed by the labor market. The TPT reported during the survey was 5.32 percent, or approximately 7.86 million people, indicating that out of every 100 people in the labor force, 5 are unemployed. This figure represents a decrease of 0.54 percentage points compared to August 2022. When analyzing the TPT in August 2023 according to the highest level of education completed, it is evident that SMK (vocational high school) graduates are the largest contributors to unemployment compared to other education levels, with a rate of 9.31 percent. In contrast, the TPT for individuals with elementary school education and below is the lowest, at 2.56 percent. This data highlights the ongoing challenge faced by college graduates in Indonesia who are still struggling to enter the workforce effectively.

According to Adhyaksa (as cited in Sabilah et al., 2021), the high unemployment rate is attributed to insufficient individual preparation for the challenges of the job market. However, a survey conducted by BPS indicates that the high level of unemployment among university graduates is due to a mismatch between their qualifications and job market needs, expectations of higher income and status, and limited employment opportunities (Pusparisa, 2019). The discrepancy between existing skills and industry requirements, along with unrealistic expectations, highlights the lack of preparedness among university graduates for entering the workforce. Generation Z, known for their innovation and creativity driven by personal aspirations, often enters the job market with high motivation, which can lead to high performance (Hafidz & Noviyati, 2022).

Researchers conducted a preliminary study to gather information about job readiness among fresh graduates in Surabaya. The study involved fourteen fresh graduates from various universities in Surabaya City, which has an Open Unemployment Rate of 6.76 percent (BPS, 2023). Data collection was carried out using a questionnaire that included questions related to

work readiness, based on the aspects identified by Pool et al. (2007: 37), such as skills, knowledge, understanding, and personality attributes. The results of the preliminary study indicated that ten of the fresh graduates did not exhibit job readiness.

The ten fresh graduates who felt unprepared for work all cited barriers related to low public speaking skills. Seven out of ten also reported a lack of technological proficiency, indicating that the skill aspect has not been fully mastered by fresh graduates in Surabaya. Additionally, eight out of ten found it challenging to apply the knowledge they had acquired, and six out of ten felt they had minimal knowledge related to skill development activities required in the workforce, reflecting a lack of preparedness among these graduates. Furthermore, six out of ten admitted they did not understand their own passions, and another six were unable to anticipate workplace challenges, highlighting job unpreparedness in terms of understanding. All ten graduates felt they lacked self-confidence and enthusiasm for seeking information related to the job market, suggesting a general lack of preparedness concerning personality attributes.

Work readiness involves not only the ability to understand knowledge but also the capability to present oneself well and build positive relationships at work (Sabilah et al., 2021: 226). The importance of preparing students for the workforce is emphasized by Baiti et al. (2017: 131), who stress the need for equipping students with skills and competencies to compete effectively after graduation. Braddy (as cited in Baiti et al., 2017: 127) argues that work readiness should focus on individual characteristics, including personal traits, the nature of readiness, and survival skills, rather than solely on job-specific skills. Moreover, work readiness facilitates the successful execution of job-related tasks and responsibilities (Makki et al., 2016: 94).

Developing work readiness is influenced by both internal and external factors. One key internal factor is self-efficacy. Bandura (1977) defines self-efficacy as the belief in one's ability to organize and execute the actions required to achieve a desired goal. In other words, self-efficacy is the confidence in one's own capabilities and the expectation of success. Enhancing self-efficacy enables students to make independent career and work decisions (Lestari, 2013). This self-efficacy is linked to the work readiness of students across various universities. Saputro and Suseno (2010) also emphasize that work preparation requires competencies that must be developed in advance, and these competencies are influenced by self-efficacy.

Self-efficacy relates to the beliefs individuals hold about themselves. Bandura (in Schultz & Schultz, 2015: 411) asserts that high self-efficacy is essential for career success. Research by Gunawan et al. (2020: 126-150) shows that self-efficacy significantly affects work readiness. Other studies by Kurniawati & Arief, 2016, Zulaehah et al. (2018: 526-546), Khadifa et al. (2018: 1-13), Ariyanti & Bowo, (2018), and Chotimah and Suryani (2020: 391-402) confirm that self-efficacy has a significant impact on work readiness. Individuals with low self-efficacy tend to give up quickly when facing difficulties. Therefore, enhancing self-efficacy is crucial for individuals as they prepare to enter the workforce.

Another internal factor influencing work readiness is self-concept. Self-concept is crucial in determining students' work readiness. If students perceive themselves as incapable of performing certain tasks, their behavior will reflect this perceived inability (Muljanto, 2021). Novilita (2013) states that a positive self-concept can boost an individual's self-confidence, thereby motivating them to excel. Aditya (2021: 1174) supports this view, concluding that

higher self-concept correlates with greater work readiness in students, while a lower self-concept is associated with lower work readiness. William H. Fitts defines self-concept as a frame of reference for interacting with the environment (in Agustiani, 2009). Calhoun and Acocella (1995: 73) describe it as an individual's mental image, including self-knowledge, expectations, and self-judgments. Similarly, Hurlock (in Ghufron, 2012: 13) defines self-concept as a person's self-image, encompassing physical, psychological, social, emotional, and aspirational beliefs and achievements.

Research by Dimas Wibisono (2016: 72) suggests that self-concept has a significant positive effect on the work readiness of class XII students in the Light Vehicle Engineering program at SMK Negeri 1 Seyegan for the 2015/2016 academic year. The analysis revealed that self-concept contributed 7.1% to students' work readiness, indicating that a higher self-concept is associated with greater work readiness. A positive self-concept helps students envision their future careers and improves their readiness for the workforce. Trisnawati (2017) found that self-concept is crucial for vocational students preparing to enter the job market. Research by Wildan et al. (2014) and Sazali & Murwatiningsih (2013) also shows that self-concept significantly impacts work readiness.

In addition to internal factors, external factors also affect work readiness. One important external factor is family support. Dirwanto (2008: 106) emphasizes that family plays a key role as the primary educator and character developer, complementing the role of schools. Family support is crucial for children's emotional development, security, and comfort, which directly influences their readiness for the workforce. Thompson et al. (2006: 16) explain that family support should focus on the child's needs, feelings, safety, and well-being, helping them become well-adjusted individuals. Retno Juli Widyastuti (2013) also found that family social support has an 11.6% impact on student work readiness.

Given that Generation Z has recently entered the workforce and now represents 40% of the labor market across various industries, studying this generation is crucial. This research aims to explore factors influencing work readiness, including both internal and external factors. It seeks to better understand Generation Z by examining their self-efficacy, self-concept, and social support. Therefore, the researcher plans to conduct a study entitled "The Relationship between Self-Efficacy, Self-Concept, and Family Support with Work Readiness in Generation Z".

## **RESEARCH METHODOLOGY**

This research employs a quantitative design, focusing on the analysis of numerical data processed through statistical methods. The quantitative approach is applied in inferential research, particularly for hypothesis testing, and conclusions are drawn based on the probability of hypothesis rejection error, as noted by Azwar (2007). The methodology used is descriptive research with a regression research type. Multiple linear regression analysis is utilized to assess the impact of multiple independent variables on a single dependent variable. This model explains the relationship and influence of each independent variable on the dependent variable (Ghozali, 2016).

The study population consists of fresh graduates residing in Surabaya who are part of Generation Z. The sampling method is purposive sampling, specifically non-probability convenience sampling. According to Sugiyono (2015), convenience sampling involves

selecting the sample based on the researcher's discretion. This technique was chosen due to the large number of Generation Z fresh graduates in Surabaya and to enhance the efficiency of the research process. The sample criteria include: (1) being part of Generation Z (born between 1997-2010); (2) being a fresh graduate (graduated within the last 3 years); and (3) residing in Surabaya. The study included 384 Generation Z individuals from Surabaya who were fresh graduates. The sample size was determined using the Krejcie table.

## RESULT AND DISCUSSION

In this study, the empirical mean value of work readiness was 68.3412, compared to a hypothetical mean of 66. This indicates that the respondents' work readiness is higher than the perceived average in the general population. For the self-efficacy variable, the empirical mean was 49.6914, while the hypothetical mean was 42, showing that respondents' self-efficacy is higher than that of the general population.

The self-concept variable had an empirical mean of 79.7953, whereas the hypothetical mean was 84, suggesting that the respondents' self-concept is lower than that of the general population. On the other hand, the family support variable had an empirical mean of 102.1424, compared to a hypothetical mean of 81, indicating that respondents receive more family support than the general population. The empirical and hypothetical mean values for each variable are summarized in the following table:

Table 1. Empirical and Hypothetical Mean of Variables

<b>Variables</b>	<b>Empirical Mean</b>	<b>Hypothetical Mean</b>
Work Readiness (Y)	68.3412	66
Self Efficacy (X1)	49.6914	42
Self Concept (X2)	79.7953	84
Family Support (X3)	102.1424	81

The analysis results indicate a significant relationship between self-efficacy, self-concept, and family support on work readiness in Generation Z. This is evidenced by the simultaneous regression analysis showing a coefficient of  $F = 8.806$  at  $p = 0.000$  ( $p < 0.05$ ), highlighting its significance. The combined analysis reveals that these three factors influence work readiness. Therefore, higher levels of self-efficacy, self-concept, and family support correlate with higher work readiness in Generation Z. Conversely, lower levels of these factors tend to decrease work readiness. However, the study also indicates that many other factors affecting Generation Z's work readiness were not included, suggesting that numerous other variables play a role but were not addressed in this research.

The results are consistent with Bandura's self-efficacy theory, which states that individuals with high self-efficacy are more confident in handling work-related challenges. A positive self-concept, characterized by clear self-understanding and high self-esteem, also significantly impacts work readiness. Previous research by Gecas (1982) showed a correlation between a positive self-concept and job performance. Family support, as described by Bowen's (1978) family systems theory, provides the emotional and moral foundation necessary for facing workforce challenges.

Work readiness encompasses the willingness and maturity to perform job tasks, stemming from self-motivation (Dewi, 2018). It includes both physical and mental preparedness. Self-efficacy refers to an individual's belief in their ability to achieve specific goals. Factors such as experience, education, and technology interaction can influence Generation Z's self-efficacy. Confidence in using technology or adapting to change enhances their workforce readiness.

Self-concept involves one's perception of identity, values, interests, and skills. For Generation Z, it may be influenced by digital experiences, online identity exploration, and interaction with diverse cultures. A strong, positive self-concept provides a solid foundation for work readiness by helping individuals understand their strengths and potential. Family support is crucial for shaping Generation Z's work readiness. Emotional, financial, and practical support from family aids in developing self-confidence, social skills, and resilience, while also facilitating access to education and training needed for workforce preparedness.

High self-efficacy, a positive self-concept, and strong family support theoretically contribute positively to work readiness. High self-efficacy boosts motivation to pursue job opportunities, a positive self-concept helps individuals adapt to career roles and challenges, and good family support aids in managing stress and increasing confidence in career steps.

Partial test results show no significant correlation between self-efficacy and work readiness, with a coefficient of  $t = 1.074$  at  $p = 0.284$  ( $p > 0.05$ ). This might indicate that other unmeasured factors play a more dominant role in determining Generation Z's work readiness. Research by Judge et al. (2002) suggests self-efficacy is one of many factors influencing work readiness, and its role may not be as strong for Generation Z, who have unique modern workforce characteristics.

Nurussyifa and Listiadi (2021) describe self-efficacy as a belief in one's abilities, making individuals feel ready to face work challenges. High self-efficacy leads to persistence in various situations (Wijaya et al., 2021). Bandura (in Feist et al., 2017) states that belief in one's abilities encourages actions leading to success. Gunawan et al., (2020) reveal that self-confidence, balanced with competencies, is necessary for job attainment and target achievement. Despite high self-efficacy indicating work readiness in Generation Z, the study does not align with prior research findings by Gunawan et al. (2020), Kurniawati and Arief (2016), and Zulaehah et al. (2018).

Yapono & Suharnan (2013) argue that self-efficacy fundamentally determines future behavioral outcomes. Low self-efficacy leads to challenges in completing developmental tasks and a tendency to give up due to fear of failure. It also aids in managing emotions, translating into work readiness.

This study used regression and correlation tests to evaluate the relationship between self-efficacy and work readiness. Although self-efficacy is known to be a critical factor in achievement and work readiness literature (Bandura, 1997), the data analysis results for Generation Z show no significant relationship. Unique characteristics and experiences of Generation Z, influenced by technology, education, or social changes, might affect how they internalize self-efficacy and prepare for the workforce. This suggests that models linking self-efficacy to work readiness need to be adapted or further examined for Generation Z, considering their distinct influences.

Partial regression analysis results show no significant correlation between self-concept and work readiness, with a coefficient of  $t = 0.743$  at  $p = 0.458$  ( $p > 0.05$ ). The self-concept level in Generation Z within this sample is lower than the general population. Differences in perceptions and priorities, such as the influence of technological developments and job market dynamics, may explain this. Research by Twenge et al. (2012) shows Generation Z has a pragmatic and flexible work view, potentially reducing self-concept's role in work readiness.

Rakhmat (2021) emphasizes self-concept's importance in significant individual decisions, including workforce-related ones. Hurlock (1980) suggests a well-embedded self-concept is evident in utilizing abilities and skills in chosen fields, forming work readiness. Research by Muljanto (2020), Sazali and Murwatiningsih (2014), and Pratiwi (2021) found self-concept influences work readiness, but this study's findings differ.

Using a representative Generation Z sample and statistical analysis, the study found no significant relationship between self-concept and work readiness. Despite psychological literature linking self-concept to work attitudes and career readiness (Swann, Chang-Schneider, & Larsen McClarty, 2007), the findings suggest unique Generation Z experiences and values influence this relationship. Factors such as digital technology influence, personal expression freedom, and different social dynamics play a crucial role in Generation Z's self-perception and work readiness.

The findings suggest models or theories linking self-concept to work readiness should be adapted for Generation Z, considering their unique influences. These results highlight the need for further research on additional factors affecting Generation Z's career preparation.

Partial regression analysis results show a significant positive correlation between family support and work readiness, with a coefficient of  $t = 2.201$  at  $p = 0.028$  ( $p < 0.05$ ). The family support level in Generation Z within this sample is higher than the general population. This supports Bowlby's (1988) attachment theory, stating that family emotional support provides the stability needed for workplace challenges. Research by Lamborn et al. (1991) found family support positively related to academic achievement and social adaptation, both contributing to work readiness. Generation Z's heavy reliance on family support highlights its key role in work readiness.

This study aligns with previous research by Siti Alfiyah Hartati (2016), showing family support's partial influence on work readiness. The findings are supported by theoretical studies and relevant research. According to Ahmad Awaludin Baiti and Sudji Munadi (2014), family support positively and significantly influences students' work readiness in the SMK Electronics Engineering Expertise Program in Sleman Regency. Suarno's (2008) theory states that family has a strong influence on child personality development, as most of their life is spent within the family, teaching essential attitudes and values for workforce readiness. The study demonstrates that higher family support positively impacts Generation Z's work readiness.

Family is defined as an association of two or more individuals living together with emotional attachment, where each individual has their role within the family (Fatimah, 2010). The family is a primary educational institution outside of school, shaping a child's attitudes and personality (Setyawati, 2017). Family support is viewed as beliefs and approaches that strengthen and empower, influencing children's character development (Grant & Ray, 2010). It is a dominant predictor of children's engagement in education and optimal learning outcomes (King & McInerney, 2019). Family factors, such as educational background, occupation, and

parental support, significantly contribute to children's educational performance (Igberadja, 2015).

Family support refers to the assistance perceived as available to meet family needs. Although support may not always be utilized, family members believe that supportive individuals are ready to help when needed. This study empirically demonstrates that family support affects work readiness, contributing 4.18%.

## CONCLUSION

The research involved 337 respondents with varied birth years, graduation years, and university origins, utilizing quantitative methods. Convenience sampling and data collection were conducted via a Google Forms survey from June 6, 2024, to June 23, 2024. Data analysis employed multiple regression analysis techniques using SPSS 26 for Windows.

The data analysis concluded a significant positive relationship between self-efficacy, self-concept, and family support with work readiness. Higher levels of these factors correlate with higher work readiness, while lower levels correlate with lower work readiness. Partial tests show no significant relationship between self-efficacy and work readiness or between self-concept and work readiness. However, a significant positive relationship exists between family support and work readiness. This study provides new insights into work readiness, highlighting no relationship between self-efficacy and self-concept with work readiness.

## ACKNOWLEDGEMENT

We express our heartfelt gratitude to all individuals and entities who contributed to and supported the completion of this systematic review. We thank our esteemed colleagues for their invaluable insights and suggestions, enriching this research. We also appreciate Universitas 17 Agustus 1945 Surabaya and Universitas Airlangga for their assistance and support, making this study achievable. We are deeply thankful for all the assistance and contributions provided.

## REFERENCES

- Agustiani, H. (2009). *Psikologi Perkembangan: Pendekatan Ekologi Kaitannya dengan Konsep Diri pada Remaja* (Vol. 199).
- Ariyanti, Y., & Bowo, P. A. (2018). Pengaruh Prakerin, Status Sosial Ekonomi Keluarga, dan Efikasi Diri Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 7(2), 671–687.
- Baiti, R. D., Abdullah, S. M., & Rochwidowati, N. S. (2017). Career self-efficacy dan kesiapan kerja pada mahasiswa semester akhir. *Jurnal Psikologi Integratif*, 5(2), 128–141. <http://ejournal.uin-suka.ac.id/isoshum/PI/article/view/1411/1212>.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Calhoun, F & Acocella, J. (1995). *Psikologi Tentang Penyesuaian dan Hubungan Kemanusiaan (edisi ketiga)*. Semarang: IKIP Semarang.
- Feist, J., Feist, G. J., & Roberts, T. A. (2017). Teori psikologi. In D. Mandasari (Ed.), *Buku 2* (8th ed., p. 246). Penerbit Salemba Humanika.
- Ghozali, I. (2016). *Aplikasi Analisis Multivariate SPSS 23*.
- Gunawan, I., Djum Noor Benty, D., Eri Kusumaningrum, D., Bambang Sumarsono, R., Novita Sari, D., Dwi Pratiwi, F., Oktavia Ningsih, S., Ferindistika Putri, A., Kim Hui, L., Negeri Malang, U., Semarang, J., & Jawa Timur Indonesia, M. (2020). Pengaruh Gaya Kepemimpinan, Kemampuan Manajerial, Efikasi Diri, dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa. *Jurnal Manajemen Dan Supervisi Pendidikan*, 4, 126–150.

- Isharyanti, R. (2011). Pengaruh Praktik Industri, Informasi Dunia Kerja dan Motivasi Kerja terhadap Kesiapan Kerja Siswa Kelas XII Program Keahlian Administrasi Perkantoran SMK N 1 Tempel. Skripsi. Pendidikan Administrasi Perkantoran FISE UNY.
- Kurniawati, A., & Arief, S. (2016). Pengaruh Efikasi Diri, Minat Kerja, dan Bimbingan Karir Terhadap Kesiapan Kerja Siswa SMK Program Keahlian Akuntansi. *Economic Education Analysis Journal*, 5(1), 363–376.
- Sabilah, J., Riyanti, S. N., & Saputra, N. (2021). Kesiapan Kerja Generasi Milenial di DKI Jakarta Raya : Pengaruh Kecerdasan Emosional dan Keterampilan Digital ( The Work Readiness of the Millennial Generation in DKI Jakarta Raya : The Effect of Emotional Intelligence and Digital Skills ). *Jurnal Akuntansi, Keuangan, Dan Manajemen (Jakman)*, 2(3), 225–242.
- Saputro, N.D., Suseno, M.N. (2010). Hubungan Antara Kepercayaan Diri Dengan Employability Pada Mahasiswa. *Volume 03, Nomor 01*. [http://setiabudi.ac.id/jurnalpsikologi/images/files/jurnal%202\(3\).pdf](http://setiabudi.ac.id/jurnalpsikologi/images/files/jurnal%202(3).pdf).
- Sazali, A., & Murwatiningsih. (2013). Pengaruh konsep diri dan kedisiplinan terhadap kesiapan kerja siswa kelas Xi Bidang Keahlian Administrasi Perkantoran Di SMK Hidayah Semarang. *Economic Education Analysis Journal*, 3(1), 94–98.
- Schultz, D. P., & Schultz, S. E. (2015). *Teori kepribadian* (A. K. Putra (ed.); 10th ed.). Buku Kedokteran EGC.
- Sugiyono. (2015). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta.
- Thompson, R. A. (2006). *Conversation and developing understanding: Introduction to the special issue*. *Merrill-Palmer Quarterly*, 52, 1–16.
- Wibisono, Dimas. (2016). Pengaruh Konsep Diri dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa Kelas XII Paket Keahlian Teknik Kendaraan Ringan di SMK Negeri 1 Seyegan Tahun Ajaran 2015/2016. Skripsi. Yogyakarta: Fakultas Teknik Universitas Negeri Yogyakarta.
- Wijoyo, H., Indrawan, I., handoko, agus, santamoko, ruby, & Cahyono, Y. (2020). *GENERASI Z & REVOLUSI INDUSTRI 4.0*.
- Zuniarti, & Siswanto, B. T. (2013). Pengaruh Motivasi Belajar, Kinerja Intensitas Pembimbingan Prakerin terhadap Kesiapan Kerja Siswa SMK Pariwisata DIY. *Jurnal Pendidikan Vokasi*. Vol:3, No:3, Hal:405-406.

# THE RELATIONSHIP BETWEEN SELF-EFFICACY, SELF-CONCEPT, AND FAMILY SUPPORT WITH WORK READINESS IN GENERATION Z

---

## ORIGINALITY REPORT

---

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

Exclude quotes On

Exclude bibliography On

Exclude matches < 2%