ABSTRAK

Pesatnya perkembangan teknologi modern membuat mahasiswa tingkat akhir khawatir keterampilan mereka tidak lagi relevan. Kondisi ini menurunkan rasa percaya diri dan berdampak pada kesiapan kerja dalam memasuki dunia kerja. Penelitian ini bertujuan untuk menganalisis hubungan antara *self-efficacy* dengan *work readiness* pada mahasiswa tingkat akhir. Hipotesis yang diajukan adalah terdapat hubungan positif antara *self-efficacy* dengan *work readiness*, di mana semakin tinggi *self-efficacy* maka semakin tinggi pula *work readiness* mahasiswa tingkat akhir. Subjek dalam penelitian ini berjumlah 85 mahasiswa tingkat akhir (minimal semester 7) yang belum bekerja dan dipilih menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan menggunakan Skala *Work readiness* yang diukur berdasarkan aspek *career management skills, knowledge, presentation,* dan *personal circumstance*, serta Skala *Self-efficacy* yang mencakup aspek tingkat (*level*) dan kekuatan (*strength*). Metode analisis data menggunakan teknik korelasi *Pearson Product-Moment*. Hasil analisis data menunjukkan koefisien korelasi sebesar $r = 0{,}621$ dengan nilai signifikansi $= 0{,}000$ ($p < 0{,}01$), yang mengindikasikan adanya hubungan positif yang signifikan dengan tingkat hubungan yang kuat antara *self-efficacy* dan *work readiness*. Nilai koefisien determinasi (R^2) sebesar 0,386 menunjukkan bahwa *self-efficacy* memberikan sumbangan efektif sebesar 38,6% terhadap *work readiness*, sedangkan 61,4% sisanya dipengaruhi oleh faktor-faktor lain. Kategorisasi deskriptif menunjukkan bahwa mayoritas subjek berada pada kategori sedang, baik untuk variabel *work readiness* (91,76%) maupun *self-efficacy* (68,24%). Dengan demikian, hipotesis dalam penelitian ini dinyatakan diterima.

Kata Kunci : *Self-Efficacy*, *Work Readiness*, Mahasiswa Tingkat Akhir

ABSTRACT

Rapid developments in modern technology make final-year students worry that their skills are no longer relevant. This condition lowers self-confidence and impacts work readiness when entering the workforce. This study aims to analyze the relationship between self-efficacy and work readiness among final-year students. The proposed hypothesis is that there is a positive relationship between self-efficacy and work readiness, where higher self-efficacy corresponds to higher work readiness in final-year students. The subjects in this study consisted of 85 final-year students (at least 7th semester) who were not yet employed, selected using a purposive sampling technique. Data collection was conducted using the Work readiness Scale, which measures career management skills, knowledge, presentation, and personal circumstance dimensions, as well as the Self-efficacy Scale, which covers level and strength dimensions. Data analysis was performed using Pearson Product-Moment correlation. The results showed a correlation coefficient of r = 0.621 with a significance value of p = 0.000 (p < 0.01$), indicating a statistically significant positive relationship with a strong correlation between self-efficacy and work readiness. The coefficient of determination (R^2) of 0.386 indicates that self-efficacy provides an effective contribution of 38.6% toward work readiness, while the remaining 61.4% is influenced by other factors. Descriptive categorization reveals that the majority of subjects fall into the moderate category for both work readiness (91.76%) and self-efficacy (68.24%). Thus, the hypothesis in this study is accepted.

Keywords: *Self-Efficacy, Work Readiness, Final-Year Students*