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To cite this article:

Amalia T, Arfandi A, Natsir T (2024). The Influence of Learning Independence and Self-Efficacy on The Work Readiness of Class XII Students in the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar. *Jurnal Pendidikan Teknik Sipil*, 6 (1), Pp 43-58. doi: [10.21831/jpts.v6i1.73700](https://doi.org/10.21831/jpts.v6i1.73700)

To link to this article:

<http://doi.org/10.21831/jpts.v6i1.73700>





Research paper

The Influence of Learning Independence and Self-Efficacy on the Work Readiness of Class XII Students in the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar

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ARTICLE INFO

Article History:

Received: May 27, 2024

Accepted: June 27, 2024

Published: July 3, 2024

Keywords:

Learning Independence, Self-Efficacy, and Work Readiness

How To Cite:

Amalia T, Arfandi A, Natsir T (2024). The Influence of Learning Independence and Self-Efficacy on The Work Readiness of Class XII Students in the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar. *Jurnal Pendidikan Teknik Sipil*, 6 (1), Pp 43-58. doi: [10.21831/jpts.v6i1.73700](https://doi.org/10.21831/jpts.v6i1.73700)

ABSTRACT

Background: This research is motivated by the emergence of symptoms of low learning independence which will result in the quality of learning outcomes. This study aims to: 1) Understand the influence of student learning independence on work readiness owned by class XII students of the Construction and Property Business Skills (CPBE) Program at SMK Negeri 2 Makassar, 2) Understand the influence of student self-efficacy on work readiness owned by class XII students of the CPBE Program at SMK Negeri 2 Makassar, 3) Understand the influence of learning independence and student self-efficacy on work readiness owned by class XII students of the CPBE Program at SMK Negeri 2 Makassar.

Methods: This research uses a quantitative approach. The population in this study were XII grade students of the CPBE Program at SMK Negeri 2 Makassar, with a sample size of 56 students.

Results: Based on the results of the analysis, shows that there is a tendency that the better the learning independence and self-efficacy received, the better the students' work readiness, and vice versa, the lower the learning independence and self-efficacy received by students, the lower the students' work readiness.

Conclusion: The conclusions obtained are: 1). There is a positive influence between student learning independence on work readiness of class XII students in the CPBE Program at SMK Negeri 2 Makassar, 2). There is a positive influence between student self-efficacy and work readiness in class XII students of the CPBE Program at SMK Negeri 2 Makassar, 3). There is a positive influence between learning independence and student self-efficacy on work readiness in class XII students of the CPBE Program at SMK Negeri 2 Makassar

INTRODUCTION

In this era of globalization 4.0, science and technology continue to develop rapidly. In line with this, human resources needs must also be met by having quality human resources and competence in their fields. To produce quality and competent human resources is inseparable from the role of a quality educational institution. One of the educational institutions that focuses on developing the quality of human resources is the Vocational High School.

This is supported by Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Education Management Article 76 which states that the purpose of vocational secondary education is to equip students with scientific and technological abilities and vocational skills for professions by community needs. In a book entitled "Improving the Learning Process and Assessment of '21st Century Learning' in Improving the Quality of Vocational Learning" by (Sajidan et al., 2018) Vocational High School is a secondary education scheme that prepares students to be ready to work, of course it has a big responsibility to equip students so that they have competitiveness to face the AEC era and anticipate the arrival of the wave of the industrial revolution 4.0. Therefore, SMK is expected to produce graduates with excellent academic achievement to fulfill one of the requirements for work readiness to enter the world of work.

Learning achievement is one of the indicators of achievement in the national education system. Learning achievement can be influenced by several factors such as internal factors and external factors. One of the internal factors that can influence it is the learning independence of the student. (Syahputra, 2017) has conducted previous research on learning independence, he stated that learning independence is very important in a student's learning process. With the common problem that occurs today, namely with low learning independence. According to (Bilda & Fadillah, 2020) learning independence is the ability of students in learning process activities to perfect and plan learning resources and teaching materials appropriately, effectively, and efficiently. Low learning independence impacts student learning achievement, which can decrease, the lack of a sense of student responsibility and dependence on others in making their own decisions and completing their school assignments.

Self-efficacy is also known as self-efficacy. Self-efficacy is an individual's inner belief in his ability to get things done, achieve goals for himself and others, or he can overcome his problems. According to John, Robert & Michael (2006), individuals who have high self-efficacy tend to perform at a higher level. This shows that belief in oneself will tend to influence individuals to be more ambitious in obtaining everything at a higher level so that they are better prepared in various ways. According to (Kartika et al., 2021) so that students are ready to enter the world of work, good self-efficacy is needed in a student. Students who are able to recognize their abilities will feel confident that they can get a work or are ready to enter the realm of the world of work. Therefore, students who graduate from SMK really need to increase their self-efficacy so that they are able to compete and adapt in the scope of the world of work and industry later.

Work readiness is defined as a condition when a person already has components in the form of skills, knowledge, and individual character that are capable and successful in carrying out a chosen work (Pool & Sewell, 2007). Based on research (Susanti & Mulyoto, 2020), factors

that can influence work readiness consist of two, namely internal and external factors. The internal factors include pressure, intelligence, knowledge, independence, interest, talent, creativity, and physical and mental maturity. External factors include factors from family, school, environment, supporting facilities, information about the work environment, and personal experience. As can be concluded from research (Pool & Sewell, 2007) and (Susanti & Mulyoto, 2020), self-efficacy and learning independence are one forms that can influence work readiness. Meanwhile, according to (Syamsurijal & Tandirerung, 2023) work readiness depends on the readiness of mental and emotional conditions which include the desire to cooperate with others, be critical, and also be able to take responsibility.

Based on data from the International Monetary Fund (IMF), ranking predictions of unemployment rates in the world in 2023, Indonesia is ranked 59th in the world with an unemployment rate of 5.3 percent. And based on the Central Bureau of Statistics, (2022) obtained data on the number of unemployed in the third quarter (Q3) in August 2022 recorded from more than 143 million people, as many as 8.42 million people who were in the Indonesian labor force group in that period. In terms of education level, the unemployment rate for Vocational High School (SMK) graduates in 2022 was the highest compared to other education levels. BPS data shows that the unemployment rate for SMK graduates is 9.42 percent, more than that for senior high school graduates (8.57 percent). In South Sulawesi province, the highest TPT (Open Unemployment Rate) was recorded in the provincial capital, Makassar City, with a rate of 11.82 percent (South Sulawesi Central Bureau of Statistics, 2022).

In a book entitled "Quantitative Research Methods" (Abdullah et al., 2021) the observation method is used to obtain or collect information data about large populations. The results of observations and brief interviews with Construction and Property Business teachers regarding student work readiness in one of the vocational schools in Makassar, namely SMK Negeri 2 Makassar, stated that their expectations for their students after carrying out the learning process can foster their independent learning attitude so that they can intensify themselves to achieve high knowledge competence and be ready to compete in the world of work and industry.

One of the determinants of work readiness is the existence of internal conditions or factors from students, including self-concept and self-efficacy (Evioni et al., 2022). According to (Muljanto, 2021) the concept of self-efficacy influences students' work readiness, where students view themselves as not proficient in performing certain tasks, thus showing student behavior about their inability. The results of observations and initial interviews indicate that other factors influence the work readiness of students in the construction and property business expertise competencies, namely self-efficacy.

Students are expected to build self-efficacy to be able to adapt to the environment and have the ambition to compete in the world of work and industry. However, there is still a lack of confidence in themselves because they feel that they have not fulfilled aspects in the form of (1) attitude/mental/efficacy, (2) knowledge, and (3) skills in the form of soft skills and hard skills that they get. So, some of them do not meet the criteria for human resources desired in the world of work and industry.

Based on the background above, the problem formulations in this study are: 1). Is there an influence of student learning independence on the work readiness of class XII students in the

Construction and Property Business Expertise Program at SMK Negeri 2 Makassar? 2). Is there an effect of student self-efficacy on work readiness owned by class XII students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar? 3). Is there an effect of learning independence and student self-efficacy on the work readiness of students in class XII of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar?

METHODS

The type of research used is quantitative research. This is based on research that will use many numbers, interpretation of data results, and presentation of the results of this study in numerical form (Arikunto, 2010). This research is categorized as ex-post facto research because it does not provide action to variables. After all, the data obtained is the result of existing events so it will not cause new symptoms. Researchers will only measure symptoms in respondents to reveal existing facts (Arikunto, 2010). This research will be conducted in class XII of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar, which is located on Jl. Pancasila No.15 Makassar City, South Sulawesi.

The population in this study is class XII students of the Construction and Property Business Expertise program at SMK Negeri 2 Makassar. Based on the results of observations obtained by researchers that class XII Construction and Property Business 1 students totaled 33 people and class XII Construction and Property Business 2 students totaled 32. The total number of students in class XII Construction and Property Business is 65 students. After calculating with the Slovin formula, the number of samples used in this study was 56 students. In this study, there are three variables consisting of two independent variables and one dependent variable. The independent variables referred to in this study are Learning Independence and Self-Efficacy, while the dependent variable is Work Readiness.

The data collection techniques used in this study were questionnaires and documentation methods. This method is used to obtain data on the effect of learning independence and self-efficacy on the work readiness of class XII students in the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar. The questionnaire consists of 18 statement items for the Learning Independence variable, 18 statement items for the Self-Efficacy variable, and 19 statement items for the Work Readiness variable. The questionnaire will be tested using the instrument testing method, namely the Validity Test and Reliability Test.

This study uses the descriptive statistical analysis method is a way to describe and explain the frequency distribution of the variables in a study. The purpose of using descriptive statistics is to provide a general explanation of the problem being analyzed so that it is easily understood by the reader. According to (Muchson, 2017) descriptive statistical analysis can provide information about the size of the data center, the size of the data distribution, the tendency of the data group, and the size of the position. Descriptive statistical analysis is used to provide an overview of the distribution and behavior of research sample data by looking at the lowest value, highest value, average (mean), and standard deviation of each independent variable and dependent variable. The data that has been collected is then organized, arranged, and categorized based on the normal distribution curve using the ideal score from the

instrument results of each variable. This analysis is used to analyze problem formulations 1 and 2. In this study, descriptive statistical analysis testing used the help of the SPSS Windows version 25 statistical program.

In this study using data analysis techniques with a pre-requisite test, namely the normality test and linearity test. The normality test is a test of data normality. Normality test According to Ghozali (2013) normality testing is a test to determine whether the data is normally distributed. The purpose of normality testing is to test whether the independent variable and the dependent variable in the regression method have a normal distribution. In this test, the Kolmogorov-Smirnov test will be used using the SPSS Windows version 25 statistical program. The test requirement is to accept H_0 if the significance > 0.05 indicates a normal data distribution. Conversely, if the significance is < 0.05 , then H_0 is rejected indicating abnormal data distribution.

Linearity test is to determine the pattern of relationship between each independent variable (X), namely learning independence and self-efficacy on the dependent variable (Y) work readiness, whether linear or not. This test was carried out using the SPSS version 25 statistical program referring to the linearity test for the significance value of Deviation from linearity $> \alpha$ (0.05) then the value is linear (R. Gunawan Sudarmanto, 2005).

Hypothesis testing in this study used hypothesis tests, namely Simple Regression Analysis, Mace Regression Analysis, and the Coefficient of Determination. Simple Regression Analysis is carried out to determine whether one variable affects another variable. In addition, Sugiyono (2008) states that simple regression is a measurement based on the functional or causal relationship of the independent variable (X) to the dependent variable (Y). In this research, the SPSS Windows Version 25 statistical program will be used to determine the results of simple regression analysis.

Multiple Regression Analysis which depends on the relationship between two independent variables and one dependent variable. In this study, multiple linear regression analysis is utilized to find the relationship between Learning Independence (X_1) and Self-Efficacy (X_2) as two independent variables with Work Readiness (Y) as the dependent variable. For testing this multiple linear regression analysis using the SPSS Windows Version 25 statistical program.

According to Imam Ghozali (2011) states that a coefficient of determination (R^2) aims to measure how far the ability of the regression method to explain variations in the dependent variable. The coefficient of determination is between zero and one. A small coefficient of determination means that the ability of the independent variables to explain the dependent variable is limited. A value close to one means a sign that the independent variables provide almost all the information needed to predict the variation in the dependent variable. Testing the coefficient of determination was carried out with the help of the SPSS Windows Version 25 statistical program.

RESULTS AND DISCUSSION

1. Results

a. Descriptive Data

According to Subagyo (Kusuma & Mahardi, 2021), descriptive data is a data processing technique that produces numbers or data centering values based on data that has been available using certain statistical formulas, including the calculation of percentage (percentage), average value (mean), total (total) and so on.

Based on the results of data management on the learning independence variable X_1 using the SPSS Windows version 25 statistical program, the descriptive statistics table is obtained as follows:

Table 1.
Descriptive Data

Descriptive	Variable		
	Independence Learning	Self-Efficacy	Work Readiness
Mean	53.1964	55.5714	58.5000
Median	53.0000	55.0000	58.0000
Mode	54.00	55.00	54.00 ^a
Std. Deviation	6.28539	5.17988	5.40034
Minimum	41.00	47.00	46.00
Maximum	72.00	70.00	72.00
Sum	2979.00	3122.00	3276.00

In the Learning Independence variable (X_1) it is known that the lowest score (minimum) is 41 and the highest score (maximum) is 72. Based on the results of the questionnaire calculation, the data was obtained in the form of an average (Mean) of 53.196, Median of 53.000, Mode of 54.000, and Standard deviation / standard deviation (SD) of 6.285. In the Self-Efficacy variable (X_2) it is known that the lowest score (minimum) is 41 and the highest score (maximum) is 72. Based on the results of the questionnaire calculation, the data was obtained in the form of an average (Mean) of 55.571, Median of 55.000, Mode of 55.000, and Standard deviation / standard deviation (SD) of 5.180. In the work readiness variable (Y) it is known that the lowest score (minimum) is 46 and the highest score (maximum) is 72. Based on the results of the questionnaire calculation, the data was obtained in the form of an average (Mean) of 58.500, Median of 58.500, Mode of 54.000, and Standard deviation / standard deviation (SD) of 5.400.

Based on Table 2, it can be seen that of 56 total students in class XII of the Construction and Property Business Expertise Program of SMK Negeri 2 Makassar who were respondents, 46% had a very high learning independence tendency category, 48% of respondents had a high learning independence tendency category, and 5% of respondents had a low learning independence tendency category, and 0% of respondents had a very low learning independence tendency category. In the Self-efficacy variable, 70% had a very high self-efficacy tendency category, and 30% of respondents had a high self-efficacy tendency category. In the work

readiness variable, there were only 5% had a very high work readiness tendency category, 38% of respondents had a high work readiness tendency category, 36% of respondents had a low work readiness tendency category, and 21% of respondents had a very low work readiness tendency category.

Table 2.

Learning Independence Variable Tendency Table

Category	Percentage		
	Learning Independence	Self-Efficacy	Work Readiness
Very High	46	70	5
High	48	30	38
Low	5	5	36
Very Low	0	0	21

b. Analysis Pre-requisite Test

In using parametric or non-parametric statistical tests, it is necessary to test the prerequisites of the analysis. The test requires a normality test, linearity test, and variance homogeneity test (Usmadi, 2020).

1) Normality Test

In this test, the Kolmogorov-Smirnov Normality Test was tested. All variables are normally distributed. This can be seen from the significance value of the Kolmogorov Smirnov Test is $0.200 > 0.05$. The purpose of the Kolmogorov-Smirnov Normality Test is to determine the distribution of data randomly and in detail in a population (Indah & Farida, 2021).

2) Linearity Test

The linearity test is carried out to determine the effect of each dependent variable which is used as a prediction if it has a linear relationship or not to the dependent variable (Pangestu et al., 2020). The results of the analysis of the variable $X_1 * Y$ shows a significance value of $0.073 > 0.05$. Based on this result, it can be concluded that there is a linear relationship between the learning independence variable and work readiness. The result of the analysis of the variable $X_2 * Y$ shows a significance value of $0.097 > 0.05$. Based on this result, it can be concluded that there is a linear relationship between the self-efficacy variable and work readiness.

c. Hypothesis Test

According to (Siregar et al., 2022) Hypothesis testing is testing carried out for statements whose truth is still uncertain.

1) Simple Regression Analysis Test

Simple regression analysis that is often used is simple linear regression. In regression analysis, there is one dependent variable commonly written with the symbol Y and one or more independent variables written with the symbol X. The relationship between the two variables has a linear nature (Almumtazah et al., 2021).

The test criteria for the t test are:

- If the sig value < 0.05 , or $t_{count} > t_{table}$, then there is an effect of variable X on variable Y.
- If the sig value > 0.05 , or $t_{count} < t_{table}$, there is no effect of variable X on variable Y.

- $t_{table} = t(\alpha/2; df = n - k - 1) = 2.003$.

Based on the results of the analysis for the first hypothesis can be seen in the following table:

Table 3.

Simple Regression Coefficient Test Results X_1 on Y

Model	<i>Coefficients^a</i>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. error	Beta	t	Sig.
(Constant)	39.465	5.693		6.932	.000
Learning Independence	.358	.106	.416	3.366	.001

a. Dependent Variable: Work Readiness

Based on Table 3 above, the regression line equation can be expressed in the following equation: $Y = 39.465 + 0.358X_1$. The equation shows that the regression coefficient value is positive by 0.358, which means that if the independence of learning X_1 increases by one unit, the value of work readiness (Y) will increase by 0.358 units.

Table 3 above is the result of a simple regression coefficient test $X_1 * Y$. In the table, it is known that the significance value for the effect of $X_1 * Y$, where $0.001 < 0.05$. Based on the t-test results, the t_{count} is 3.366 while the t_{table} with $df = (n - k = 54)$ at the significance level ($\alpha/2 = 0.025$) is 2.003. It is known that t_{count} is greater than t_{table} ($3.366 > 2.003$). This value proves that the first hypothesis is accepted.

Based on the results of the simple regression analysis, it can be concluded that there is an influence between variable $X_1 * Y$ on variable Y , namely the positive influence between learning independence on the work readiness of class XII students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar.

In this study, testing was carried out using the help of the SPSS Windows version 25 statistical program, to test the second hypothesis, namely, to see the effect of self-efficacy (X_2) on work readiness (Y). Based on the results of the analysis for the second hypothesis can be seen in the following table:

Table 4.

Simple Regression Coefficient Test Results X_1 on Y

Model	<i>Coefficients^a</i>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. error	Beta	t	Sig.
(Constant)	22.236	6.175		3.601	.000
Learning Independence	.653	.111	.626	5.898	.001

a. Dependent Variable: Work Readiness

Based on Table 4 above, the regression line equation can be expressed in the following equation: $Y = 22.236 + 0.653X_2$. The equation shows that the regression coefficient value is

positive by 0.653, which means that if self-efficacy X_2 increases by one unit, the value of work readiness (Y) will increase by 0.635 units. The simple regression coefficient test ($X_2 * Y$). The table shows the significance value for the effect of $X_2 * Y$, where $0.000 < 0.05$. Based on the t test results, the t_{count} is 5.898 while the t_{table} with $df = (n - k = 54)$ at the significance level ($\alpha/2 = 0.025$) is 2.003. It is known that t_{count} is greater than t_{table} ($5.898 > 2.003$). This value proves that the second hypothesis is accepted.

2) Dual Analysis Test

Multiple regression analysis is used to analyze the effect of various factors of the dependent variable on the independent variable (Yusuf Alwy et al., 2024).

The test criteria for the F test are:

- If the sig value < 0.05 or $F_{count} > F_{table}$ then there is an effect of variable X simultaneously on variable Y.
- If the sig value > 0.05 or $F_{count} < F_{table}$ then there is no simultaneous influence of X on variable Y.
- $F_{table} = F_{(k; n-k)} = 3.162$.

Based on the results of the analysis for the third hypothesis can be seen in the following table:

Table 5.

Test Results of Multiple Regression Coefficient Values of X_1 and X_2 on Y

<i>ANNOVA^a</i>						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	639.088	2	319.544	17.552	.000 ^b
	Residual	964.912	53	18.206		
	Total	1604.000	55			
1) Dependent Variabel: Work Readiness						
2) Predictors: (Constant), Learning Independence, Self-Efficiency						

Table 5. above is the result of the multiple regression coefficient (X_1 and X_2 on Y). Based on the table above, the significance value for the effect of X_1 and X_2 on Y is $0.000 < 0.05$ and $F_{count} 17.522 > F_{table}$, which is 3.162. Then the value of the test results can prove that the third hypothesis is accepted.

This means that there is an influence between variables X_1 and X_2 simultaneously on variable Y, namely the positive influence between learning independence and self-efficacy on the work readiness of class XII students in the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar.

3) Coefficient of Determination

In linear regression there is a relationship between the dependent variable and the independent variable. The next problem is how strongly the variables are interconnected, so the measure used to determine the degree of relationship is correlation analysis (Sitepu, 2017). Meanwhile, the coefficient of determination according to Imam Ghozali (2011) in research (Etik Setyorini & Hanifah Noviandari, 2022), which is to measure how far the ability of the regression method to explain variations in the dependent variable. The coefficient of determination is

between zero and one. The results of the correlation and determination coefficient analysis are as follows:

Table 6.
Results of Correlation Coefficient Analysis Between Variables

Variable	R Square
$X_1 * Y$	0,173
$X_2 * Y$	0,392
$X_1, X_2 * Y$	0,398

Based on Table 6 above, the coefficient of determination for variable $X_1 * Y$ is 0.173 or 17.3%. It can be concluded that learning independence influences work readiness by 17.3% while the remaining 82.7% is influenced by other factors not examined in this study. Variable $X_2 * Y$ the coefficient of determination is 0.392 or 39.2%. It can be concluded that self-efficacy influences work readiness by 39.2% while the remaining 60.8% is influenced by other factors not examined in this study. The variables $X_1, X_2 * Y$, the coefficient of determination is 0.398 or 39.8%. It can be concluded that learning independence and self-efficacy influence work readiness by 39.8% while the remaining 60.2% is influenced by other factors not examined in this study.

2. Discussion of Research Results

a. The Influence of Learning Independence (X_1) to Work Readiness (Y)

In this study, a questionnaire was used as an instrument in the study. The questionnaire contains statement items that are used to see how much influence learning independence (X_1) has on students' work readiness (Y). Based on the results of the simple regression value analysis, it is found that there is an influence between the learning independence variable (X_1) on the work readiness variable (Y). This is evidenced by the positive regression coefficient value of 0.358 and will increase in units. The results of the calculation in the t-test with the value of $t_{hitung}=3.366 > t_{table}=2.003$ with a significance level of $0.001 < 0.05$ which means that the first hypothesis is accepted, namely: "There is a Positive Influence Between Student Learning Independence and Work Readiness of Class XII Students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar". The test result of the coefficient of determination is 0.173 or 17.3%. This shows that learning independence on work readiness influences 17.3% while the remaining 82.7% is influenced by other factors not examined in this study.

This is supported by a statement from the results of research conducted by (Fajriyani, 2016) on the Effect of Learning Achievement in Building Drawing Subjects, RAB & Project Documents and Learning Independence on Work Readiness of Grade XI Students in the Building Drawing Engineering Expertise Program at SMK N 2 Yogyakarta. The study shows that there is a positive and significant influence between learning independence on work readiness with a value of $t_{hitung}= 4,348 > t_{table}=1,988$ with a significance level of $0.000 < 0.05$. The coefficient of determination which states that there is an influence of learning independence on work readiness is 23%. These results indicate that the higher the learning independence, the higher the work readiness of the student and vice versa.

Another study was conducted by (Matindas et al., 2023) on the Effect of Learning Independence and Industrial Work Practice Experience on the Work Readiness of XII Class Students of the Light Vehicle Engineering Department of SMK N 3 Tondano. The results in this study indicate that there is a significant positive influence between learning independence on student work readiness by 84.3%. In this study, the hypothesis H_a was accepted after significance testing with the result of 2.472. Product Moment correlation test between the learning independence variable and work readiness resulted in $r=0.918$ with a significance level of 0.000 ($p < 0.05$). The effect is shown through the relationship coefficient value of 0.918.

Another similar study is research conducted by (Putra, 2014) on the Effect of Learning Independence and Problem-Solving Skills on the Work Readiness of Class XII Students of the Electric Power Installation Engineering Expertise Program of SMK Negeri 2 Yogyakarta. The results of this study indicate a positive and significant influence on the work readiness of Class XII Students of the Electric Power Installation Engineering Expertise Program of SMK Negeri 2 Yogyakarta. This is indicated by the results of the calculation obtained t_{hitung} of 11.699 > t_{table} of 1.980 with a significance value of 0.05 so that the hypothesis H_a is accepted by 53.7%.

Based on the discussion above, it can be concluded that the higher the learning independence of a student, the higher the work readiness of a student, and vice versa, the work readiness of students who tend to be low due to low learning independence. These things are due to the confidence, motivation, initiative, discipline, and responsibility of students in their learning process in obtaining information. Where they have high curiosity so that they have the enthusiasm to learn to look for additional material or information from teachers, discussions with friends, and make good use of the internet. Learning independence is one of the things needed in entering the world of work because it is one of the soft skills that support work readiness.

b. The Influence of Self-Efficacy (X_2) on Work Readiness (Y)

In this hypothesis, a questionnaire is used as an instrument in research. The questionnaire contains statement items that are used to see how much influence self-efficacy (X_2) has on students' work readiness (Y). Based on the results of the simple regression value analysis, the results show that there is an influence between the self-efficacy variable (X_2) on the work readiness variable (Y). Based on the results of the simple regression value analysis, it is found that there is an influence between the self-efficacy variable (X_2) on the work readiness variable (Y). This is evidenced by the positive regression coefficient value of 0.653 and will increase in units. The calculation results in the t-test with the value of $t_{count}=5.898 > t_{table}=2.003$ with a significance level of $0.000 < 0.05$, which means that the second hypothesis is accepted, namely: "There is a Positive Influence Between Student Self-Efficacy and Work Readiness of Class XII Students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar". The test result of the coefficient of determination is 0.392 or 39.2%. This shows that self-efficacy on work readiness influences 39.2% while the remaining 60.8% is influenced by other factors not examined in this study. This is by the statement from the results of research (Kuncoro, 2013) on the Effect of Self-Efficacy and Work Information on Work Readiness of Grade XI Students of SMK Negeri 2 Wonosari. The results of this study indicate a positive and significant influence on student work readiness. This is shown from the simple linear equation $Y = 28.059$

+ $0.588X_1$ with a coefficient of determination (R^2) of 0.266 meaning that self-efficacy influences work readiness by 26.6%.

Other research that supports is research from (Khadifa et al., 2018) on the Effect of Industrial Work Practices and Self-Efficacy on Work Readiness of Grade XI Students of SMK Negeri 1 Banyudono 2017/2018. The results in this study indicate a positive and significant influence on student work readiness. This is indicated by the results of hypothesis testing showing t_{count} of 3.462 with a significance of 0.001. Obtained $t_{count}=3.462>1.995$ with a significance level of 0.05, the hypothesis H_a is accepted. The amount of contribution of the influence of the self-efficacy variable on student work readiness is 12.89%.

Other research of the same opinion is research from (Iskandar et al., 2021) on the Effect of Self-Efficacy and Industrial Work Practice Learning Outcomes on Vocational High School Students' Work Readiness. The results of this study indicate a positive and significant influence on student work readiness. This is indicated by the test results obtained t_{count} of 3.379 >1.713 with a significance level of 0.05. The amount of contribution of the influence of the self-efficacy variable on student work readiness is 32.6%.

Based on the results of the discussion above, it can be concluded that there is a tendency that the better the self-efficacy of a student, the better the student's work readiness and vice versa. If someone has high self-efficacy in the world of work, that person will try to complete the task and be able to solve a problem that is being faced seriously, on the other hand, if they have low self-efficacy, they will easily give up in facing difficult things.

c. Influence of Learning Independence (X_1) and Self-Efficacy (X_2) on Work Readiness (Y)

In the third hypothesis, multiple regression analysis testing was carried out to determine whether there was an influence between Learning Independence and Self-Efficacy on Work Readiness, so the results showed that there was a significant influence. This is evidenced by the results of hypothesis testing calculations showing t_{hitung} of 3.366 with a significance p of $0.001<0.05$ for the learning independence variable, and t_{count} of 5.898 with a significance p of $0.000<0.05$ for the self-efficacy variable where the t_{table} is 2.003. Based on statistical tests for the F test with a value of $F_{count}=17.522>F_{table}=3.162$ by showing a significance value of $0.000<0.05$ so that the third hypothesis in the F test with a value of $F_{count}=17.522>F_{table}=3.162$ by showing a significance value of $0.000<0.05$ so that the third hypothesis is accepted, namely: "There is a Positive Influence Between Learning Independence and Student Self-Efficacy on Work Readiness of Class XII Students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar". The test result of the coefficient of determination is 0.398 or 39.8%. This shows that learning independence and self-efficacy on work readiness influence 39.8% while the remaining 60.2% is influenced by other factors not examined in this study.

This is by the results of research from (Merdekawaty & Fatmawati, 2019) The Effect of Learning Independence and Self-Efficacy on Student Accounting Understanding. The results of this study indicate a positive and significant effect partially and simultaneously on the accounting understanding of SMA Negeri 1 North Moyo students. This is indicated by the results of hypothesis testing showing t_{count} of 3.223 with a significance p of $0.002<0.05$ for the learning independence variable, and t_{count} of 3.712 with a significance p of $0.001<0.05$ for the self-efficacy variable where the t_{table} is 1.679. Based on statistical tests for the F_{count} value of 59.893 where the

F_{table} is 4.06 $F_{count} > F_{table}$ with a significance p of $0.000 < 0.05$ which means that learning independence and self-efficacy simultaneously influence the understanding of student accounting. The results of this study also show a coefficient of determination of 0.862 or equal to 86.2% which is the contribution of learning independence and self-efficacy to students' accounting understanding and the remaining 14.4% is influenced by other factors not examined in this study.

The other research that agrees is research conducted by (Zakaria, 2015) on the Effect of Industrial Practice Experience, Learning Independence, and World of Work Information on the Work Readiness of Class XII Students of the Industrial Electronics Engineering Study Program of SMK Ma'arif 1 Kebumen. The results in this study show the t_{count} value of $4.704 > t_{table}$ of 1.671. Learning independence gives an effective contribution of 14.6% and a relative contribution of 23.3% to work readiness. So, it can be concluded that there is a positive influence of learning independence on work readiness owned by Class XII Students of the Industrial Electronics Engineering Department of SMK Ma'arif 1 Kebumen.

Another supporting research is research from (Aldilanur & Widiawati, 2021) on the effect of self-efficacy on the work readiness of new graduates in Bandung City during the COVID-19 pandemic. The results in this study indicate a positive and significant effect of self-efficacy on work readiness, this can be seen from the significant value of $0.000 < 0.05$. The correlation coefficient also shows a positive relationship, where self-efficacy contributes 35.5% while the remaining 64.5% is influenced by other variables not examined in this study.

Based on the results of the analysis, shows that there is a tendency that the better the learning independence and self-efficacy received, the better the students' work readiness, and vice versa, the lower the learning independence and self-efficacy received by students, the lower the students' work readiness.

CONCLUSION

Based on the results of data analysis and discussion of the results of this study, namely the effect of learning independence and self-efficacy on the work readiness of class XII Construction and Property Business Expertise Program at SMK Negeri 2 Makassar, conclusions can be drawn regarding the formulation of problems in this study, namely: 1). There is a positive influence between student learning independence on work readiness owned by class XII students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar, 2). There is a positive influence between student self-efficacy on work readiness owned by class XII students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar, 3). There is a positive influence between learning independence and student self-efficacy on work readiness owned by class XII students of the Construction and Property Business Expertise Program at SMK Negeri 2 Makassar.

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