

The influence of internal locus of control and parental socioeconomic status on students' work readiness

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh internal locus of control terhadap kesiapan kerja siswa kelas XII MPLB SMK N 1 Sukoharjo, (2) pengaruh status sosial ekonomi orang tua terhadap kesiapan kerja siswa kelas XII MPLB SMK Negeri 1 Sukoharjo, (3) pengaruh internal locus of control dan status sosial ekonomi orang tua terhadap kesiapan kerja siswa kelas XII MPLB SMK Negeri 1 Sukoharjo. Penelitian ini menggunakan metode kuantitatif dengan populasi siswa kelas XII MPLB SMK N 1 Sukoharjo dan sampel sebanyak 84 siswa yang diperoleh dengan teknik probability sampling. Analisis data menggunakan analisis regresi berganda. Hasil penelitian menunjukkan: (1) internal locus of control berpengaruh positif dan signifikan terhadap kesiapan kerja ($t_{hitung} 9.047 > t_{tabel} 1.992$) dan nilai signifikansi ($0.00 < 0.05$), (2) status sosial ekonomi orang tua tidak berpengaruh terhadap kesiapan kerja ($t_{hitung} -1.695 < t_{tabel} 1.992$) dan nilai signifikansi ($0.094 > 0.05$), (3) internal locus of control dan status sosial ekonomi orang tua secara simultan berpengaruh positif dan signifikan terhadap kesiapan kerja (F_{hitung} sebesar $42.171 > F_{tabel} 3.109$) dan nilai signifikansi ($0.00 < 0.05$). Variabel bebas memberikan pengaruh terhadap variabel terikat sebesar 51% dan sisanya 49% dipengaruhi oleh variabel lain di luar penelitian.

Kata kunci: kendali diri; kondisi ekonomi keluarga; kuantitatif

Abstract

This study aims to determine: (1) the influence of internal locus of control on work readiness among Grade XII Office Management and Business Services (MPLB) students at SMK N 1 Sukoharjo; (2) the influence of parental socioeconomic status on work readiness among Grade XII MPLB students at SMK Negeri 1 Sukoharjo; and (3) the combined influence of internal locus of control and parental socioeconomic status on work readiness among Grade XII MPLB students at SMK Negeri 1 Sukoharjo. This research employed quantitative methods with a population of Grade XII MPLB students at SMK N 1 Sukoharjo and a sample of 84 students obtained through probability sampling techniques. Data analysis utilized multiple regression

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analysis. Results demonstrate: (1) internal locus of control has a positive and significant effect on work readiness ($t\text{-calculated } 9.047 > t\text{-table } 1.992$) with significance value ($0.00 < 0.05$); (2) parental socioeconomic status does not influence work readiness ($t\text{-calculated } -1.695 < t\text{-table } 1.992$) with significance value ($0.094 > 0.05$); and (3) internal locus of control and parental socioeconomic status simultaneously have positive and significant effects on work readiness ($F\text{-calculated } 42.171 > F\text{-table } 3.109$) with significance value ($0.00 < 0.05$). Independent variables contribute 51% influence on the dependent variable, while the remaining 49% is influenced by other variables outside this research.

Keywords: family economic conditions; self-control; quantitative

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Introduction

Education is a learning process aimed at developing individual potential in intellectual, emotional, social, and moral aspects. In realizing a good educational system, various educational institutions exist to develop student potential. Vocational High Schools (SMK) represent formal educational institutions within the Ministry of Education. According to the National Education System Law Article 18, SMK is secondary education that prepares students to work in specific fields. SMK emphasizes developing student competencies for entering the workforce, including adaptation abilities, identifying work opportunities, and optimally developing self-potential.

SMK outputs are expected to possess specific professional competencies and be ready to contribute to the workforce. However, gaps frequently exist between ideal conditions and field realities, where many SMK students have not been able to plan their career directions (Fadli et al., 2017). Based on data from Statistics Indonesia in 2024, the working population aged 15 years and above by education level for the 2023-2024 period shows fluctuations in SMK graduate absorption into the workforce. Absorption in February 2023 totaled 15.6 million people, August 2023 absorption totaled 17.3 million people, and February 2024 absorption totaled 17.1 million people. Meanwhile, SMK graduate unemployment rates in February 2024 reached 9.4% or 1.6 million people. This high unemployment rate illustrates gaps between workforce needs and labor availability.

Work readiness of graduates, particularly from SMK, becomes a primary expected factor. SMK is viewed as an institution designed to develop specific competencies that prepare students for industry needs to be work-ready, whether working independently or filling existing job vacancies. Zulaehah et al. (2018) state that work readiness is essential for students so they can immediately obtain employment according to their goals in choosing SMK. Work readiness is viewed as efforts to establish individuals in preparing themselves regarding knowledge, skills, attitudes, and values needed. Students who possess work readiness can potentially work immediately without requiring long adjustment periods. High or low work readiness can be observed from the duration of obtaining employment and job suitability with areas of expertise.

According to Kartini (as cited in Krisnamurti, 2017), factors influencing student work readiness originate from internal (students themselves) and external (outside influences). Internal factors consist of intelligence, skills and capabilities, talents, abilities and interests, motivation, health, psychological needs, personality, aspirations, and work objectives, while external factors include family environment, work environment, work tranquility, promotion opportunities, colleagues, leadership, and salary.

Student work readiness is driven from within students themselves, where they are confident in their abilities and skills to compete in the workforce. Confidence in self-ability that can influence work readiness is internal locus of control. This factor represents beliefs held by individuals that

their abilities, expertise, and efforts determine the results they obtain. Besides internal locus of control as internal factors influencing student work readiness, external factors are also suspected to influence student work readiness. The external factor referred to is parental socioeconomic status.

Work readiness represents a measure of student success in preparing themselves to enter the workforce suitable to student abilities. Work readiness is suspected to be influenced by several factors, namely internal and external factors including internal locus of control and parental socioeconomic status. Therefore, this research is important to conduct to understand student work readiness. Researchers are interested in conducting research on the topic of internal locus of control and parental socioeconomic status influence on student work readiness.

Work readiness determines individuals in improving their work abilities encompassing knowledge, expertise, and individual attitudes (Irawan & Hendri, 2022). Muspawi and Lestari (2020) define work readiness as conditions of physical maturity, mental maturity, and individual learning experiences that align to perform chosen work. Work readiness is influenced by factors from within oneself (internal) and factors from outside oneself (external) (Kartini, as cited in Aditiya, 2021). Internal factors include intelligence, skills and capabilities, talents, abilities, personality, and aspirations, while external factors include family environment, work environment, colleagues, relationships with leadership, and salary.

Internal locus of control represents beliefs that every event occurring to individuals is caused by factors within themselves (Annisa et al., 2021). Such individuals believe that every action will influence their lives and tend to feel capable of controlling every action to achieve their goals. Additionally, individuals with internal locus of control tend to have high self-confidence in determining their life directions. Someone with great potential in determining life direction, whether supported by environment or not, believes they can face existing challenges and threats (Oktavian et al., 2023).

According to Taluke (2021), parental socioeconomic status relates to individual or family positions and dignity in society and efforts to create goods and services for fulfilling both physical and spiritual needs. According to Dimiyati Mahmud (as cited in Synthiawati et al., 2021), parental socioeconomic status includes education levels, job types and income, positions, special facilities, and valuable goods.

Research Methods

This research was conducted at SMK N 1 Sukoharjo, located at Jalan Jend. Sudirman No. 151, Gabusan, Jombor, Bendosari District, Sukoharjo Regency, Central Java. This research employed quantitative causal research methods. Causal comparative methods are used in evaluation to determine possible cause-and-effect relationships (Abdullah et al., 2022). This method was used to determine the influence of independent variables internal locus of control (X_1) and parental socioeconomic status (X_2) on work readiness (Y) as dependent variables. The population in this research consisted of Grade XII MPLB students at SMK N 1 Sukoharjo. In this research, sampling used the Slovin formula, obtaining a sample of 84 students.

Data collection techniques in this research utilized closed questionnaires where researchers provided answers and alternative answers. Questionnaires in this research consisted of two types used to obtain information: closed questionnaires with modified Likert scales for work readiness and internal locus of control variables, and closed multiple-choice questionnaires for parental socioeconomic status variables. Likert scales are used to measure attitudes, opinions, and perceptions of individuals or groups about social phenomena (Sugiyono, as cited in Satria & Imam, 2024), making them suitable for measuring respondent beliefs, while multiple choice tests are objective tests consisting of statements that must be completed by selecting one answer (Sudjiono, as cited in Roza & Maemonah, 2022), making them suitable for measuring conditions truly matching respondent situations.

Internal locus of control in this research was measured using indicators proposed by Agung and Ratnawili (2020): (1) Everything achieved results from personal efforts; (2) Becoming a leader due to personal abilities; (3) Achieving success through effort and hard work; (4) Individual ability to determine events occurring in life; (5) Individual life determined by personal action choices; and (6) Failure due to personal actions. Parental socioeconomic status used indicators of parental

education, occupation, income, and property ownership. Work readiness in this research used indicators from Rahmawati et al. (2019): (1) Having logical and objective considerations; (2) Having abilities to work with others; (3) Having self-control abilities; (4) Having critical attitudes; (5) Having responsibility; (6) Having environmental adaptation abilities; and (7) Having ambitions for advancement.

Before questionnaires were distributed to respondents, questionnaires were first piloted through validity and reliability tests with 20 respondents also from Grade XII Office Management and Business Services outside the sample. From data obtained from pilot instruments, it was determined that the internal locus of control variable (X_1) had 11 valid statements from 18 statements and 7 invalid statements. The parental socioeconomic status variable (X_2) had 7 valid statements from 9 statements and 2 invalid statements. The work readiness variable (Y) had 15 valid statements from 21 statements and 6 invalid statements. Cronbach's Alpha values were obtained for internal locus of control variables (X_1) of 0.755, parental socioeconomic status variables (X_2) of 0.741, and work readiness variables of 0.809, so it can be concluded that these instruments are reliable. From valid and reliable statements, questionnaires were then compiled for research use.

In this research, collected data underwent prerequisite analysis tests including normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests. Hypothesis testing was conducted using multiple linear regression, t-tests, F-tests, determination coefficients, and effective and relative contributions.

Results and Discussion

Research Results

This research consisted of two independent variables: internal locus of control and parental socioeconomic status, and one dependent variable: work readiness. Research was conducted in Grade XII MPLB classes at SMK N 1 Sukoharjo by distributing questionnaires to 84 respondents. Before questionnaire distribution, questionnaires were first piloted to determine reliability and validity.

Normality tests were used to determine whether data were normally distributed using Kolmogorov-Smirnov formulas. Data are considered normal when significance > 0.05 . In this research, normality tests showed significance values of $0.200 > 0.05$, so data can be considered normally distributed. Linearity tests in this research used deviation from linearity values. Models are considered to have linear relationships when significance values > 0.05 . Table 1 presents the linearity test results for both independent variables.

Table 1
Linearity Test Results

	Sig F	Deviation for Linearity	Description
Internal Locus of Control and Work Readiness	1,760	0.068	Linear
Parental Socioeconomic Status and Work Readiness	0,867	0,597	Linear

Based on linearity test results in Table 1, Internal Locus of Control significance values were 0.068 and Parental Socioeconomic Status were 0.597, both greater than 0.05, so both variables can be declared linear. Multicollinearity tests were used to determine relationships between independent variables. In multicollinearity tests, decisions can be made by observing Tolerance values and Variance Inflation Factor (VIF) values. When Tolerance values are greater than 0.10, multicollinearity does not occur in models. Additionally, when VIF values are less than 10.00, models are not indicated to have multicollinearity. Table 2 presents the multicollinearity test results.

Table 2
Multicollinearity Test Results

	<i>Collinearity Statistics</i>		Description
	<i>Tolerance</i>	<i>VIF</i>	
Internal Locus of Control	1.000	1.000	No multicollinearity
Parental Socioeconomic Status	1.000	1.000	No multicollinearity

Based on multicollinearity test results in Table 2, Tolerance values were 1.000 and VIF values were 1.000, so this regression model does not experience multicollinearity symptoms. T-tests aimed to determine the presence or absence of influence between each independent variable and dependent variables. Independent variables can be considered influential when t-calculated > t-table and significance values < 0.05. Table 3 presents the partial hypothesis test results.

Table 3
T-Test Results

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.282	3.943		4.636	.000
Internal Locus of Control	.906	.100	.704	9.047	.000
Parental Socioeconomic Status	-.177	.104	-.132	-1.695	.094

Based on Table 3, internal locus of control variables (X_1) had t-calculated values of 9.047, greater than t-table values at 0.025 significance level (two-sided) of 1.992, and significance values of 0.00, smaller than 0.05. From these results, it is concluded that Internal Locus of Control influences Student Work Readiness at SMK Negeri 1 Sukoharjo. Meanwhile, Parental Socioeconomic Status variables (X_2) had t-calculated values of -1.695 and probability values of 0.094. Because t-calculated values are negative and smaller than t-table values of 1.992, and probability values are greater than 0.05, H_0 is accepted and H_a is rejected, so it can be concluded that Parental Socioeconomic Status does not influence Student Work Readiness at SMK Negeri 1 Sukoharjo. The next hypothesis test was the F-test to determine simultaneous influence of independent variables on dependent variables. Independent variables can be considered to have simultaneous influence when F-calculated > F-table and significance values < 0.05. Table 4 presents the simultaneous hypothesis test results.

Table 4
F-Test Results

	<i>Sum of Squares</i>	f	<i>Mean Square</i>	F	Sig.
<i>Regression</i>	731.828	2	365.914	42.171	.000 ^b
<i>Residual</i>	702.838	81	8.677		
<i>Total</i>	1434.667	83			

Based on Table 4, F-calculated values were 42.171, greater than F-table values of 3.109, and probability values were 0.00, smaller than 0.05. From these results, it can be concluded that there are positive and significant influences of internal locus of control and parental socioeconomic status together on student work readiness at SMK Negeri 1 Sukoharjo. Multiple linear regression analysis was used to understand the direction of influence of two or more independent variables on one dependent variable. Table 5 presents the multiple linear regression analysis results.

Tabel 5*Multiple Linear Regression Analysis Results*

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		Sig.
	B	Std. Error	Beta	t	
(Constant)	18.282	3.943		4.636	.000
Internal Locus of Control (X ₁)	.906	.100	.704	9.047	.000
Parental Socioeconomic Status (X ₂)	-.177	.104	-.132	-1.695	.094

Based on Table 5, the regression equation is $\hat{Y} = 18.282 + 0.906X_1 - 0.177X_2$. The value 18.282 represents the constant value stating work readiness magnitude when Internal Locus of Control variables (X₁) and Parental Socioeconomic Status variables (X₂) equal 0. The regression coefficient X₁ = 0.906 states that every one-unit increase in Internal Locus of Control variables (X₁) will increase work readiness by 0.906 units. The regression coefficient X₂ = -0.177 states that every one-unit increase in Parental Socioeconomic Status variables (X₂) will decrease work readiness by -0.177 units. Determination coefficient analysis was used to determine the magnitude of influence of all independent variables on dependent variables. Table 6 presents the determination coefficient test results.

Table 6*Determination Coefficient Analysis Results*

R	R Square	Adjusted Square	RStd. Error of the Estimate
.714 ^a	.510	.498	2.946

In Table 6, R Square values were 0.510 or 51%, meaning work readiness of Grade XII Office Management and Business Services students at SMK Negeri 1 Sukoharjo is 51% influenced by Internal Locus of Control and Parental Socioeconomic Status variables, while the remaining 49% is influenced by other variables not studied. Effective contribution shows how much contribution independent variables make to dependent variables in regression analysis. Table 7 presents effective contribution results.

Table 7*Effective Contribution Results*

Variable	Value
Internal Locus of Control (X ₁)	$0,704 \times 0,702 \times 100\% = 49,42\%$
Parental Socioeconomic Status (X ₂)	$-0,132 \times -0,123 \times 100\% = 1,62\%$
Total	51,0%

Based on Table 7, effective contributions of Internal Locus of Control (X₁) to Work Readiness (Y) were 49.42%, and effective contributions of Parental Socioeconomic Status (X₂) to Work Readiness (Y) were 1.62%. The total of both variables is 51% or equal to R Square values. Relative contribution is the percentage comparison given by independent variables to dependent variables. Table 8 presents relative contribution results.

Table 8*Relative Contribution Results*

Variabel	Value
Internal Locus of Control (X ₁)	$49,42 / 51,0\% = 96,90\%$
Parental Socioeconomic Status (X ₂)	$1,62 / 51,0\% = 3,18\%$
Total	100%

Based on Table 8, relative contributions of Internal Locus of Control (X_1) to Work Readiness (Y) were 96.90%, and effective contributions of Parental Socioeconomic Status (X_2) to Work Readiness (Y) were 3.18%. The total of both variables is 100%.

Discussion

Based on regression test results, internal locus of control has positive and significant influence on work readiness, shown by significance values obtained for internal locus of control variables of $0.00 < 0.05$ and t-calculated values of $9.047 > t\text{-table } 1.992$. Based on internal locus of control questionnaire results, the highest scores were obtained on item number 4 with values of 297 containing the statement "I feel that my hard work in learning will produce good results." Students who believe that hard work and learning will produce good results will strive maximally so their skills for facing the workforce become more ready and trained. Meanwhile, the lowest scores were on item number 3 with values of 238 containing the statement "I cannot set clear and realistic goals for myself." This shows that students have not been able to set clear goals for themselves. Inability to set clear and realistic goals can hinder student self-development directions, thus reducing their readiness to face the workforce.

Research results align with research by Riswati et al. (2021), which states that internal locus of control positively influences student work readiness. High internal locus of control increases work readiness within students to face the workforce. Internal locus of control formation will foster student enthusiasm for learning field-appropriate matters to improve work readiness. Additionally, this research strengthens research by Kusumaningsih et al. (2023), showing that individuals with internal control tend to demonstrate greater work readiness for entering the workforce. Internal locus of control development can potentially increase work readiness and success opportunities in job markets.

Based on regression test results, parental socioeconomic status does not influence work readiness, shown by significance values obtained for parental socioeconomic status variables of $0.094 > 0.05$ and t-calculated values of $-1.695 < t\text{-table } 1.992$. Research results show that parental socioeconomic status for most students is in moderate categories, shown by the highest frequency of 50 students in moderate categories, 27 students in low categories, and 7 students in high categories. This shows that generally parents have sufficient economic conditions to meet student basic needs, including education. This means differences in parental socioeconomic status, whether low, moderate, or high, do not directly influence student work readiness for facing the workforce.

Research results align with research by Khairunnisa and Trisnawati (2024), which states there is no significant influence of parental socioeconomic status on work readiness. Work readiness is not solely influenced by parental socioeconomic conditions. Although parents with high socioeconomic status have greater access to educational facilities, this does not guarantee work readiness without direct encouragement from students themselves. Factors influencing work readiness originate from students themselves. When students feel work readiness is important for them, students will strive to improve their work readiness through additional courses or training. Additionally, parental socioeconomic status does not become barriers to accessing learning support facilities because SMK Negeri 1 Sukoharjo has provided facilities students can use to support learning and prepare for facing the workforce. Therefore, schools have anticipated student economic background gaps to develop their abilities. Research results contrast with research by Wahyuningsih and Yulianto (2020), Arwani (2017), and Manik (2023), which state significant influences between parental socioeconomic status and work readiness.

Furthermore, there are influences of internal locus of control and parental socioeconomic status together on student work readiness, shown by F-tests showing significance values of $0.000 < 0.05$ and F-calculated values of $42.171 > F\text{-table } 3.109$. This indicates that higher student internal locus of control and better parental socioeconomic status can improve student work readiness. Rahmawati et al. (2019) state that student work readiness is influenced by two factors: internal and external. Internal factors include self-confidence in viewing life events or internal locus of control. Students with high internal locus of control tend to believe that results they obtain depend on their own efforts and decisions. This belief encourages them to plan after graduation, seek internship opportunities or competency certifications, and develop attitudes and skills for entering the

workforce. Besides internal factors, external factors exist, including parental socioeconomic status. Students from families with good socioeconomic status may have greater access to educational resources and self-development opportunities. Both independent variables contribute 51% to dependent variables, so many other factors are suspected to influence student work readiness besides internal locus of control and parental socioeconomic status.

Conclusion

Based on research data results, conclusions can be drawn that there are positive and significant influences of internal locus of control on work readiness. This can be seen from significance values obtained for internal locus of control variables of $0.00 < 0.05$ and t-calculated values of $9.047 > t\text{-table } 1.992$. There is no influence of parental socioeconomic status on work readiness. This can be seen from significance values obtained for parental socioeconomic status variables of $0.094 > 0.05$ and t-calculated values of $-1.695 < t\text{-table } 1.992$. There are influences of internal locus of control and parental socioeconomic status together on student work readiness. This can be seen from F-tests showing significance values of $0.000 < 0.05$ and F-calculated values of $42.171 > F\text{-table } 3.109$. In this research process, limitations may influence research results: (1) Limited research time, energy, and researcher capabilities; (2) Limited respondent abilities in understanding questionnaire statements and honesty in completing questionnaires; and (3) Research objects limited to Office Management and Business Services departments, which is only one of many departments in SMK. Determination coefficient results show values of 51.0%, meaning work readiness is influenced by internal locus of control and parental socioeconomic status by 51.0%. Therefore, future researchers are expected to study other variables related to work readiness because 49% of other factors are not included in this research.

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