

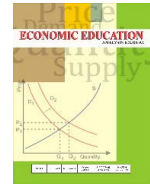


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Retail Learning Through Self Efficacy as An Intervening Variable to Improve Work Readiness of Students

Minhajun Ni'am[✉], Raya Sulistyowati

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Business Education, Faculty of Economic and Business, Universitas Negeri Surabaya, Indonesia

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Abstract

This study was conducted to determine the effect of retail learning on students through self-efficacy as an intervening variable to improve students' work readiness. This research uses quantitative methods. The population in the study were 12th grade students of Business Online Marketing (BDP) SMKN 10 Surabaya. In this study, through the Slovin formula, the sample in this study was 102 students and used purposive sampling. The criteria for respondents in this study were 12th grade Business Online Marketing (BDP) students, internships in retail and retail learning at school. The data collection technique used in this research used questionnaires, interview and documentation. Data analysis using SmartPLS software through three stages, namely internal model analysis, external model analysis, and hypothesis testing. The results showed that retail learning has a positive and significant effect on work readiness. Retail learning has a positive and significant effect on self-efficacy. self-efficacy has a significant positive and significant effect on work readiness. Retail learning through self-efficacy can mediate student work readiness.

How to Cite

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[✉] Correspondance Address:

Jl. Raya DukuhTunggal, Glagah, Lamongan, 62292

Email: minhajunniam.20006@mhs.unesa.ac.id

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INTRODUCTION

Education has always played an important role in advancing the standard of living of human beings and participating in the development of the times. Good quality education is expected to lead to success. Education is a stage of learning in which individuals develop skills, abilities, and knowledge that are reflected in their behaviour (Sulistyowati et al., 2023) Therefore, education is not only seen as an "agent of change", but also as an "agent of producer" to bring real changes in people's lives (Safitri et al., 2022). The government uses various tactics to ensure that the nation's next generation receives quality education. Various explanations are carried out, starting from the curriculum, improving infrastructure to perfect the learning process to be more optimal.

Quality resources will only be obtained through quality education as well, of course, with the support of various related elements in building a more advanced quality of education. Indonesia even provides a special educational institution at the upper secondary level, namely Vocational High School (SMK), which is an educational institution chosen to develop students' skills and knowledge and become a guideline for increasing student proficiency in accordance with their field of expertise (Khusnul et al, 2020).

In accordance with the purpose of vocational schools, which is to educate students so that they can develop specific skills to be ready to work in a particular field and develop themselves for the future and how to understand the nature of job-related opportunities available today. Vocational students are expected to be able to work hard and be dedicated to their careers in the world of work and become a professional workforce. Basically, vocational education plays a role in preparing students to be able to learn, think critically and anticipate future events actively and independently (Sulistyowati, 2014)

The importance of implementing quality learning in SMK as a form of student self-development in order to prepare them when

they enter the world of work later. Learning is a change in a person's behaviour so that there is an addition of knowledge, skills, and attitudes as a series of human personal development (Nurrita, 2018). Learning can be said to be learning so that it causes overall change. The change in question is a change with the development of both knowledge, skills, or attitudes that make a person's behaviour better than before.

Unfortunately, field conditions show that data on unemployment in Indonesia in terms of the latest education history quoted from BPS shows that the highest unemployment rate in the February period of 2021-2023 came from SMK graduates (BPS, 2023). The table of unemployment rates in terms of the last education history is shown in the Table 1.

Table 1. Open Unemployment Data by Education Level

Education Level	Year		
	2021	2022	2023
SD	3.61%	3.59%	3.02%
SMP	6.45%	5.95%	5.41%
SMA	9.09%	8.57%	7.96%
SMK	11.13%	9.42%	9.6%
University	5.98%	4.80%	5.52%

Source: Indonesia Central Bureau of Statistics. 2023

Based on Table 1, vocational school graduates have consistently accounted for the largest percentage of education unemployment in Indonesia over the past three years. The number of unemployed labour force who are vocational school graduates or commonly known as SMK reached 9.6% of the total in 2023. The data supports the findings of the researcher's observation in one of the vocational schools, one that also shows that most of the school graduates are still unemployed. The following graduates of SMKN 10 Surabaya are presented in the Table 2.

Table 2. Absorption of graduates of SMKN 10 Surabaya in 2023

Expertise Competence	Number Graduates	Working	Continuing Education	Not Employed	Unrecognised
Akuntansi	142	56	60	16	4
OTKP	142	74	34	26	7
BDP	138	72	20	27	11
Multimedia	69	32	16	10	7
Farmasi	137	73	40	12	9
Perbankan	141	47	49	36	3
UPW	71	35	47	8	0
Total	840	389	246	135	41

Source: Student Data of SMKN 10 Surabaya Year 2023

Based on Table 2, it shows that the percentage of graduates of SMKN 10 Surabaya students, the number of job absorption of SMKN 10 Surabaya graduates, especially the Online Business and Marketing expertise programme, is unemployed and many are still continuing their education so that it can be interpreted that it is not optimal and there is still a lack of student work readiness as it should be. Based on the data obtained, there are several graduates of the Online Business and Marketing expertise programme who undergo work that is not in line with their field and doubt the abilities they have. This shows a mismatch between what happens and the expectations of a vocational high school. One of the superior learning in vocational schools is the alfamart class retail learning programme.

Alfamartclass retail Learning Programme in an effort to improve student competencies, especially in the field of marketing business skills. In order to prepare graduates who are competent in their profession and equipped for the workforce in the retail industry, the alfamartclass programme seeks to connect the ability of SMK graduates with the world of business and industry in accordance with company criteria. With various competencies in it, including administration and sales transactions, product structuring, work processes, customer service, and their application in the business centre, implementation as part of the Alfamart class program, students are asked to

be assigned a picket schedule in the business centre for one day. This meant that students were unable to participate in class due to the inefficiency of the picket schedule. In addition, graduates usually have other job preferences and do not want to work at PT Alfamart to continue their education, so this is an obstacle that occurs in alfamartclass retail learning.

The school's efforts to improve students' work readiness by conducting collaborative learning with the Alfamart Class programme which will later become students' initial capital in the form of knowledge, skills to enter the world of work, will certainly provide benefits for the industry or school. Schools will receive resource support in the form of a synchronised curriculum with connected companies to help students build competencies that are aligned with industry needs. Teachers will also get information and understanding of the competencies that need to be taught to students. Conversely, the industry will also get assistance in finding jobs that fulfil the desired skill requirements and according to market demand.

Alfamart Class retail learning is of course learning carried out by students, where the learning provides students with a real picture of how the world of work, so that later they are ready and have provisions when they will enter the world of work after graduation and can become capital for students' work readiness later. One of the internal conditions that affect work readiness is self-efficacy.

Self efficacy is also an important factor in shaping work readiness with the belief that a person can perform and complete certain tasks successfully (Pangastuti & Khafid, 2019) self efficacy is the belief that a person can achieve certain goals (Nurussyifa, 2019). The results of previous research conducted by Ismoyo & Wahjudi (2023) state that self efficacy is able to become a mediating variable between vocational competency learning and work readiness in 12th grade students at SMK. As for the research conducted by Rusdarti & Ambarwati (2020) self-efficacy is able to mediate practical learning on work readiness.

The results of research conducted by Nurhasanah et al. (2022) students with high self-confidence can maximise their ability or competence in managing work effectively according to company needs, so that they have a greater chance of success in the workplace. Students with strong self-confidence will realise their own abilities when dealing with the world of work. Work readiness can also be influenced by self-efficacy. A person's self-confidence has a significant impact on behaviour that can determine whether or not a person is ready to enter the world of work, with belief in their abilities being the main component of their knowledge (Nurhayati, 2019)

Lack of self-efficacy will cause a person to be more pessimistic about their future life. Student work readiness will be difficult to achieve. Because some students who are not confident and lack confidence in their abilities will become an obstacle for themselves to their desire to achieve, achieve the desired goals or even to improve the quality of life in the future. Thus, it is necessary to have efficacy in every student as an asset to form mental and emotional maturity in students. Therefore, self-efficacy is an important factor that comes from within students that can affect work readiness in addition to the knowledge and skills possessed by students. According to research Wiharja MS et al. (2020) students who have a high level of self-efficacy are better prepared to face the world of work.

According to Muspawi & Lestari (2020) defines work readiness as a condition that shows a person's ability to work successfully and effectively contribute to the employer's goals while showing a balance between physical and mental maturity. Individuals who have good work readiness will more easily adapt to the world of work, be able to show optimal performance, and have greater opportunities to develop in their careers (Dewi S et al., 2024). The level of work readiness of graduates is determined by how well they carry out certain roles in accordance with employer expectations (Haryanti, 2022). According to Wahyuni (2020) in her research also proves that the existence of self efficacy is able to mediate the relationship between the influence of family support, knowledge of productive training subjects, and labour market information on students' readiness to work, in other words, variables that previously had no direct impact on work readiness become influential through the intermediary of self efficacy. With the relationship between the self efficacy variable and the retail learning variable and work readiness, it is thought that it can mediate the relationship between the retail learning variable and student work readiness.

METHODS

This research is a type of quantitative research. The research site was conducted at SMKN 10 Surabaya. The focus of the research is on the intervening variable, namely self efficacy (Z) with research indicators according Zarkasyi & Partana (2020), namely the level of difficulty (level), strength (strength), generalisation (generality). The independent variable is retail learning (X) with indicators according to Zhou (2017), namely cognitive aspects (knowledge), affective aspects (attitude), psychomotor aspects (skills). The dependent variable is work readiness (Y) with research indicators according to Sriwahyuni (2021), namely consideration, ambition, adaptability, and responsibility. Meanwhile, work readiness

according to Pertiwi (2017) is the existence of broad insight, having character attributes, health, loyalty, and good judgement, the ability to adjust to new situations or the intelligence to get along with them, high work enthusiasm, strong talent, optimism. The population studied was all XII BDP class students of SMK Negeri 1 Surabaya in the 2022-2023 academic year totalling 138 people, divided into 4 classes. The sampling technique used was purposive sampling with the Slovin formula, resulting in 102 students. This study contains two different types of data, namely primary and secondary. Researchers collected primary data through administering questionnaires while secondary data conducted interviews, and personally examined sources relevant to the research. The questionnaire that the researcher distributed was closed in the form of a g-form distributed via whatsapp. The questionnaire uses 4 Likert scale assessment weights to facilitate data analysis. This test uses outer model analysis, inner model analysis, hypothesis testing.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer model analysis is used to determine the feasibility of a variable to be used as a

measuring tool for validity and reliability tests. Based on data provided by respondents, each item in the questionnaire has a loading factor value > 0.7. The following external model analysis results are presented in the Figure 2.

Based on Figure 2, it can explain the results of the outer model analysis, it can be seen in the description of the validity test measurements and the reliability test carried out on the outer model analysis

Convergent Validity

The factor loading value of the latent variable indicates that the indicator is considered to fulfil the convergent validity criteria well when the outer loading value exceeds 0.7. indicators are considered to fulfil the convergent validity criteria well when the outer loading value exceeds 0.7. According to Chin (Ghozali & Latan, 2015), the outer loading value between 0.5 to 0.6 is considered sufficient to meet the requirements of convergent validity. The following are the outer loading results from the convergent validity test.

Based on Table 3 testing the factor loading value with retail learning variables, work readiness and self efficacy all items have a value > 0.6. So that all items are said to be valid and can be retained.

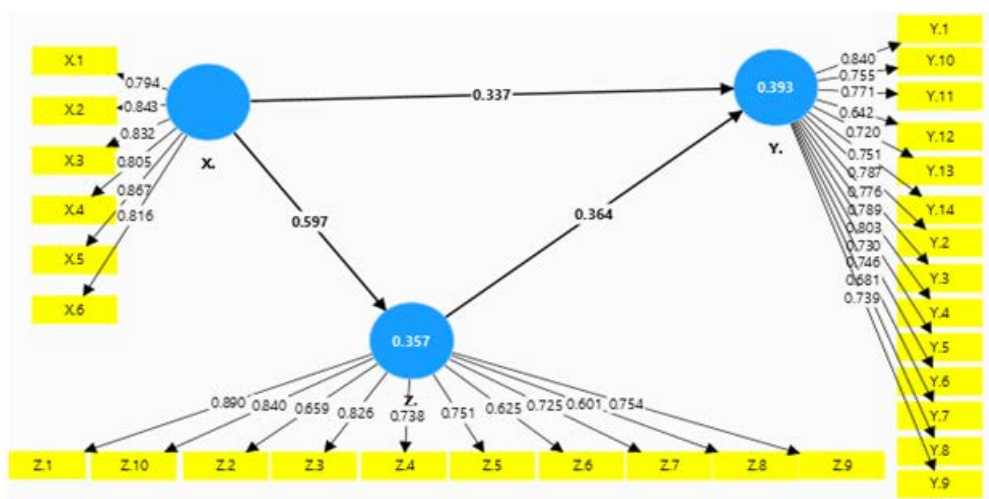


Figure 2. Outer Model Analysis Results
Source: Processed Primary Data, 2024

Table 3. Outer Loading Value

Indicator	X	Indicator	Y	Indicator	Z
X.1	0.794	Z.1	0.890	Y.1	0.840
X.2	0.843	Z.2	0.659	Y.2	0.787
X.3	0.832	Z.3	0.826	Y.3	0.776
X.4	0.805	Z.4	0.738	Y.4	0.789
X.5	0.867	Z.5	0.751	Y.5	0.803
X.6	0.816	Z.6	0.625	Y.6	0.730
		Z.7	0.725	Y.7	0.746
		Z.8	0.601	Y.8	0.681
		Z.9	0.754	Y.9	0.739
		Z.10	0.840	Y.10	0.755
				Y.11	0.771
				Y.12	0.642
				Y.13	0.720
				Y.14	0.751

Source: Processed Primary Data, 2024

Table 4. Covergent Validity

Variable	AVE
X	0.683
Y	0.568
Z	0.557

Source: Processed Primary Data, 2024

Table 4 The results show that each variable has a value > 0.50 so that the instrument has sufficient value convergent validity.

Discriminant Validity

Table 5. Discriminant Validity

Variable	CA	CR	Description
X	0.909	0.928	Reliable
Y	0.941	0.944	Reliable
Z	0.909	0.919	Reliable

Source: Processed Primary Data, 2024

The measurement results in Table 5 Cronbach Alpha (CA) and Composite Reliability (CR) for each variable produce a value of more than 0.70 so that each construct has good reliability and can be declared reliable.

Hypothesis Testing

Inner Model Anylysis

The results of the SmartPLS SEM output show the value of R- Square, F- Square, patch coefficients, and indirect presented in the Table 6, Tabel 7, and Table 8.

Table 6. R- Square Results

Variable	R- Square	R- Square Adjusted
Y	0.393	0.380
Z	0.357	0.350

Source: Processed Primary Data, 2024

Table 7. F- Square Results

	X	Y	Z
X		0.120	0.555
Y			
Z		0.141	

Source: Processed Primary Data, 2024

Table 6 shows the results of the R Square value of 0.393 which means that there is an influence of the retail learning variable on

work readiness of 39.3% and the remaining 60.7% is influenced by other variables. Likewise with the self efficacy variable, 35.7% of the variable variation is explained by retail learning while 64.3% of the variation in the self efficacy variable is explained by other variables.

Based on the F-Square results table shows that: Variable X affects variable Y by 0.120 with a small classification. Meanwhile, variable X affects variable Z by 0.555 with a large classification. Variable Z affects variable Y by 0.141 with a small classification.

Hypothesis testing is carried out using t-statistics. If the t-statistic value \geq t-table value (1.96), then Ho is rejected and the research hypothesis is accepted or p values < 0.05 . Based on the path coefficient X \rightarrow Y 0.337 and the t-statistic value of 2.027 or 0.043 < 0.05 . This shows that there is a unidirectional and real relationship between retail learning and work readiness.

Table 8 also shows that the path coefficient Z \rightarrow Y is 0.364 and the t-statistic value is 2.794 or 0.000 < 0.05 . This shows that there is a real impact between self efficacy and work readiness. While the correlation of the path coefficient X \rightarrow Z is 0.597 and the t-statistic value is 10.241 or 0.005 < 0.05 . This indicates that there is a direct and real relationship between retail learning and self-efficacy. The real impact explains the one-way impact. So, it can

be concluded that H1, H2 and H3 in this test are accepted.

Based on Table 9, it can be explained that retail learning has an indirect effect on work readiness through self efficacy with a significance of 0.218 with t statistics 2.684 > 1.96 or p value 0.007 < 0.05 . These results indicate that the self efficacy variable acts as a mediator between the retail learning variable and student work readiness.

Effect of Retail Learning on Work Readiness of Students of SMKN 10 Surabaya

Retail learning has a positive and significant effect directly on student work readiness. This can be seen in the results of hypothesis testing which shows a P value of 0.043 < 0.05 , so there is a positive influence between retail learning on work readiness, so H1 is accepted. In addition, the original sample value is 0.337 which states that retail learning affects work readiness by 33.7%.

Based on the loading factor value, it is found that retail learning at school is able to improve students' work readiness with a variety of learning in it, including one of them in the psychomotor aspect in the form of practical learning of student skills such as operating retail tools, product displays, sales, stock-taking where this can improve student skills in learning and for later provision when entering the world of work. The lowest indicator cont-

Table 8. Path Coefficients

Construct	Path Coefficients	T – Statistic	P – Value	Description
X – Y	0.337	2.027	0.043	Accepted
X – Z	0.957	10.241	0.000	Accepted
Z – Y	0.364	2.794	0.005	Accepted

Source: Processed Primary Data, 2024

Table 9. Indirect Effect

Construct	Path Coefficients	P – Value	T - Statistic
X – Y – Z	0.218	0.007	2.684

Source: Processed Primary Data, 2024

tribution is the cognitive aspect, which can be interpreted as a lack of student interest in learning material that might make students bored, sometimes the importance of providing practice will make students happier to learn. In the work readiness indicator, the highest indicator is ambition and adaptation.

Based on initial observations at SMKN 10 Surabaya, several obstacles were found in the implementation of alfamart class retail learning such as a lack of understanding of the knowledge of the material provided by the teacher or presenter due to material that is less stimulating or interesting, making it difficult for students to understand and material that makes students bored. With the existing obstacles the teacher or presenter involved applies a solution with the aim of making it better in the future. Solutions that are applied related to obstacles are by making material innovations in the form of power points, learning media from Canva, educational videos that are more interesting so that they are more easily absorbed by students and attract students' interest in more varied learning, so that with this application students will find it easier to understand the alfamart class retail learning knowledge material and accompanied by practical skills in the bussinnes center such as product arrangement according to the type of goods in the bussines center, cash register operation, work SOP.

In addition, students at SMKN 10 Surabaya are also required to be able to adjust themselves in the practice/ internship environment where students must dress neatly, be friendly with customers, obey the rules when implementing learning practices in the bussines centre and students are required to adapt to technological developments such as operating various types of cash registers in the bussines centre that must be learned by students.

So, it can be concluded that with the alfamart class retail learning at SMKN 10 Surabaya, it can encourage students' willingness, optimism, desire to learn seriously in learning new things and train students to be able to

adapt to the environment.

Research conducted Riswati et al. (2021) there is a significant effect of the application of industrial class learning on student work readiness. As for the research conducted by Ariyanto (2023), there is a positive effect of basic competency learning on the work readiness of vocational students. With this learning, students' attitudes are formed to learn more deeply later in the world of work. So, it can be concluded that this retail learning can increase students' work readiness with various competencies in it.

The Effect of Retail Learning on Self Efficacy of Students of SMKN 10 Surabaya

Based on the test results, it is found that retail learning has a positive and significant effect directly on the self-efficacy of SMKN 10 Surabaya students. This can be seen in the results of the P value hypothesis test of $0.000 < 0.05$, so there is a positive effect of retail learning on self efficacy, so H2 is accepted. besides the original sample value of 0.597 which states that retail learning affects self efficacy by 59.7%.

In the indicators of self efficacy, the highest contribution is in the magnitude and strength indicators, this means that self efficacy comes from the self belief of each student where they must be able to understand their condition to perform based on the level of behavioural selection that they feel capable of doing or avoiding behaviour that is beyond the limits of their perceived abilities. In the learning process of retail alfamart class at SMKN 10 Surabaya, there are various obstacles experienced by students such as the lack of proficiency of students in operating cash registers because students are still afraid if they make mistakes in inputting financial data, stock items and sales results. Based on these obstacles, the teachers involved apply solutions such as monitoring student progress, providing direction regarding the steps that must be taken when operating the cash register or learning other competencies.

With the success of students in carrying out learning practices in the business center such as operating machines, inputting sales data, stocking goods, this can foster an optimistic attitude or high confidence in students which means that they are able to do alfamart class retail learning with the ability of knowledge or skills possessed as well as with the results of learning, experiences that have been carried out while in the business center where later students will do *prakerin* or plunge into the world of work later. SMKN 10 Surabaya students who master competencies in alfamart-class retail learning will automatically grow their confidence when carrying out tasks related to their competence and believe they can complete their tasks based on the results of maximum learning.

Thus, it is concluded that retail learning has a positive and significant effect on the self-efficacy of students of SMKN 10 Surabaya. Self efficacy can also be interpreted as a person's positive view of his talents and abilities in an effort to manage difficulties in a particular task to get the best results (Subaidi, 2016). This is supported by research findings Ferrari (2022) and Martono (2021) which reveal that vocational competence has a causal relationship and has an impact on self-efficacy, which means that the better the student's vocational competence, the efficacy that exists in the student will also increase. Thus, students who master vocational competence will automatically grow their confidence when carrying out tasks related to their competence. Therefore, learning will be maximised if students' self-efficacy also increases.

The Effect of Self Efficacy on Work Readiness of Students of SMKN 10 Surabaya

Based on the test results, it is found that self efficacy has a positive and significant effect directly on work readiness. This can be seen in the results of hypothesis testing which shows a P value of $0.005 < 0.05$, so it is explained that there is a positive influence of self efficacy on work readiness, so H3 is accepted.

In addition, the original sample value is 0.364 which states that self efficacy affects work readiness by 36.4%.

Based on the loading factor value, it is found that students' self efficacy has the highest indicator contribution, namely magnitude, it can be interpreted that students who are aware of their abilities and with strong self-confidence in carrying out a task will be able to increase their work readiness later. In addition, work readiness in him will be more mature if students believe they are able to perform the tasks given optimally and are able to perform tasks according to their abilities. While the contribution of the lowest indicator, namely strength, can be interpreted that the lack of strong beliefs or mental attitudes of students' beliefs is still low and doubts about their ability to complete a job. Based on the results, it shows that the high self-efficacy of class XII BDP students of SMKN 10 Surabaya can increase students' work readiness. In accordance with the first level of self efficacy, namely magnitude, it means that each individual has a different level of problem, where some consider the problem easy to solve and or difficult to solve.

As is the case when learning retail alfamart class at SMKN 10 Surabaya there are some students who lack confidence and fear so it is difficult to be able to communicate well to consumers but these students must believe they can communicate well to consumers. Then generality is something related to how the behaviour of students feels confident and has an optimistic attitude towards their abilities, dares to take responsibility and is ready to take risks for the work they do. In accordance with the teacher's direction, SMKN 10 Surabaya students learn to practice communicating in front of classmates so that when facing consumers, they are more confident. Furthermore, strength, students who have a high level of self-confidence will find it easier to face consumers with high confidence as well as confidence in completing their tasks. With effort and high self-confidence where students

who initially lacked confidence in dealing with consumers, are now more confident in serving consumers.

When measuring job performance, one important factor to consider is self-efficacy. Because one must understand how they are able to be prepared for the world of work before entering it. Thus, assessing one's level of work preparation before joining the workforce requires considering their level of self-efficacy. This is in accordance with previous research conducted by Neswari & Dwijayanti (2022) self efficacy has a positive and significant effect on work readiness, in line with research conducted by Nur et al. (2021) saying that one of the key components of student success in preparing for the world of work is their own level of confidence. Based on research by Andrianus (2020), a person's level of confidence in their abilities is positively related to their readiness to work, and vice versa. So, it can be concluded that work readiness will increase if students' self-efficacy also increases.

The Effect of Retail Learning Through Self Efficacy as an Intervening Variable on Work Readiness of Students of SMKN 10 Surabaya

Based on the test results, it is found that retail learning has an indirect positive effect on work readiness through the intervening variable of self efficacy. This can be seen in the results of hypothesis testing which shows a P value of $0.007 < 0.05$ so it is explained that there is a significance of retail learning on work readiness with intervening self efficacy, then in the results of the T statistical value of $2.684 > 1.96$ it can be explained that there is a positive effect of retail learning alfamart class on work readiness with intervening self efficacy, so H4 is declared accepted. next the original sample value of 0.218 which states that retail learning affects work readiness by 21.8%.

In this study, it is found that the highest indicator in retail learning is the psychomotor aspect and self efficacy is magnitude, in this case it can be concluded that with the existence of qualified skills and with confidence in

the abilities possessed by students can increase work readiness, skills in an important field are owned by students as a provision for themselves when in the world of work later. Self efficacy can also be seen as a person's positive view of their talents and abilities in an effort to manage difficulties in certain activities for the best results (Subaidi, 2016). Self efficacy makes students more motivated to complete work optimally, as is the case in learning retail alfamart class at SMKN 10 Surabaya with various challenges or obstacles faced by students when practicing retail learning alfamart class so that it will increase self-efficacy in students with various knowledge of alfamart class materials, skills in product arrangement, operating cash registers, and friendly attitudes to consumers, neatly dressed during learning practices at the alfamart class bussines centre. Therefore, the existence of high self-efficacy makes students more eager to learn in learning retail learning alfamart class based on experience, knowledge, skills and problem solving that he was able to face before. Class XII BDP students have high work readiness because of the high self-efficacy possessed by students so that they do not give up easily, are always enthusiastic in doing their duties, are not afraid to try, dare to face challenges and take responsibility for their actions.

So, it can be said that self efficacy is able to become an intervening variable or mediate between retail learning and work readiness where the position of self efficacy can strengthen the relationship between learning and work readiness, this can be seen in the highest indicator of each variable where the skills possessed by students driven by strong beliefs and aware of the abilities possessed in students are able to increase work readiness.

The magnitude of the indirect effect is lower than the direct effect. This low effect indicates a partial mediation form of the role of self efficacy as a mediating variable, which means that self efficacy is not able to perfectly mediate the effect between retail learning on work readiness. This is because students assess that the retail learning carried out is able

to make students responsible properly. So that students consider the retail learning experience both theoretical and practical knowledge gained is able to help students in growing work readiness well without paying too much attention to self-efficacy. Students pay less attention that their self-efficacy can affect work readiness.

The results of previous research conducted Ismoyo & Wahjudi (2023) state that self efficacy is able to become a mediating variable between vocational competence and work readiness in 12th grade students in vocational schools. As for previous research conducted by Febriyana et al. (2023) self efficacy has a positive effect on student work readiness.

According to Sugihartono in Muspawi & Lestari (2020) work readiness is reflected in the balance of psychological, physical, and learning experiences that enable individuals to carry out work tasks. Therefore, it is important to develop competence and increase self-efficacy so that work readiness can be optimised. Thus, self efficacy has an important role as an intervening variable in the indirect effect of al-famart class retail learning on work readiness at SMKN 10 Surabaya.

CONCLUSION

Based on the results of the analysis calculations in the study, it shows that retail learning has a positive effect and significant to work readiness by 33.7%, so that any increase in retail learning by students will increase students' work readiness. Retail learning has a positive effect and significant to self-efficacy by 59.7%, so that the higher the retail learning done by students will increase student self-efficacy. Self efficacy has a positive effect and significant to work readiness by 36.4% so that the higher the self efficacy of students, the higher the work readiness of students will increase. Retail learning has a positive effect and significant indirectly to the work readiness of vocational students through self efficacy as an intervening variable of 21.8%. In other words, this means that if students improve retail learning

mediated by high self efficacy can increase the work readiness of SMKN 10 Surabaya students.

From the results of this study, suggestions that can be given are: (1) For students, in order to increase their confidence when doing learning at school or outside school with the knowledge, skills they have learned and learn various things to improve soft skills or hard skills in order to prepare later when entering the world of work; (2) Other industrial companies are expected to collaborate with schools to produce quality graduates to meet the needs of market demand; (3) For schools, schools in this case should improve the quality of learning implementation that can improve work readiness in the form of soft skill or hard skill development programmes for students with quality competencies in addition to providing or cooperating with the business world/ industrial world in accordance with each student's major field. In addition, it is recommended that schools create or arrange programmes that can improve students' work readiness both in terms of knowledge, skills and attitudes needed to be ready to enter the world of work; and (4) For further researchers, it is better to increase the number of samples and add independent variables. This is so that future research results are able to cover more varied respondent characteristics and make a better contribution.

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