PENGARUH PENDIDIKAN KEWIRAUSAHAAN, LITERASI DIGITAL, DAN EFIKASI DIRI TERHADAP KESIAPAN KERJA SISWA BIDANG KEAHLIAN BISNIS DAN MANAJEMEN

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, DIGITAL LITERACY, AND SELF-EFFICACY ON STUDENT WORK READINESS IN THE BUSINESS AND MANAGEMENT EXPERTISE

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Abstrak: Kesiapan kerja merupakan aspek penting dalam menumbuhkan sumber daya manusia sebagai tenaga kerja yang berkualitas dan kompetitif di era revolusi industri 4.0. Penelitian ini bertujuan untuk menguji pengaruh: (1) Pendidikan Kewirausahaan terhadap Kesiapan Kerja siswa kelas XI Bidang Keahlian Bisnis dan Manajemen SMK Negeri 1 Wonosari Tahun Ajaran 2021/2022, (2) Literasi Digital terhadap Kesiapan Kerja siswa kelas XI Bidang Keahlian Bisnis dan Manajemen SMK Negeri 1 Wonosari Tahun Ajaran 2021/2022, dan (3) Efikasi Diri terhadap Kesiapan Kerja siswa kelas XI Bidang Keahlian Bisnis dan Manajemen SMK Negeri 1 Wonosari tahun ajaran 2021/2022. Penelitian ini menggunakan jenis penelitian kuantitatif dengan pendekatan korelasi kausal. Populasi penelitian ini adalah siswa kelas XI bidang keahlian Bisnis Dan Manajemen tahun ajaran 2021/2022 berjumlah 284 siswa. Pengambilan sampel menggunakan teknik proportional random sampling dan diperoleh sampel sejumlah 166 siswa. Teknik pengumpulan data menggunakan angket tertutup. Uji prasyarat analisis dalam penelitian ini terdiri dari uji normalitas, uji linearitas, uji multikolonieritas, dan uji heteroskedastisitas. Teknik analisis data menggunakan analisis regresi berganda. Hasil dari penelitian ini adalah: 1) terdapat pengaruh Pendidikan Kewirausahaan terhadap Kesiapan Kerja yang ditunjukkan dengan nilai t_{hitung} lebih besar dari t_{tabel} (7,723 > 1,97472), nilai signifikansi lebih kecil dari 0,05 (0,000 < 0,05) dan koefisien regresi bernilai positif sebesar 0,487. 2) terdapat pengaruh Literasi Digital terhadap Kesiapan Kerja yang ditunjukkan dengan nilai t_{hitung} lebih besar dari t_{tabel} (2,056> 1,97472) nilai signifikansi lebih kecil dari 0,05 (0,041 < 0,05) dan koefisien regresi bernilai positif sebesar 0,069. 3) tidak terdapat pengaruh Efikasi Diri terhadap Kesiapan Kerja yang dibuktikan dengan nilai t_{hitung} lebih kecil dari t_{tabel} (0,704 < 1,97472), nilai signifikansi lebih besar dari 0,05 (0,482 > 0,05) dan koefisien regresi bernilai positif sebesar 0,048. Besarnya sumbangan variabel Pendidikan Kewirausahaan, Literasi Digital, dan Efikasi Diri sebesar 57,00%; sementara itu sebesar 43,00% dipengaruhi oleh variabel-variabel lain yang tidak dikaji dalam penelitian ini.

Kata kunci: Kesiapan Kerja, Pendidikan Kewirausahaan, Literasi Digital, dan Efikasi Diri.

Abstract: *Work readiness is one of the important aspects to improve quality and competitive human resources of industrial revolution 4.0 era. This research aims to determine influence of: (1) Entrepreneurship Education towards Work Readiness of student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022, (2) Digital Literacy towards Work Readiness of student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022, and (3) Self-Efficacy towards Work Readiness of student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022. Type of research is quantitative research of causal correlation. The population are 284 students of class XI Business and Management Expertise at SMK Negeri 1 Wonosari in academic year 2021/2022. Sampling used a proportional random sampling technique and obtained of 166 students. The technique of collecting data*

is a questionnaire. The prerequisite analysis test in this research included normality test, linearity test, multicollinearity test, and heteroscedasticity test. The data analysis technique uses multiple regression analysis. The results of this research are: 1) there is a positive and significant influence of Entrepreneurship Education toward Work Readiness that indicated by t_{count} greater than t_{table} (7,723 > 1,97472), the significance value is less than 0,05 (0,000 < 0,05) and the coefficient regression is positive for 0,487. 2) there is a positive and significant influence of Digital Literacy toward Work Readiness that indicated by t_{count} greater than t_{table} (2,056> 1,97472) the significance value is less than 0,05 (0,041 < 0,05) and the coefficient regression is positive for 0,069. 3) there is no positive and significant influence of Self Efficacy toward Work Readiness that indicated by t_{count} less than t_{table} (0,704 < 1,97472), the significance value is greater than 0,05 (0,482 > 0,05) and the coefficient regression is positive for 0,048. The effective contribution of the variable Entrepreneurship Education, Digital Literacy, and Self Efficacy is 57,00% while 43,00% is influenced by other variables not examined in this research.

Keywords: *Work Readiness, Entrepreneurship Education, Digital Literacy, dan Self-Efficacy.*

INTRODUCTION

The fourth industrial revolution era contributes positively and negatively to the development of lifestyles, ways of working, and relationships between people in various fields of life. The industrial and business areas are characterized by automation and digitalization that utilizes artificial intelligence technology to replace the role of human labor. Bejakovic & Mrnjavac (2020) stated that new types of jobs and the loss of several fields of work, especially manual ones, will occur along with the development of digitalization. It is evidence of financial technology and social media in industries and businesses, such as online lending applications, digital payment (e.g., OVO, Dana, Gopay, Shopee Pay), e-commerce, and digital banking (mobile/e-banking) provide to save energy, time, and costs. In another dimension, technological developments have an impact on reducing labor, especially in the conventional finance, administration, sales,

and marketing fields. The opinion Sutrisno & Prasetyo, (2020) explains will easy substitute the process of reducing labor experienced in front line employees such as tellers and customer service, including type of office work as bookkeeping, correspondence, filing, and sales and marketing. With the reduction in labor, the employment opportunities for human resources are getting smaller, so work competition is getting tighter with various demands for the quality of professional human resources. The fulfillment of higher quality work makes individuals able to withstand changes, but if individuals are not competent, they will be eroded and unable to meet market needs.

Education is the first step in achieving the demands and challenges of the labor market. Law No. 20 of 2003 concerning the National Education System article 15 explains that SMK is a secondary education that prepares students primarily to work in specific fields. The learning process at SMK is carried out to

fulfill the competencies of professional knowledge and skills in a particular area so that graduates can immediately work or continue their education to higher education. However, in reality, problems that contradict the objectives of SMK education are still felt by graduates who cannot fulfill the needs of the business and industrial worlds.

According to data from the Statistics Indonesia/ BPS (2021), Indonesia's national Open Unemployment Rate (TPT) was recorded at 9,10 million people in August. This number has increased from February 2021 by 6,49%, which is dominated by unemployment in the productive working age category of 15-24 years by 19,55%. Judging from the highest level of education completed, it still has a stagnant scheme, namely SMK graduates as the highest proponent at 11,13%. They were followed by SMA graduates at 9,09%, University at 5,98%, Diploma I / II / III at 5,87%, junior high school at 6,45%, and the elementary school graduates at 3,61%. These problems have become the focus of education development in various regions.

Special Region of Yogyakarta, as a student city, is still faced with a similar problem, with the number of Open Unemployment Rate in February 2021 totalling to 98,40 thousand people (BPS DIY, 2021). The unemployment rate fluctuates, with high school graduates having the highest proponent of 5,50%, followed by college graduates, junior high school, and elementary school. Educational institutions have tried to solve this problem, but is inhibited by the imbalance of labor demand and supply. The Covid-19 pandemic has caused a reduction in the number of workers in several sectors through layoffs (SMK Kemdikbud RI, 2020). On the supply side, the quality of SMK graduates does not fulfill the standards and requirements of employees or entrepreneurs, and they are not mentally and physically ready to work.
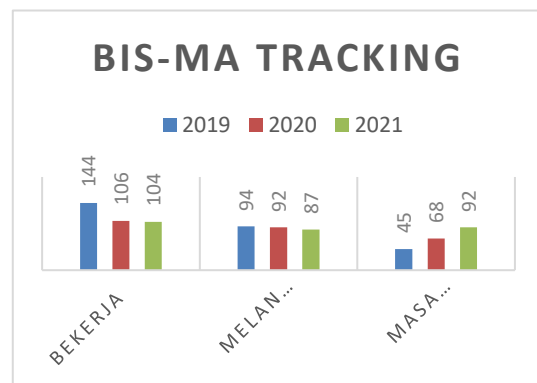
SMK graduates in business and management expertise are one of the largest categories supporting unemployment. In 2019 as many as 7.05 million unemployed people were dominated by SMK graduates. According to data from SMK graduates in 2019, there were 1,536,682 people with the highest number of Technology and Engineering (32.4%), Business and Management (25.1%), and Information and Communication Technology (22.7%) (Sudiyono, Perdana, Sulistiono, & Murdianingrum, 2020). The three fields of expertise also supported the high open unemployment rate (TPT) in 2019, especially in the competencies of automotive engineering expertise (373,442 people), computer engineering and informatics (246,091 people), mechanical engineering (221,368 people), accounting and finance (207,606 people), and management and office 9155,672 people). It is because the

quality of graduates is not yet qualified in the world of work, and there are limited employment opportunities, causing students to have difficulty finding jobs that suit their fields. Referring to the opinion of Kusumastuti, Ngadiman, & Sohidin (2013), the cause of unemployment of business and management graduates is due to the lack of fulfillment of work competencies consisting of hard skills and soft skills. According to the results of an analysis conducted by the Kemdikbud Team, the low absorption of SMK graduates is caused by a lack of competitiveness, foreign language skills, and the ability to adapt to new technologies. (Siswantoyo, et al., 2019). The tendency to equip students with technical skills that are not following the world of work is an obstacle to student work readiness. Siswantoyo et al. (2019) stated that the technological abilities of SMK students are still lower than foreign workers, diplomas, and certified workers; this is because the competencies taught at school and in the workplace are different. For example, the application of accounting computer programs taught at school differs from the applications used in work. In addition to these factors, they have low confidence in their abilities (A'yunina & Fitriana, 2020).

SMK Negeri 1 Wonosari, a vocational high school located in Gunungkidul Regency, opens three fields of expertise: Business and Management, Tourism, and Information and Communication Technology. Students are equipped with knowledge and skills through various programs to be ready to enter the world of work, but in reality, many graduates are hampered in getting jobs following their fields of expertise. Graduate tracking data conducted by the school for the last three years still show results that are not as expected.

Figure 1 Graduate Tracing Data of SMK

Negeri 1 Wonosari in 2019-2021

Based on the data above, it shows that graduates of SMK Negeri 1 Wonosari have diversity in student career decisions. Business and Management graduates have successfully entered the world of work as employees and entrepreneurs, have decreased from 2019 by 144 to 104 students in 2021. In addition, 30.75% of 2021 graduates decided to continue to college because they added and developed their knowledge and skills in the same field of expertise and across competencies to achieve the desired career path. However, based on the data above, students in the waiting period in 2019 were 45 students and increased to 92

students in 2021. According to Mr. Hadi Hadi Purwanto, S.Pd., M.Pd., the head of BKK, students in the waiting period are students who have not been recorded in the graduate tracking data. Thus, that are categorized as students who have not succeeded in establishing their careers.

Based on the interview with Mr. Hadi Purwanto, S.Pd., M.Pd., explained that the gap between learning objectives and graduates' absorption results is caused by various things from within and outside the students. According to him, the problem is caused by students' lack of readiness to enter the world of work. Schools have tried various things to prepare students to enter the world of work. Still, the factors of students' work readiness after graduation come from internal and external students, such as lack of experience, self-confidence, the influence of parents, and peers, technological developments, and natural conditions. In addition, based on the information obtained, students who have worked do not necessarily get a job in their field of expertise, especially graduates of business and management. It is because the field of expertise has a limited scope of work in a company compared to other fields of expertise.

According to American College Testing (ACT) (2013), a work-ready person has the basic skills to meet minimum standards in a particular job. Graduates' work readiness is caused by internal and external factors (Wakhinuddin, 2020). Internal factors include intelligence, interest, talent, willingness, attitude, and potential, while external factors include environmental development, culture, social status, family, and job opportunities. According to Slameto (2015), three aspects that influence work readiness are 1) physical, mental, and emotional conditions, 2) needs, goals, and motives; and 3) skills, knowledge, and understanding possessed. These three factors affect a person's readiness to do something. (Amalia & Murniawaty, 2020) suggest that internal factors influencing work readiness include Entrepreneurship Education, Self-Efficacy, and Job Interests. In addition (Yulianti, Asniati, & Juita, 2021) describe important factors for graduates in the era of digital technology disruption, including competence, Digital Literacy, and Human Literacy. The better the aspects of work readiness that students have, the higher the job opportunities they get.

In fulfilling the quality of competent graduates, students must have hard skills in the form of basic knowledge and skills related to the field of expertise, as well as mastering soft skills, which include character, attitudes, and values in supporting work. The government seeks to develop SMK education with SMK revitalization programs tailored to current needs, one of which is cultivating entrepreneurial values through collaboration programs with

industries, Micro Small and Medium Enterprises, and the community. The implementation of entrepreneurship learning activities is provided in special subjects that aim to equip students with the knowledge, skills, and entrepreneurial attitudes. The implementation is carried out in the classroom through basic theories of entrepreneurship and outside the classroom by carrying out entrepreneurial practices such as selling. In addition, entrepreneurship programs outside of learning are carried out by SMK to provide a forum for students to explore and develop their potential through extra-curricular activities (Mulyani, 2011). Other out-of-class entrepreneurship education is carried out, such as business centers, which are opportunities for students to practice the entrepreneurial spirit by establishing relationships with Micro Small and Medium Enterprises, or the community in distributing merchandise supplied by the school. In addition, students are allowed to learn in the field of banking through Edu mini bank. With the provision of integrated entrepreneurship education in several programs, it is hoped that students can make provisions to be better prepared to enter the world of work after graduation. However, during the Covid-19 pandemic, the Business Center, Teaching Factory, and Edu Mini Bank programs could not be realized. Based on preliminary online studies, 63,3% of 30 students admitted they were less enthusiastic about participating in learning, especially in the classroom. It causes a common understanding and internalization of students' entrepreneurial attitudes and skills.

Human capabilities continue to develop in line with technological growth. Mastery of digital skills is one of the skills that students must have to be ready to compete in the world of work. According to research by Bejakovic & Mrnjavac (2020), someone with good employability can adapt to changes in the world of work by combining competencies, knowledge, and skills, one of which is digital literacy. It is in line with research conducted by Sulistyanto, Mutohhari, Kurniawan, & Ratnawati (2021), which states that vocational students have seven competencies in the industrial revolution era 4.0. That includes problem-solving competencies, critical thinking, creativity, digital literacy, virtual collaboration, communicative, and emotional intelligence. High digital literacy can help students improve the knowledge and skills needed in the world of work, especially related to technology and information, obtain information about work, and help complete work so that they are better prepared for work. The labor market is experiencing an increasing demand for highly skilled workers with cognitive, digital, and technical knowledge. However, on the other hand, the level of digital literacy in Indonesia is still quite low, with an index value in 2021 of 3,49

on a scale of 5,0 (KOMINFO, 2021). The workforce in Indonesia still has shortcomings in the use of technology, which can be seen during the learning process during the Covid-19 pandemic; many schools are still constrained to apply technology in teaching and learning activities. According to a preliminary study conducted on 30 students online, 53,3% of students still doubt their digital literacy skills to be able to compete in the world of work later. The researcher's observations support it during the implementation of online learning due to the Covid-19 pandemic conducting educational practices; many students still experience obstacles in using technology, so, likely, students do not have maximum digital literacy. In addition, the limited facilities owned by students result in computerized learning in schools being forced to be limited and adjust to conditions. As a result, digital literacy competencies related to professions, such as accounting computer devices, are not maximized.

In another dimension, self-assessment is an important factor in shaping one's personality in the present and future. Self-assessment or self-efficacy is a belief in one's capability to organize and carry out actions needed to maintain prospective situations in their life (Bandura, 1995). A person with high self-efficacy will produce self-achievement, withstand pressure, and is not prone to depression; it affects the development of cognitive skills, self-management, and interpersonal skills in a job occupied (Kristiyani, 2016). Self-efficacy refers to the belief that one can complete tasks, achieve goals and solve problems well. So that students who can recognize themselves realistically can know their ability to enter the world of work. However, in reality, many students have low self-efficacy. It is evidenced by the attitude of students facing difficult tasks that tend to complain and are not confident in the results of their work, so some students cheat by cheating on friends' answers. It is also supported by the results of a preliminary study which stated that 63,3% of 30 young students despaired when given a difficult task. This tendency affects students after graduation, with students' unpreparedness in facing new tasks and easily despairing when given difficult tasks.

Based on the problems described above and supported by pre-research that has been conducted, it shows that the career decisions chosen by students are more dominant by internal rather than external factors. Thus, researchers are interested in researching internal factors that influence work readiness at SMK Negeri 1 Wonosari, including entrepreneurship education, digital literacy, and belief in their abilities (self-efficacy). These three factors are important in shaping work skills in the 21st century by current digital conditions. So, this this research

objectives to examine the influence of Entrepreneurship Education, Digital Literacy and Self Efficacy toward Work Readiness of student class XI Business and Management Expertise SMK Negeri 1 Wonosari in the academic year 2021/2022.

LITERATURE REVIEW

Work Readiness

According to Slameto (2015) defined readiness as a process of adjustment and habituation to conditions that will affect or require a response/answer one day. Herminanto Sofyan in (Rusdiana & Nasihudin, 2018), someone prepared to work can complete work according to the provisions and targets without significant obstacles and difficulties. Work readiness not only refers to one's ability to get a job but also what is needed to keep the job (Brady, 2010). Based on the description above, can be inferred that work readiness is the overall physical and mental condition by mastering knowledge, skills and professional attitudes to do work and maintain their position according to the minimum work standards specified. A person who is ready enter to work must have cognitive skills and soft skills to achieve the specified work standards. According to Herminanto Sofyan in (Rusdiana & Nasihudin, 2018), the characteristics of someone who has work readiness following aspects are maturity level, experience, and harmonious mental and emotional states. Work Readiness is affected by two factors namely internal and social (external) factors. Factors internal such as intelligence, attitude, efficacy, potential possessed by the workforce. And in the industrial revolution 4.0 digital literacy is one of the factors in preparing to enter the world of work. These factors are very important for students to prepare enter the world of work.

Entrepreneurship Education

Entrepreneurship comes from the French "*entreprendre,*" which means doing or creating. Mulyani (2011) defines entrepreneurship as an attitude, skills, and values that create the character and behavior of individuals who are creative, empowered, inventive, working, humble, and trying to increase income from their business activities. Rodriguez & Lieber's (2020) Entrepreneurship education is based on experiential learning, which aims to develop non-cognitive skills and build career readiness through entrepreneurship. Based on the description, entrepreneurship education is comprehensive learning that leads to the formation of a soul, character, and behavior. The values applied in the program of entrepreneurship education which include creative, independent, leadership, risk-taking, action-oriented, and entrepreneurial concepts and skills (Suharyadi, et al., 2010). But the values

applied are not same, adjusted to the level of development and capability of the implementer. The implementation of entrepreneurship education at the vocational secondary education level is carried out in several ways, namely separately and integrated (integration). The program separately focused on a particular entrepreneurship course given to students namely Creative Products abd Entrepreneurship (PKK). While, integrated entrepreneurship education is the implementation of entrepreneurship education contained in other subjects and programs both cocurricular and extracurricular such as Teaching Factory, Techno Park, Business Center, and Student Cooperatives. With the good process of internalizing entrepreneurial attitudes, it will improve student's competencies, so that they can complete their work.

Digital Literacy

The concept of digital literacy was first developed by Paul Gilster in 1997, who defined it as the capability to understand and use technology and information of different sources of digital devices in all areas of life. In this sense, digital literacy is not limited to the ability to operate digital devices. Agree with the concept, UNESCO (2018) defines digital literacy as the skills to access, organize, perceive, integrate, appraise, and build information securely and effectively using digital technology in various

professions and entrepreneurs. Based on the description above digital literacy is a person's ability to understand, process, evaluate, create, and build new information, which is then elaborated and communicated back from various sources on digital devices by ethics and rules that are accurate and effective. According to UNESCO (2018) concept includes skills to operate hardware and software, information and data literacy, communication and collaboration, digital content creation, security, problem-solving, and career-related competencies. So, digital literacy in learning is essential to prepare quality human resources both in mastering hard and soft skills. Online and offline learning that applies digital literacy can benefit the teaching and learning process. Digital literacy can impact increasing learning information sources, ease of operating digital learning tools, aids interaction and communication among teachers and students, and the ability to manage quality online information

Self-Efficacy

According to the KBBI (2022) *efficacy* is the ability to achieve goals/results. Albert Bandura first proposed this concept in 1986 and suggests that "self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations." Baron and Byrne (1991) in (Ghufron & Risnawita, 2014) defines self-efficacy as an assessment

of individuals competence to accomplish a task, reach goals and solve an obstacle or problem. Based on the understanding above, it can be inferred that self-efficacy is a belief that individuals have in their capability to do tasks or work and solve problems faced with specific goals. According to Bandura in (Ghufron & Risnawita, 2014), the level of human self-efficacy varies based on the dimensions that influence expectations for success, namely self-ability to complete tasks or work at a certain level of difficulty (magnitude dimension), strength or stability in facing tasks or work (strenght dimension), and the the field of work performed (dimension of generalization). A person will behave, motivate himself, and try to deal with problems based on his belief in his abilities. The higher the individual's self-efficacy will try to be more optimal in completing tasks or work and not give up on facing obstacles or problems. So, the higher the student's self-efficacy, the higher the readiness to enter the world of work.

Research Paradigm
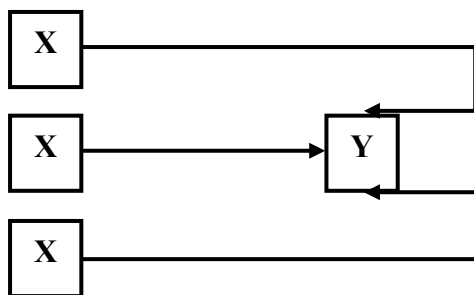
Figure 2 Research Paradigm

Information:

X_1 = Entrepreneurship Education

X_2 = Digital Literacy

X_3 = Self-Efficacy

Y = Work Readiness

→ = The influence of Entrepreneurship Education, Digital Literacy, and Self Efficacy toward Work Readiness

Research Hypothesis

Based on the research paradigm and theoretical study has been explained, the following research hypotheses is compiled:

1. There is a positive influence of Entrepreneurship Education toward Work Readiness of Student Class XI Business and Management SMK Negeri 1 Wonosari in the Academic Year 2021/2022.

2. There is a positive influence of Digital Literacy toward Work Readiness of Student Class XI Business and Management SMK Negeri 1 Wonosari in the Academic Year 2021/2022.

3. There is a positive influence of Self Efficacy toward Work Readiness of Student Class XI Business and Management SMK Negeri 1 Wonosari in the Academic Year 2021/2022.

RESEARCH METHOD

Research Design

Based on the problems faced, this research examines the influence of Entrepreneurship Education, Digital Literacy, and Self-Efficacy on Work Readiness, there is an ex-post-facto research.

The type of this research is quantitative research because it collects data presented in the form of numbers and then analyzed using statistical analysis. Based on the type of correlation, this research includes causal associative research.

Research Population

The Population in this research is students of Class XI in Business and Management Expertise at SMK Negeri 1 Wonosari in the Academic Year 2021/2022 which consists of 3 competencies major and divided into 8 classes with a total of 284 students, with the following details:

Table 1 Research Population

Class	Amount of Student
XI AKL 1	36
XI AKL 2	36
XI AKL 3	33
XI OTKP 1	36
XI OTKP 2	36
XI OTKP 3	36
XI BDP 1	35
XI BDP 2	36
Total	**284**

Source: SMK N 1 Wonosari

Data Collection Technique

The data collection technique used a questionnaire. According to Sugiyono (2016, p. 142) questionnaire is a data collection technique carried out by giving a series of questions or written statements to respondents to be answered. The type of questionnaire developed is a closed ended questionnaire where it provides alternative answers and uses direct questions.

Research Instrument

This research used a closed questionnaire with a Likert scale modified into four alternative answer choices.

The questionnaire lattice in making research instruments for Work Readiness variables uses of Sofyan, H. (1991) theory in (Rusdiana & Nasihudin, 2018) as follows:

Table 2 Work Readiness Instrument Grid

Aspects	Item Number	Amount
Maturity level	1, 2, 3, 4*	4
Experiences	5, 6*	2
Harmonious mental state and emotions	7, 8*, 9, 10, 11,12, 13*, 14, 15, 16, 17*, 18, 19, 20*	14
Total		20

*): negative statement items

The questionnaire lattice of Entrepreneurship Education variables uses theory of Suharyadi, et al., (2010) and Mulyani, E. (2011) as follows:

Table 3 Entrepreneurship Education Instruments Grid

Aspects	Item Number	Amount
Independent	1, 2*	2
Creative	3, 4,5*	3
Dare to take risk	6*, 7, 8	3
Action oriented	9, 10*	2
Leadership	11, 12	2

Strive	13*, 14, 15	3
Concepts	16, 17	2
Entrepreneurial Skills	18, 19, 20	3
Total		20

*): negative statement items

The questionnaire lattice of Digital Literacy variables uses theory of UNESCO (2018), which are as follows:

Table 4 Digital Literacy Instruments Grid

Aspects	Item Number	Amount
Device and software operations	1, 2, 3, 4	4
Information and data literacy	5, 6, 7*	3
Communication and collaboration	8, 9, 10, 11, 12, 13*	6
Digital content creation	14, 15, 16, 17*, 18, 19*	6
Safety	20, 21, 22, 23*	4
Problem Solving	24, 25, 26*	3
Career related competences	27, 28, 29*, 30	4
Total		30

*): negative statement items

The Self-Efficacy questionnaire grid is taken from the theory of Bandura's (1995) which are as follows:

Table 5 Self-Efficacy Instrument Grid

Aspects	Item Number	Amount
Magnitude	1, 2*, 3*, 4, 5	5
Strength	6, 7, 8*, 9*, 10*, 11*, 12, 13	8
Generalization	14, 15*, 16, 17, 18, 19, 20*	7
Total		20

*): negative statement items

Before being used, an instrument has been trial by calculating the item total correlation test using Formula of Pearson Product Moment Correlation. The test results showed that only 17 statements in Work Readiness instrument, 19 statements in Entrepreneurship Education instrument, 20 statements in Digital Literacy instrument, and 16 statements in Self-Efficacy instrument were declared valid. The reliability test was carried out with the Cronbach Alpha (α) formula with the help of statistic program application showed a score of Alpha Coefficient of 0.785 for the Work Readiness instrument, 0.839 for the Entrepreneurship Education instrument, 0.854 for the Digital Literacy instrument, and 0.802 for the Self-Efficacy instrument.

Data Analysis Technique

Data analysis technique uses multiple regression analysis. The prerequisite analysis test conducted in this research include normality test, linearity test, multicollinearity test, and heteroscedasticity test.

RESEARCH RESULT AND DISCUSSION

Research Result

1. Work Readiness (Y)

Based on the data recapitulation that has been collected, the highest score was 67; the lowest score was 46; the mean price was 55.89; a median of 56; a mode of 58; and a standard deviation of 4.051. A frequency distribution table for the Work Readiness variable can be obtained as follows:

Table 6 Frequency Distribution Table of Work Readiness Variable

No	Interval Class	Frequency
1	46 – 48	5
2	49 – 51	21
3	52 – 54	34
4	55 – 57	44
5	58 – 60	37
6	61 – 63	21
7	64 – 66	3
8	67 – 69	1
Total		**166**

Based on the categorization of data, it can be presented in the form of table of variable tendencies as follows:

Table 7 Categorization of Work Readiness Variable Trend

No	Interval	Freq	%	Category
1	X ≥ 60	32	19.28	Very High
2	60 > X ≥ 56.5	43	25.90	High
3	56.5 > X ≥ 53	51	30.72	Low

4	X< 53	40	24.10	Very Low

Based on the table above, shows that the frequency of students in the very high category is 32 (19.28%), in the high category is 43 (25.90%), in the low category is 51 (30.72%), and 40 (24.10%) students in the very low category.

2. Entrepreneurship Education (X1)

Based on the data recapitulation that has been collected, the highest score was 74; the lowest score was 44; the mean price was 59.3976; a median of 58.50; a mode of 57; and a standard deviation of 5.200. A frequency distribution table for the Entrepreneurship Education variable can be obtained as follows:

Table 8 Frequency Distribution Table of Entrepreneurship Education Variable

No	Interval Class	Frequency
1	44 – 47	1
2	48 – 51	5
3	52 – 55	26
4	56 – 59	65
5	60 – 63	34
6	64 – 67	18
7	68 – 71	15
8	72 – 75	2
Total		**166**

Based on the categorization of data, it can be presented in the form of table of variable tendencies as follows:

Table 9 Categorization of Entrepreneurship Education Variable Trend

No	Interval	Freq	%	Category
1	X ≥ 64	35	21.08	Very High
2	64 > X ≥ 59	48	28.92	High

| 3 | 59 > X ≥ 54 | 72 | 43.37 | Low |
| 4 | X< 54 | 11 | 6.63 | Very Low |

Based on the data, it can be seen that the frequency of students in the very high category is 35 (21.08%), in the high category is 48 (28.92%), in the low category is 72 (43.37%), and 11 (6.63%) students in the very low category

3. Digital Literacy (X2)

Based on the data recapitulation that has been collected, the highest score was 96; the lowest score was 60; the mean price was 80.49; a median of 78.00; a mode of 75; and a standard deviation of 7.859. A frequency distribution table for the Digital Literacy variable can be obtained as follows:

Table 10 Frequency Distribution Table of Digital Literacy Variable

No	Interval Class	Frequency
1	60 – 64	1
2	65 – 69	6
3	70 – 74	29
4	75 – 79	55
5	80 – 84	25
6	85 – 89	18
7	90 – 94	22
8	95 – 99	10
Total		166

Based on the categorization of data, it can be presented in the form of table of variable tendencies as follows:

Table 11 Categorization of Digital Literacy Variable Trend

No	Interval	Freq	%	Category
1	X ≥ 84	53	31.93	Very High

2	84 > X ≥ 78	36	21.69	High
3	78 > X ≥ 72	63	37.95	Low
4	X< 72	14	8.43	Very Low

Based on the table above, shows that the frequency of students in the very high category is 53 (31.93%), in the high category is 36 (21.69%), in the low category is 63 (37.95%), and 14 (8,43%) students in the very low category.

4. Self-Efficacy (X3)

Based on the data recapitulation that has been collected, the highest score was 59; the lowest score was 37; the mean price was 46.84; a median of 46.00; a mode of 46; and a standard deviation of 4.51122. A frequency distribution table for the Self-Efficacy variable can be obtained as follows:

Table 12 Frequency Distribution Table of Digital Literacy Variable

No	Interval Class	Frequency
1	37 – 39	7
2	40 – 42	19
3	43 – 45	31
4	46 – 48	67
5	49 – 51	13
6	52 – 54	17
7	55 – 57	7
8	58 - 60	5
Total		166

Based on the categorization of data, it can be presented in the form of table of variable tendencies as follows:

Table 13 Categorization of Digital Literacy Variable Trend

No	Interval	Freq	%	Category

1	X ≥ 51.67	29	17.47	Very High
2	51.67 > X ≥ 48	27	16.27	High
3	48 > X ≥ 44.33	76	45.78	Low
4	X< 44.33	34	20.48	Very Low

Based on the table above, shows that the frequency of students in the very high category is 29 (17,47%), in the high category is 27 (16,27%), in the low category is 76 (45,78%), and 34 (20,48%) students in the very low category.

The Result of Prerequisite Analysis Test

1. Normality Test

The results of the normality test are as follows:

Table 14 Summary of Normality Test Result

Variable	Asymp. Sig (2-tailed)	Information
Unstandardized Residual	0.078	Normal

Based on the table above, the significance value (2-tailed) shows a value of 0,078, then it can be inferred that the regression models the residual data are normally distributed. Thus, regression analysis of the data in this research can be continued

2. Linearity Test

The results of the linearity test can be seen in the table below:

Table 15 Summary of Linearity Test Result

Var	F_{count}	F_{table}	Sig. Value	Information
X1	1.107	2.66	0.344	Linear
X2	1.018		0.451	
X3	1.082		0.375	

Based on the results of the linearity test above, the results were obtained that each independent variable has a significance value greater than 0.05 and F_{count} less than F_{table} it proves that all independent variables (Entrepreneurship education/ X1, Digital Literacy/ X2, and Self-Efficacy/ X3) have a linear relationship with the dependent variable.

3. Multcollinearity Test

Details of multicollinearity test results are as follows:

Table 16 Summary of Multicollinearity Test Result

Var	Tolerance Value	VIF Value	Information
X1	0.405	2.469	There is no multicollinearity
X2	0.618	1.617	
X3	0.469	2.134	

Based on the data above, can be concluded that each independent variable (Entrepreneurship education/ X1, Digital Literacy/ X2, and Self-Efficacy/ X3) has a tolerance value greater than 0.1 and the value of each VIF less than 10. It proves that each independent variable does not

occur multicollinearity and regression analysis can be continued.

4. Heteroscedasticity Test

The results Rank Spearman 'Rho are as follows:

Table 17 Summary of Heteroscedasticity Test Using Spearman 'Rho

Var	Sig. (2-tailed)	Information
X1	0.501	There are no heteroscedasticity symptoms
X2	0.707	
X3	0.693	

Based on the data above, can be concluded that all independent variables (Entrepreneurship education/ X1, Digital Literacy/ X2, and Self-Efficacy/ X3) has a significance value greater than 0.05 then the data does not occur heteroscedasticity symptoms so the regression analysis can be continued.

The Result of Hypothesis Test

The hypothesis test determines the influence of Entrepreneurship Education, Digital Literacy, and Self-Efficacy on Work Readiness, which is carried out using the multiple regression analysis. It uses a statistical program application. The detail of the multiple regression analysis results are as follows:

Table 18 Summary of The Multiple Regression Analysis Results

Variable	Coefficient Regression	Tcount	Sig. Value
Entrepreneurship Education	0.487	7.723	0.000
Digital Literacy	0.069	2.056	0.041
Self-Efficacy	0.048	0.704	0.482
Constant	19.129		
R	0.755		
R^2	0.570		
F_{count}	71.481		
Significance Value	0.000		

Based on the result in the table above, the information can be explained as follows:

1. F Test

Based on the result above shows the value of the F_{count} of 71.481. Then, the value is compared with the value of F_{table} above, can be seen that F_{count} value is greater than the value of F_{table} (71.481 > 2.66) with a significance level of 0,000 less than 0.05. Thus, it proves that the variables of Entrepreneurship Education, Digital Literacy, and Self-Efficacy have a significant influence and positive regression relationship with Work Readiness.

2. T Test

a. Entrepreneurship Education

The results of the T-test on the Entrepreneurship Education variable (X1) showed the value of t_{count} of 7.723, which means the value of t_{count} is greater than the value of t_{table} (7.723>1.97492) with a significance value of 0.000 less than 0.05 and positive regression coefficient of 0.487. It shows that variable X1 has a partial positive influence on Y so, the first hypothesis is accepted.

b. Digital Literacy

The results of the T-test on the Digital Literacy variable (X2) showed the value of Tcount of 2.056, which means the value of t_{count} is greater than the value of t_{table} (2.056>1.97492) with a significance value of 0.041 less than 0.05 and positive regression coefficient of 0.069. It shows that the variable X2 partially positively influences Y, so the second hypothesis is accepted.

c. Self-Efficacy

The results of the T-test on the Self-Efficacy variable (X3) showed the value of Tcount of 0.704, which means the value of t_{count} is less than the value of t_{table} (0.704<1.97492) with a significance value of 0.482 greater than 0.05 and positive regression coefficient of 0.048. It shows that the variable X3 has no partial influence on Y, so the third hypothesis is rejected.

3. Relative Contribution and Effective Contribution

The results of the calculation of the relative and effective contribution are as follows:

Table 19 Summary of Relative and Effective Contribution Results

Variable	SR %	SE %
Entrepreneurship Education	78.77%	44.90%
Digital Literacy	15.11%	8.61%
Self-Efficacy	6.12%	3.49%
Total	100%	57.00%

According to the analysis results above, the Entrepreneurship Education variable provides a relative contribution of 78.77%, Digital Literacy provides of 15.11%, and Self-Efficacy provides of 6.12%. While, the Entrepreneurship Education variable provides an effective contribution of 44.90%, Digital Literacy of 8.61%, and Self-Efficacy of 3.49%. It proves that the independent variables simultaneously provide an effective contribution of 57.00% for Work Readiness, while 43.00% influenced by other variables not examined in this research.

Discussion

1. **The influence of Entrepreneurship Education toward Work Readiness of Student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022**

The analysis of the influence of Entrepreneurship Education on Work Readiness, obtained t_{count} value of 7.723, a significance value of 0.000, and a positive regression coefficient value of 0.487. These results indicate an influence of Entrepreneurship Education on the Work Readiness of Students in Class XI Business and Management Expertise

SMK Negeri 1 Wonosari in the Academic Year 2021/2022, so the first hypothesis is accepted.

This research has the same results as the study conducted by Dianna Ratnawati (2016) entitled *"Hubungan Prestasi Belajar, Persepsi Dunia Kerja, Dan Jiwa Kewirausahaan Dengan Kesiapan Kerja Mahasiswa PTM."* This research is also in line with the study by Shopia Rodriguez dan Hannah Lieber (2020) entitled *"Relationship Between Entrepreneurship Education Entrepreneurial Mindset, and Career Readiness in Secondary Student."* Both of these studies explain that Entrepreneurship Education influences Work Readiness, which means that the higher the individual entrepreneurship education, the more work readiness will increase.

The result of this research also strengthens the research from Putri Irna Amalia dan Indry Murniawaty (2020) with the title *"Pengaruh Pendidikan Kewirausahaan, Efikasi Diri, dan Minat Kerja Terhadap Kesiapan Kerja Siswa Kelas XII SMK Negeri 7 Semarang".* This research proves that Entrepreneurship Education has a positive effect and is significant for the Work Readiness. It means that students with a high level of entrepreneurship education will provide higher work readiness after graduation, and students with a low level of

entrepreneurship education will reduce their work readiness.

The results of this study indicate that implementing entrepreneurship education at SMK Negeri 1 Wonosari through various educational programs contributes to fostering attitudes, knowledge, and skills that help students prepare to enter the world of work. Implementing subjects carried out in theory and direct business practices online and offline can facilitate students internalizing entrepreneurial knowledge, skills, and attitudes to form entrepreneurial character. Based on the description above, we can conclude that entrepreneurship education can be one of the predictors to predict student work readiness. With a high provision of entrepreneurship education, students will easily complete tasks and adapt to the new work environment so that they are ready to carry out the work they are responsible for and maintain their work.

2. **The influence of Digital Literacy toward Work Readiness of Student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022**

According to the analysis results influence of Digital Literacy on Work Readiness obtained T_{count} value of 2,056, a significance value of 0.041, and a positive regression coefficient value of 0.069. These results indicate that Digital

Literacy influences the Work Readiness of Students in Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022, so the second hypothesis is accepted.

This research is in line with the study by Melia Yulianti, Asniati, dan Verni Juita (2021) entitled *"Pengaruh Keahlian Akuntansi, Literasi Digital, dan Literasi Manusia Terhadap Kesiapan Kerja Calon Akuntan di Era Disrupsi Teknologi Digital."* This research is also consistent with the results of the study conducted by Almi & Rahmi (2020) and Anggresta, Maya, & Septariani (2022) which focuses on examining the influence of Digital Literacy on Entrepreneurial Readiness in students. The results of three studies showed that Digital Literacy has a positive and significant effect on Work Readiness. Thus, students with good levels of mastery of digital literacy will increase Work Readiness after graduation, either working in a company or in entrepreneurship.

The results of this research are comparable to the study by Lestari & Santoso (2019) entitled "The Role of Digital Literacy, Technology Literacy, and Human Literacy to Encourage Work Readiness of Accounting Education Students in the Fourth Industrial Revolution Era." In the research, the results obtained that digital literacy positively influence on student work readiness by 14.9%. This research explains that digital literacy is essential for students and educators to enrich information and make it easier to complete tasks quickly and precisely so that later it will help students prepare for the workforce. That is supported by the theory that digital literacy in the labor market is essential because it refers to indicators of competence achievement for future career success, strengthening competitiveness, and encouraging economic growth (Bejakovic & Mrnjavac, 2020). Thus, the mastery of digital literacy in the era of Revolution 4.0 is essential for individuals, especially students, to prepare themselves to enter the increasingly digital world of work to have high competitiveness.

Furthermore, this research reinforces the results by Rika Yuliana Putri and Supriansyah (2021) entitled *"Pengaruh Literasi Digital terhadap Kesiapan Kerja Generasi Z di Sekolah Menengah Kejuruan."* which explains that Digital literacy significantly affect on Generation Z Work Readiness. That means that the increase in digital literacy skills of Generation Z in the era of Revolution 4.0 will also increase readiness to enter the workforce because digital literacy is related to the ability of

individuals to obtain and maintain their jobs. Digital literacy is the skills to understand, process, evaluate, create, and build new information to be communicated back from various sources on digital devices by ethics and rules that is accurate and effective. So, in the digital era students with high digital literacy will obtain and manage information related to areas of expertise and career choices through internet networks.

The results of this study indicate that digital literacy mastery can affect students' work readiness. The application of technology in learning at SMK Negeri 1 Wonosari, either in digital learning media, digital evaluation, and computerized learning related to expertise, can improve students' digital skills, which are not limited to the use of hardware and software. Students are trained with the skills to find information from credible sources, evaluate information and consider the copyright of the work taken. In addition, computerized subjects in business and management provide students with technical skills in using digital technology. Through learning conducted with technology and supported by students' prevalence in accessing social media as generation Z, students can easily develop digital competencies that will be needed in the world of work, particularly when doing

industrial work practices. So can conclude that digital literacy prepares students to enter the world of work. It is because digital literacy is one of the competencies that should possess in the era of the industrial revolution 4.0.

3. **The influence of Self Efficacy toward Work Readiness of Student Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022**

Based on the results from the influence of Self-Efficacy on Work Readiness, the t_{count} values less than t_{table} (0.704< 1.97472), a significance value of 0.482 greater than 0.05, and a positive regression coefficient value of 0.048. These results showed that there is no influence of Digital Literacy on the Work Readiness of Students in Class XI Business and Management Expertise SMK Negeri 1 Wonosari in the Academic Year 2021/2022, so the third hypothesis is rejected.

This result is contrary to the research conducted by Amalia, P and Murniawaty, I (2020) entitled *"Pengaruh Pendidikan Kewirausahaan, Efikasi Diri, dan Minat Kerja Terhadap Kesiapan Kerja."* This study showed that Self-Efficacy positively influences the Job Readiness of Students Class XII SMK Negeri 7 Semarang by 18.23%. This research is supported by the survey by

Khusnul Chotimah and Nanik Suryani (2019) entitled "*Pengaruh Praktik Kerja Lapangan, Motivasi Memasuki Dunia Kerja, dan Efikasi Diri Terhadap Kesiapan Kerja.*" It was carried out on student class XII of the Office Administration Program at SMK Muhammadiyah Bobotsari. This study explained that students with higher confidence in their abilities would increase student readiness to enter the workforce. Conversely, if students have a low level of Self-Efficacy, they lower their student Work Readiness to enter the workforce.

In another dimension, this research is in line with the study carried out by Desy Khairani, Agus Wahyudin, and Amin Pujiati (2019) states that Self-Efficacy is not directly acffecting Work Readiness. That is due to several other factors that influence student Work Readiness from internal and external factors. Furthermore, research from Novita, Maike (2019) also proves that student Self-Efficacy is unrelated to Work Readiness. It means that other factors influence Work Readiness, such as soft-skills that student have, and the competence when doing industrial work practices directly.

This study shows that work readiness is not influenced by self-efficacy. This study supports previous

research, which states that work readiness is not only influenced by self-efficacy, but there are other factors. The work readiness of students of SMK Negeri 1 Wonosari is not only influenced by self-efficacy but other factors such as entrepreneurial experience, industrial work practice experience, and mastery of digital literacy. Students' belief in their abilities depends on the experience and emotional state of the individual, either their own experience or the experience of others. Students can obtain experience in strengthening self-efficacy through learning in and outside the classroom, for example, in entrepreneurship and computerized learning. However, during the Covid-19 pandemic, students conducted online learning from their respective homes with limited teacher supervision. Students were less enthusiastic about participating in learning and were not serious about doing assignments. Students' suboptimal knowledge and experience tend to cause students to lack confidence in their abilities. In addition, the factor that influences the absence of influence from Self-Efficacy on Job Readiness is the possibility that students filling out the self-efficacy questionnaire are not serious, so biased opinions occur.

CONCLUSSION AND SUGGESTION

Conclussion

Entrepreneurship Education positively and significantly influence the Work Readiness of Student Class XI Business and Management at SMK Negeri 1 Wonosari for the academic year 2021/2022. That is evidenced t_{count} greater than the t_{table} (7.723> 1.97472) with a significance value of 0.000 less than 0.05 and a positive regression coefficient of 0.487. Digital Literacy positively and significantly influence the Work Readiness of Students Class XI Business and Management at SMK Negeri 1 Wonosari for the academic year 2021/2022. That is evidenced t_{count} greater than the t_{table} (2.056> 1.97472) with a significance value of 0.041 less than 0.05 and a positive regression coefficient of 0.069. There is no positive influence of Self-Efficacy on Work Readiness of Students Class XI Business and Management at SMK Negeri 1 Wonosari for the academic year 2021/2022. The value of the t_{count} evidence is less than the t_{table} (0.704 < 1.97472), with a significance value of 0.482 greater than 0.05 and a positive regression coefficient of 0.048.

Suggestion

1. Even though students have high Self-Efficacy, it is not easy to improve their Work Readiness if they cannot maximize their abilities' confidence. Teachers need to realize that self-efficacy comes not only from within students but also from the surrounding environment. So, teachers must be able to foster and provide support, role model, and affection for students to increase Self-Efficacy to help students improve their Work Readiness.

2. The teachers can adapt and maximize the implementation of learning and educational programs by utilizing interesting learning methods and media and applying technology. Improving students' entrepreneurial spirit through field learning methods by observing the business world and providing role models of entrepreneurial success. And also to increase students' self-efficacy, teachers can act as facilitators and role models in providing examples, affection, and motivation to students.

3. The further research can explore other factors that influence work readiness and expand the scope of research with a diverse population from various schools or regions and also can add other data collection techniques such as interviews or documentation to obtain more in-depth data related to the object under study.

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