

## The Effect of Competence on Student Readiness in The World of Work with Confidence as The Intervening Variable

Rendy Saputra<sup>1</sup> Sry Rosita<sup>2</sup> Fitri Chairunnisa<sup>3</sup>

<sup>1</sup>Faculty of Economic and Business, Universitas Jambi, email: [rendys250@gmail.com](mailto:rendys250@gmail.com)

<sup>2</sup>Faculty of Economic and Business, Universitas Jambi, email: [sry\\_rosita@unja.ac.id](mailto:sry_rosita@unja.ac.id)

<sup>3</sup>Faculty of Economic and Business, Universitas Jambi, email: [fitri\\_chairunnisa@unja.ac.id](mailto:fitri_chairunnisa@unja.ac.id)

✉Corresponding Author: Email: [rendys250@gmail.com](mailto:rendys250@gmail.com)

### Abstract

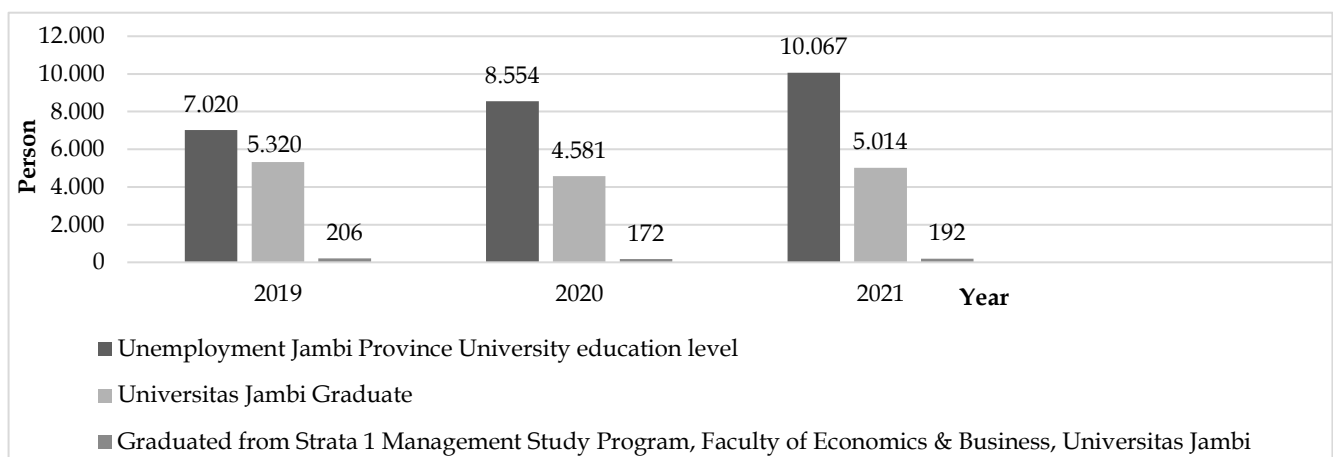
The study aims to determine the effect of competence on student readiness in the face of the work world or known as the work readiness with confidence as an intervening variable. The target of this research is on Merdeka Belajar Kampus Merdeka (MBKM) Students Strata 1 Management Studies Program of Faculty of Economics and Business Universitas Jambi. Population and sample for this study were MBKM students amounting to 190 students with the number of samples 66 students. This research is a quantitative research, the data used in this study obtained through the questionnaire method is composed. Methods of data analysis This research is descriptive statistical analysis using Structural Equation (SEM) technique, with Partial Least Square (PLS) as a process of priority using the SmartPLS program (v.3.3.9). The results of this study prove that the competence has a positive and significant effect on the readiness of work, competence has a positive and significant influence on confidence, confidence has a positive and significant influence on work readiness, competence has positive and significant purses on work readiness through MBKM Student Strata 1 State of Management Studies Faculty of Economics and Business Universitas Jambi.

**Keywords:** competence, work readiness, self-confidence

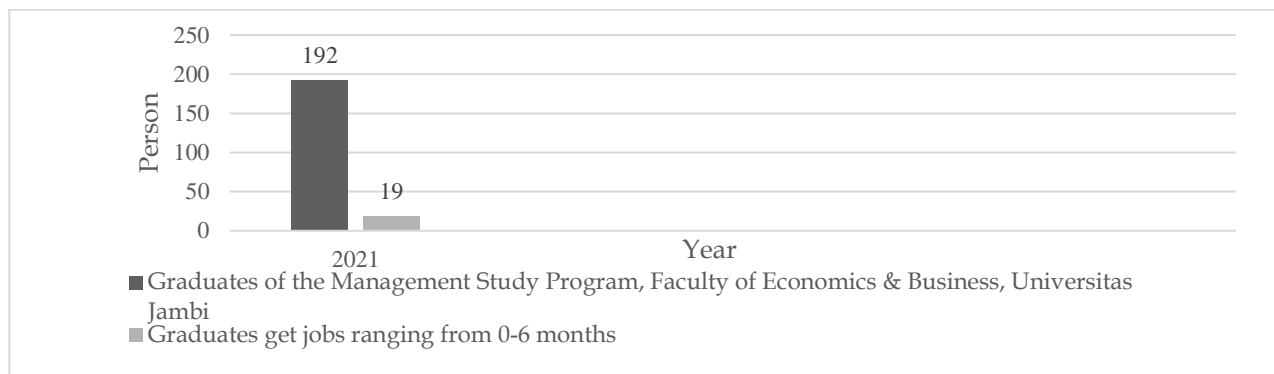
### Introduction

Competition in the world of work today is getting tighter, as a result, graduates from universities do not guarantee a student to get a job as expected. The reason is that students are not ready to face the world of work or known as work readiness. Work readiness is an important thing that needs to be considered by students and also universities before students complete their study period.

Badan Pusat Statistik (BPS) Jambi Province (2021), recorded that the number of unemployed in Jambi Province was 94 thousand people as of August 2021 with the Open Unemployment Rate (TPT) for university education at 10.7 percent, an increase of 1.6 percent from the previous year which was 9.1 percent. Universitas Jambi is listed on [dss.unja.ac.id](http://dss.unja.ac.id) in 2021 as many as 5,014 graduates. In the Management Study Program, Faculty of Economics & Business, Universitas Jambi in 2021 as many as 192.



**Figure 1.** Number of Unemployed Jambi Province University Education Level, Number of Graduates of Universitas Jambi & Management Study Programs, Faculty of Economics & Business, Universitas Jambi. *Source:* BPS Jambi Province



**Figure 2.** Number of 2021 Graduates Who Get Jobs Range 0-6 Months. *Source: Administrative Data for Management Study Programs, Faculty of Economics & Business, Universitas Jambi 2021*

Based on Figure 1 and Figure 2 above, it can be seen that the number of unemployed from the university level increases every year and the large number of Universitas Jambi graduates makes competition in the world of work increasing. With a bachelor's degree in Management Studies Program, Faculty of Economics & Business, Universitas Jambi, referring to the last 3 years with an average number of 190 graduates and 19 alumni graduating from the 2021 Management Study Program, Faculty of Economics & Business, who got jobs ranging from 0-6 months. If current graduates do not have the readiness to face the world of work or known as work readiness, it will only increase the unemployment rate of Jambi Province.

Law Number 12 of 2012 concerning higher education in article 28 paragraph 2 states that undergraduate programs prepare students to become intellectuals and/or scientists who are cultured, able to enter and/or create jobs, and are able to develop themselves into professionals. Universities have the role and responsibility to establish cooperation with the business world and industry, so that the competence of university graduates in accordance with the world of work is very much needed by the Ministry of Law and Human Rights (2012).

There are several activities that can be followed by students within the Management Study Program:

1. MBKM Program with 7 schemes (Tohir, 2020) :
  - 1) Internship/work practice
  - 2) Teaching assistant in education unit
  - 3) Research
  - 4) Humanitarian project
  - 5) Entrepreneurial activities
  - 6) Study/independent project
  - 7) Build a village/ thematic real work college
  - 8) Student exchange

There are several forms of activities in the exchange of learning, namely :

- a) Exchange between study programs at the same university.
  - b) Exchange between the same study program at different university.
  - c) Exchange between different study programs at different university.
2. Regular Internship is an internship activity organized by the University which can only be participated by students who have obtained a minimum of 110 SKS.
  3. Community Service Program (KKN) is a KKN activity organized by the University that can only be participated by students who have obtained a minimum of 110 SKS.

Competent students not only have good academic grades but also must have soft skills, namely the ability to communicate well, the ability to work independently and in teams, reasoning and analytical skills (Chandra Suharyanti, Wiedy Murtini, 2020).

Letter Based on number 170/UN21.5.4/KM.06/2021 there were 48 students who took part in competency certification activities carried out by the Management Study Program of the Faculty of Economics & Business, Universitas Jambi on 20,21 and 24 September 2021 namely SKPI (Certificate of Companion Diploma). With the following types of training :

**Table 1.** Training Type Certificate of Companion Diploma 2021

No	Training Type	Students
1.	Digital Marketing	9
2.	Financial Management	20
3.	Marketing Management	2
4.	Human Resource Management	17
5.	Financial Institutions & Banks	0
<b>Total</b>		<b>48</b>

*Source: Management Study Program, Faculty of Economics and Business, Universitas Jambi 2021*

A total of 48 management study program students participated in competency certification training activities to accompany this diploma, even though this certification activity was very useful for students' work readiness with the knowledge and

BNSP license certificates obtained as capital to face the world of work in accordance with Adhika Devi Aryani (2018), competence is needed in every process of human resources, employee selection, performance management, planning.

Another factor that affects student work readiness is the attitude of self-confidence, self-confidence is influenced by the ability or self-competence of students. Confident students are students who believe in the actions taken and are responsible for their actions. Achievement is evidence that students have self-confidence because they are able to create goals in achieving and with confidence students feel free to show their abilities, are active in learning in class without fear of failure Achdiyat & Lestari (2016).

Based on letter number 397/UN21.5/KM.05.03/2022 Faculty of Economics and Business which contains an invitation to attend the awarding ceremony for the certificate of the winner of the competition to outstanding students at the Faculty of Economics and Business, Universitas Jambi, national achievement student appreciation. The following is a list of these achievement students :

**Table 2.** Student Achievement

No	Program Studi	Students
1.	Accountancy	9
2.	Management	5
3.	Economic development	5
4.	Islamic Economic	3
<b>Total</b>		<b>22</b>

Source: Faculty of Economics and Business, Universitas Jambi 2022

Referring to the data above, the number of undergraduate students in the management study program is 529 who obtained achievements as many as 5 people. Compared to the accounting study program, management students are still lacking in achievement, one of the reasons is the self-confidence that students have so that it will also have an impact on the student's achievement. This is evidenced in the results of Asrullah & Amri (2017) entitled The Effect of IMM Cadre-Based Confidence on Student Learning Achievement shows a positive influence between self-confidence and learning achievement.

From the MBKM program (Merdeka Belajar-Kampus Merdeka), Reguler Internship, KKN (Community Service Program), and training activities SKPI (Certificate of Companion Diploma), as well as the number of achievement students indicate that the management study program participates in facilitating and supporting students in forming self-competence and confidence. If the program can be managed properly and followed by students well, it will create graduates who are ready to face the world of work or what we know as work readiness because with good competence and supported by self-confidence, students will also be more confident, so students are also ready for change and better able to maximize their abilities.

So with this phenomenon and several references to previous research, the main focus of this study is to analyze student work readiness, competence and self-confidence so that this research is entitled **“The Effect of Competence on Student Readiness in The World Of Work with Confidence as the Intervening Variable”**

## Literature Review

### Work readiness

Keeping up with the times of work readiness has been investigated by several studies such as that conducted by Brady (2010), revealed that work readiness focuses on personal traits, such as traits and defense mechanisms needed, not only for the job, but also more so to keep the job. According to research Muspawi & Lestari (2020) work readiness is a condition of physical maturity, mental maturity and appropriate learning experience for a person to do a job he has chosen. Another research conducted by Rofifah (2020), revealed that work readiness is the condition of a person who is ready based on the level of maturity to carry out activities and is able to respond in a certain way in a certain situation.

Measurement of work readiness according to research conducted by Brady (2010), measures work readiness through six dimensions, namely: Responsibility, individuals who are ready to work have feelings or desires to be responsible for work. Flexibility, a person's effort to adapt easily and quickly. Skills, someone who is ready to work knows that his abilities and skills will be used in the work environment. Communication Individuals who are able to communicate well will more easily interact and adapt to the new work environment. Self-view, one of the important aspects in the component of work readiness. Personal hygiene and safety, individuals can maintain personal hygiene and tidiness, both physically and mentally.

### Competence

According by Edison et al. (2016) competence is an individual's ability to carry out a job correctly and has advantages based on matters relating to knowledge, skills, and attitudes. Competence according to A. Wicaksana (2021), suggests that the components of competence according to are things related to abilities, knowledge/insights, and attitudes that are used as guidelines in carrying out the responsibilities of the work carried out by employees. Competence according to Florensia & Jaya (2020) competence is a collection of skills, knowledge and behavior of a person so that they can be implemented effectively and survive in surviving in the world of work and carrying out according to their standards.

Competency Measurement based on research conducted by Edison, Anwar, et al. (2016), measuring competence through 3 dimensions, namely: Knowledge, having knowledge that supports work. Expertise, having technical expertise in accordance with the field of work handled. Attitude, having the initiative in helping colleagues.

**Self-Confidence**

According by Aristiani (2016) defines self-confidence as a belief in the human soul that any life challenge must be faced by doing something. Irmayanti (2020), self-confidence is the belief to do something with the subject as a personal characteristic in which there is confidence in one's own abilities, optimistic, objective, responsible, rational and realistic. Another opinion according to Hasni (2020) expressing self-confidence is a strong feeling and belief in a person that he is able to do something useful and develop a positive assessment of himself and his environment so that he can appear confident and be able to face everything calmly.

**Methods**

This study aims to determine the effect of competence on students' readiness to face the world of work with self-confidence as an intervening variable for MBKM Undergraduate students in the Management Study Program, Faculty of Economics and Business, Universitas Jambi. This type of research is quantitative research. The data used in this study were obtained through a structured questionnaire method. The data analysis method in this research is descriptive statistical analysis using Structural Equation (SEM) techniques, with Partial Least Square (PLS) as a tool to process it using the SmartPLS program.

The target population in this study were MBKM students, based on data from the Management Study Program, Faculty of Economics & Business, Universitas Jambi, there were 190 people. In this study using the Slovin formula to calculate the sample size, the researcher used an e value of 0.1 for a large population. Based on the calculation results obtained 66 respondents as a sample in this study. The operationalized research variables refer to all the variables shown in table 3 below:

**Table 3.** Operational Variables

Variable	Definition	Dimensions	Indicator
Work readiness (Y)	Work readiness focuses on individual personal traits, such as traits, work attitudes and body defense mechanisms needed to get and keep the job that has been obtained.	Responsibility	1. Personal integrity. 2. Honesty. 3. Trust.
		Flexibility	1. Adapts easily. 2. Adjust quickly.
		Skills	1. Knowing that have the ability. 2. Knowing that the expertise possessed.
		Communication	1. Able to follow orders or instructions. 2. Understand good ethics. 3. Can accept criticism and suggestions.
		Self View	1. Aware of one's own abilities. 2. Have confidence.
		Personal hygiene and individual safety	1. Able to maintain personal cleanliness and tidiness. 2. Able to follow required safety procedures.
Competence (X)	Competence is an individual's ability to carry out a job correctly and has advantages based on matters relating to knowledge, skills and attitudes.	Knowledge	1. Knowledge that supports work. 2. Willingness to increase knowledge.
		Skill/Expertise	1. Technical expertise or skills. 2. Ability to identify problems. 3. Ability to find solutions to problems encountered.
		Attitude	1. Initiative in helping colleagues. 2. Friendliness and courtesy. 3. Serious about completing assignments.
Self-Confidence (M)	Self-confidence is a belief in the human soul that any life challenge must be faced by doing something.	Confidence	1. Confidence and optimism about what is being done.
		Courage	1. Ability to present oneself based on self-motivation.
		Ability	1. Potentials that is within.

Activity	1. Real activities carried out to achieve goals.
Self love	1. Self-preserving style and behavior.
Self understanding	1. Self-awareness/ self-desire to find out what other people think.
Clear goals	1. Knowing the goals to be achieved.
Think positively	1. Able to see life from the bright side and look for good experiences and results.
Communication	1. Verbally and nonverbally.
Firmness	1. Having skills in the field of assertiveness.
Self appearance	1. Look convincing in both style and clothing.

## Results

### Characteristics of Respondents

The majority of respondents' gender is female with a percentage of 74.2% and male with a percentage of 25.8%, because MBKM students are dominated by female students with a total of 190 MBKM students and 43 male students. Characteristics of respondents based on the majority generation, namely the class of 2019 with a percentage of 54.5% and the class of 2018 with a percentage of 45.5%. Because the first MBKM was implemented in the 2018 batch which was attended by 40 students.

### Value and Average of Research Variables

Respondents' assessment of each research variable, where the competency variable (X) on all dimensions has a high value with an average score of 262.5, Furthermore, the work readiness variable (Y) on all dimensions has a high value with an average score of 263.7 and the work readiness variable in all d has a high score with an average score of 265.3.

### Measurement Model (Outer Model)

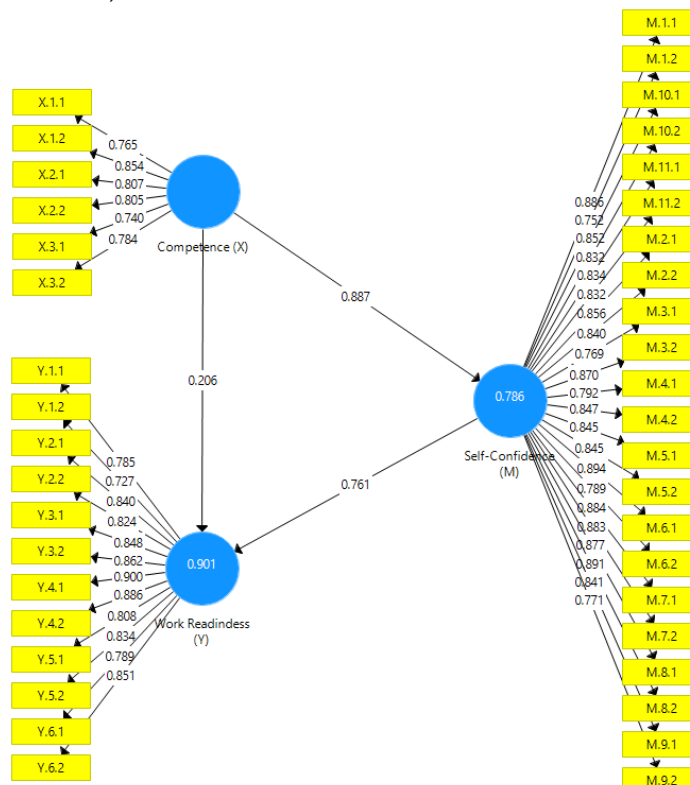


Figure 4. Outer Model Testing. Source: Data processing with PLS (2022)

According to Ghozali (2009) to assess convergent validity, the loading factor value must be > 0.7. In this study, there

was no factor loading value below 0.7 so that no constructs were eliminated from the model and latent variables with highly correlated constructs. The following figure 4 Outer model testing.

After validity test, Model measurements are also carried out to test the reliability of a construct by looking at Composite Reliability in table 4 below:

**Table 4.** Composite Reliability and AVE

Matrics	Cronbach's Alpha	Rho A	Composite Realibility	Average Variance Extracted (AVE)
Self-Confidence (M)	0.980	0.981	0.982	0.707
Work Readiness (Y)	0.959	0.961	0.964	0.690
Competence (X)	0.882	0.885	0.910	0.629

Source: Data processing with PLS (2022)

The Composite Reliability value generated by each variable is >0.7. This shows that the proposed variables meet the reliability test.

**Model Struktural (Inner Model)**

There are 2 components in structural model research, namely R-Square testing and hypothesis testing. Testing the R-Square by looking at the R-Square value, can be seen in table 5 below:

**Table 5.** R-Square Value

	R Square	R Square Adjusted
Work Readiness (Y)	0.901	0.898
Self-Confidence (M)	0.786	0.783

Source: Data processed with SmartPLS, 2022

Based on table 5 above, it can be seen that the R-Square value of the work readiness variable is 0.901. The R-Square value of 0.901 means that the variability of the work readiness construct that can be explained by the competence and self-confidence variables is 90.1% while the remaining 9.9% is explained by variables outside the variables studied in this study. Furthermore, the R-Square value of the confidence variable of 0.786 means that the variability of the confidence construct that can be explained by the competence variable is 78.6% while the remaining 21.4% is explained by other variables outside the variables studied in this study.

The results of testing the hypothesis of this study can be declared acceptable if the results are in accordance with the rule of thumb, if P-value <0.05 then T-statistic >1.96 by looking at the Result for Inner Weights value in table 6 below:

**Table 6.** Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Competence (X) - > Work readiness (Y)	0.206	0.223	0.100	2.056	0.040
Confidence (M) - > Work Readiness (Y)	0.761	0.741	0.100	7.622	0.000
Competence (X) - > Self Confidence (M)	0.887	0.880	0.045	19.575	0.000
Competence (X) - > Confidence (M) -> Work readiness (Y)	0.675	0.653	0.102	6.643	0.000

Source: Data processed with SmartPLS, 2022

**H1 : It is suspected that competence has a positive and significant influence on students' readiness to face the world of work or known as work readiness.**

The results of this study indicate that competence has a positive and significant effect on work readiness (the hypothesis is accepted). The results of this test are in accordance with the initial prediction hypothesis, that students who have good competence will have high work readiness.

**H2 : It is suspected that self-confidence has a positive and significant influence on student readiness in facing the world of work (work readiness).**

The results showed that competence had a positive and significant influence on self-confidence (hypothesis accepted). The results of this test are in accordance with the initial prediction hypothesis, that students who have good competence will have a high sense of self-confidence.

**H3 : It is suspected that competence has a positive and significant effect on student self-confidence.**

The results of this study indicate that self-confidence has a positive and significant effect on work readiness (the hypothesis is accepted). The results of this test are in accordance with the initial prediction hypothesis, Students who have high self-confidence will have high work readiness.

**H4 : It is suspected that competence has a positive and significant influence on students' readiness to face the world of work (work readiness) through self-confidence.**

The results of this study indicate that competence has a positive and significant effect on work readiness through self-confidence (accepted hypothesis). The results of this test are in accordance with the initial prediction hypothesis, that students who have good competence and high self-confidence will have high work readiness.

## Conclusions Recommendations

### Conclusions

Based on the results of the previous analysis and discussion, then the following conclusions can be drawn:

1. The variable of work readiness which consists of six dimensions, namely responsibility, flexibility, skills, communication, self-view, and personal hygiene and individual safety as a whole has an average score in the ready category. The competency variable which consists of three main dimensions, namely knowledge, expertise, and attitude, has an average score in the competent category. Then the self-confidence variable which consists of eleven main dimensions, namely confidence, courage, ability, activity, self-love, self-understanding, clear goals, positive thinking, communication, assertiveness, and overall self-appearance has an average score with the category of self-confidence.
2. Competence has a positive influence on work readiness. This means that when the competence of the student is good, the student's work readiness will be high as well.
3. Competence has a positive and significant effect on self-confidence. This means that if the competence possessed is good, the student's self-confidence is also high.
4. Self-confidence has a positive and significant effect on work readiness. This means that if the students' self-confidence is high, the students' work readiness will be high and good too.
5. Competence has a positive and significant effect on work readiness through self-confidence. This means that when the competencies possessed by students are good, self-confidence will be high and will form high work readiness as well.

### Recommendations

Based on the research that has been done, the researcher gives suggestions as follows:

1. From the aspect of student work readiness, there should be further evaluation. Then students need to take part in entrepreneurial training activities and similar training that support work readiness. Seminars on readiness to face the world of work from the beginning of the semester so that students have longer opportunities to prepare themselves and can find out the interests and abilities that students have or cultivate the entrepreneurial spirit of students. There is a need for a career development center that can form an entrepreneurial spirit and work readiness or help students who have graduated in finding job vacancies and a tracer study system for alumni or known as tracer study.
2. From the aspect of student competence, further evaluation is needed to prepare students for the world of work. Such as how the development of interests and talents, entrepreneurial training activities, leadership training, seminars and competency certification are provided and all students are required to be able to take part in these activities so that good competencies are formed for students and the creation of competent graduates. Such as how the development of interests and talents, entrepreneurial training activities, leadership training, seminars and competency certification are provided and all students are required to be able to take part in these activities so that good competencies are formed for students and the creation of competent graduates.
3. From the aspect of self-confidence, students should be required to be active in organizations, be a committee in an organizational activity, and take part in public speaking training or similar training that supports self-confidence. Then support from lecturers in the classroom in the form of teaching and learning processes such as presentations by training students to be able to express opinions or ask questions in class.
4. For further research, you can use this research as a reference and develop research using other variables.

## References

- A. Wicaksana, S. (2021). Manajemen Pengembangan Talenta (Issue December).
- Achdiyat, M., & Lestari, K. D. (2016). Prestasi Belajar Matematika Ditinjau dari Kepercayaan Diri dan Keaktifan Siswa di Kelas. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 50–61. <https://doi.org/10.30998/formatif.v6i1.752>
- Adhika Devi Aryani. (2018). Pengaruh kepemimpinan, motivasi, kompetensi, lingkungan kerja dan komitmen terhadap kinerja pegawai sekretariat daerah kabupaten magelang. 1, 2.
- Aristiani, R. (2016). Meningkatkan Percaya Diri Siswa Melalui Layanan Informasi Berbantuan Audiovisual. *Jurnal Konseling Gusjigang*, 2(2), 182–189. <https://doi.org/10.24176/jkg.v2i2.717>
- Auliya, N. N. (2020). Pengaruh Persepsi Kesempatan Kerja dan Kepercayaan Diri Terhadap Kesiapan Kerja. *Jurnal Penelitian Dan Pemikiran Psikologi*, 8(2), 283–288.

- BPS. (2021). Keadaan Ketenagakerjaan Provinsi Jambi Agustus 2021. 69, 1-10.
- Brady, R. P. (2010). Work readiness inventory - administrator's guide. *Job Information Seeking and Training (JIST) Works*, 1-16.
- Cahyaningrum, D., & Martono, S. (2018). Pengaruh Praktik Kerja Industri, Bimbingan Karir, Penguasaan Soft Skill, Dan Kompetensi Kejuruan Terhadap Kesiapan Kerja Siswa. *Economic Education Analysis Journal*, 7(3), 1193-1206. <https://doi.org/10.15294/eeaj.v7i3.28349>
- Edison, E., Anwar, Y., & Komariyah, I. (2016). *Manajemen Sumber Daya Manusia*. Alfabeta.
- Edison, Emron, Anwar, Yohny, & Komariyah, I. (2016). *Manajemen Sumber Daya Manusia (Strategi dan Perubahan Dalam Rangka Meningkatkan Kinerja Pegawai dan Organisasi)*. Alfabeta.
- Florensia, F., & Jaya, U. P. (2020). Pengaruh Kompetensi Mahasiswa Terhadap Perilaku Menyontek. *ResearchGate*, May. <https://www.researchgate.net/publication/341481152%0APENGARUH>
- Hasni, E. (2020). Efektivitas Layanan Konseling Rational Emotive Behaviour Therapy (Rebt) Dengan Menggunakan Teknik Kognitif Untuk Meningkatkan Kepercayaan Diri Dan Kemampuan Beradaptasi Siswa Korban Perceraian Orang Tua Di Smp Negeri 5 Percut Sei Tuan.
- Hazadiyah, D., Kardinah, N., & Sunardi, I. (2018). Hubungan Antara Kompetensi Sosial Dan Kepercayaan Diri Pada Siswa. *Psychathic : Jurnal Ilmiah Psikologi*, 5(2), 667-676. <https://doi.org/10.15575/psy.v5i2.2160>
- Irmayanti, R. dkk. (2020). Profil Kepercayaan Diri Peserta Didik SMP (Studi Deskriptif Terhadap Peserta Didik Kelas IX SMP Negeri 1 Selaawi Tahun Pelajaran 2019/2020). 3(6), 208-215.
- Kementrian Hukum dan HAM. (2012). UU RI No. 12/2012 tentang Pendidikan Tinggi. Undang Undang, 18.
- Majid, A. W. N. (2013). Pengaruh Pengalaman Praktik Kerja Industri Dan Kompetensi Tik Terhadap Kesiapan Kerja Kelas Xii Smkn 3 Yogyakarta Tahun Ajaran 2012/2013. *Jurnal Pendidikan Teknik Informatika*, 1(1), 1-4.
- Muspawi, M., & Lestari, A. (2020). Membangun Kesiapan Kerja Calon Tenaga Kerja. *Jurnal Literasiologi*, 4(1), 111-117. <https://doi.org/10.47783/literasiologi.v4i1.138>
- Nurhayati, & Kusmuriyanto. (2019). Pengaruh Kompetensi Produktif Akuntansi, Prakerin, dan Lingkungan Keluarga Melalui Efikasi Diri Terhadap Kesiapan Kerja. *Economic Education Analysis Journal*, 8(2), 568-587. <https://doi.org/10.15294/eeaj.v8i2.31484>
- Rasyidi, H. (2013). Pengaruh Kegiatan Praktik Kerja Industri Dan Sikap Percaya Diri Terhadap Kesiapan Kerja Siswa Kompetensi Keahlian Elektronika Industri Di Smk Muhammadiyah Prambanan. *Jurnal Pendidikan Administrasi*.
- Rofifah, D. (2020). Kesiapan Kerja Dalam Persiapan Karir. *Paper Knowledge . Toward a Media History of Documents*, 12-26.
- Syam, A. & A. (2017). Pengaruh Kepercayaan Diri (Self Confidence) Berbasis Kaderisasi Imm Terhadap Prestasi Belajar Mahasiswa. *Revue Medicale Suisse*, 5. <https://doi.org/10.5422/fordham/9780823244881.003.0006>
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar - Kampus Merdeka*. <https://doi.org/10.31219/osf.io/ujmte>
- Yuniar Kusumaputri, R. (2018). Hubungan Antara Kepercayaan Diri Dengan Kesiapan Kerja Siswa Sekolah Menengah Kejuruan (SMK). *Dspace.Uii.Ac.Id*, 1-47.