

**THE EFFECT OF HOLLAND PERSONALITY TYPES AND WORK EXPERIENCE
PROGRAMS ON THE CAREER READINESS OF STUDENTS IN THE OFFICE
ADMINISTRATION EDUCATION DEPARTMENT AT SURABAYA STATE
UNIVERSITY**

Widya Dhana Puspa Sari¹, Siti Sri Wulandari², Farij Ibadil Maula³, Evi
Winingsih⁴

^{1,2,3,4} Faculty of Economics and Business, Universitas Negeri Surabaya
email: widya.22184@mhs.unesa.ac.id

ABSTRACT

This study aims to analyze the influence of Holland's personality types and the Independent Internship Program (PKL) on the career readiness of students in the Office Administration Education Department at Universitas Negeri Surabaya. The background of this research stems from the importance of career readiness as one of the key indicators of higher education success in producing graduates who are prepared to enter the workforce. Career readiness among students is influenced not only by internal factors such as personality but also by external factors such as practical experience in the workplace through independent internships. This research employs a quantitative approach with multiple linear regression analysis. The study population consisted of 195 students, and the sample size was determined using the Slovin formula, resulting in 127 respondents. The research instrument was a questionnaire using a Likert scale, measuring three main variables: Holland's Personality Types (X1), the Independent Internship Program (X2), and Career Readiness (Y). Validity and reliability tests were conducted to ensure the instrument's accuracy, while data analysis included partial (t-test) and simultaneous (F-test) examinations. The results indicate that Holland's Personality Types have a positive and significant influence on students' career readiness. Students who understand their personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) tend to have a clearer career direction and higher self-confidence. Furthermore, the Independent Internship Program also has a positive and significant impact on career readiness, as direct work experience enhances adaptability, technical skills, and professional attitudes. These findings affirm that students' career readiness is shaped through a combination of self-awareness and real-world experience. Therefore, educational institutions should provide optimal support for internship programs and implement personality-based career counseling services to better prepare students for the dynamic world of work.

Keywords: *Holland's Personality Types, Independent Internship Program, Career Readiness, Workforce, Work Experien*

INTRODUCTION

Education is one of the main pillars in the development of a country. Through quality education, superior human resources will be born, competent, and able to contribute to

the world of work and society at large. Every citizen deserves an education that not only provides theoretical knowledge, but also enhances their skills and readiness to enter the professional world. This is in line with

Law Number 20 of 2003 concerning the National Education System, which emphasizes that vocational education aims to prepare students to be able to work in certain fields according to their competence. In addition, Government Regulation Number 41 of 2015 concerning Human Resource Development emphasizes that higher education graduates must have skills relevant to industrial needs in order to compete in the modern labor market.

The phenomenon that has emerged in the world of work shows that the Field Work Practice (PKL) program is not fully optimal in preparing students. Some students or students have not gotten work experience that suits their competency needs. On the other hand, there are companies that have implemented street vendors effectively so that students are able to gain real experience and are relevant to the demands of the industry. Therefore, it is important to ensure that the implementation of street vendors really provides maximum benefits, especially in the field of office administration that demands technical skills and precision.

Entering the era of globalization and the industrial revolution 4.0, career readiness is an important aspect that students must have. The competition in the world of work is getting tighter, so students are not only able to master technical skills, but are also required to have adaptability, self-management, and mental readiness to enter the professional world. Study (Sofia Nuryanti & Patrick Karsten Welas, 2023) shows that career readiness is influenced by both internal factors—such as personality—and external factors—such as work practice experience. Thus, the study of the influence of personality type and

independent street vendor programs on career readiness is very relevant, especially for Office Administration Education students.

The career that students will achieve reflects their academic development journey, competence, experience, and understanding of the profession according to their interests and skills (Hendriani & Herman, 2024 Rohmah, 2018). However, the reality on the ground shows that there is a gap between the needs of the industry and the capabilities of students. Many companies need a workforce that has technical and non-technical skills, as well as certain certifications, but not a few students are not ready to enter the world of work. Lack of self-understanding, low self-confidence, and confusion in determining career direction are common problems (R. W. Fitri & Sari, 2025).

To overcome these problems, understanding the personality of students is important. One relevant theory is Holland's theory of personality (RIASEC), which divides personality into six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. This theory confirms that individuals tend to choose careers that suit their personality type (S. Wulandari, 2022) For example, the Conventional type is very suitable for the field of administration, while the Enterprising type is more inclined towards leadership and business. Research reveals that the compatibility between personality type and work environment can increase motivation, satisfaction, and career success (Nabilla Putri Qurr'aeni^{1*}, 2025).

In addition to personality factors, street vendors are also an important external factor in the formation of career readiness. PKL is a form of experiential learning that

provides opportunities for students to apply theory in a real work environment (Amelia et al., 2025). The street vendor experience can increase students' insights, skills, and understanding of the industrial world (Wilantara et al., 2024). However, the effectiveness of street vendors still varies. Therefore, the implementation of independent street vendors that are flexible and according to interests is expected to be able to provide a more meaningful and relevant work experience.

Pre-research that has been conducted previously shows that 100% of respondents agree that independent street vendors contribute significantly to improving students' adaptability, self-understanding, and career readiness. The findings confirm that career readiness is not only formed through academic processes, but also through understanding personality and work practice experience.

Although there has been a lot of research that has addressed the relationship between Holland's personality type and career choice, most have focused only on career interests, not overall career readiness (Mudhar et al., 2023). Likewise, research on street vendors highlights the benefits of industrial practices in general (S. S. Fitri et al., 2025). There is still little research that integrates internal factors (personality) and external factors (PKL) in the context of career readiness, especially in office administration students.

Thus, there are research gaps that need to be filled. The combination of Holland's theory and the experience of PKL Mandiri is believed to be able to provide a more comprehensive picture of the factors that affect students' career readiness. Career readiness is not only about technical

skills, but also about the ability to recognize oneself, fit in, and plan for the future carefully. Therefore, this research is important to develop more effective learning strategies in preparing students to be competent, independent, and highly competitive in the era of globalization.

RESEARCH METHOD

This study uses a quantitative approach with an explanatory survey method, because it aims to examine the causal relationship between Holland's personality type variables, independent street vendor experience, and student career readiness. The quantitative method was chosen because it is able to produce measurable data that can be statistically analyzed to obtain objective conclusions (Amin et al., 2023). The main instrument used is a structured questionnaire based on the Likert scale, which is given to students of the Office Administration Education Study Program of the State University of Surabaya class of 2022 who have carried out Independent Street Vendors. The use of survey methods is considered efficient to collect large amounts of data and allow research results to be generalized to a wider population (Maula et al., 2019).

The research design involved three main variables, namely Holland's personality type (X1), independent street vendor experience (X2), and student career readiness (Y). Each variable was measured through indicators from Holland theory (RIASEC), street vendor experience indicators such as adaptation, skill development, and understanding of the world of work, and career readiness indicators in the form of career planning, career confidence, decision-making, and work competence. The data analysis

technique used is multiple linear regression to see the simultaneous and partial influence of independent variables on bound variables (Rachmah & Juniar, 2018). Before the regression analysis was performed, the data were tested through validity, reliability, and classical assumption tests which included normality, multicollinearity, heteroscedasticity, and linearity to ensure that the analysis model met the statistical requirements.

Sampling is carried out using a simple random sampling technique,

because every member of the population has an equal opportunity to be selected. The number of samples was 127 students, determined using the Slovin formula with an error rate of 5%. The data obtained is analyzed using statistical software such as SPSS. The results of the study will later show the relative contribution of personality types and experiences of street vendors in shaping students' career readiness. To facilitate measurement, all statements in the questionnaire use a 5-point Likert scale, as shown in the following table.

Table 1. Likert Scale

Score	Category	Information
5	Strongly agree	Respondents strongly agree with the statement
4	Agree	Respondents agree with the statement
3	Neutral	Respondents neither agree nor disagree
2	Disagree	Respondents disagree with the statement
1	Strongly Disagree	Respondents strongly disagreed with the statement

RESULTS AND DISCUSSION

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		166
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	3.67900300
Most Extreme Differences	Absolute	0.066
	Positive	0.066
	Negative	-0.034
Test Statistic		0.066
Asymp. Sig. (2-tailed)		.074c

Source: Data processed in 2025

Based on the results of the *Kolmogorov-Smirnov test* on the regression model residues, an Asymp value can be obtained. Sig. (2-tailed)

= 0.74 which means it is greater than the significance threshold of 0.05.

Table 3. Multicollinearity Test Results

Coefficient			
Type		Collinearity Statistics	
		Tolerance	VIVID
1	TypePersonalityHolland	0.718	1.394
	PKL Program	0.718	1.394
a. Dependent Variable: career readiness			

Source: Data processed in 2025

Based on the table, the corlinearity statistics show the absence of multicollinearity problems among independent variables. The tolerance value for the Holland personality type was 0.718 and the street vendor program was 0.718. The *Variance Inflation Factor* (VIF) value of

1.394 and 1.394 is far below 10, respectively. These results show that independent variables do not have a high correlation with each other, so the regression coefficient can be considered stable and can be interpreted accurately to explain the influence of each variable on student career readiness.

Table 4 Heteroscedasticity Test Results

Coefficient			
Type		T	Sig.
1	(Constant)	3.969	0.000
	TypePersonalityHolland	-0.340	0.734
	PKL Program	-1.693	0.092

Source: Data processed in 2025

Based on the results of the glacier test, no heterokedasticity was found in this regression model. This can be based on the significance value of each independent variable which is entirely greater than 0.05. The Holland personality type variable had a significant value of 0.734 and the PKI program of 0.092. Since all of these significance values are greater than 0.05, it can be concluded that this model meets the assumption of homogeneity, so it can be used for further analysis.

Multiple Linear Regression Analysis

The multiple linear regression analysis in this study is to determine the extent to which the independent variables, namely the Holland personality type (X1) and the street vendor program (X2), affect the career readiness of students (Y) both partially and simultaneously. In this study, the researcher used *the IBM SPSS 25* application to analyze simple linear regression, so the results of the study are as follows:

Table 5 Multiple Linear Regression Analysis

Coefficient		
Type		Unstandardized Coefficients
		B
1	(Constant)	31.683
	Personality TypeHolland	0.132
	Program pkl	0.416

From the results of the table above, the results of the multiple lienar regression test are obtained as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 31.683 + 0.132X_1 + 0.416X_2 + e$$

Information:

Y = Student Career Readiness

X1 = Holland personality type

X2 = Program PKL

e = Other independent variables/residual errors

These results show that the independent variables of Holland personality type and street vendor programs on student career readiness. With a constant of 31.683 which indicates the value of Student career readiness when all independent variables are zero.

1. Constant (α) = 31,683

If the Holland Personality Type (X1) and the Street Vendor Program (X2) are 0, then the Student Career Readiness (Y) has a fixed value of 31.683.

2. Regression coefficient value of holland personality type (X1) = 0.132

If the variable Holland personality type (X1) has an increase of one (1) point, then the student's career readiness will increase by 0.132. A positive value coefficient means that there is a positive relationship between the holland personality type and the student's career readiness.

3. Value of the regression coefficient of the street vendor program (X2) = 0.416

If the PKL Program variable (X) has an increase of one (1) point, then the student's career readiness will increase by 0.416. The positive value coefficient means that there is a positive relationship between the PKL Program and the Career Readiness of students.

Hypothesis test

1. T Test (Partial)

The results of the partial test in this study are as follows:

Table 6 T Test Results (Partial)

Yes	Variable	T-Count	Sig.	Information
1	Holland personality type	5.441	0.000	Accepted
2	Program PKL	9.811	0.000	Accepted

Based on the results of the t-test in a simple linear regression analysis, the independent variables of the

holland personality type (X1) and street vendor programs (X2) against the dependent variables, namely

student career readiness (Y), were obtained by comparing the significance value of influence partially, the t-value calculated compared to the t table at the significance level of 5% ($\alpha=0.05$) and the degree of freedom $df = n - k - 1 = 166 - 2 - 1 = 163$. Based on the distribution table t, the table t-value for $df = 163$ and $\alpha = 0.05$ (2-tailed) is 1.974.

a. Holland personality type

The t-value calculated for the Dutch personality type variable is 5.441 with a significance value of 0.000. At the significance level (5%) of the table t-value of 1.974, the Holland personality type has a positive effect on the career readiness of students. This means that the better the holland personality type, the higher the level of career readiness of the student. Therefore, H1 was accepted.

b. Street vendor program

The t-value calculated for the PKL Program variable was 9.811 with a significance value of 0.000. At the significance level (5%) of the table t-value of 1.974, the PKL Program has a positive effect on students' career readiness. This means that the better the PKL Program, the higher the level of career readiness of students. Therefore, H2 was accepted.

2. F Test (Simultaneous)

The researcher in conducting the test by comparing the t-value calculated $\alpha = 0.05$. If the significance value > 0.05 , it can be stated that there is no influence between independent and dependent variables. On the other hand, if the significance value < 0.05 , it can be stated that there is an influence between the independent variable and the dependent variable. The results of the simultaneous test in this study are as follows:

Table 7 Simultaneous Test Results (F Test)

NEW ERA						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3486.763	2	1743.381	127.244	.000b
	Residual	2233.285	163	13.701		
	Total	5720.048	165			

Source: Data processed in 2025

Based on the results of the F test obtained from the ANOVA table, the calculated f-value of 127.244 with a significance value (p-value) of 0.000 shows that the regression model as a whole has a significant contribution. This independent variable, namely Holland personality type and street vendor program together can

significantly affect student career readiness because the significance value is less than 0.05, which means H3 is accepted.

Coefficient Coefficient

Determination

The results of the simultaneous determination in this study are as follows:

Table 8 Coefficient Determination Coefficient Results

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781a	0.610	0.605	3.70150
a. Predictors: (Constant), programpkl, personality typeholland				
b. Dependent Variable: career readiness				

Source: Data processed in 2025

Based on the table above, it can be seen that the R Square value of 0.610 indicates that 61% of the variation in the career readiness variable can be explained by the variables of the street vendor program and Holland's personality type, while the remaining 39% is influenced by other factors outside this research model. This means that the regression model used has a fairly good ability to explain the relationship between free variables and bound variables.

Discussion

The Influence of Holland's Personality Type on Students' Career Readiness

The results of the study show that Holland's personality type has a significant influence on students' career readiness. This can be seen from the *t-value* of 5.441 with a significance of 0.000 (<0.05), so the first hypothesis is accepted. This means that the better the personality type tendencies that students have, the higher their readiness to face the world of work. When viewed from Holland's concept, a person's personality is divided into six types, namely realistic, investigative, artistic, social, enterprising, and conventional. Students who know themselves are more inclined to a certain type will find it easier to determine the appropriate career path. For example, students with a realistic type tend to be ready for jobs in the technical and field fields, while students with a social type are more confident when dealing with jobs that require interaction and communication. With this clarity of direction, students are better prepared mentally because they are no longer confused about determining goals.

The results showed that the average score of personality type variables was above the central value,

with a mean of 74.20. This figure indicates that the majority of students in this study have personalities that are relatively supportive of career readiness. This means that in general, students already have good internal capital to face the world of work. This personality ultimately plays a role as the main foundation because this is where confidence, firmness in choosing a career arises, and the ability to adapt to the demands of work. Thus, it can be understood that personality is not only a characteristic of an individual, but also one of the important factors in shaping career readiness. Students with a clear personality will be calmer and more confident in planning for the future, while those who don't know themselves well tend to be more hesitant and less prepared.

Amalianita & Putri (2020) Confirming that personality type according to Holland's theory has a significant effect on career readiness in students. Previous studies have also shown that the match between personality type and work environment is an important factor in shaping career readiness and enthusiasm for the world of work. Students who understand their personality traits, whether realistic, investigative, artistic, social, enterprising, or conventional, tend to find it easier to determine the appropriate career path and are better prepared mentally to face the challenges of the world of work. (Farah et al., 2024) It is also argued that the majority of students have personalities that support career readiness, as an important internal capital in building confidence, firmness in choosing a career, and adaptability to job demands. This confirms that a good understanding of personality types is not only a

characteristic of an individual, but also plays a major role in the planning and success of a student's career.

In addition, age and gender factors also strengthen the relevance of this theory in the context of career readiness. Students in the early adult phase are in the stage of career exploration, where understanding personality is the main capital in making the right decisions about their professional future. The difference in personality tendencies between men and women also gives an idea that each individual has unique potentials and characteristics that need to be developed optimally according to the field of interest. Therefore, these findings confirm that Holland's theory serves not only as a tool for identifying personality, but also as a strategic guideline in shaping comprehensive job readiness. (Moteza et al., 2022) By understanding personality types and integrating them with real-life experiences such as Field Work Practice (PKL), students will be better prepared mentally, emotionally, and professionally to face the dynamic world of work. Overall, the results of this discussion strengthen the understanding that the synergy between personality factors and field practice experience is an important foundation in creating competent, adaptive, and highly competitive graduates in the modern world of work.

The Influence of Street Vendor Programs on Student Career Readiness

In addition to personality factors, this study also found that street vendor programs have a great influence on students' career readiness. The results of the partial test showed a calculated t-value of 9.811 with a significance of 0.000 (<0.05). This

means that the second hypothesis is also accepted, and the better the quality of the implementation of street vendors undergone, the higher their readiness to enter the world of work. From the results of the descriptive calculation, the street vendor variable has a total mean value of 71.24 with an average indicator score above 4.0. This figure shows that the majority of students consider street vendors as an effective and useful activity. They feel that street vendors are not just a formality, but really give real experience about the world of work.

Through street vendors, students learn how to connect theory with practice. They get a first-hand feel about how work is done, how to solve problems in the field, and how to adapt to the new work environment. In addition to technical skills, street vendors also train soft skills such as communication, teamwork, discipline, and time management. All of that is obviously very useful to improve their career readiness. For some students, street vendors are even a turning point. Some are more confident in their career choices after street vendors, and there are also those who have just realized that the field they are in during street vendors is not suitable so they need to direct themselves to other paths. This shows that street vendors provide dual benefits: on the one hand they increase skills, and on the other hand help students get to know the world of work more deeply.

Research conducted by (Sri Marten Yogaswara, Leni Maryani, 2023) shows that the implementation of Field Work Practice (PKL) makes a significant contribution to the work readiness of vocational school students. PKL provides opportunities for students to train and hone practical competencies, improve industry

knowledge, and face real challenges in the world of work. This work practice experience also develops communication skills, initiative, and responsibility in dealing with problems in the work environment. This is reinforced by research (Hayati et al., 2024) who found that street vendor experience has a positive and significant effect on the work readiness of vocational school students by providing real experience that can make it easier for students to adapt to the world of work after completing their education. Both concluded that street vendors are not just a formality activity, but a strategic forum to prepare students to be technically and psychologically ready to face the world of work

The findings of several studies confirm that Field Work Practice (PKL) has an important role in shaping student work readiness. Through street vendors, students gain real experience in the world of work, train technical and non-technical skills, and increase confidence and adaptability. Thus, street vendors have proven to contribute significantly to students' career readiness in facing industry demands.

Sukma (2025) It is argued that the Field Work Practice Program (PKL) is designed as a forum for real learning that aims to prepare students to face the world of work professionally. Through this program, students are not only trained in technical skills according to their fields, but also in the ability to manage time, adapt, and develop soft skills such as communication, teamwork, and responsibility. The study program prepares street vendor activities so that students are able to connect the theory obtained in lectures with work practices in the field, so that a balance is formed between academic abilities

and professional skills (Sari & Rahdiyanta, 2023). In addition, street vendors are an effective means of practicing discipline, work ethic, and decision-making skills in real situations. Thus, the implementation of street vendors is expected to produce graduates who are not only intellectually intelligent, but also mentally and competently prepared in navigating the challenges of the dynamic world of work (Kailan et al., 2019).

The Influence of Holland's Personality Type and Street Vendor Program on Student Career Readiness

These findings provide an understanding that career readiness is not only born from internal factors, but also influenced by external factors. The role of Holland's theory is crucial because personality types provide the basic foundation in shaping the course of a student's career. Through the introduction of the six types of RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional), students can understand their personal interests, potentials, and tendencies, so that they are more directed in determining career choices. This knowledge is a significant starting capital in building confidence, future orientation, and the ability to adapt to the demands of the job. However, without real experience, this foundation can be less robust. This is where street vendors act as reinforcements because they provide hands-on experience that trains professional skills and attitudes. With this combination, students not only know where they should go, but also have real provisions to step up. Students who have a clear personality and at the same time undergo street vendors well will be more mature in preparing for a career. They are more

mentally prepared, more confident, and more accustomed to the dynamics of the world of work.

Students' career readiness is not only influenced by internal factors such as personality type according to Holland's theory, but also by direct experience through the Field Work Practice (PKL) program. Holland's theory divides personality into six types of RIASEC that help students recognize their interests and potential, so that they can determine their career direction more focused and build confidence and future orientation. However, in the absence of real practical experience, this foundation may be less solid. Therefore, street vendors provide hands-on experience that hone students' technical skills and professional attitudes. Research (Nabilla Putri Qurr'aeni^{1*}, 2025) and (Surokim, 2016) stated that the experience of street vendors contributes significantly to increasing work readiness, especially in improving knowledge, practical skills, and adaptability in the work environment. With a combination of a clear understanding of personality types and effective implementation of street vendors, students can mature their career preparation, strengthen their confidence, and become more accustomed to facing the dynamics of the world of work.

Based on this presentation, the results of this study further strengthen the finding that there is a significant simultaneous influence between Holland's personality type (X1) and the Independent Street Vendor program (X2) on the career readiness of students (Y) in the Department of Office Administration Education, State University of Surabaya. This means that students' career readiness is not only shaped by internal factors such as understanding their personality, but

also influenced by real experience gained while undergoing the street vendor program. Students who understand their personality type based on Holland's theory tend to have a clearer career direction, as they are able to tailor their interests and talents to the appropriate field of work.

On the other hand, the Independent PKL program provides opportunities for students to apply the theories they have learned into professional practice, so that they can develop technical skills, expand their horizons in the world of work, and practice responsibility and discipline. Sari & Rahdiyanta (2023) Said that this field work experience is an important means in building mental and emotional readiness, which cannot be obtained only through classroom learning. Through direct involvement in the world of work, students learn to cope with pressure, adjust to the professional environment, and improve communication and teamwork skills (Fitriasih & Nur, 2025). In addition, attitude and mentality factors such as motivation, flexibility, and resilience also play a big role in determining the level of career readiness (Kailan et al., 2019). Students with high motivation will be more enthusiastic in developing themselves and looking for opportunities to improve their competencies. Flexibility helps them adapt to changes in the work environment, while mental resilience prepares them to face challenges and failures with a positive attitude (S. S. Wulandari, 2022). Thus, the integration of self-understanding through Holland's personality type and real experience through independent street vendors produces an effective combination in shaping students' overall career readiness both in terms

of knowledge, skills, and professional attitudes needed in the modern world of work

CONCLUSION

Based on the results and discussion of the research, it can be concluded that Holland's personality type and the experience of independent street vendors have a positive and significant effect on students' career readiness, both partially and simultaneously. Partially, students who understand their personality type through Holland RIASEC theory show better ability to determine career direction, have confidence, and show more mature readiness to face the world of work. The experience of independent street vendors also contributes greatly to career readiness because through this activity students gain direct experience in the work environment that trains technical and non-technical skills, increases confidence, and develops adaptability. Simultaneously, the two variables complement each other because Holland's personality type provides a foundation for self-understanding related to interests and career potential, while Independent street vendors strengthen readiness through practical experience and habituation of professional attitudes. With a combination of good self-understanding and adequate field experience, students have a clearer career direction as well as real provisions to enter the world of work with optimal readiness.

REFERENCES

- Ajzen, I. (1991). *The Theory of Planned Behavior*. 50, 179–211.
- Annisa, D. N., Tentama, F., & Bashori, K. (2021). The Role of Family Support and Internal Locus of Control in Entrepreneurial Intention of Vocational High School Students. *International Journal of Evaluation and Research in Education*, 10(2), 381–388.
- Ardiansyah, R. S., Yohana, C., & Fidhyallah, N. F. (2021). Faktor-faktor yang Mempengaruhi Minat Berwirausaha Siswa SMK Negeri di Jakarta. *Jurnal Bisnis, Manajemen Dan Keuangan*, 2(2), 484–496.
- Ariani, S., Rahmah, P. A. A. A., Putri, Y. R., Rohmah, M., Budiningrum, A., & Lutfi, L. (2016). Pengaruh Literasi Keuangan, Locus of Control, dan Etnis Terhadap Pengambilan Keputusan Investasi. *Journal of Business & Banking*, 5(2), 257–270.
- Arkorful, H., & Hilton, S. K. (2022). Locus of Control and Entrepreneurial Intention: A Study in A Developing Economy. *Journal of Economic and Administrative Sciences*, 38(2), 333–344.
- Badan Pusat Statistik. (2023). *Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan, 2020-2022*. Diakses 18 November 2023.
- Batzon, N., & Zion, M. (2023). From External to Internal Locus of Control—Identifying Attitudes Among Adults and Teens to Foster Environmental Responsibility Towards The Trash in The Public Domain. *Environmental Education Research*, 0(0), 1–17.
- Budiono, Kistyanto, A., & Indawati, N. (2019). The Effect of Self-Efficacy, Adversity Quotient, and Locus of Control on

- Entrepreneurial Intentions. *Scholars Journal of Economics, Business, and Management*, 6(2), 122–130.
- Charli, L., Ariani, T., & Asmara, L. (2019). Hubungan Minat Belajar terhadap Prestasi Belajar Fisika. *Science and Physics Education Journal (SPEJ)*, 2(2), 52–60.
- Fadilah, & Mahyuni, S. R. (2019). Analisis Faktor Yang Mempengaruhi Locus of Control Mahasiswa Pendidikan Matematika FKIP Universitas Samudra. *Jurnal IPA & Pembelajaran IPA*, 2(2), 100–105.
- Falah, N., & Marlina, N. (2022). Pengaruh Pendidikan Kewirausahaan dan Pengalaman Prakerin Terhadap Minat Berwirausaha Siswa SMK. *Jurnal PTK Dan Pendidikan*, 8(1), 40–54.
- Firdaus, F., Purnamawati, & Mappalotteng, A. M. (2023). Analisis Faktor-Faktor yang Mempengaruhi Minat Berwirausaha Siswa di SMK Kota Makassar. *Prosiding Seminar Nasional Dies Natalis Ke-62*, 502–509.
- Hair, J. F., Hult, G. T. M., & Ringle, C. M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. SAGE Publications, Inc.
- Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial Least Squares Structural Equation Modeling (PLS-SEM): An Emerging Tool in Business Research. *European Business Review*, 26(2), 106–121.
- Hernandez, J., Filho, M., Kamiya, A., Pasquini, R., & Zeelenberg, M. (2022). Internal Locus of Control and Individuals' Regret For Normal Vs. Abnormal Decisions. *Personality and Individual Differences*, 192, 1–10.
- Hsiao, C., Lee, Y. H., & Chen, H. H. (2016). The Effects of Internal Locus of Control on Entrepreneurship: the Mediating Mechanisms of Social Capital and Human Capital. *International Journal of Human Resource Management*, 27(11), 1158–1172.
- Islamiah, F., Kusdiyanti, H., Indrawati, A., & Ibadil, F. (2022). the Effect of Entrepreneurship Education on Entrepreneurial Intentions Through Internal Locus of Control and Innovativeness (A Research on Vocational High School Students Majoring in Online Business and Marketing Expertise Program in Malang Raya). *International Journal of Economy, Education and Entrepreneurship*, 2(1), 41–56.
- Karya, D. F., Anshori, M. Y., Elfita, R. A., Sahrin, L. A., & Gita, M. N. (2023). Internal Locus of Control, Entrepreneurial Learning, Risk Tolerance on Self-efficacy, and Entrepreneurial Intention. *Altantis Press: Advances in Economics, Business and Management Research*, 339–348.
- Keling, M., & Sentosa, S. U. (2020). The Influence of Entrepreneur Learning, Self- Efficacy and

- Creativity Toward Students Entrepreneurial Interests of Tarbiyah and Teachers Training Faculty, Universitas Islam Negeri Sumatera Utara. *Atlantis Press : Advances in Economics, Business and Management Research*, 124, 575–581.
- Khosmas, F. (2021). Pengaruh Pembelajaran Produk Kreatif dan Kewirausahaan Terhadap Minat Berwirausaha Siswa Kelas XII Kompetensi Keahlian Teknik Kendaraan Ringan Otomotif di SMK Negeri 1 Mandor. *Sosial Khatulistiwa: Jurnal Pendidikan IPS*, 1(1), 29–34.
- Khotimah, P. C., Kantun, S., & Widodo, J. (2020). Pengaruh Hasil Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan Terhadap Minat Berwirausaha Siswa di SMK Negeri 7 Jember (Studi Kasus Pada Kelas XII Program Keahlian Multimedia Semester Gasal Tahun Ajaran 2019/2020). *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, Dan Ilmu Sosial*, 14(2), 357–360.
- Latan, H., & Ghozali, I. (2015). *Partial Least Squares: Concepts, Techniques and Applications Using SmartPLS 3* (Ed.2). Semarang: Universitas Diponegoro.
- Lee, S., Kang, M. J., & Kim, B. K. (2022). Factors Influencing Entrepreneurial Intention: Focusing on Individuals' Knowledge Exploration and Exploitation Activities. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(3), 1–16.
- Lisdayanti, Sumarno, & Syabrus, H. (2021). Pengaruh Prestasi Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan (PKK) dan Efikasi Diri Terhadap Minat Berwirausaha Siswa SMK Negeri 2 Pekanbaru. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 9(1), 44–54.
- Luis-Rico, I., Escolar-Llamazares, M. C., De la Torre-Cruz, T., Jiménez, A., Herrero, Á., Palmero-Cámara, C., & Jiménez-Eguizábal, A. (2020). Entrepreneurial Interest and Entrepreneurial Competence Among Spanish Youth: An Analysis with Artificial Neural Networks. *Sustainability (Switzerland)*, 12(4), 1–17.
- Mudasih, I., Subroto, W. T., & Susanti. (2021). The Effect of Financial Literacy, Digital Literacy, and Entrepreneurial Learning Outcome on Entrepreneur Behavior of Students at SMK Negeri 1 Surabaya. *Technium Social Sciences Journal*, 15, 303–320.
- Nanda, A. D., & Sudiana, K. (2022). Pengaruh Digital Literacy dan Locus of Control terhadap Minat Berwirausaha pada Mahasiswa Tingkat Akhir Fakultas Ekonomi dan Bisnis Universitas Telkom. *J-MAS (Jurnal Manajemen Dan Sains)*, 7(1), 49–55.
- Ndofirepi, T. M. (2020). Relationship Between Entrepreneurship Education and Entrepreneurial Goal

- Intentions: Psychological Traits As Mediators. *Journal of Innovation and Entrepreneurship*, 9(1), 1–20.
- Phares, E. J. (1984). *Introduction to Personality*. USA: Charles E. Merrill Publishing Company.
- Putri, J. P. (2019). Pengaruh Ekspektasi Pendidikan dan Lingkungan Keluarga Terhadap Minat Berwirausaha. *Unpublished Bachelor Thesis*. Sharia Economics, Faculty of Teacher Training and Education, IAIN Metro.
- Ramadani, D. P., Haidar, K., Rahayu, V. P., & Ellyawati, N. (2023). The Effect of Adversity Quotient and Locus of Control on Entrepreneurial Intentions on Universitas Mulawarman Students. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 11(1), 8–18.
- Rosmiati, R., Syahid, A., Hasan, S., Setiawati, N., & Azhar, M. (2022). Transformational Role of Computers in Education Management : Optimizing Learning Efficiency and Effectiveness. *International Journal of Artificial Intelligence Research*, 6(1), 1–18.
- Safna, O. P., & Wulandari, S. S. (2022). Pengaruh Motivasi, Disiplin Belajar dan Kemampuan Berpikir Kritis terhadap Hasil Belajar Siswa. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 4(2), 140–154.
- Saragih, N., Purba, S., & Purba, B. (2022). Pengaruh Pengetahuan Kewirausahaan, Kepribadian dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa Fakultas Ekonomi Universitas Katolik Santo Thomas Medan. *Jurnal Manajemen Dan Bisnis*, 22(September), 414–428.
- Sekerbayeva, A., Tamenova, S., Tarman, B., Demir, S., Baizyldayeva, U., & Yussupova, S. (2023). The Moderating Role of Entrepreneurial Self-Efficacy and Locus of Control on the Effect of the University Environment and Program on Entrepreneurial Intention and Attitudes. *European Journal of Educational Research*, 12(3), 1539–1554.
- Shalahuddin, I., Maulana, I., & Eriyani, T. (2018). *Prinsip Prinsip Dasar Kewirausahaan*. Yogyakarta: CV Budi Utama.
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, CV.
- Susanti, D., Mulyani, R. R., & Monalisa. (2017). Pengaruh Locus of Control Internal Terhadap Hasil Belajar Peserta Didik di SMA Negeri 1 Canduang Kabupaten Agam. *Unpublished Bachelor Thesis*. Guidance Counseling, Faculty of Social Sciences and Humanities, STKIP PGRI West Sumatra.
- Toti, J. F., Diallo, M. F., & Huaman-Ramirez, R. (2021). Ethical Sensitivity in

- Consumers' Decision-Making: The Mediating and Moderating Role of Internal Locus of Control. *Journal of Business Research*, 131(April), 168–182.
- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus of Control dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 268–283.
- Zulfikar, M. V., Wardhana, E. T. D. R. W., & Rahayu, W. P. (2022). The Effect of Entrepreneurship Education, Parental Support, and Internal Locus of Control on Self-Efficacy Moderating Interest in Entrepreneurship. *International Journal of Economy, Education and Entrepreneurship*, 2(1), 41–56.