

The Influence of Motivation and Self-Efficacy on Work Readiness among Persons with Disabilities in Gresik Regency

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Abstrack

This study aims to analyze the influence of motivation and self-efficacy on work readiness among working-age persons with disabilities in Gresik Regency. Although supported by inclusive policies and training programs, work readiness among persons with disabilities continues to face challenges particularly in the psychological domain. This research employs a quantitative approach, utilizing a questionnaire distributed to 70 respondents with disabilities who are work-ready (aged 17 years and above) in Gresik Regency, selected through total sampling. The independent variables are motivation and self-efficacy, while work readiness serves as the dependent variable. Data were analyzed using Structural Equation Modeling (SEM). The results indicate that all constructs meet the required criteria for validity and reliability. The main findings reveal that both motivation and self-efficacy have a positive and significant effect on work readiness among persons with disabilities. Self-efficacy plays a crucial role in strengthening individuals' self-confidence and resilience, while motivation acts as a key driver in shaping work-related behaviors. The implications of this study underscore the importance of empowerment programs that integrate psychological strengthening alongside technical skill development.

Keywords: Motivation; Self-Efficacy; Work Readiness; Persons with Disabilities.

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Introduction

Employment is a fundamental aspect of human life, serving not only as a source of economic sustenance but also as a means for personal potential development, enhanced self-confidence, and social participation. In line with the evolving principles of inclusive employment, persons with disabilities possess equal rights to access job opportunities. In Indonesia, this commitment is institutionalized through Law No. 8 of 2016 on Persons with Disabilities, which guarantees the right to decent work. At the local level, the Gresik Regency Government reinforces the implementation of this policy through Regent Regulation No. 53 of 2022 concerning the fulfillment of employment opportunities for persons with disabilities.

Despite the existence of regulations, the labor force participation rate among persons with disabilities remains relatively low compared to non-disabled groups. Data from the East Java Provincial Statistics Agency indicate that this condition also prevails in Gresik Regency. This suggests that employment challenges faced by persons with disabilities are not solely due to policy or opportunity gaps, but are also influenced by individuals' preparedness to meet workplace demands. An individual's future success fundamentally depends on their ability to adapt quickly to change, collaborate effectively within diverse teams, and communicate clearly within dynamic and uncertain work environments (Cahyadi & Respati, 2025). These competencies serve not only as foundations for professional adaptation but also as powerful drivers of intrinsic motivation. When individuals perceive progress in adaptation, collaboration, and communication, it triggers self-confidence and internal satisfaction, motivating them to work harder, anticipate new challenges, and achieve long-term goals—consistent with the definition of motivation as an internal drive that stimulates productive behavior and achievement aspirations (Cahyadi, 2020).

Table 1. Data on Persons with Disabilities in Gresik Regency

No	Description	Number
1.	Number of Persons with Disabilities in Gresik Regency	410 Persons
2.	Types of Disabilities :	
	1. Deaf	6
	2. Physically Disabled	182
	3. Speech Impaired	3
3.	Age (17-25 years old)	7%

Source: Gresik Regency Social Services Agency, 2022

Based on information obtained from the Social Services Agency in Gresik Regency in 2022, there were 410 people with disabilities officially registered in this area. This figure shows that the existence of people with disabilities is quite significant and requires serious attention, especially in terms of empowerment and readiness to work. In terms of disability type, people with physical disabilities are the most numerous, with 182 people, followed by 6 people with hearing impairments and 3 people with speech impairments. The dominance of physical disabilities indicates that most people with disabilities have fairly good cognitive abilities but still experience physical constraints and environmental barriers in accessing employment opportunities. This situation emphasises the importance of strengthening psychological factors, especially self-efficacy, so that individuals can have self-confidence and readiness in facing the demands of the world of work. Furthermore, data related to age indicates that only 7% of persons with disabilities are in the productive age group of 17-25 years. This relatively small number shows that the potential of young workers with disabilities has not been fully maximised. The low participation of this productive age group may be influenced by limited access to education, a lack of ongoing job training, and low psychological readiness to enter the world of work. Thus, this data emphasises the urgency of research on work readiness for persons with disabilities in Gresik Regency, while highlighting the role of self-efficacy and motivation as key factors in reducing structural barriers and improving individual readiness to face a competitive and dynamic work environment.

Previous studies have examined factors influencing work readiness, particularly motivation and self-efficacy. However, most of these studies primarily focus on the

general population, such as students or non-disabled job seekers. Research specifically examining the work readiness of persons with disabilities remains limited, especially studies testing the simultaneous influence of motivation and self-efficacy. Yet, persons with disabilities face distinct psychological and social challenges, including social stigma, environmental barriers, and low self-confidence, which can significantly impact their work readiness (Gratia, 2023). The efforts of the Gresik Regency Labor Office to provide training programs for persons with disabilities represent a strategic step toward enhancing independence and work readiness. Nevertheless, programs overly focused on technical skill development may prove ineffective without corresponding psychological preparation. Without strong motivation and self-belief, available training opportunities and jobs risk being underutilized.



Source: Gresik Satu -2025

Figure 1. The Gresik Manpower Office provides training for people with disabilities to become independent and ready for work

Motivation and self-efficacy are key psychological factors believed to shape work readiness. This internal drive functions as the primary catalyst, not only prompting individuals to initiate behavior but also fostering hope and enthusiasm for its successful realization (Tufan et al, 2025). In other words, motivation stems from intrinsic psychological factors such as personal needs, interests, or values, distinguishing it from external motivators like rewards or coercion. Motivation does not arise spontaneously or suddenly; rather, it develops gradually through attitudes individuals cultivate in responding to various working conditions and situations. These attitudes encompass positive mindsets, emotional resilience, and proactive perspectives toward daily challenges such as deadline pressure, team dynamics, or organizational change. When appropriate attitudes are formed, they become the primary catalysts that ignite internal drive, transforming motivation from a temporary state into a sustained force propelling productive behavior and goal achievement (Cahyadi, 2020). Motivation functions as an internal impetus guiding behavior and work effort, while self-efficacy reflects an individual's belief in their capability to complete tasks and overcome challenges. Previous research has shown that self-efficacy significantly influences work readiness, while motivation plays a crucial role in building independence and work potential. However, studies integrating both variables simultaneously among persons with disabilities, particularly within the local context of Gresik Regency, remain scarce.

Prior studies reveal inconsistent and varied findings regarding the relationship between motivation and work readiness. Some research affirms a positive influence of motivation on work readiness (Deswarta et al, 2023). where motivation acts as a primary driver enhancing individuals' preparedness to enter the workforce. Conversely, other studies

find no significant impact of motivation when examined alongside other psychological variables (Muthoharoh & Rahmaningtyas, 2019). This inconsistency highlights a substantial empirical gap regarding motivation's position as a key predictor of work readiness, particularly among populations with unique characteristics and specific psychosocial challenges, such as vulnerable groups.

On the other hand, self-efficacy has repeatedly proven to exert a strong and consistent influence on work readiness and career decision-making processes (Lent, Brown, & Hackett, 1994; Wiharja et al, 2020). as this self-belief strengthens individuals' capacity to confront obstacles and seize opportunities. Nonetheless, the majority of these studies still center on homogeneous general population samples, while empirical research specifically highlighting persons with disabilities remains rare and limited. Furthermore, no study has thoroughly examined the simultaneous effects of motivation and self-efficacy within a specific geographic context, particularly in Gresik Regency, despite the region having implemented various inclusive employment policies and programs to support work accessibility (BPS Jawa Timur, 2023). Therefore, this study is designed to bridge this gap through contextual, region-based empirical testing, focusing on the influence of motivation and self-efficacy on work readiness among persons with disabilities. Based on the Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett, an individual's career readiness is influenced by their belief in their own capabilities and internal drive to achieve work-related goals. Consequently, this study aims to analyze the influence of motivation and self-efficacy, both partially and simultaneously, on the work readiness of persons with disabilities in Gresik Regency. The novelty of this research lies in the integrated testing of motivation and self-efficacy factors on the work readiness of persons with disabilities using a quantitative approach within a local context, which has been rarely studied previously. The findings of this study are expected to contribute empirically and serve as a foundation for formulating more comprehensive policies and empowerment programs not merely oriented toward enhancing technical skills, but also strengthening the psychological aspects of persons with disabilities.

The results of this study are anticipated to contribute academically to the development of human resource and work psychology research, particularly regarding the work readiness of disabled groups, and to enrich the application of the Social Cognitive Career Theory within the context of inclusive employment. Beyond theoretical contributions, the findings are expected to offer practical implications as a practical guide for local governments particularly the Gresik Regency Labor Office educational institutions, and community social organizations in designing more effective, psychologically needs-based empowerment programs for persons with disabilities. For vocational training providers and businesses, the study's results can serve as a basis for strengthening the design of work readiness development programs that focus not only on improving technical skills but also on reinforcing motivation, self-confidence, and psychological resilience among persons with disabilities, thereby increasing their employment opportunities and sustaining their workforce participation.

Methodology

This study employs an associative causal research design with a quantitative approach, aiming to identify and analyze cause-and-effect relationships among more than two research variables. It is designed to explain the interrelationships among the variables studied and their influence on the dependent variable. The positivist-based quantitative approach is utilized by collecting data from a specific population or sample, followed by analysis using research instruments and statistical techniques to test the

formulated hypotheses. Since the analyzed data is presented numerically to examine inter-variable relationships, the quantitative approach is deemed most suitable for this research. The sampling technique employed is total sampling (or saturated sampling), where the entire population serves as research respondents. The population for this study comprises persons with disabilities in Gresik Regency, totaling 70 respondents. Data collection was conducted using structured questionnaires, chosen for their effectiveness in measuring research variables when indicators and required data types are clearly defined. Questionnaires were formatted as closed-ended statements and distributed directly to respondents. Survey data obtained were measured using a Likert scale. Collected data were subsequently analyzed using Structural Equation Modeling with a Partial Least Squares approach (SEM-PLS) via SmartPLS 4 software. This method is used because it is effective in testing relationships among latent variables in quantitative research. The analysis process was conducted in stages, beginning with testing the measurement model (outer model) to assess instrument validity and reliability, followed by testing the structural model (inner model) to analyze inter-variable relationships and test the proposed research hypotheses.

Results and Discussion

Outer models

The outer model was tested to ensure the quality of construct measurement for the variables: Motivation, Self-Efficacy, and Work Readiness. One critical aspect of this test is convergent validity, which ensures that the measured indicators adequately represent the same construct.

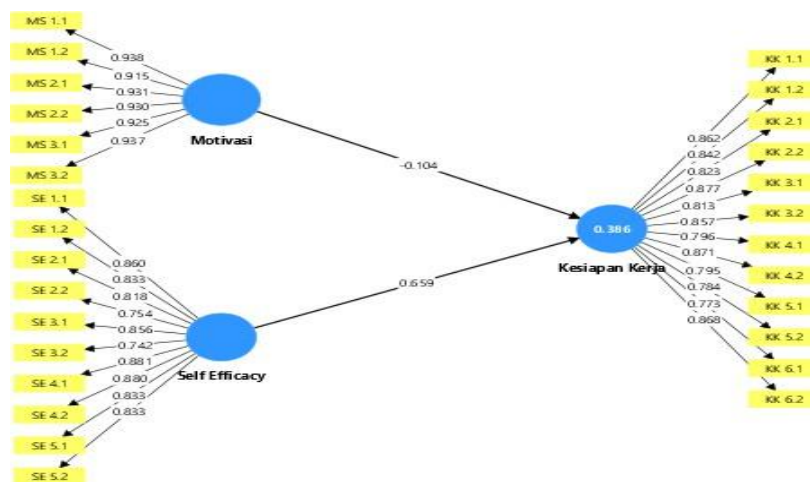


Figure 2. Factor loading value path diagram

Table 2. External model test results

Variable	Instrument	Work Readiness (X ₁)	Motivation (X ₂)	Self Efficacy (X ₃)
Work Readiness (X ₁)	WR 1.1	0.862		
	WR 1.2	0.842		
	WR 2.1	0.823		
	WR 2.2	0.877		
	WR 3.1	0.813		
	WR 3.2	0.857		
	WR 4.1	0.796		
	WR 4.2	0.871		
	WR 5.1	0.795		
	WR 5.2	0.784		
	WR 6.1	0.773		
	WR 6.2	0.868		
Motivation (X ₂)	MV 1.1		0.938	
	MV 1.2		0.915	
	MV 2.1		0.931	
	MV 2.2		0.930	
	MV 3.1		0.925	
	MV 3.2		0.937	
Self Efficacy (X ₃)	SE 1.1			0.860
	SE 1.2			0.833
	SE 2.1			0.818
	SE 2.2			0.754
	SE 3.1			0.856
	SE 3.2			0.742
	SE 4.1			0.881
	SE 4.2			0.880
	SE 5.1			0.833
	SE 5.2			0.833

Source: Data processed, 2025

Based on the analysis results, all indicators for the variables Motivation (X₁), Self-Efficacy (X₂), and Work Readiness (Y) exhibit outer loading values that exceed the established thresholds. This indicates that each indicator has a strong association with the construct it measures. Consequently, all indicators are deemed valid, and the research instrument fulfills the requirements for convergent validity.

Table 3. Composite Reliability and Cronbach alpha

	Cronbach's alpha	Composite reliability	AVE
Work Readiness	0.959	0.961	0.690
Motivation	0.969	0.975	0.864
Self Efficacy	0.950	0.955	0.689

Source: Data processed, 2025

Generally, Cronbach’s Alpha and Composite Reliability (CR) values exceeding 0.70 indicate that the constructs possess good internal consistency and are suitable for use in research. Reliability testing shows that both Cronbach’s Alpha and Composite Reliability values for all variables exceed 0.70. This signifies that the indicators within each construct exhibit strong internal consistency, allowing the research constructs to be declared reliable and appropriate for subsequent analysis. Furthermore, the Average Variance Extracted (AVE) values for each variable also surpass the minimum threshold of 0.50: Motivation at 0.690, Self-Efficacy at 0.864, and Work Readiness at 0.689. Therefore, it can be concluded that all constructs in this study meet the criteria for convergent validity.

Table 4. Uji Discriminant Validity – Heterotrait Monotrait Ratio

	Heterotrait-monotrait ratio (HTMT)
Motivation <-> Work Readiness	0.183
Self Efficacy <-> Work Readiness	0.629
Self Efficacy<-> Motivation	0.444

Source: Data processed, 2025

Based on the discriminant validity test using the Fornell–Larcker Criterion, all constructs in this study—namely, motivation, self-efficacy, and work readiness—have met the established criteria. Therefore, it can be concluded that the research model demonstrates adequate discriminant validity, meaning each construct is clearly distinguishable from others and can be reliably used to analyze inter-variable relationships without overlap.

Inner Models

After completing the outer model testing, the next stage involves evaluating the structural model (inner model) to determine the relationships and effects among constructs within the research model. The structural model is assessed by examining the R-Square (R^2) value, which indicates the extent to which independent variables explain the variation in the dependent variable. A higher R-Square value signifies a stronger ability of the model to explain inter-variable relationships.

Additionally, model evaluation includes the Q-Square (Predictive Relevance) value, which assesses the model’s predictive capability for observed data based on its parameter estimates. A Q-Square value greater than zero indicates that the model possesses good predictive relevance. According to Hair et al. (2017), the combined use of R-Square and Q-Square serves as an important indicator for evaluating the quality and predictive strength of the model in Partial Least Squares (PLS) analysis.

Structural model evaluation in SmartPLS begins with reviewing the R-Square values for each latent dependent variable. The following table presents the R-Square values obtained from data processing using SmartPLS.

Table 5. Uji R-Square

	R-square	R-square adjusted
Work Readiness	0.386	0.368

Source: Data processed, 2025.

The R-Square value is used to measure the ability of independent variables to

explain the variation in the dependent variable. The higher the R-Square value, the greater the model's explanatory power regarding the phenomenon under study. The test results indicate that the variables Motivation and Self-Efficacy are capable of explaining the variation in the Work Readiness variable with an adequate level of explanatory power. This signifies that the constructed structural model possesses sufficiently strong explanatory capability.

Table 6. Stone Geiser Q-Square test (Predictive Relevance)

	Q-square
Work Readiness	0.362

Source: Data processed, 2025.

Predictive relevance is evaluated using the Q-Square (Q^2) value obtained through the blindfolding technique. A model is considered to possess predictive capability if its Q^2 value is greater than zero. The analysis results show that the Q-Square value is above zero, indicating that the research model has good predictive relevance. Thus, the model is not only statistically appropriate but also capable of providing relevant predictions for the endogenous variable.

Table 7. Effect Size Test

	Work Readiness
Motivation	0.011
Self Efficacy	0.515

Source: Data processed, 2025.

The effect size (f^2) value is used to determine the magnitude of contribution of each independent variable toward the dependent variable. According to Hair et al. (2017), an f^2 value of 0.02 indicates a small effect, 0.15 indicates a medium effect, and 0.35 indicates a large effect. Based on the test results, the Motivation variable exhibits a small f^2 value in influencing Work Readiness. Conversely, the Self-Efficacy variable demonstrates a larger contribution, leading to the conclusion that Self-Efficacy plays a more dominant role in explaining the variation in Work Readiness. In hypothesis testing, evaluation is conducted using the path coefficient values obtained from the SmartPLS output via the bootstrapping method. The bootstrapping results are used to obtain t-statistic values, which function to reduce potential bias or deviation in parameter estimation, thereby enhancing the accuracy of hypothesis testing. The bootstrapping method in SmartPLS 4.0 is employed as a statistical testing technique to assess the significance of relationships among constructs in the PLS-SEM model. Through this method, sample data are resampled randomly with the same number of observations as the original sample, generating a more stable parameter estimate distribution. These bootstrapping results are then used to derive t-statistics and p-values, which serve as the basis for determining whether the relationships between variables are statistically significant. Thus, the use of the bootstrapping method in SmartPLS 4.0 helps improve the accuracy and reliability of hypothesis testing outcomes in the research.

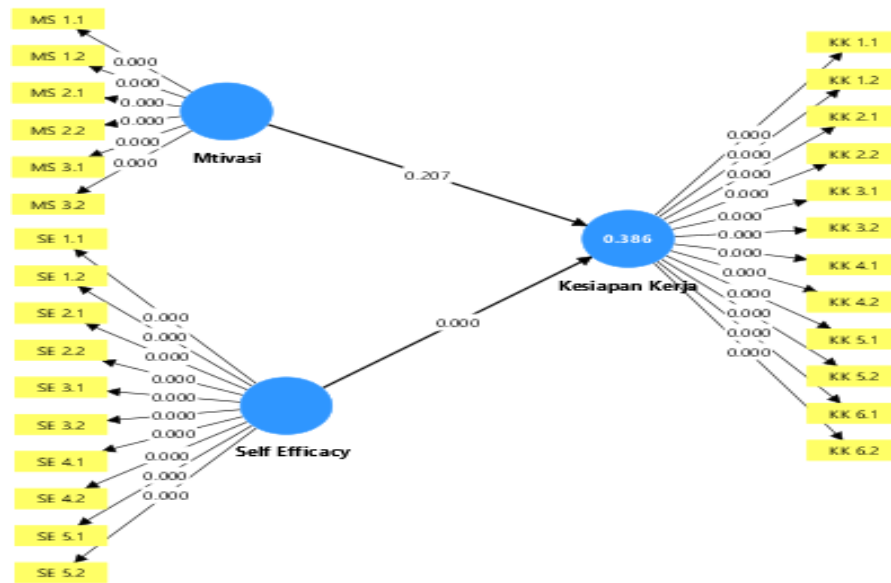


Figure 3. Path Coefficient Model
 Source: Data processed from this study, 2025

Table 8. Hypothesis Testing

	Original sample	T statistics	P values
Motivation -> Work Readiness	-0.091	1.038	0.300
Self Efficacy -> Work Readiness	0.635	5.172	0.000

Source: Data processed, 2025.

Based on Table 8, the hypothesis testing results indicate that the Motivation variable yields a t-statistic value of 1.038, which is lower than the critical t-value of 1.96, and a p-value of 0.300, which exceeds the 0.05 significance level. These results suggest that Motivation does not significantly influence Work Readiness. Consequently, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected; thus, it can be concluded that Motivation does not play a statistically significant role in influencing the work readiness of persons with disabilities in Gresik Regency. Meanwhile, the Self-Efficacy variable demonstrates a t-statistic of 5.172 substantially exceeding 1.96 and a p-value of 0.000 (i.e., < 0.05). This indicates that Self-Efficacy has a positive and statistically significant effect on Work Readiness. Accordingly, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, confirming that Self-Efficacy significantly enhances the work readiness of persons with disabilities.

Discussion

The Influence of Motivation on Work Readiness

The findings indicate that motivation does not significantly affect the work readiness of persons with disabilities. This aligns with Koen et al. (2012), who argue that job-search motivation does not automatically translate into work readiness—particularly among individuals with histories of failure or social barriers—as they tend to doubt the effectiveness of their own efforts. This suggests that strong internal drive alone may not directly enhance work readiness unless accompanied by other psychological and structural factors. In the

context of persons with disabilities, motivation is often hindered by limited job access, social stigma, and experiences of discrimination, which may diminish its effectiveness in fostering tangible work readiness.

According to Hair et al. (2017), the non-significance of a relationship in a structural model indicates that the variable is not a primary predictor of the dependent variable when tested alongside more dominant variables. In this study, motivation did not demonstrate strong explanatory power over work readiness when analyzed together with self-efficacy. This reinforces the notion that while motivation is important as an initial impetus, it is insufficient to account for work readiness without being supported by individuals' belief in their own capabilities.

The Influence of Self-Efficacy on Work Readiness

The analysis reveals that self-efficacy exerts a positive and significant influence on the work readiness of persons with disabilities. Sitio and Roswiyani (2025) similarly found that self-efficacy significantly impacts work readiness, whereas affective factors such as interest and motivation play a weaker role unless underpinned by self-confidence. This indicates that individuals who believe in their abilities are more prepared to meet workplace demands. The findings demonstrate that higher levels of self-belief in one's capacity to perform tasks and overcome work-related challenges are associated with greater work readiness. Self-efficacy functions as a core psychological factor that helps individuals manage limitations, enhance mental resilience, and foster the courage necessary to enter the workforce. Hair et al. (2017) assert that a significant path coefficient in PLS-SEM analysis indicates a strong and practically relevant causal relationship among variables in the research model. The significant effect of self-efficacy on work readiness in this study confirms that this variable is a key determinant in shaping work readiness among persons with disabilities. Moreover, this finding is consistent with the Social Cognitive Career Theory (SCCT), which places self-efficacy as a central element in the formation of career readiness and career decision-making.

Overall, the results indicate that the work readiness of persons with disabilities is more strongly driven by internal psychological factors particularly self-efficacy than by motivation alone. This implies that empowerment programs for persons with disabilities should go beyond merely stimulating enthusiasm or work motivation; instead, they must focus on strengthening self-confidence, facilitating mastery experiences, and cultivating a sense of personal agency in navigating the world of work. From the perspective of Social Exchange Theory, persons with disabilities who perceive support through inclusive environments and empowering training programs are more likely to demonstrate higher work readiness as a positive reciprocal response to that support. Therefore, this study offers empirical contributions by reaffirming the critical role of psychological approaches in enhancing the work readiness of persons with disabilities, and serves as a foundation for formulating more comprehensive and sustainable labor policies and programs.

Conclusion and Recommendations

This study was conducted to examine the influence of motivation and self-efficacy on the work readiness of working-age persons with disabilities in Gresik Regency. The findings indicate that self-efficacy significantly contributes to improving work readiness, whereas motivation does not demonstrate a statistically meaningful effect. These results affirm that the work readiness of persons with disabilities is predominantly determined by individuals' confidence in their ability to tackle work-related challenges, rather than by motivational drive alone. In other words, the desire to work must be accompanied by self-confidence and the capacity to harness one's potential for optimal work

readiness to be achieved.

Academically, this research contributes to the development of inclusive employment studies by emphasizing the importance of psychological factors especially self-efficacy in shaping the work readiness of persons with disabilities. Practically, the findings can be utilized by local governments, vocational training institutions, and social organizations as a basis for designing more comprehensive empowerment programs. Such programs should not only target technical skill enhancement but also focus on strengthening self-confidence, mental resilience, and workplace adaptability among persons with disabilities. The uniqueness of this study lies in its localized regional focus and the empirical analytical approach employed to explain interrelationships among psychological variables. Nevertheless, this study has several limitations, particularly the relatively small sample size and the restricted geographical scope limited to a single administrative region. Additionally, the examined variables are confined to motivation and self-efficacy, and thus do not fully capture the breadth of factors that may influence the work readiness of persons with disabilities. Therefore, future research is recommended to involve larger and more diverse samples, expand the geographical coverage, and incorporate additional variables such as social support, inclusive work environments, and labor policies in order to gain a more holistic understanding.

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