

## **Analysis of Work Readiness Personality Attributes Students of Class XI SMK Negeri 8 Bandar Lampung School Year 2022/2023 After Covid-19 Pandemic**

**Zahra Rachma Putri<sup>1</sup> Muhammad Nurwahidin<sup>2</sup> Sinta Mayasari<sup>3</sup>**

Guidance Counseling and Master of Educational Technology, Faculty of Teacher Training and Education, Universitas Lampung, Bandar Lampung City, Lampung Province, Indonesia<sup>1,2,3</sup>

Email: [muhammadnurwahidin80@gmail.com](mailto:muhammadnurwahidin80@gmail.com)<sup>2</sup>

### **Abstract**

The role of guidance and counseling at school is one component of education aimed at helping facilitate learners (students) to achieve optimal self-development. Providing facilities for the development of students' abilities and self-establishment is one of the duties of Guidance and Counseling teachers at school. In a vocational high school that prepares students to become work-ready graduates, counseling teachers take part in shaping the work-ready character of these students, by providing guidance and counseling services to students according to their needs, but as we all know, new student learning takes place offline again after the last two years of running online due to the covid-19 virus outbreak which requires online learning from home making it less optimal to provide guidance and counseling services. The method used in this research is quantitative method. The population in this study amounted to 513 respondents with a sample of 128 respondents, this research was conducted at SMK 8 Bandar Lampung, data collection techniques using a work readiness questionnaire and analysis of work readiness personality attributes. There were 128 students in class XI of SMK Negeri 08 Bandar Lampung, 70 students (54.6%) had high work readiness, 56 students (43.7%) had moderate work readiness, and 2 students (1.5%) had low work readiness.... Students already have self-mastery of the attitudes and behaviors that a person must have to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the high category can be declared to have been able to adjust to their work environment or to be ready to work.

**Keywords:** Personality Attributes, Job Readiness, Covid-19



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

### **INTRODUCTION**

Education can be the gateway to a more secure life by having a job and career, of course there are levels of education passed to reach that peak. At each level of education has achievement goals that exist in the learning process, the achievement goals are set by the government as a learning reference or known as the curriculum. At Vocational High Schools (SMK) the curriculum prepares students to have sufficient competence to enter the world of work directly after studying at SMK as stated in Law Number 20 of 2013, explanation of Article 15 "Vocational Education is secondary education that prepares students primarily to work in certain fields".

Supporting the work readiness of students in SMK in the student learning process there are Industrial Work Practices (prakerin) which are an integral part of the education and training process, students will carry out industrial work to directly recognize their work environment for 6 months. Students do industrial work in accordance with their major fields, there are mentors who will provide direction and help students adjust when they start working. The experience gained by students is expected to provide readiness to work later.

Prakerin is carried out by students in the last year of Vocational High School with the aim that students can have competencies that are mature enough and ready to work when they graduate.

SMK graduates account for a larger percentage of 11.45% of graduates from other education levels with a percentage of total employment of 35.24%. SMK is a contributor to the unemployment percentage more than other levels of graduates due to the resources of students who are not ready to work, students who have work readiness can show discipline, responsibility, be polite, think critically and be able to work together. Work readiness is the overall condition of an individual which includes physical, mental, and experiential maturity as well as the willingness and ability to carry out a job or activity cited in Titis by Gulo (2018). The work readiness of vocational students is formed in the learning process and the experience gained from Industrial Work Practices (prakerin). According to Pool & Sewell (2007) providing students with skills, knowledge, understanding and personality attributes is important for students to reflect and evaluate the learning activities that have been carried out in order to obtain maximum results. Vocational students are expected to be able to develop their ability to work, work readiness is one of the important things that is owned by vocational secondary graduates to be accepted in the world of work and have good competence in working.

The role of guidance and counseling at school is one component of education aimed at helping facilitate learners (students) to achieve optimal self-development. Mulyadi (2016) revealed that guidance and counseling is assistance provided by a counselor to individuals (clients) who experience personal, social, learning, career problems with the hope that clients are able to make choices in living their lives. Counselors are guidance and counseling teachers in schools authorized to provide facilities that can optimize the abilities of students by providing services. Providing facilities for the development of students' abilities and self-establishment is one of the duties of guidance and counseling teachers at school. In a vocational high school that prepares students to become work-ready graduates, counseling teachers take part in shaping the work-ready character of these students, by providing guidance and counseling services to students according to their needs, but as we all know, new student learning takes place offline again after the last two years of running online due to the covid-19 virus outbreak which requires online learning from home making it less optimal to provide guidance and counseling services.

Work readiness which is the main pillar that should be owned by SMK students includes aspects of work readiness, namely skills, knowledge, understanding and personality attributes. Personality attributes include work ethics, time management, critical thinking skills, communication, responsibility, enthusiasm for effort and being able to work together to become the authority of guidance and counseling teachers to help optimize student development. This research aims to "analyze Personality Factors on Work Readiness of Class XI Students of SMK Negeri 8 Bandar Lampung Academic Year 2022/2023 Post Covid-19 Pandemic".

### **Literature Review**

Readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation. According to Hamalik (2008) readiness is a level or state that must be achieved in the process of individual development at the level of mental, physical, social and emotional growth. Furthermore, according to Anoraga (2009) work is something that is issued by someone as a profession to get income. According to Pool and Sewell (2007: 277), work readiness is having the skills, knowledge, understanding and personality that allows a person to choose and feel comfortable with their work so that they

become satisfied and ultimately achieve success. According to Brady (2009) work readiness focuses on personal traits such as worker traits and defense mechanisms needed not only to get a job, but also more than that, namely to maintain a job. The definition of work readiness also focuses on personal traits, such as the nature of the worker and the nature of maintaining a job, so work readiness is not only to get a job, but also to maintain a job. This work readiness includes everything that a person has both the ability and behavior needed in every job.

Personality is the parts of the human being that unite to form human nature, becoming a characteristic that distinguishes humans from one another. Understanding personality means understanding me, self, self as a complete self-knowledge according to Koswara (2005) personality is a person's habits, attitudes, traits that develop when a person relates to other people. The personality of an individual affects various activities, one of which is at work because in work there is a responsibility of the individual who carries out the task and shows how an individual behaves in the process. The process in work to get results is in accordance with the ability of individuals to complete their tasks. The totality of an individual in completing a task will provide satisfactory results. Individual personality affects work readiness, seen as a whole activity carried out by an individual based on personality attributes.

The personality that is formed brings out the traits and attitudes possessed by each individual, if it is related to vocational students in preparing for work readiness, personality becomes one of the main elements. According to Pool & Sewell (2007) provides students with skills, knowledge, understanding and personality attributes. The personality that is expected in working together makes the elements become personality attributes. Work ethics in the work environment can determine the competencies that students have regarding the view when working to achieve the ultimate goal of satisfying results, in the real form of work ethics that can make the work process more directed, clear, easy to live with, by emphasizing the right moral values in the work environment. Often associated with the professionalism of an individual in the world of work, according to Asifudin quoted from Nurhasanah (2022) work ethic indicators can be seen from work behavior such as; diligent at work, consistent at work, using the best possible time at work, honest, committed and not knowing the word give up at work. By having a work ethic, SMK students will show better behavior when working to do their work comfortably and get maximum results. Looking at the different fields of work, the work ethics they have are basically the same, namely regarding behavior that shows full orientation at work.

According to Mustari (2011), responsibility is the attitude and behavior of a person to carry out their duties and obligations that should be carried out towards themselves, society, the environment (natural, social, cultural), the State and God. Being responsible is a form of behavior carried out with full awareness of an individual in carrying out and completing their duties with or without supervision from others. Students who have work readiness will have a feeling or desire to be responsible for their work, because responsibility is also an important part that should be owned by individuals at work. According to Nitisemito in Rio (2013), work enthusiasm is an individual who does his job more actively, so that when he starts working the work done can be completed faster and better. The spirit of trying at work is a description of a feeling related to character or soul, group spirit, excitement or enthusiasm for part of the work that must be owned by students can encourage maximum and productive work. If students can feel happy, optimistic about activities and work on group assignments and are friendly with each other with their coworkers, it can be said that they have high morale.

According to Sastrawati (2011), high-level thinking contains mental processes such as classification, induction, deduction, and reasoning. The high-level thinking process also often

gets inequality in its application in contrast to the criteria determined in the evaluation process. However, in the thinking process, it is more important to construct and demand understanding and meaning as well as the structure determined in critical thinking. Meanwhile, according to Hoeng (2012), high-level thinking ability is described as a broad use of the mind to find a new main idea. In this high-level thinking, it requires the individual to obtain new information in the form of knowledge previously obtained and reprocess it into information to explore possibilities and answers in new situations. Having the ability to think at a high level is a necessity for such as vocational students who want to work also in preparing work readiness. Students who have high-level thinking skills can solve problems with solutions, can facilitate the work carried out with new thoughts.

According to Effendi (2003) communication is a relationship that takes place between humans both individually and in groups. Without realizing it, communication has become a part of human life in everyday life, since the beginning of birth humans have been able to communicate with their environment. Communication is also defined as a relationship or activity related to relationship issues, with communication individuals can exchange thoughts or opinions. Standardization of communication needs to be held in its broad scope requires more specificity and identification through knowledge and understanding of cognitive skills that can be the main key in working to complete tasks. Students' ability to communicate while working shows how ready they are to start working with communication skills to face problems, students already have the main provision in solving them, namely by accepting and conveying the main ideas of the mind properly to the interlocutor.

Cooperation according to Susanti (2021) is a system of combining the work of a group that is supported by various expertise with goal delays and is also supported by leadership and communication to produce higher performance than individual performance. In work, individuals are often less than optimal, this can happen if individuals have gaps or deficiencies in a task for one of the solutions that can be applied by working together activities carried out jointly between two individuals can improve the results achieved. Vocational education prepares a new generation in Indonesia who are skilled and have expertise competencies in accordance with the needs of the world of work, especially the industrial sector. The implementation of SMK is to create graduates who have the knowledge, skills and competencies according to the needs of the world of work with an attitude or attitude that is in accordance with the work culture of the industrial world. Cultural values are instilled in SMK students during the learning process so that students or students after graduating from SMK will get used to it and apply it so that it will slowly shape the personality of students and become a character or character for each SMK student. Permendiknas Number 23 of 2006, describes the objectives of vocational education divided into general objectives and specific objectives. Based on the minimum completion standards listed, it can be concluded that the character that should be possessed by students graduating from SMK is; religious, honest, confident, respect for others, compassion, patience, discipline, courtesy, logical thinking, critical thinking, creative thinking, innovative thinking, competitive, sportsmanship, analysis and environmental care.

## **RESEARCH METHODS**

The method used in this research is quantitative method. The population in this study amounted to 513 respondents with a sample of 128 respondents, this research was conducted at SMK 8 Bandar Lampung, the data collection technique used a work readiness questionnaire and analysis of work readiness personality attributes.

## RESEARCH RESULTS AND DISCUSSION

### Percentage of Results of Level of Work Readiness of Students in Grade XI of SMK Negeri 08 Badnar Lampung

**Table 1. Categories of Students' Job Readiness Level**

No.	Category	Norm	Interval	Frequency	Percentage
1.	High	$X > (M + 1SD)$	$X > 172$	70	55%
2.	Medium	$(M - 1SD) \leq X \leq (M + 1SD)$	$110 \leq X \leq 172$	56	44%
3.	Low	$X < M - 1SD$	$X < 110$	2	1%
Total				128	100%

Based on the data diagram above, it shows that the work readiness of class XI students of SMK Negeri 08 Bandar Lampung. Of the 128 students, 70 students have high work readiness, 56 students have moderate work readiness, and 2 students have low work readiness. The highest percentage lies in high work readiness with a percentage of 54.6%, the difference with a medium percentage of 11% with moderate work readiness is 43.7% and the lowest is the percentage of work readiness with a percentage value of 1.5%.

### Percentage of Results Per Element of Personality Attributes Work readiness SMK N 08 Bandar Lampung

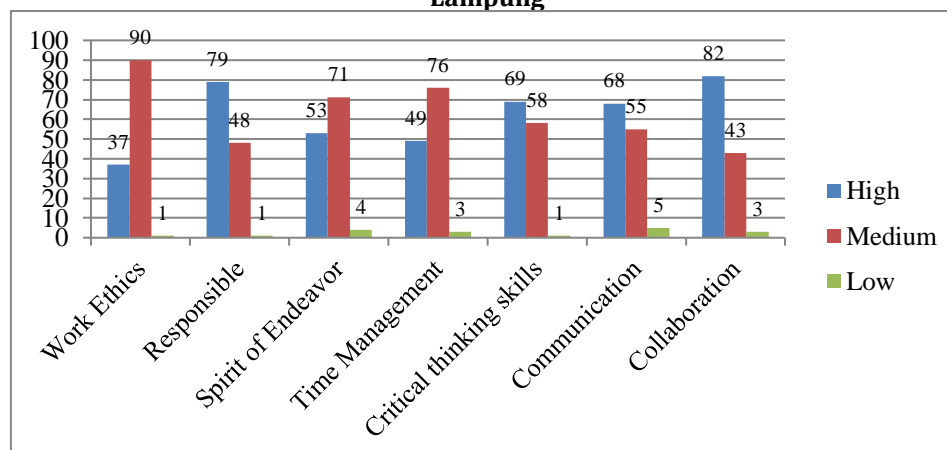
**Table 2. Elements of Work Ethics in Work Readiness**

No.	Category	Norm	Interval	Frequency	Percentage
1.	High	$X > (M + 1SD)$	$X > 22$	37	29%
2.	Medium	$(M - 1SD) \leq X \leq (M + 1SD)$	$14 \leq X \leq 22$	90	70%
3.	Low	$X < M - 1SD$	$X < 14$	1	1%
Jumlah Total				128	100%

Based on the table above, it shows that the work readiness of class XI students of SMK N 08 Bandar Lampung in the element of work ethics. The table shows that out of 128 students, 37 students (29%) have high work ethics, 90 students (70%) have moderate work ethics, and 1 student (1%) has low work ethics. The highest percentage is found in students who have a moderate level of work ethics.

### Percentage of Work Readiness Elements of Students in Grade XI of SMK Negeri 08 Bandar Lampung

**Table 3. Percentage of Work Readiness Elements of Students of Grade XI of SMK Negeri 08 Bandar Lampung**





Based on the diagram above, the categorization of the elements of work readiness of class XI students of SMK N 08 Bandar Lampung. It can be seen that the elements that influence work readiness from the personality attribute indicators with the highest category are cooperation with a total of 82 students (64%), and the most moderate category in the work ethics item with a total of 90 students (70%), with the most low category in the communication item with a total of 5 students (4%).

## **Discussion**

From the results of data analysis taken through the work readiness instrument, it can be seen that the work readiness of class XI students of SMK Negeri 08 Bandar Lampung. Data analysis shows that out of 128 students, 70 students (54.6%) have high work readiness, 56 students (43.7%) have moderate work readiness, and 2 students (1.5%) have low work readiness. Work readiness is seen from the student personality attribute variables which have a high percentage of each indicator. 1) Work ethics (15.7%), students understand the commitment in completing their duties can be consistent with the assigned tasks. 2) Responsible (15.6%), students can complete work or tasks according to predetermined standards and students can also maintain the environment in their work. 3) The spirit of effort (14%), students are able to work on tasks or while working and can motivate and control themselves. 4) Time management (14%), discipline with time in doing tasks and can determine priorities when working. 5) Critical thinking skills (13.6%), students have creative problem solving and empathy and proactivity in socializing. 6) Communication (11.7%), in communicating students are able to convey opinions/ideas and have active listening skills that are used when working. and 7) Cooperation (15.3%), students contribute actively in group work and can respect others. The highest percentage of students who have high work readiness so that it can be said that students are ready to work. Description of the assessment category of work readiness of students in class XI of SMK N 08 Bandar Lampung as follows:

1. Low. In general, students do not have self-mastery of the attitudes and behaviors that must be possessed by someone to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the low category can be declared not able to adjust to their work environment or not ready to work.
2. Medium. In general, students have sufficient self-mastery of the attitudes and behaviors that must be possessed by someone to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the medium category can be declared to have been able to adjust to their work environment or have been sufficiently work ready.
3. High. In general, students already have self-mastery of the attitudes and behaviors that must be possessed by someone to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the high category can be declared to have been able to adjust to their work environment or to be ready to work.

So from the results of data collection and data analysis carried out, it can be seen that the work readiness of class XI students of SMK Negeri 08 Bandar Lampung, with a random sampling method of 128 students, 70 students (54.6%) have high work readiness, which means that students already have self-mastery of the attitudes and behaviors that must be

possessed by someone to be declared work ready. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the high category can be declared to have been able to adjust to their work environment or to be ready to work. And 56 students (43.7%) have moderate work readiness, students already have enough self-mastery of the attitudes and behaviors that a person must have to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the medium category can be declared to have been able to adjust to their work environment or have been sufficiently work ready.

However, there are still students who have low work readiness as many as 2 students (1.5%), which means that students do not have self-mastery of the attitudes and behaviors that a person must have to be declared work ready. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in the low category can be declared not able to adjust to their work environment or not ready to work. The results of each element of the personality attribute indicator are categorized with the same norm to determine the high medium low category per element. By analyzing data with a total of 128 students, it was found that the item with the highest category was cooperation with 82 students (64%), the most moderate category was work ethics with 90 students (70%), and the most low category was communication items with 5 students (4%). However, the overall distribution of items in the personality attribute element affects work readiness, this is in accordance with the theory stated by Pool & Sewell (2007) that a person's work readiness has a set of unity and personality attributes are part of that set. Students who have high personality attributes in themselves will have good potential in completing work. Because the personality attributes possessed by students can create a sense of comfort in themselves when working so that they will be full of totality in doing their work to produce satisfactory results, can exceed targets or achieve.

Personality attributes consist of work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation which are important factors in almost all aspects of life, especially in the world of work. One study by Ginanjar Kusnita et al. (2019) University of Education Indonesia showed a high influence of personality attributes on student work readiness with a total percentage of 87.4%. The work readiness possessed by students is important to know the level, factors and also the obstacles that hinder it. Thus the guidance and counseling teacher will be able to help students prepare themselves to have high work readiness. Based on research data, it shows that communication has a high level of difficulty to be liked by students, with a favorable percentage of 11.70%. Communication that is done orally must be able to be conveyed by the speaker in a straightforward and effective manner. The results of research by Nurhadi et al (2018) say that the most basic element in communication that can support the success of a communication program if the message conveyed by the communicator can change the knowledge, attitudes, and behavior of the communicant. In conveying opinions and ideas, it can be done widely and effectively so that the messages conveyed can change the knowledge, attitudes, and behavior of those who listen.

Based on the item analysis conducted, there is item N40 which has a high difficulty for students to use with the statement item "I am insecure with friends who dare to express opinions", Ashford et al in Udayani (2018) job insecurity can reflect the extent to which a

person feels worried in their job, they feel threatened and feel helpless to overcome it. Students agree with this statement due to several things such as a lack of vocabulary so that in conveying opinions / ideas or desires, they are often hampered by not being straightforward when speaking and it is difficult for others to understand. Students' speaking skills can be trained by often making presentations and getting students used to doing questions and answers during lessons. Indirectly when speaking can increase vocabulary, students will get used to expressing opinions in their daily lives. This is in accordance with Utami's research (2016), namely that there is a very large influence on students' speaking ability in class by using a communicative approach in the classroom rather than conventional.

Furthermore, Nurgiyantoro in (Utami 2016) said that speaking in everyday life includes the second language activity carried out by humans in language life, namely after listening activities based on the sounds heard then humans learn to pronounce and finally become skilled in speaking. Students in class XI of SMK Negeri 08 Bandar Lampung have not mastered this communication, the low level of communication of students occurs because students are not accustomed to communicating directly. This is due to students' habits during the covid-19 pandemic. In addition, students do not meet face-to-face online learning and there is a lack of interaction with others and one-way communication when learning takes place. During online learning, there are also obstacles regarding networks that are affected by areas that are difficult to signal or weather such as heavy rain, power outages, and others (Khasanah 2020). The use of WhastApp groups is one of the easiest utilization of online learning platforms, so communication takes place via chat for approximately 2 years. With a low level of student communication skills, it can be said that students are not ready to work, this can be seen from the application of expressing opinions/ideas and active listening in class XI students of SMK Negeri 08 Bandar Lampung. This statement is supported by the results of research by Safitri Risyia et al (2019). Regarding the effect of interpersonal communication on work readiness, namely, the higher the interpersonal communication, the higher a person's work readiness.

Career maturity by having higher competence will make students more ready to work stated by Pangastuti et al (2019). To determine high competence, it can be seen from the work ethics possessed by a person, because ethics is an awareness that arises from within the individual in a strong belief in one's idealism when working to complete a task or job. By having work ethics, students will show good behavior while working to do their work comfortably and get maximum results. There are two sub-elements in the work ethics element, namely commitment in completing tasks or work and being consistent in doing work. From the research conducted by researchers at SMK Negeri 08 Bandar Lampung on class XI students, the results of the calculation of the percentage of work ethics variables obtained the highest value (most approved) of (15.7%). In work ethics there is a sub-element of commitment to completing tasks or working, where he is focused on his work can understand the tasks given using the time to work according to what has become an obligation and can also be consistent in working or doing tasks and the results obtained are not influenced by mood or other disturbances. The better the commitment possessed by students, the higher the work readiness of students in facing the world of work Hilmi (2020).

In the responsible element of the work readiness of the personality attributes of class XI students of SMK Negeri 08 Bandar Lampung entering the world of work, there are two sub-elements, namely responsibility for the tasks assigned by meeting the established work standards to get good quality work, and also being responsible for maintaining the work environment by maintaining and maintaining equipment and equipment for work. Responsible behavior towards the environment needs to be done to increase the issue of climate change and self-efficacy stated by Simanjuntak (2016) in his research on students'



environmental responsible behavior. Environmentally responsible behavior itself is an action shown by someone to take responsibility for environmental conservation activities and participate in overcoming problems related to the environment. When starting work, of course, it will be closely related to the surrounding environment, especially the place of work, and everyone has the same responsibility to protect their environment, so protecting the workplace environment is included in a behavior that can show how ready someone is to start working.

From the research conducted by researchers at SMK Negeri 08 Bandar Lampung in class XI students, the percentage of the responsible element obtained the highest value (most approved) of (15.6%). This means that students can be said to be ready to work, by being able to understand and understand the responsibilities in entering the workforce. Such as completing the tasks that have been given in accordance with work standards, totality in doing tasks, checking work equipment again after completion of use, caring for the workplace environment cleaning and tidying up. Based on the results of item analysis conducted by researchers, the item with the highest score (most approved) by class XI students is N11 with the question "I do not care about an untidy environment". The negative connotation of the statement does not make students fooled by item N11, meaning that students can do their work and also be responsible with the tools and equipment they have for work. Students can fulfill their responsibilities when working or doing assignments so that it can be said that students are ready to work.

## **CONCLUSION**

There were 128 students in class XI of SMK Negeri 08 Bandar Lampung, 70 students (54.6%) had high work readiness, 56 students (43.7%) had moderate work readiness, and 2 students (1.5%) had low work readiness. Students already have self-mastery of the attitudes and behaviors that a person must have to be declared ready to work. In this study, the form of work readiness is reviewed from personality attributes, namely work ethics, responsibility, enthusiasm for effort, time management, critical thinking skills, communication, and cooperation. Students who are in a high category can be declared to have been able to adjust to their work environment or to be ready to work. Student work readiness in terms of student personality attributes has a percentage of each indicator, namely 1) Work ethics (15.7%), students understand the commitment in completing their duties can be consistent with the assigned tasks. 2) Responsible (15.6%), students can complete work or tasks according to predetermined standards and students can also maintain the environment in their work. 3) The spirit of effort (14%), students are able to work on tasks or while working and can motivate and control themselves. 4) Time management (14%), discipline with time in doing tasks and can determine priorities when working. 5) Critical thinking skills (13.6%), students have creative problem solving and empathy and proactivity in socializing. 6) Communication (11.7%), in communicating students are able to convey opinions/ideas and have active listening skills that are used when working. and 7) Cooperation (15.3%), students contribute actively in group work and can respect others. All personality attributes compose the work readiness of students in class XI of SMK Negeri 08 Bandar Lampung.

## **BIBLIOGRAPHY**

- Anoraga. 2009. *Work Psychology*. Jakarta: Rineka Cipta.
- Brady, Robert. 2009. *Work Readiness for Inventory Administrators*. Translation Santoso, Joko. 2010. Jakarta: Acacia
- Effendi, Hefni. 2003. *Water Quality Assessment: For Resource Management and Aquatic Environment*. Publisher: Kanisius. Yogyakarta.

- Gulo, W. Teaching and Learning Strategy, Jakarta: Grasindo. 2008.
- Koswara. (2005). Personality Theory II Edition. Bandung: PT Eresco.
- Mulyadi, 2016. Accounting System. Publisher: Salemba Empat South Jakarta
- Nurhasanah, N., Jufrizen, J., & Tupti, Z. (2022). The Effect of Work Ethics, Organizational Culture and Workload on Employee Performance with Job Satisfaction as an Intervening Variable. *Jesya (Journal of Islamic Economics and Economics)*, 5(1), 245-261.
- Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *education and training journal*, 277-289.
- Sastrawati, Eka et al. 2011. "Problem Based Learning, Metacognition Strategy, and Students' Higher Order Thinking Ability". *Teno-Pedagogy*, Vol. 1 No. 2, pp. 1-14.