

## The Effect of Self-Efficacy and Family Support toward Self-Confidence of Accounting and Financial Institution Students

Anisa Nur'aini<sup>1\*</sup>, Eka Ary Wibawa<sup>1)</sup>, Fahrul Rijal<sup>2)</sup>

<sup>1)</sup>Yogyakarta State University, Yogyakarta, Sleman, Indonesia

<sup>2)</sup>Community Learning Centre Bld Lambir, Kinabalu, Malaysia

\*Corresponding Author: [anisanuraini.2019@student.uny.ac.id](mailto:anisanuraini.2019@student.uny.ac.id)

**Abstract:** Self-confidence is one of the essential skills that students still lack. This research aims to know the effect of self-efficacy on self-confidence, family support on self-confidence, and self-efficacy and family support simultaneously on the self-confidence of grade XI and XII students of Accounting and Financial Institution of Vocational High School X (school name disguised). This research is ex post facto research with a quantitative approach. This research was conducted at Vocational High School with a sample of 105 students in classes XI and XII Accounting and Financial Institution. The results of this research showed that self-efficacy has a positive and significant effect on students' self-confidence, at 32.1%, family support has a positive and significant impact on students' self-confidence, 6.5%, and self-efficacy and family support simultaneously have a positive and significant effect on students' self-confidence, at 36%.

**Keywords:** family support, self-confidence, self-efficacy.

### INTRODUCTION

Vocational education, according to Presidential Regulation No. 68 of 2022, is secondary education that prepares students primarily for work and entrepreneurship in specific fields, and higher education that prepares students for work and entrepreneurship with specific applied expertise (Menkumham, 2022). The purpose of vocational education, especially vocational high school, is to produce skilled workers who can meet the demands and requirements of the workforce and develop their potential to adapt and adapt to the development of science, technology, and art (Kemendikbud, 2018c). Based on research conducted by Kwarteng and Mensah (2022), 18 skills must be possessed by accounting graduates. The six primary skills that must be included are interpersonal, conducting oneself professionally, working with figures comfortably, being ethical, listening skills, and self-confidence.

In reality, the skills possessed by vocational high school graduates still need to be adapted to the needs of the world of work. Kemendikbud (2018b) mentions several problems in developing skills in vocational high school, one of which is the mismatch between demand and supply; this means that the skills of vocational high school graduates still need to meet industry needs. This is supported by BPS census data (2022), which shows that the highest open unemployment rate is for vocational high school graduates at 9.42. This indicates that vocational

high school vocational education still needs to be more optimal.

One of the essential soft skills that vocational high school graduates lack is self-confidence. Self-confidence is an attitude or feeling of being confident about one's abilities. This self-confidence makes a person less anxious about actions, allows them to do things they like freely, and makes them responsible for their actions (Rifai, 2018). As Ghufron & Risnawita (2014) state, self-confidence is the belief in doing something as a personal characteristic. Self-confidence includes belief in one's abilities and being optimistic, objective, responsible, rational, and realistic. Vigil-Otero and Willard (2023) also argue that self-confidence is a belief that an individual has what it takes to succeed and overcome obstacles that stand in his way. Self-confidence is not about bragging and feeling superior to others, but confidence is being realistic about one's abilities. So, we can conclude that self-confidence is belief in one's ability to achieve success and overcome obstacles so that a person is not too anxious about taking action. Self-confidence can be measured using indicators of confidence in one's abilities, optimism, objectivity, responsibility, rationality, and realism (Mildawani, 2014; Ghufron & Risnawita, 2014). The results of a survey conducted by Kemendikbud (2018a) stated that the ability to manage themselves, especially the self-confidence of vocational high school graduates, still needs to be improved. This low self-confidence will impact students' academics, including decreased academic performance, reduced motivation to achieve, and decreased academic achievement (Prasetiawan & Saputra, 2018).

The problem of lack of student confidence also occurs in Accounting and Financial Institution students of Vocational High School X (school name disguised). This is indicated by the lack of student confidence to work on assignments independently and the lack of courage to ask questions or express opinions. Based on observations, some students still ask other students when asked to do assignments independently. In addition, during the discussion, only a few students dared to argue; the number of students who volunteered to opine was only about 10 out of 36, and sometimes even the teacher had to point first. This lack of confidence is also indicated by the lack of student participation in the discussion session, where only 2 out of 36 students asked the teacher. In addition, based on the results of interviews with students, 8 out of 10 students felt hesitant if their answers differed from other friends.

Some factors that influence a person's self-confidence consist of internal and external factors. Internal factors include self-concept, self-esteem, physical condition, and life experience, while external factors include education, work, and environment (Mildawani, 2014; Wahyudi, 2022). Other factors that influence self-confidence include self-efficacy and family support. Self-efficacy has a significant effect on self-confidence (Mahsunah et al., 2023). Family support has a significant effect on self-confidence (Shina, 2023). The higher the self-efficacy and family support for individuals, the higher the self-confidence.

Self-efficacy is a person's belief about their ability to demonstrate specific performances that can influence their life (Kristiyani, 2016). Ghufron and Risnawita (2014) also argue that self-efficacy is a person's belief regarding his ability to overcome various situations that arise in his life, and this is related to the individual's belief regarding what he can do with the skills he has. So, we can conclude that self-efficacy is an individual's belief regarding his ability to carry out a task so that it can provide positive results. Self-efficacy can be measured using indicators in the form of being confident in their ability to solve difficult problems, being confident in their competency, and being able to solve problems based on their understanding of the material (Rafiola et al., 2020). To gain high self-confidence, it is appropriate for an individual to have good self-efficacy. However, many individuals need to believe in their abilities, as do Accounting and Financial Institution students of Vocational High School X (school name disguised). Based on the results of interviews with students, 7 out of 10 students feel less confident in their ability to solve complex questions. The students' behavior illustrates the absence of confidence in their abilities, so it can be concluded that students' self-efficacy is still lacking.

In addition, family support is among the most important factors in student self-confidence. Family support is all forms of assistance from family members; this assistance includes material and emotional help (Rifai, 2018). Wahyudi (2022) also states that family support is the slightest support in the eyes of the public. So, we can conclude that family support is the slightest support in society and the primary support in changing a child's appearance and development. Family

support is the primary support for children, which can change the child's appearance and development. Family support can be measured using indicators in the form of the empathic (emotional) aspect, the encouragement (appreciation) or appraisal and reward aspect, the facilitative (instrumental) aspect, and the participative (participation) or informational support aspect (Rifai 2018; Shina, 2023). A child can develop his potential to the fullest if he gets support from his surroundings, including support from teachers and parents (Asrori, 2020). It is fitting that families provide full support for the educational process and the development of a child's potential. However, in reality, families tend to provide less support and appreciation for their children's education, and parents tend to pay more attention to the results that have been achieved. This is in line with research conducted by Malik and Sumarno (2016), which states that parents' attention to children's education still needs to be higher because it is influenced by the perception that schools are only for teaching reading, writing, and counting. This lack of family support also occurs in students of Vocational High School as evidenced by the results of interviews with students, which show that 6 out of 10 students lack support in the learning process, mainly instrumental aspects related to assistance in doing assignments and solving problems in the learning process.

Based on the description above, the author intends to research student self-confidence associated with self-efficacy and family support. The topic is because self-confidence is very important for accounting graduates, but in reality, it is still lacking, so the author intends to research the factors that influence self-efficacy and family support.

## RESEARCH METHODS

This research is ex post facto research with a quantitative approach. Ex post facto research is research carried out to examine the level of connection or possible cause-and-effect relationship between a variable and another variable based on the correlation coefficient or regression correlation. This research aims to determine the influence of the independent variables, namely self-efficacy and family support, on the dependent variable, namely the self-confidence of Accounting and Finance students at Vocational High School X (school name disguised).

**Table 1. Research variable indicator**

Variable	Indicator
Self-Confidence (Y) (Mildawani, 2014) and (Ghufroon & Risnawita, 2014)	Confidence in one's abilities
	Optimistic
	Objective
	Responsible
Self-Efficacy (X <sub>1</sub> ) (Rafiola et al., 2020)	Rational and realistic
	Being confident in the ability to solve difficult problems
	Being confident in their competency
	Being able to solve problems based on an understanding of the material
Family Support (X <sub>2</sub> ) (Rifai, 2018) and (Shina, 2023)	Empathetic or emotional aspect
	Encouragement or appreciation aspect
	Facilitative or instrumental aspects
	Participative aspect

The population of this research was students of classes XI, and Sampling from this research used a probability sampling technique with a proportionate stratified random sampling technique. The number of participants in this research was 105 students from classes XI and XII

Accounting and Finance at Vocational High School X (school name disguised).

The data collection technique in this research used a closed questionnaire, which was measured using a Likert scale. The statements in the questionnaire developed from the indicators of each variable. The indicators are presented in [Table 1](#).

The validity test of the instrument is measured using expert judgment and instrument testing with Pearson product-moment correlation. Meanwhile, the reliability test was carried out using Cronbach's Alpha. Analysis prerequisite tests were carried out using normality, linearity, multicollinearity, and heteroscedasticity tests. The hypotheses test was carried out using simple linear regression analysis to test the influence of each variable X on variable Y and multiple regression analysis to test the simultaneous influence of variables X1 and X2 on variable Y. The validity test of the instrument is presented in [Table 2](#), [Table 3](#), and [Table 4](#).

**Table 2. Validity test result of variable self-confidence**

Item Number	R Count	R Table	Description
Item1	0.828	0.361	Valid
Item2	0.816	0.361	Valid
Item3	0.504	0.361	Valid
Item4	0.498	0.361	Valid
Item5	0.880	0.361	Valid
Item6	0.805	0.361	Valid
Item7	0.867	0.361	Valid
Item8	0.644	0.361	Valid
Item9	0.719	0.361	Valid
Item10	0.760	0.361	Valid
Item11	0.366	0.361	Valid
Item12	0.640	0.361	Valid
Item13	0.769	0.361	Valid
Item14	0.582	0.361	Valid
Item15	0.879	0.361	Valid
Item16	0.586	0.361	Valid
Item17	0.666	0.361	Valid
Item18	0.745	0.361	Valid
Item19	0.770	0.361	Valid
Item20	0.707	0.361	Valid

Based on the instrument validity test results of variable self-confidence, it can be concluded that all instrument items are valid. Therefore, all the item instruments can be used.

**Table 3. Validity test result of variable self-efficacy**

Item Number	R Count	R Table	Description
Item1	0.637	0.361	Valid
Item2	0.592	0.361	Valid
Item3	0.565	0.361	Valid
Item4	0.790	0.361	Valid
Item5	-0.171	0.361	Invalid
Item6	0.719	0.361	Valid
Item7	0.466	0.361	Valid
Item8	0.829	0.361	Valid
Item9	0.716	0.361	Valid
Item10	0.703	0.361	Valid
Item11	0.765	0.361	Valid
Item12	0.458	0.361	Valid

Based on the instrument validity test results of variable self-efficacy, it can be concluded that

item 5 is invalid. An invalid instrument item is considered invalid and not included in the research.

**Table 4. Validity test result of variable family support**

Item Number	R Count	R Table	Description
Item1	0.881	0.361	Valid
Item2	0.803	0.361	Valid
Item3	0.838	0.361	Valid
Item4	0.674	0.361	Valid
Item5	0.829	0.361	Valid
Item6	0.874	0.361	Valid
Item7	0.777	0.361	Valid
Item8	0.806	0.361	Valid
Item9	0.767	0.361	Valid
Item10	0.823	0.361	Valid
Item11	0.608	0.361	Valid
Item12	0.730	0.361	Valid
Item13	0.883	0.361	Valid
Item14	0.850	0.361	Valid
Item15	0.903	0.361	Valid
Item16	0.499	0.361	Valid

Based on the instrument validity test results of variable family support, it can be concluded that all instrument items are valid. So, all items of family support instruments can be used. The reliability test on this research instrument is presented in [Table 5](#).

**Table 5. Instrument reliability test results**

Variable	Cronbach's Alpha	Criteria
Self-Confidence	0.909	Excellent
Self-Efficacy	0.871	Good
Family Support	0.958	Excellent

Based on the instrument reliability test results, it can be concluded that all instruments are reliable.

## RESULTS AND DISCUSSION

[Table 6](#) shows that self-confidence has the highest score of 72 and the lowest score of 45, with a mean of 60.1524, median of 60, mode of 57, standard deviation of 5.16419, variance of 26.669, and range of 27. Self-efficacy has the highest score of 42 and the lowest score of 25, with a mean of 34.4476, median of 32, mode of 28, standard deviation of 4.23806, variance of 17.961, and range of 17. Meanwhile, family support has the highest score of 62 and the lowest score of 31, with a mean of 45.4762, median of 46, mode of 46, standard deviation of 5.80798, variance of 33.733, and range of 31. Based on the results of the descriptive statistics analysis, the data in the research could be more varied, as evidenced by the fact that the standard deviation score is smaller than the average.

Before testing the hypotheses, the prerequisite test of analysis is carried out. In this research, all prerequisite tests of analysis were met with the following results: 1) The calculated significance value in the normality test is  $0.094 > 0.05$  so it can be concluded that the data is normally distributed; 2) The calculated significance value in the linearity test  $X_1$  to  $Y$  is  $0.810 > 0.05$  and  $X_2$  to  $Y$  is  $0.360 > 0.05$  so it can be concluded that the variables  $X_1$  and  $X_2$  to  $Y$  have a linear relationship; 3) The correlation coefficient value in the multicollinearity test  $X_1$  to  $Y$  and  $X_2$  to  $Y$  is  $0.101 < 0.80$  so it can be concluded that there is no multicollinearity between variables; 4) The

significance value in the heteroscedasticity test is  $0.424 > 0.05$  so it can be concluded that there is no heteroscedasticity in this study so that regression analysis can be continued.

The results of the descriptive analysis of data for variables of self-confidence, self-efficacy, and family support including mean, median, mode, standard deviation, variance, range, minimum value, maximum value, and total value are presented in [Table 6](#).

**Table 6. Descriptive statistics analysis results**

Descriptive	Variable		
	Self-Confidence	Self-Efficacy	Family Support
Total Sample	105	105	105
Mean	60.152	32.448	45.4762
Median	60.000	32.000	46.000
Mode	57.000	28.000	46.000
Std. Deviation	5.164	4.238	5.808
Variance	26.669	17.961	33.733
Range	27.000	17.000	31.000
Minimum	45.000	25.000	31.000
Maximum	72.000	42.000	62.000
Sum	6316.000	3407.000	4775.000

### The Effect of Self-Efficacy toward Self-Confidence of students

The results of the simple linear regression analysis test are presented in [Table 7](#).

**Table 7. Simple regression analysis results**

Model	Coefficient	R	R Square	T Count	Sig.
(Constant)	37.764	0.566	0.321	6.972	0.000
X <sub>1</sub>	0.690				

Based on the table above, the regression [Equation 1](#).

$$Y = 37.764 + 0.690X \quad (1)$$

This equation shows that if Family Support (X<sub>3</sub>) is 0, then Self-Confidence (Y) is 49.829. If Family Support (X<sub>3</sub>) increases by one unit, then Self-Confidence (Y) will increase by 0.227. A correlation coefficient of 0.255 and a coefficient of determination were obtained at 0.065. A positive correlation coefficient value indicates that family support positively influences self-confidence. The coefficient of determination value of 0.065 means that family support influences students' self-confidence in classes XI and XII Accounting and Financial Institution at Vocational High School by 6.5%, while another variable determines 93.5%. Apart from that, the results of the Significant test with the T formula show that count > table with the number  $2.680 > 1.659$  shows that there is a significant influence, so it can be concluded that family support has a positive and significant influence on the self-confidence of students in class XI and XII Accounting and Financial Institution Vocational High School.

Having good support from the family in terms of emotional, appreciation, instrumental, and participation aspects will make a person feel better, more confident, competent, and appreciated so that he is confident that he can achieve success and is less anxious about acting. Thus, it can be concluded that the better the support provided by the family, the more self-confidence will

increase. The results of this research are supported by Mildawani (2014), who states that one of the external factors influencing self-confidence is environmental factors related to the family and community environment. Good support from the family will provide a high sense of comfort and self-confidence. Apart from that, the results of this research are like those of Shina (2023), who states that family support significantly affects the self-confidence of students completing their thesis, with an influence of 46.7%. This research is also like the research conducted by Fitriyani (2016), which states that parental support has a positive and significant effect on self-confidence in students.

### The Effect of Family Support on Self-Confidence of Students

The results of the simple linear regression analysis test are presented in Table 8.

**Table 8. Simple regression analysis results**

Model	Coefficient	R	R Square	T Count	Sig.
(Constant)	49.829	0.255	0.065	2.680	0.009
X <sub>3</sub>	0.227				

Based on the table above, the regression Equation 2.

$$Y = 49.829 + 0.227X \quad (2)$$

This equation shows that if Family Support (X<sub>3</sub>) is 0, then Self-Confidence (Y) is 49.829. If Family Support (X<sub>3</sub>) increases by one unit, then Self-Confidence (Y) will increase by 0.227. A correlation coefficient of 0.255 and a coefficient of determination were obtained at 0.065. A positive correlation coefficient value indicates that family support positively influences self-confidence. The coefficient of determination value of 0.065 means that family support influences students' self-confidence in classes XI and XII Accounting and Financial Institution at Vocational High School by 6.5%, while another variable determines 93.5%. Apart from that, the results of the Significant test with the T formula show that count > table with the number 2.680 > 1.659 shows that there is a significant influence, so it can be concluded that family support has a positive and significant impact on the self-confidence of students in class XI and XII Accounting and Financial Institution Vocational High School.

Having good support from the family in terms of emotional, appreciation, instrumental, and participation aspects will make a person feel better, more confident, competent, and appreciated so that he is confident that he can achieve success and is less anxious about acting. Thus, it can be concluded that the better the support provided by the family, the more self-confidence will increase. The results of this research are supported by Mildawani (2014), who states that one of the external factors influencing self-confidence is environmental factors related to the family and community environment. Good support from the family will provide a high sense of comfort and self-confidence. Apart from that, the results of this research are like those of Shina (2023), who states that family support significantly affects the self-confidence of students completing their thesis, with an influence of 46.7%. This research is also like the research conducted by Fitriyani (2016), which states that parental support has a positive and significant effect on self-confidence in students.

### The Effect of Self-Efficacy and Family Support Simultaneously toward Self-Confidence of students

This equation shows that if Self-efficacy (X<sub>1</sub>) and Family Support (X<sub>2</sub>) are 0, then Self-Confidence (Y) is 30.482. If Self-Efficacy (X<sub>1</sub>) increases by one unit, then Self-Confidence (Y) will increase by 0.665 with assumptions X<sub>2</sub> remaining. Meanwhile, if Family Support (X<sub>2</sub>) increases by one unit, then Self-Confidence (Y) will increase by 0.178 with assumptions X<sub>1</sub> remaining. A correlation coefficient of 0,600 and a coefficient of determination were obtained at 0,360. A

positive correlation coefficient value indicates that self-efficacy and family support simultaneously positively influence self-confidence. The coefficient of determination value of 0.360 means that self-efficacy and family support simultaneously influence students' self-confidence in classes XI and XII Accounting and Financial Institution at Vocational High School by 36%, while another variable determines 64%. Apart from that, the results of the F-test show that  $F_{count} > F_{table}$  with the number  $28.710 > 2.69$  shows that there is a significant influence, so it can be concluded that self-efficacy and family support simultaneously have a positive and significant effect on the self-confidence of students in classes XI and XII Accounting and Financial Institution at Vocational High School. The results of the simple linear regression analysis test are presented in [Table 9](#).

**Table 9. Multiple regression analysis results**

Mo model	Coefficient	R	R Square	F Count	Sig.
(Constant)	30.482				
X <sub>1</sub>	0.665	0.600	0.360	28.710	0.000
X <sub>2</sub>	0.178				

Based on the table above, the regression [Equation 3](#).

$$Y = 30.482 + 0.665X_1 + 0.178X_2 \quad (3)$$

The influence of the three independent variables is strengthened by the relative contribution and effective contribution of the three independent variables. Self-efficacy provides a relative contribution of 85.8% and an effective contribution of 30.9%. Meanwhile, family support provides a relative contribution of 14.2% and an effective contribution of 5.1%. The total effective contribution of 36% means that self-efficacy and family support contribute 36% to self-confidence. Based on this, the factors that most influence self-confidence in this research are self-efficacy and family support.

Based on the results of this research, the higher the student's self-efficacy and family support, the higher the student's self-confidence. The results of this research are like the previous research, which states that self-efficacy influences self-confidence ([Mahsunah et al., 2023](#)). Family support influences self-confidence ([Mildawani, 2014](#); [Shina, 2023](#)). In addition, this research is like the research conducted by [Pangestu et al. \(2020\)](#), which states that self-efficacy and parental care simultaneously significantly affect student self-confidence. Individuals' belief in their ability to organize and complete certain tasks will increase their confidence in achieving success and overcoming obstacles to improve their self-confidence. If students can manage themselves in learning, they will increase their confidence in achieving success, and their self-confidence will also be good. Likewise, family support: if the family provides support, guidance, attention, and supervision, a person will feel cared for and confident in completing every task or challenge. From this research, it was found that self-efficacy and family support have a positive and significant effect on self-confidence. In contrast, previous research only examined the variables separately, such as self-efficacy and parental care on self-confidence.

## CONCLUSION

Based on the results of the analysis and discussion of the research that has been described previously, the conclusion is that there is a positive and significant influence between self-efficacy, family support, and self-efficacy and family support simultaneously on students' self-confidence that was indicated by a positive correlation coefficient, a coefficient of determination, and a  $F_{count}$ . Therefore, teachers and students, especially in the accounting discipline, must pay more attention to self-efficacy and family support so that students' self-confidence becomes better.



## REFERENCES

- Asrori. (2020). *Psikologi Pendidikan* (1st ed.). CV Pena Persada. [https://repository.um-surabaya.ac.id/4461/1/Buku\\_Psikologi\\_Pendidikan.pdf](https://repository.um-surabaya.ac.id/4461/1/Buku_Psikologi_Pendidikan.pdf)
- BPS. (2022). *Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan 2020-2022*. <https://www.bps.go.id/id/statistics-table/2/MTE3OSMy/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html>
- Fitriyani, Y. (2016). *Pengaruh Dukungan Orang Tua terhadap Kepercayaan Diri Siswa Kelas VII SMP Negeri 15 Yogyakarta Tahun Ajaran 2016/2017*. <http://repository.upy.ac.id/id/eprint/1161>
- Ghufron, M. N., & Risnawita, R. (2014). *Teori-Teori Psikologi* (IV). Ar-Ruzz Media. <https://repository.iainkediri.ac.id/584>
- Kemendikbud. (2018a). *Employability Skills Lulusan SMK dan Relevansinya Terhadap Kebutuhan Dunia Kerja*.
- Kemendikbud. (2018b). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 34 Tahun 2018 Tentang Standar Nasional Pendidikan Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan*. <https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%2034%20Tahun%202018.pdf>
- Kristiyani, T. (2016). *Self-Regulated Learning Konsep, Implikasi, dan Tantangannya bagi Siswa Indonesia*. Sanata Dharma University Press. [https://books.google.co.id/books?hl=en&lr=&id=v6HVDwAAQBAJ&oi=fnd&pg=PA8&dq=Self-Regulated+Learning+Konsep,+Implikasi,+dan+Tantangannya+bagi+Siswa+Indonesia&ots=aysj91Vck8&sig=rcJ-AwETCKME2Qey6cyWhwaOLhA&redir\\_esc=y#v=onepage&q=Self-Regulated%20Learning%20Konsep%2C%20Implikasi%2C%20dan%20Tantangannya%20bagi%20Siswa%20Indonesia&f=false](https://books.google.co.id/books?hl=en&lr=&id=v6HVDwAAQBAJ&oi=fnd&pg=PA8&dq=Self-Regulated+Learning+Konsep,+Implikasi,+dan+Tantangannya+bagi+Siswa+Indonesia&ots=aysj91Vck8&sig=rcJ-AwETCKME2Qey6cyWhwaOLhA&redir_esc=y#v=onepage&q=Self-Regulated%20Learning%20Konsep%2C%20Implikasi%2C%20dan%20Tantangannya%20bagi%20Siswa%20Indonesia&f=false)
- Kwarteng, J. T., & Mensah, E. K. (2022). Employability of Accounting Graduates: Analysis of Akills Sets. *Heliyon*, 8(7). <https://doi.org/10.1016/j.heliyon.2022.e09937>
- Mahsunah, A., Musbikhin, & Hasanah, M. (2023). Pengaruh Self Efficacy terhadap Kepercayaan Diri pada Siswa. *Al-Ihath: Jurnal Bimbingan Dan Konseling Islam*, 03(01). <https://ojs.attanwir.ac.id/index.php/jbki/article/view/318>
- Malik, H. K., & Sumarno. (2016). Kepedulian Orang Tua Terhadap Pendidikan Anak untuk Menyelesaikan Program Wajar 9 Tahun. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 3(1), 38–47. <http://journal.uny.ac.id/index.php/jppm>
- Martono, T., Saputro, E. H., Wahyono, B., Laksono, P. W., & Isnantyo, F. D. (2018). Optimalisasi kompetensi lulusan SMK dalam industri/teknologi terapan. [https://repository.um-surabaya.ac.id/4461/1/Buku\\_Psikologi\\_Pendidikan.pdf](https://repository.um-surabaya.ac.id/4461/1/Buku_Psikologi_Pendidikan.pdf)
- Menkumham. (2022). *Peraturan Presiden Republik Indonesia Nomor 68 Tahun 2022 tentang Revitalisasi Pendidikan Vokasi dan Pelatihan Vokasi*.
- Mildawani, T. S. (2014). *Membangun Kepercayaan Diri*. Lestari Kinaratama.
- Pangestu, C., Sujati, H., & Herwin, H. (2020). *Pengaruh Self efficacy dan pengasuhan orang tua terhadap kepercayaan diri siswa*. *Foundasia* 11(1). <http://journal.uny.ac.id/index.php/foundasia/index>
- Prasetiawan, H., & Saputra, W. N. E. (2018). Profil Tingkat Percaya Diri Siswa SMK Muhammadiyah Kota Yogyakarta. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 19. <https://doi.org/10.25273/counsellia.v8i1.2248>
- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in The Industrial Revolution 4.0. *International Journal of Emerging Technologies in Learning*,

- 15(8), 71–82. <https://doi.org/10.3991/ijet.v15i08.12525>
- Rifai, Muh. E. (2018). *Pentingnya Kepercayaan Diri dan Dukungan Keluarga dalam Kecemasan Matematika*. CV Sindunata.
- Shina, A. F. I. (2023). PLS Analysis: How Family Support Affect Students' Self-Confidence in Completing Thesis. *Varian*, 6(2), 167–176. <https://doi.org/10.30812/varian.v6i2.2442>
- Vigil-Otero, A., & Willard, C. (2023). *The self-confidence workbook for teens*. Oakland: New Harbinger Publications. [https://books.google.co.id/books?hl=en&lr=&id=1qx-EAAAQBAJ&oi=fnd&pg=PT8&dq=Vigil-Otero,+A.,+%26+Willard,+C.+\(2023\).+The+self-confidence+workbook+for+teens.+Oakland:+New+Harbinger+Publications.&ots=eSDkir9tNf&sig=ZM43kgYOkcUYVWjCP8uJOXMx3rc&redir\\_esc=y#v=onepage&q=Vigil-tero%2C%20A.%2C%20%26%20Willard%2C%20C.%20\(2023\).%20The%20self-confidence%20workbook%20for%20teens.%20Oakland%3A%20New%20Harbinger%20Publications.&f=false](https://books.google.co.id/books?hl=en&lr=&id=1qx-EAAAQBAJ&oi=fnd&pg=PT8&dq=Vigil-Otero,+A.,+%26+Willard,+C.+(2023).+The+self-confidence+workbook+for+teens.+Oakland:+New+Harbinger+Publications.&ots=eSDkir9tNf&sig=ZM43kgYOkcUYVWjCP8uJOXMx3rc&redir_esc=y#v=onepage&q=Vigil-tero%2C%20A.%2C%20%26%20Willard%2C%20C.%20(2023).%20The%20self-confidence%20workbook%20for%20teens.%20Oakland%3A%20New%20Harbinger%20Publications.&f=false)
- Wahyudi. (2022). *Peran Efikasi Diri Berwirausaha, Dukungan Keluarga, dan Ekspektasi Pendapatan terhadap Minat Berwirausaha Siswa SMK Pusat Keunggulan di Kabupaten Sleman*. Universitas Negeri Yogyakarta.