

Lampiran

Skala Penelitian

Skala *Self-efficacy*

No	Pernyataan	SS	S	N	TS	STS
1	Saya yakin dapat menyelesaikan setiap tugas yang diberikan.					
2	Saya tidak mudah putus asa dalam mengerjakan tugas.					
3	Saya sulit dalam mencapai tujuan yang saya inginkan.					
4	Saya mudah menyerah jika mengalami hambatan dalam mengerjakan tugas.					
5	Saya tidak yakin dengan kemampuan saya sehingga saya menunggu pendapat dari orang lain.					
6	Saya mudah terpengaruh ketika ada teman yang malas mengerjakan tugas, saya akan ikut bermalas-malasan.					
7	Saya tidak menunda-nunda dalam mengerjakan tugas.					
8	Saya tetap semangat mengerjakan tugas yang ada meski tugas sebelumnya salah.					
9	Saya tidak dapat menyelesaikan setiap permasalahan yang saya alami.					
10	Saya cenderung menghindari hal-hal yang terlihat sulit.					
11	Saya akan berusaha lebih keras ketika saya gagal.					
12	Saya dapat mengerjakan setiap tugas dengan cara saya sendiri.					
13	Saya tidak ragu untuk menerima bantuan orang lain saat mengalami kesulitan.					
14	Saya memaafkan teman yang berbuat salah kepada saya.					
15	Saya mampu berteman dengan semua orang.					
16	Saya yakin mampu mengendalikan pikiran negatif yang dapat mempengaruhi kemampuan saya dalam mengerjakan sesuatu.					
17	Meskipun terkadang saya kesulitan dalam mengerjakan tugas tertentu, saya akan terus mencoba.					
18	Saya yakin dengan potensi yang saya					

	miliki dapat membantu saya mengerjakan tugas yang ada.					
19	Saya langsung mengerjakan tugas yang diberikan.					
20	Saya harus memeriksa kembali tugas yang akan saya kumpulkan ketika mendekati tenggat waktu pengumpulan.					
21	Saya tetap fokus mengerjakan tugas, meskipun saya mengikuti kegiatan lain seperti seminar, workshop, dan sebagainya.					
22	Saya menggunakan pengalaman hidup untuk mencapai keberhasilan.					
23	Ketika diperhadapkan dengan situasi dimana banyak teman/orang lain dinyatakan salah dalam mengerjakan tugas, saya merasa ragu dengan kemampuan saya.					

Skala Self-Perceived Employability

No	Pernyataan	SS	S	N	TS	STS
1	Saya menjadikan perkuliahan sebagai prioritas utama saya.					
2	Jurusan yang saya ambil merupakan jurusan yang terbaik dalam dunia kerja.					
3	Saya mampu dengan mudah mencari informasi tentang lowongan pekerjaan yang sesuai dengan bidang studi saya.					
4	Saya tidak memiliki rencana apapun untuk masa depan saya.					
5	Banyak perusahaan yang menginginkan lulusan dari kampus saya.					
6	Program studi saya tidak memiliki prestasi apapun sehingga perusahaan tidak tertarik.					
7	Program studi saya memiliki reputasi yang sangat bagus didalam bidang akademik.					
8	Cenderung sulit untuk melamar pekerjaan dari jurusan saya karena belum banyak perusahaan yang menerima.					
9	Saya mendapatkan nilai yang baik di semua mata kuliah karena itu saya yakin mampu bersaing di dunia kerja.					
10	Saya merasa kesulitan ketika mencari pekerjaan karena hanya mengandalkan pengalaman kerja yang saya miliki.					
11	Saya sangat ingin melanjutkan pendidikan agar bisa mengembangkan karir.					
12	Lulusan kampus saya cenderung kesulitan ketika ingin melamar pekerjaan.					
13	Saya yakin akan lulus ketika sudah melewati tahap wawancara dalam seleksi kerja.					
14	Saya memiliki nilai yang kurang bagus di beberapa mata kuliah					
15	Saya menganggap diri saya sangat ambisius ketika meraih pekerjaan yang sangat diinginkan.					
16	Jurusan saya belum memiliki akreditasi yang baik sehingga berpengaruh dalam seleksi kerja.					

17	Saya mersa kesulitan untuk mencari pekerjaan dimasa sekarang.					
18	Jurusan saya menghasilkan lulusan mahasiswa terbaik.					
19	Saya yakin dengan kemampuan yang saya miliki dapat diterima oleh perusahaan.					
20	Banyak lowongan yang tersedia di tempat saya mencari pekerjaan.					
21	Perkuliahan bukan prioritas utama saya.					
22	Saya merasa puas dengan proses yang saya buat untuk mencapai pekerjaan impian saya.					
23	Saya mampu mendapatkan pekerjaan yang sesuai dengan keterampilan kerja yang saya lamar.					
24	Saya memiliki tujuan yang jelas untuk semua hal yang ingin dicapai dalam hidup saya.					

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Tabulasi Data *Self-Perceived Employability*

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34	3	3	4	2	4	5	5	5	4	3	4	4	3	3	4	4	3	5	5	4	2	4	5	5	93
35	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	3	5	5	4	2	5	4	5	110
36	5	3	3	3	5	5	3	4	4	2	4	3	3	3	5	5	3	4	2	5	5	5	4	5	93
37	5	3	4	4	5	5	5	5	5	2	4	4	4	3	3	5	3	5	5	4	5	4	5	5	102
38	5	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	3	5	4	5	5	5	5	5	114
39	3	4	2	4	2	3	2	3	2	4	2	3	4	3	2	3	2	2	2	2	2	2	2	3	63
40	4	4	5	5	5	5	4	5	5	2	5	5	4	3	5	5	3	5	5	5	5	5	5	5	109
41	5	4	5	5	5	5	4	5	5	5	5	5	5	2	5	5	3	5	5	5	5	5	5	5	113
42	5	4	5	5	5	4	5	5	4	2	4	4	4	3	5	5	3	5	4	5	2	4	4	5	101
43	4	3	3	3	5	5	5	4	5	3	5	3	5	5	5	3	4	4	5	5	5	4	5	4	102
44	4	4	4	5	4	4	5	5	5	3	5	3	3	3	5	5	3	5	4	3	5	5	5	5	102
45	4	4	4	5	5	5	5	5	5	5	5	5	4	5	4	4	3	5	4	5	5	5	5	5	111
46	4	4	2	4	2	4	2	2	3	3	3	4	4	2	2	4	2	4	4	3	3	2	2	4	73
47	4	3	3	5	5	5	5	5	4	2	5	4	5	5	5	5	4	5	4	5	2	5	5	5	105
48	3	3	5	5	5	5	5	3	4	2	4	4	5	5	5	5	3	5	5	4	2	5	5	4	101
49	4	4	4	3	3	5	5	5	5	2	5	3	4	2	4	5	4	4	3	3	5	5	5	5	97
50	4	3	5	5	5	5	5	5	5	5	5	5	4	2	3	3	3	5	5	5	5	4	5	5	106
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52	5	3	3	3	5	4	5	5	4	2	4	4	5	5	5	4	4	3	3	5	5	5	5	4	100
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70	5	4	5	5	4	5	3	3	4	3	3	3	5	5	5	5	3	5	5	5	5	4	4	4	102
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Surat Keputusan Proposal



**KEPUTUSAN DEKAN FAKULTAS USHULUDDIN DAN HUMANIORA
UIN ANTASARI BANJARMASIN
Nomor: 244 Tahun 2026**

**Tentang
TIM PENGUJI UJIAN KOMPREHENSIF MAHASISWA
FAKULTAS USHULUDDIN DAN HUMANIORA UIN ANTASARI BANJARMASIN
DEKAN FAKULTAS USHULUDDIN DAN HUMANIORA**

Menimbang : 1. Bahwa yang bersangkutan dianggap sudah memenuhi syarat untuk mengikuti Ujian Komprehensif Semester Genap Tahun Akademik 2025/2026;
2. Bahwa untuk maksud tersebut, dipandang perlu membentuk Tim Penguji Komprehensif dengan Keputusan Dekan.

Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah No. 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
3. Peraturan Presiden No. 36 Tahun 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
4. Peraturan Menteri Agama No. 20 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari Banjarmasin;
5. Peraturan Menteri Agama No. 29 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor UIN Antasari No. 289 Tahun 2018 tentang Pedoman Pelaksanaan Sistem Kredit Semester UIN Antasari Banjarmasin.

MEMUTUSKAN

Menetapkan :

- Pertama : Mengangkat / mengesahkan Tim Penguji Komprehensif dengan personalia sebagai berikut :
- | | |
|--|--|
| 1. Penguji Bid. Keislaman | Dra. Mulyani, M.Ag. |
| 2. Penguji Bid. Keushuluddinan | Drs. Arni, M. Fil. I |
| 3. Penguji Bid. Kompetensi Utama Program Studi | Miftahul Aula Sa'adah, M.Psi., Psikolog |
- Kedua : Tim Penguji ini bertugas melaksanakan Ujian Komprehensif Saudara(i) :
- | | |
|------------------------|--|
| Nama | Jenita Rahayu |
| NIM | 220103040111 |
| Tempat / Tanggal Lahir | Lebak, 20 September 2004 |
| Alamat Sekarang | Griya Utama Trikora 8, Banjarbaru |
- Ketiga : Waktu pelaksanaan Ujian Komprehensif akan ditentukan kemudian oleh masing-masing anggota Tim Penguji;
- Keempat : Setelah pelaksanaan Ujian Komprehensif dan lain-lain yang berhubungan dengannya selesai, maka Tim Penguji ini dinyatakan bubar;
- Kelima : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bilamana terdapat kekeliruan akan dibetulkan sebagaimana mestinya.

Ditetapkan di : Banjarbaru
Pada tanggal : 30 April 2026
Dekan,



Akhmad Sagir

Tembusan:

1. Rektor UIN Antasari;
2. Tim Penguji yang bersangkutan;
3. Mahasiswa yang bersangkutan, yang dititipkan secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Surat Keterangan Perubahan Judul



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS USHULUDDIN DAN HUMANIORA
PROGRAM STUDI PSIKOLOGI ISLAM**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235 Telepon (0511) 3266593
Website: www.pi.uin-antasari.ac.id; E-mail: psikologi.islam@uin-antasari.ac.id

SURAT KETERANGAN

Nomor: 623/Un.14/III.3/PP.00.9/04/2026

Ketua Program Studi Psikologi Islam Fakultas Ushuluddin dan Humaniora UIN Antasari Banjarmasin, menerangkan mahasiswa berikut :

Nama : Jenita Rahayu
NIM : 220103040111
Semester : Jenita Rahayu
Tahun Akademik : Genap 2025/2026
Dosen Pembimbing 1: Anwar Fuadi, M.A
Dosen Pembimbing 2: Dra. Mulyani, M.Ag
Judul Skripsi : Hubungan *Self-efficacy* dan *Self-Perceived Employability* Pada Mahasiswa Generasi Z Menjelang Lulus Kuliah

Dengan ini, kami menerangkan bahwa judul skripsi telah diubah menjadi "*Hubungan Self-efficacy dan Self-Perceived Employability Mahasiswa Generasi Z UIN Antasari Banjarmasin dalam Mencari Kerja*" sesuai dengan persetujuan dosen pembimbing.

Demikian surat keterangan perubahan judul ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 24 April 2026
a.n. Ketua Prodi Psikologi Islam
Sekretaris,



M. Hichin, M.A
NIP. 197903242023211012

Surat Izin Riset



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN**

Jalan Jenderal Ahmad Yani Km. 4,5 Banjarmasin 70235
Telepon 0511-3257627 Faksimili 0511-3254344

e-mail: mikwa@uin-antasari.ac.id || website: www.uin-antasari.ac.id

Nomor : B.26A/Un.14/II.1/TL.00/05/2026 6 Mei 2026
Sifat : -
Hal : Pemberian Izin Riset Revisi

Yth. Dekan Fakultas Ushuluddin dan Humaniora
UIN Antasari Banjarmasin

Assalamu'alaikum Wr. Wb.

Sesuai surat Dekan nomor: 729/Un.14/III.3/PP.00.9/04/2026 tanggal 28 April 2026 hal Riset Dalam Rangka Penyusunan Skripsi, pada prinsipnya kami dapat memberikan izin untuk melakukan penelitian kepada :

Nama : Jenita Rahayu
NIM : 220103040111
Jurusan : Psikologi Islam
Fakultas : Ushuluddin dan Humaniora
Judul : Hubungan Self Efficacy dan Self-Perceived Employability pada Mahasiswa Generasi Z Dalam Mencari Kerja.

Terhitung mulai tanggal 8 Februari 2026 sampai dengan 8 April 2026, kepada pihak terkait diminta untuk memberikan data dan informasi yang diperlukan dalam penelitian tersebut, selanjutnya kepada yang bersangkutan agar memberitahu kembali bila penelitian telah selesai.

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas Korupsi (ZI-WBK), menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari berkomitmen terus menjaga integritas serta meningkatkan Kualitas Kinerja dan Pelayanan

Demikian surat izin penelitian ini diberikan, untuk dipergunakan sebagaimana mestinya.

A.n. Rektor,
Kepala Biro AAKK,
u.b. Kabag Akademik dan Kemahasiswaan



H. Haris Fadilah, S.Ag, M.Pd.I
NIP. 19760118 200003 1 001

Tembusan :

1. Rektor UIN Antasari Banjarmasin;
2. Dekan Fakultas di lingkungan UIN Antasari Banjarmasin

Surat Selesai Riset



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
 Jalan Jenderal Ahmad Yani Km 4,5 Banjarmasin
 Telepon (0511) 3252829; Fax (0511) 3254344
 Website : www.uin-antasari.ac.id Email : mikv@uin-antasari.ac.id

SURAT KETERANGAN

Nomor : B.34/Un.14/II.1/TL.00/05/2026

Rektor Universitas Islam Negeri Antasari Banjarmasin dengan ini menerangkan bahwa mahasiswa tersebut di bawah ini :

N a m a : Jenita Rahayu
 NIM : 220103040111
 Fakultas : Ushuluddin dan Humaniora
 Prodi : Psikologi Islam

telah selesai melaksanakan riset/penelitian dalam rangka penyusunan skripsi yang berjudul : **"Hubungan Self Efficacy dan Self-Perceived Employability pada Mahasiswa Generasi Z Dalam Mencari Kerja"** terhitung mulai tanggal tanggal 8 Februari 2026 sampai dengan 8 April 2026. Keterangan ini dikeluarkan sesuai dengan izin yang diberikan kepada yang bersangkutan sebagaimana yang tertuang dalam surat Dekan Nomor : B.26A/Un.14/II.1/TL.00/05/2025 tanggal 6 Mei 2026.

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas Korupsi (ZI-WBK), menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari berkomitmen terus menjaga integritas serta meningkatkan Kualitas Kinerja dan Pelayanan.

Demikian surat keterangan ini diberikan, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 12 Mei 2026

a.n. Rektor
 Kepala Biro AAKK
 u.b. Kabag Akademik dan
 Kemahasiswaan



B. Haris Fadilah, S.Ag, M.Pd.I
 NIP. 19760118 200003 1 001

Surat Keterangan Selesai Mata Kuliah



SURAT KETERANGAN HABIS MATA KULIAH

Nomor: 553/Un.14/III.3/PP.00.9/04/2026

Ketua Program Studi Psikologi Islam Fakultas Ushuluddin dan Humaniora UIN Antasari Banjarmasin menerangkan bahwa:

Nama : Jenita Rahayu
 NIM : 220103040111
 Semester : VIII (Delapan)
 Program Studi : S1 Psikologi Islam
 Tahun Akademik : 2025/2026

yang bersangkutan telah mengambil seluruh matakuliah yang ditetapkan program studi Psikologi Islam sesuai kurikulum tahun 2021.

Demikian surat keterangan ini diberikan untuk memperoleh transkrip nilai sementara.

Banjarmasin, 16 April 2026
 Ketua Prodi Psikologi Islam,

 Nur Fadhila, M.Psi., Psikolog
 NIP. 198708022022032001

Sertifikat Komprehensif



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
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JURNAL PENELITIAN

The Role of Self-Efficacy in Shaping Generation Z Students' Self-Perceived Employability

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Abstract

The transformation of the modern job market demands psychological readiness from college graduates, particularly Generation Z seniors. This study aims to empirically examine the relationship between *self-efficacy* and *self-perceived employability* (SPE) among Generation Z students at UIN Antasari Banjarmasin. The uniqueness of this study lies in its integration of students' practical experiences and mental preparedness within the framework of a religious institution. Using a quantitative correlational approach, this study involved 122 final-year respondents selected through *purposive sampling*. Data were collected online via a Likert-scale questionnaire and analyzed using *Pearson's Product-Moment correlation*. The results indicate a significant and strong positive relationship between self-efficacy and self-perceived employability. *Self-efficacy* was found to make a dominant contribution to the formation of students' perceptions of employability, which is reinforced by internship experiences. The implications of these findings underscore the importance of structured psychological intervention programs in higher education to strengthen graduates' *self-efficacy* so they are prepared to face the professional world with optimism.

Abstrak

Transformasi pasar kerja modern menuntut kesiapan psikologis dari lulusan perguruan tinggi, khususnya mahasiswa tingkat akhir Generasi Z. Penelitian ini bertujuan untuk mengkaji secara empiris hubungan antara *Self-Efficacy* dan *Self-Perceived Employability* (SPE) di kalangan mahasiswa Generasi Z di UIN Antasari Banjarmasin. Keunikan penelitian ini terletak pada integrasi pengalaman praktis dan kesiapan mental mahasiswa dalam kerangka institusi keagamaan. Menggunakan pendekatan korelasi kuantitatif, penelitian ini melibatkan 122 responden mahasiswa tingkat akhir yang dipilih melalui *purposive sampling*. Data dikumpulkan secara daring melalui kuesioner skala Likert dan dianalisis menggunakan *korelasi Product-Moment Pearson*. Hasil menunjukkan hubungan positif yang signifikan dan kuat antara *self-efficacy* dan *self-perceived employability*. Efikasi diri ditemukan memberikan kontribusi dominan terhadap pembentukan persepsi mahasiswa tentang kesiapan kerja, yang diperkuat oleh pengalaman magang. Implikasi dari temuan ini menekankan pentingnya program intervensi psikologis terstruktur di pendidikan tinggi untuk memperkuat efikasi diri lulusan sehingga mereka siap menghadapi dunia profesional dengan optimisme.

INTRODUCTION

The modern job market in the 21st century has undergone significant transformation due to technological advancements, digitalization, and the onset of

the Fourth Industrial Revolution. This reality has created an increasingly competitive arena, where college graduates are required not only to possess academic excellence but also comprehensive skills and psychological readiness to adapt and compete at the global level (Telaumbanua & Telaumbanua, 2024). Amid this uncertainty in the job market, one crucial psychological indicator determining the success of senior students' transition from academia to the workforce is *self-perceived employability* (SPE). As a form of subjective evaluation, SPE reflects students' perceptions and beliefs regarding the extent to which they are worthy, capable, and ready to secure and maintain employment in the future (Rothwell et al., 2008). Students with high SPE tend to demonstrate a proactive attitude, possess greater *self-confidence*, and are able to manage career anxiety effectively (Wijikapindho & Hadi, 2021). According to the *CareerEDGE Model* developed by Dacre Pool and Sewell, comprehensive *work readiness* essentially integrates five key aspects: career development, life experience, academic knowledge, generic skills, and emotional intelligence, all of which contribute to the formation of an individual's perception of their employability (Kadiyono, 2018).

However, the reality on the ground reveals a significant gap between the industry's ideal expectations and the mental preparedness of prospective graduates, particularly among Generation Z students, who are known as digital natives. Although Gen Z tends to be technologically adaptive and critical (Sakitri, 2021), they often face career confusion and the pressure of social expectations that trigger anxiety (Nasa et al., 2022). This practical gap is clearly evident at UIN Antasari Banjarmasin, where preliminary study results from in-depth interviews with five senior students indicate that four of them feel unprepared to enter the job market. They expressed concerns about a lack of practical skills and low *self-confidence* when competing with graduates from other universities. This phenomenon is reinforced by Susanto (2021), who states that students' *self-efficacy* and *work readiness* in Islamic higher education settings remain real issues requiring special attention.

In addition to these practical gaps, there are also theoretical and methodological gaps in the existing literature. Research on this topic has indeed been conducted extensively, such as Muthi'ah (2021) study on *career self-efficacy* at UIN Malang, Susanto (2021) study at Hasanuddin University on the contribution of *work skills* to *career adaptability*, and Permadi (2024) study combining *self-efficacy* with emotional intelligence. Nevertheless, most previous studies have focused more on objective skills (employability skills), physical *work readiness*, or *career adaptability* in samples from general universities. Research specifically examining the relationship between internal psychological factors such as *self-efficacy* and the subjective orientation of SPE among Generation Z students at state

Islamic religious universities (PTKIN) remains very limited. Strengthening internal psychological aspects such as *self-efficacy* defined by Bandura (1994) as an individual's belief in their capacity to think, feel, and respond to challenges serves as a key argument for the researchers in their effort to bridge this gap. By strengthening *self-efficacy*, students not only excel in academic performance and the completion of their final projects (Wardani & Syah, 2022), but also develop psychological resilience and a solution-oriented mindset to build long-term careers (Wijaya, 2024).

Therefore, this study aims to provide new, more contextually relevant scientific contributions to the development of career readiness strategies based on integrative values at PTKIN.

Based on the issues and gaps outlined above, this study aims to empirically examine and analyze the relationship between *self-efficacy* and *self-perceived employability* among Generation Z students at UIN Antasari Banjarmasin. By achieving this objective, this study is expected to contribute theoretically to the literature on industrial and organizational psychology, while also serving as a practical foundation for institutions in designing effective career development programs. In line with the stated objectives, the hypothesis proposed in this study is that there is a significant positive relationship between *self-efficacy* and *self-perceived employability* among Generation Z students at UIN Antasari Banjarmasin, such that the higher the students' level of *self-efficacy*, the higher their level of *self-perceived employability* in facing the competitive job market.

METHODS→ Level 1 Heading

This study employs a quantitative correlational approach aimed at determining the relationship between *self-efficacy* and *self-perceived employability* (SPE). The population for this study consists of all active eighth-semester students at the State Islamic University (UIN) Antasari Banjarmasin who have participated in an internship or fieldwork program. The sampling technique used in this study is nonprobability sampling with a *purposive sampling* technique, which resulted in a sample of 122 final-year students within the Generation Z age range. The data collection method used in this study employed a psychological scale in the form of a Likert scale with four response options. The scale used was the *Self-Perceived Employability* (SPE) scale, adapted from the questionnaire by Ningsih et al. (2023) based on the theory of Rothwell et al., (2008), consisting of 24 items with a *Cronbach's Alpha* coefficient of 0.885 and validity indices ranging from 0.278 to 0.591. The *self-efficacy* scale, adapted from K Parangin-Angin (2022) based on Bandura (1997) theory, consists of 23 items with a *Cronbach's Alpha* coefficient of

0.893 and a validity index range exceeding the critical r value of 0.361. The data

Variabel	Initial Number of Items	Number of Items Dropped	Final Item Amount	Range of r count (Aitem Valid)	Koefisien <i>Cronbach's Alpha</i>	Information
<i>Self-efficacy (X)</i>	23	1	22	0,205-0,617	0,771	Reliabel
<i>Self-Perceived Employability (Y)</i>	24	0	24	0,231-0,713	0,870	Reliabel

analysis used in this study was *Pearson's ProductMoment correlation* analysis to examine the relationship between *self-efficacy* and *self-perceived employability*, utilizing the *Statistical Product and Service Solutions (SPSS) 23* for Windows software.

RESULTS

The online data collection successfully reached 122 final-year Generation Z students at UIN Antasari Banjarmasin. Before conducting further statistical tests, the researchers performed an instrument validity test (applicability test) to assess the validity and reliability of the two scales in the research sample. The selection of valid items was based on the Corrected Item-Total Correlation value with the criterion r calculated $> r$ table. A summary of the instrument function test results along with the number of items that were eliminated is presented in Table 1.

Table 1. *Summary of the Results of the Validity and Reliability Tests of the Instrument*

After the instrument's validity testing was completed, the next step was to conduct a descriptive statistical analysis to map the characteristics of the research data. This analysis aimed to provide an overview of the data through the minimum, maximum, mean, and standard deviation (SD) of the two variables under study. A summary of the results of this descriptive statistical analysis is presented in Table 2.

Table 2. *Results of Descriptive Statistical Analysis*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SE	122	58	106	88.20	8.962
SPE	122	63	116	97.81	10.891
Valid N (listwise)	122				

Based on the data in Table 2, the *self-efficacy* variable has a mean value of 88.20 with a standard deviation of 8.962. This score distribution indicates that Generation Z students at UIN Antasari Banjarmasin generally have a good and positive level of confidence in their abilities. Meanwhile, the *self-perceived employability* (SPE) variable shows a mean value of 97.81 with a standard deviation of 10.891. In general, students' perceptions of their eligibility, abilities, and readiness to be accepted into the workforce are at a high level. This descriptive overview indicates that senior students, as the research subjects, possess strong internal psychological resources and selfassessment skills to navigate the transition into the professional world.

After all the tests of the basic assumptions were met and the data were found to be normally distributed and to exhibit a linear relationship, the main hypothesis test was conducted. The hypothesis test in this study employed a parametric statistical technique, specifically *Pearson's product-moment correlation* analysis, to determine the significance, direction, and strength of the relationship between *self-efficacy* (X) and *self-perceived employability* (Y).

Table 3. Results of the Pearson Product-Moment Correlation Analysis

Correlations			
		SE	SPE
SE	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	122	122
SPE	Pearson Correlation		1
	Sig. (2-tailed)	.772**	.000

N	122	122
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Based on the results of the analysis in Table 3, a correlation coefficient (r) of 0.772 was obtained with a significance level (p -value) of 0.000. Since the p -value is significantly smaller than the specified significance level ($0.000 < 0.05$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. A positive correlation coefficient indicates a positive relationship, meaning that an increase in *self-efficacy* is associated with an increase in *self-perceived employability*. Referring to the criteria for the strength of statistical relationships, the r value of 0.772 falls within the index range of 0.60–0.799, indicating that the strength of the relationship between *self-efficacy* and *self-perceived employability* among Generation Z students at UIN Antasari Banjarmasin is classified as strong.

In addition to examining the strength of the relationship, the researchers also conducted a coefficient of determination analysis to determine the extent to which the independent variables contribute to the dependent variable.

Table 4. *Results of the Coefficient of Determination (R-Square) Analysis*

Model Summary ^b				
Model	R	Rsquare	Adjusted R Square	Std. Error of the Estimate
1	.772 ^a	.596	.593	6.949

a. Predictors: (Constant), SE

b. Dependent Variable: SPE

Based on the results of the hypothesis testing, a correlation coefficient (r) of 0.772 was obtained, indicating a significant and relatively strong positive relationship between *self-efficacy* (SE) and *self-perceived employability* (SPE) among Generation Z students at UIN Antasari Banjarmasin. The direction of this positive relationship empirically indicates that students' internal belief in their own capabilities is a key predictor or driver in shaping their subjective assessment of their work readiness. This finding aligns with Bandura (1997) theoretical framework, which posits that *self-efficacy* is not merely blind belief but a cognitive and affective foundation that influences how individuals think, feel, respond to challenges, and make career decisions optimistically.

DISCUSSION

The results of the descriptive analysis indicate that the majority of respondents have a high level of SE (86.1%) and a level of SPE that also falls into the high category (84.4%). The strong correlation between these two variables is likely influenced by the internships or fieldwork experiences completed by all respondents (100%). Direct mastery experiences in a real work environment provide a concrete picture of professional dynamics, thereby becoming the most dominant source of *selfconfidence*. This phenomenon reinforces Permadi (2024) study, which emphasizes that practical exposure such as internships significantly enhances students' capacity to manage professional tasks. Furthermore, these findings align with the research by Wijikapindho & Hadi (2021) as well as Ningsih et al. (2023), which states that mastering core competencies through practical activities during college fosters a sense of security and boosts the optimism of senior students in navigating their career transitions.

When compared with previous literature, the results of this study show a high degree of consistency with the findings of Baiti et al. (2017), who also found a strong correlation coefficient of $r = 0.772$. This demonstrates the stability of the relationship between constructs in the sample of senior undergraduate students. However, when contrasted with the study by Fitrah & Widhiastuti (2022), a different perspective was found, where SE is not always linearly related to work readiness in overly rigid industries. The uniqueness of this study's results is influenced by the subjects' background, which is shaped by an adaptive curriculum, thereby providing a more stable internal foundation. A striking difference is also seen when comparing the coefficient of determination in this study $R^2 = 0.596$ with the research of Noviati et al. (2024) which indicates that in the modern digital context, final-year students' assessment of their employability is influenced by the existence of a digital social ecosystem. Social support obtained online and career adaptability play a role in shaping these perceptions. Furthermore, students' preferences and activities in utilizing social media also broaden their perspectives in evaluating available job opportunities, both at the local and global levels. These findings indicate that self-perceived employability is a complex construct and is influenced by various factors, both internal and external to the individual. The dominance of SE's influence at 59.6% in this study underscores a new scientific contribution: for Generation Z students, internal psychological capital in the form of *self-confidence* is a far more crucial key variable than merely possessing an objective academic degree.

From the perspective of Islamic psychology, the strong relationship between SE and SPE among students at UIN Antasari Banjarmasin reflects a tangible manifestation of the integration of the power of faith, optimism (*raja'*), and spiritual steadfastness. High *self-efficacy* reflects the 'winner's mentality' advocated in Surah Ali Imran verse 139, where a believer is forbidden to have mental weakness (*al-wahn*) and grief that paralyzes productivity when facing life's trials. Meanwhile, the high SPE score represents the concept of *Ikhtiar* and *self-preparation* (*isti'dad*) in its entirety, as mandated in Surah Ar-Ra'd verse 11, which states that Allah will not change the fate of a people until they strive to change their own circumstances. The internship experience undertaken by students is a form of real effort that yields *Nafis al-Mutmainnah* (a calm and stable soul) in viewing their professional future.

This connection is reinforced by the internalization of the hadith narrated by Thabrani regarding Allah's love for servants who work with professionalism (*itqan*), as well as the hadith narrated by Ahmad regarding the person who is most beneficial to others (*nafi'un lighairihi*). Students at UIN Antasari Banjarmasin, who are exposed to the university's vision of producing graduates who are "Unggul & Berakhlak," view the professional world not merely as a venue for seeking secular livelihood, but as a field for righteous deeds and worship. This spiritual awareness fosters a sense of *tawakal* (trust in God) rooted in integrity, where students not only rely on their technical abilities but also trust in Allah's guidance after exerting their utmost effort. Consequently, the high SPE scores in the study reflect the profile of a Muslim individual who maintains a holistic balance between mental strength (*aqliyah*), practical effort (*amaliyah*), and spiritual steadfastness (*ruhiyah*).

Although the effective contribution of SE is relatively dominant, the results of the coefficient of determination analysis indicate that 40.4% of the variance in SPE is still influenced by factors outside the scope of this study. As explained by Rothwell et al. (2008), SPE is a complex construct that is also shaped by external variables. Referring to the characteristics of Generation Z, factors such as family and campus social support (Afwan & Sandi, 2025), the expansion of professional networks (networking), proficiency in foreign languages, and an objective perception of the level of competition in the local labor market Azky (2024) are crucial areas that influence how students assess their employment opportunities and should be considered in future interpretive studies.

CONCLUSION

This study successfully demonstrated empirically a strong and significant positive relationship between *self-efficacy* and *self-perceived employability* (SPE) among final-year Generation Z students at UIN Antasari Banjarmasin, thereby confirming the research hypothesis. These findings confirm that students' subjective

orientation in assessing their own eligibility, readiness, and opportunities in the 21st-century professional job market is predominantly driven by internal psychological factors in the form of belief in one's own capabilities. The new insights generated by this study make an important contribution to the advancement of psychology, particularly industrial and organizational psychology as well as educational psychology, by demonstrating that for Generation Z students in a religious university setting, the relationship between self-confidence and perceptions of work ability is not shaped solely by cognitive-technical aspects but is a holistic integration of practical field experience (*internships*) and the internalization of spiritual values that foster mental resilience. This *self-confidence* rooted in integrity fosters psychological resilience, enabling senior students to manage career anxiety and view the transition to the workforce optimistically. The practical implications of this study emphasize that institutional strategies to enhance graduates' work readiness should not rely solely on honing technical skills (*hard skills*), but must be balanced with structured psychological interventions to strengthen students' *self-efficacy*.

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