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Contribution of Learning Motivation, Learning Strategies, Information Literacy Towards Work Readiness in Learning

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Abstract **– Work readiness is a condition in which individuals have the abilities, skills, knowledge, and attitudes needed to enter and adapt to the world of work, including learning motivation, learning strategies and information literacy. The purpose of this study was to measure work readiness between learning motivation, learning strategies and information literacy towards work readiness. The researcher took a quantitative research method with a correlational approach, sampling used stratified random sampling, so that 63 students were obtained for the sample. Based on the results of the study, it shows that learning motivation towards work readiness is interrelated with a magnitude of 0.299, learning strategies towards work readiness are interrelated with a magnitude of 0.581, information literacy towards work readiness is interrelated with a magnitude of 0.570 and learning motivation, learning strategies, information literacy towards work readiness are interrelated with a magnitude of 0.670. The conclusion of this study is the relationship between learning motivation and work readiness contributes weakly, the relationship between learning strategies and work readiness contributes moderately, the relationship between information literacy and work readiness contributes moderately, and the relationship between learning motivation, learning strategies, information literacy towards work readiness contributes strongly.**

Keywords **- Job Readiness, Leaning Motivation, Learning Strategy, Information Literacy, Contribution**

I. INTRODUCTION

Vocational High School (SMK) is one of the educational institutions that produces work-ready graduates. The Law of the Republic of Indonesia Number 20 of 2003 on the National Education System in Article 15 states that vocational education is secondary education that prepares students to work in specific fields. Vocational education or SMK is education that prepares the formation of skills, abilities, understanding, behavior, attitudes, work habits, and appreciation of society, business, and industry [1].

The skills required by the workforce are not limited to academic knowledge but also include critical thinking skills, problem-solving abilities, information literacy, and the ability to quickly adapt to new technologies. Learning motivation is a conscious effort to stimulate, direct, and maintain a person's behavior so that they are driven to take action in order to achieve certain results or goals. This refers to a person's drive or willingness to engage in learning activities so that academic achievement can be optimally attained. The aim is to motivate students to seek information from various sources (conduct observations), formulate problems (ask questions), and not only focus on solving problems [2].

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The Merdeka curriculum focuses more on the development of industrial technologies that are widely used today, such as robotics systems, automation, interface engineering, and the Internet of Things. The implementation of the Merdeka curriculum will also face significant challenges, as not all Vocational High Schools (SMK) are ready to apply it, especially in terms of the teaching materials used by teachers during lessons. To foster learning motivation among students at SMK N 2 Solok, a teacher must have a teaching strategy and a high level of literacy regarding.

Learning motivation is closely tied to a child's talents. Information literacy is a set of skills or abilities that enables a person to recognize their information needs, know the sources where they can find the required information, understand strategies for searching and retrieving that information, be able to select and evaluate it, and interpret it to then communicate it ethically in order to gain new knowledge. Learning strategies are methods used by students to learn. Individually, a learning strategy means a method to achieve meaningful learning. To achieve meaningful learning, students must have a tool called concept mapping [4]. This learning motivation needs to be well maintained and carefully examined for good learning outcomes. Because, if learning motivation is low, it will affect the decline in learning outcomes, and conversely, if learning participation is high, it will lead to improved learning outcomes [5].

The selection of the method is based on the material to be learned and also takes into account the students' ability to absorb the material. Furthermore, students often struggle to understand the material taught by the teacher because the delivery relies solely on the lecture method. It's no wonder that the learning outcomes are less than optimal. The learning process in the classroom is also less effective, and at SMK N 2 Solok, there are still teachers who teach without evaluating the students' learning outcomes [6]. Learning motivation needs to

be carefully maintained and examined for good learning outcomes. If learning motivation is low, it will affect the decline in learning outcomes, and conversely, if learning participation is high, it will lead to improved learning outcomes. Initial data on learning outcomes can be seen from the results of the odd semester exams for Grade XI, as shown in Table 1.

TABLE I
LIST OF PAS LEARNING OUTCOMES

No	Class	Average	Total Student	Completeness			
				Scored < 80		Score 80 >	
				Total	%	Total	%
1	XI TEI	81,00	21	10	47,61	11	52,38
2	XI TAV1	80,15	25	12	48	13	52
3	XI TAV2	80,30	27	12	44,44	15	55,55
Jumlah			73	34	45	39	55

Based on Table 1, the average score of students in Grade XI TEI is 81.00, XI TAV 1 is 80.15, and XI TAV is 80.30. When compared to the established minimum passing criteria (KKM) of 80, the class averages for Grade XI TEI & XI TAV have reached this threshold. However, when looking at the number of students who passed or failed, it shows that only 55% or 39 students achieved learning outcomes above the KKM, while approximately 45% or 34 students did not meet the KKM, indicating suboptimal learning outcomes.

The ineffective use of educational technology and the low student performance have resulted in students becoming unmotivated and less interested in learning. A deeper understanding of how learning motivation, learning strategies, and information literacy affect job readiness can help educators design more effective curricula and teaching methods. By focusing on developing these skills, students can be better prepared to face challenges in the workforce, particularly in industries that require specific expertise [7].

Learning motivation drives individuals to be active in the learning process, while effective learning strategies help them internalize the necessary knowledge and skills. Information literacy enables individuals to search for, evaluate, and use information effectively. The combination of these three factors can produce a more competent workforce. Therefore, from the background explanation above, it can be concluded that the research topic is 'The Contribution of Learning Motivation, Learning Strategies, and Information Literacy to Job Readiness in Learning [8].

Motivation is the influence of family social interaction, learning motivation, and learning independence on learning achievement which causes an action to achieve a goal. Strategy is defined as a skill or art of designing to organize an event, a strategy is a general pattern of a series of activities that must be carried out to achieve a goal. Planned and meaningful steps that look far ahead in motivating someone, so that with their own abilities and willingness, they can engage in activities related to learning. In other words, learning strategies are systematic methods of communicating lesson content to students to achieve specific learning objectives.

Information literacy is the ability required to recognize when information is needed and to have the capability to find, assess, and effectively use the necessary information. Information literacy is crucial in higher education to support learning. In a competency-based curriculum, students are required to independently find information for themselves.

Job readiness is a condition that indicates the harmony between physical maturity, mental maturity, and experience, enabling an individual to perform certain activities related to work. Job readiness is a condition that reflects the alignment between physical maturity, mental maturity, and learning experiences, allowing an individual to carry out specific tasks or behaviors in relation to their job.

II. METHODS

This type of research is quantitative research using a correlational method. The correlational method is a study designed to determine the level of relationship between two or more variables, without making changes, additions, or manipulations to the existing data in a population, with the aim of understanding the extent of the influence of variable (X) on variable (Y) and the form of the relationship that occurs.

A. Population

The population in this study consists of students in Grade XI at SMK Negeri 2 Solok for the 2024/2025 academic year, totaling 73 students.

TABLE II
NUMBER OF STUDENTS IN SMKN 2 SOLOK CLASS

Class	Number of Student
XI TEI	21
XI TAV 1	25
XI TAV 2	27
Total	**73**

B. Sample

To find the sample, Taro Yamane's theory is used. The Taro Yamane formula is used to calculate the number of samples needed in research using simple random sampling techniques. According to Sugiyono (2019:137), the Yamane formula is:

$$n = \frac{73}{1+73x0,005^2}$$

$$n = \frac{73}{1,1825}$$

n = 61,73 rounded to 62 people

C. Data Collection Techniques and Instruments

1) Research Instruments

In quantitative research, instruments can take the form of tests, interview guidelines, observation guidelines, and questionnaires. To obtain the desired data, there must be a data collection tool or research instrument. In this study, the instrument consists of a questionnaire used to collect data by presenting written questions or statements to respondents for them to answer. This questionnaire is administered to students taking the PRE subject in Grade XI at SMK Negeri 2 Solok.

2) Measurement Scale

The data collection tool used in this study is a questionnaire. Each item in the questionnaire has a value based on a Likert scale. The Likert scale is used to measure attitudes, opinions, or perceptions of individuals or groups about social phenomena. This questionnaire is designed using a Likert scale

model consisting of five alternative responses: always (SL), often (SR), sometimes (KG), rarely (JR), and never (TP). Each item in the questionnaire is scored using the numbers 5-4-3-2-1.

D. Instrument Testing

A pilot test of the instrument is conducted to determine and select the items that are valid and reliable. This pilot test will provide information on the validity (accuracy) and reliability (consistency) of the instrument, making it suitable as a measurement tool for data collection. The validity of an instrument refers to its ability to measure according to its standards.

1) Validity Test

Validity testing is an assessment to measure the accuracy of a measurement tool. Validity is a measure that indicates whether the variable being measured is indeed the variable intended by the researcher. Validity is demonstrated by the correlation between the item score and the total item score; to test this, we use Pearson Correlation.

2) Realibility Test

Reliability testing is an assessment to measure the consistency of measurements. A questionnaire is considered reliable if an individual's responses to the statements remain stable over time. Reliability is an index that indicates the extent to which a measurement tool can be trusted or relied upon. Based on the reliability test data, it can be concluded that the reliability is very strong, referring to the coefficient value.

TABLE II
REALIBILITY TEST RESULTS

Variabel	Benchmark Value	Cronbach's Alpha Value	Conclusion
X1	0.7	0.841	Highly Reliable
X2		0.849	Reliable
X3		0.757	Highly Reliable
Y		0.882	Highly Reliable

E. Data Analysis Technique

Data analysis techniques are the processes used to process the data and information obtained during research, where the research data will be processed and presented as research results. The data are analyzed using correlation and multiple regression techniques.

III. RESULT AND DISCUSSION

The research results discuss and present the research data, including: (a) a description of the independent variables, namely the contribution of learning motivation, learning strategies, and information literacy, and the dependent variable of job readiness; (b) testing the analysis requirements, including normality, linearity, multicollinearity, simple correlation analysis, and multiple regression analysis; (c) hypothesis testing; (d) discussion.

A. Data Description

1) Learning Motivation

Data were collected using a questionnaire consisting of 30 statement items per variable that have been tested for validity and reliability. The questionnaire was then distributed to 63 respondents to complete.

TABLE III
CALCUTATION OF BASIC STATISTICS OF LEARNING MOTIVATION

X1

N	Valid	63
	Missing	0
Mean		1.0649E2
Median		1.0500E2
Std. Deviation		1.2675E1
Variance		160.673
Range		57.00
Minimum		84.00
Maximum		141.00
Sum		6709.00

In addition to being presented in table form, the following is the presentation of student learning motivation data in the form of a graph/histogram:

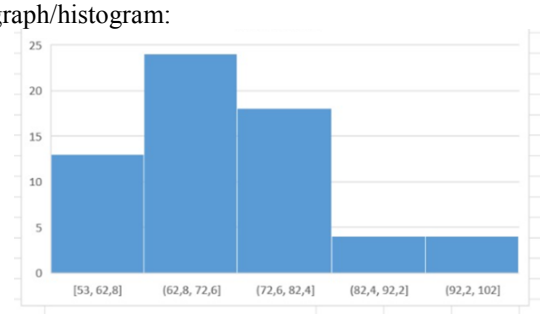

Fig 2. Learning Motivation Graph

2) Learning Strategy

Data on the students' learning strategy variable were collected through a questionnaire consisting of 30 statement items per variable that were tested for validity and reliability. The questionnaire was then distributed to 63 respondents to complete. The basic statistical calculations for the students' learning motivation variable are as follows.

TABLE IV
STATISTICAL CALCULATION RESULTS OF LEARNING STRATEGY

X2

N	Valid	63
	Missing	0
Mean		1.1908E2
Median		1.1800E2
Std. Deviation		1.2525E1
Variance		156.881
Range		54.00
Minimum		94.00
Maximum		148.00
Sum		7502.00

In addition to being presented in table form, the following is the presentation of student learning strategy data in the form of a graph/histogram.

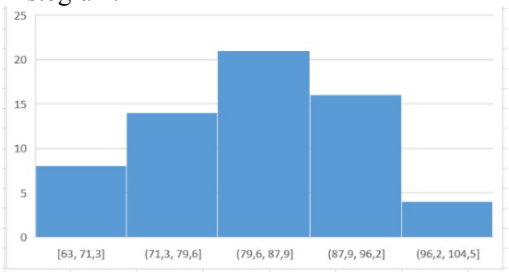

Fig 3. Statistical Calculation Results of Learning Strategy

Based on Tables 8, 9, and Figure 2, it can be concluded that the dominant score is in the range of 63-73, with 24 students.

3) Information Literacy

The following are the results of the Information Literacy Questionnaire calculations, which include descriptive statistics such as Mean, Median, Mode, and standard deviation.

TABLE V
CALCULATION OF INFORMATION LITERACY BASIC STATISTICS

X3

N	Valid	63
	Missing	0
Mean		1.1375E2
Median		1.1400E2
Std. Deviation		1.0153E1
Variance		103.096
Range		42.00
Minimum		93.00
Maximum		135.00
Sum		7166.00

In addition to being presented in table form, the following is the presentation of student Information Literacy data in the form of a graph/histogram:

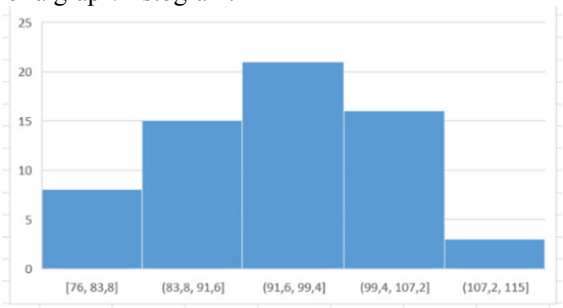

Fig 4. Information Literacy Graph

Based on Tables 12, 13, and Figure 4, it can be concluded that the dominant score is in the range of 92-100, with 21 students.

4) Work Readiness

The following are the results of the calculations from the Job Readiness Questionnaire, which include descriptive statistics such as Mean, Median, Mode, and standard deviation.

TABLE VI
CALCULATION OF BASIC STATISTICS OF JOB READINESS

Y

N	Valid	63
	Missing	0
Mean		1.1638E2
Median		1.1700E2
Std. Deviation		1.1147E1
Variance		124.272
Range		43.00
Minimum		92.00
Maximum		135.00
Sum		7332.00

In addition to being presented in table form, the following is the presentation of student learning strategy data in the form of a graph/histogram.

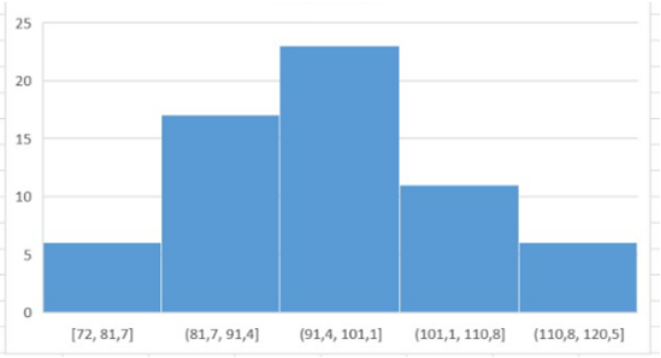

Fig 5. Work Readiness Graph

Based on Tables 14, 15, and Figure 5, it can be concluded that the dominant score is in the range of 92-102, with 23 students.

B. Analysis Test Requirements

The hypothesis testing technique in this study is conducted using correlation analysis. This analysis can be performed if the following requirements are met: (1) normality test, (2) linearity test, (3) multicollinearity test, (4) hypothesis test.

1) Normality Test

The following are the results of the normality test using the One-Sample Kolmogorov-Smirnov test in SPSS Version 16.0.

TABLE VII
NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	8.27252213
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.044
Kolmogorov-Smirnov Z		.561
Asymp. Sig. (2-tailed)		.911

Based on Table 16, the results of the normality test show a significant value of 0.911, which is greater than the threshold value of 0.05. It can be concluded that the values are normally distributed.

2) Linearity Test

The linearity test is used to determine whether there is a significant linear relationship between the variables. In this context, the data are considered to have a linear relationship if the significance value (sig) is greater than 0.05. Conversely, if the significance value is less than 0.05, it is considered that the data do not have a linear relationship.

TABLE VIII
LEARNING MOTIVATION ON WORK READINESS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	3820.024	36	106.112	.710	.831
		Linearity	686.548	1	686.548	4.595	.042
		Deviation from Linearity	3133.475	35	89.528	.599	.922
	Within Groups		3884.833	26	149.417		
	Total		7704.857	62			

TABLE IX
LEARNING STRATEGIES FOR WORK READINESS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	5181.557	34	152.399	1.691	.079
		Linearity	2600.270	1	2600.270	28.854	.000
		Deviation from Linearity	2581.287	33	78.221	.868	.654
	Within Groups		2523.300	28	90.118		
	Total		7704.857	62			

TABLE X
INFORMATION LITERACY ON WORK READINESS
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X3	Between Groups	(Combined)	5233.774	35	149.536	1.634	.095
		Linearity	2503.273	1	2503.273	27.352	.000
		Deviation from Linearity	2730.501	34	80.309	.877	.644
	Within Groups		2471.083	27	91.522		
	Total		7704.857	62			

Based on Figure 6, the significance values are greater than 0.05, so it can be concluded that for variable X1 in the ANOVA figure, the Deviation from Linearity value is 0.922; for variable X2 in the ANOVA figure, the Deviation from Linearity value is 0.654; and for variable X3 in the ANOVA figure, the Deviation from Linearity value is 0.644. Therefore, the independent variables X1, X2, and X3 have a linear relationship with the dependent variable Y.

3) Multicollinearity Test

The multicollinearity test aims to examine whether there is a high or perfect correlation among the independent variables in the regression model.

TABLE XI
MULTICOLLINEARITY TEST
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21.980	14.140		1.554	.125		
	X1	.130	.089	.148	1.467	.148	.916	1.092
	X2	.344	.102	.386	3.356	.001	.705	1.419
	X3	.348	.131	.317	2.667	.010	.660	1.515

In the tabel 11, the tolerance value for variable X1 is 0.916, the value for variable X2 is 0.705, and the value for variable X3 is 0.660, indicating that all variables have values greater than 0.10. The VIF value for variable X1 is 1.092, for variable X2 is 1.419, and for variable X3 is 1.515, indicating that all variables have values less than 10. Therefore, it can be concluded that there is no multicollinearity.

C. Hypothesis testing

1) Simple Correlation Test

This test is used to find the correlation coefficient (r) to determine whether the variables are related. This can be seen from the Sig. (2-tailed) value, where if the significance value is less than 0.05, the variables are correlated; conversely, if the significance value is greater than 0.05, the variables are not correlated. In this study, there are three r values:

Rx1y states that there is a significant contribution between learning motivation and work readiness.

TABLE XII
CORRELATION TEST X1 WITH Y
Correlations

		MOTIVASI BELAJAR	KESIAPAN KERJA
Learning Motivation	Pearson Correlation	1	.299*
	Sig. (2-tailed)		.017
	N	63	63
Work Readiness	Pearson Correlation	.299*	1
	Sig. (2-tailed)	.017	
	N	63	63

In Figure 8, the Sig. (2-tailed) value is 0.017, which is smaller than 0.05. It can be concluded that the variable of learning motivation (X1) is correlated with job readiness (Y).

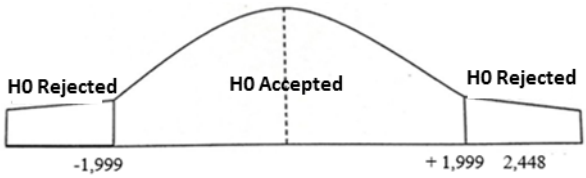

Fig 6. Ho determination area

The calculated t-value (t_hitung) is greater than the table t-value (t_tabel), specifically 2.448 > 1.999, and the p-value is 0.017 < 0.05. Therefore, H□ is rejected, indicating that there is a significant relationship between learning motivation and job readiness.

Rx2y states that there is a significant contribution between learning strategies and work readiness

TABLE XIII
CORRELATION TEST OF X2 WITH Y
Correlations

		STRATEGI PEMBELAJARAN	KESIAPAN KERJA
Learning Strategy	Pearson Correlation	1	.581**
	Sig. (2-tailed)		.000
	N	63	63
Work Readiness	Pearson Correlation	.581**	1
	Sig. (2-tailed)	.000	
	N	63	63

In tabel 13, the Sig. (2-tailed) value is 0.000, which is smaller than 0.05. It can be concluded that the variable of learning strategies (X2) is correlated with the variable of job readiness (Y). Based on the degree of the relationship, the Pearson correlation value is 0.581, indicating that the level of relationship between the variables is moderate.

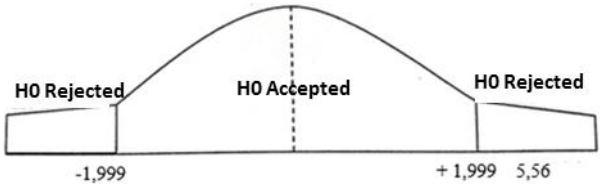

Fig 7. Ho Determination Area

The calculated t-value (t_hitung) is greater than the table t-value (t_tabel), specifically 5.56 > 1.999, and the p-value is 0.000 < 0.05. Therefore, H□ is rejected, indicating that there is a significant relationship between learning strategies and job readiness.

Rx3y states that there is a significant contribution between information literacy and work readiness

TABLE XIV
CORRELATION TEST OF X3 WITH Y
Correlations

		LITERASI INFORMASI	KESIAPAN KERJA
Information Literacy	Pearson Correlation	1	.570**
	Sig. (2-tailed)		.000
	N	63	63
Work Readiness	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	63	63

In Figure 12, the Sig. (2-tailed) value is 0.000, which is smaller than 0.05. It can be concluded that the variable of information literacy (X3) is correlated with the variable of job

readiness (Y). Based on the degree of the relationship, the Pearson correlation value is 0.570, indicating that the level of relationship between the variables is moderate.

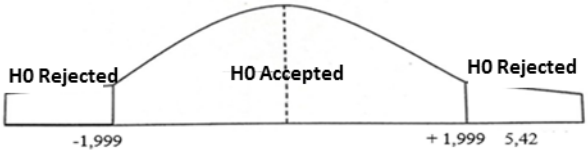

Fig 8. Ho Determination Area

The calculated t-value (t_hitung) is greater than the table t-value (t_tabel), specifically 5.42 > 1.999, and the p-value is 0.000 < 0.05. Therefore, H□ is rejected, indicating that there is a significant relationship between information literacy and job readiness

2) Multiple Linear Regression Test

The results of this hypothesis analysis are summarized in Figure 9.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670[a]	.449	.421	8.480

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3461.911	3	1153.970	16.046	.000[a]
	Residual	4242.947	59	71.914		
	Total	7704.857	62			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.980	14.140		1.554	.125
	Learning Motivation	.130	.089	.148	1.467	.148
	Learning Strategy	.344	.102	.386	3.356	.001
	Information Literacy	.348	.131	.317	2.667	.010

Fig 9. Multiple Linear Regression Test

Based on Figure 14, the Sig. F Change value is 0.000, which is smaller than 0.05. This indicates the correlation between the independent and dependent variables. The R value of 0.670 shows a strong relationship between these variables. The R Square value of 0.449 indicates the extent to which the independent variables can explain the dependent variable. The Adjusted R Square value of 0.421 shows that, after adjustment, the independent variables can still explain approximately 42.1% of the variation in the dependent variable.

The Sum of Squares values are as follows: a) Regression (3461.911): This is the total variance explained by the regression model, which amounts to 3461.911. b) Residual (4242.947): This is the remaining variance not explained by the model, which is 4242.947. c) Total (7704.857): This is the total variance of the dependent variable, amounting to 7704.857, which is the sum of the variance explained by the model and the variance that cannot be explained (regression + residual). It can be concluded that learning motivation (X1), learning strategies (X2), and information literacy (X3) collectively contribute to job readiness (Y).

This regression model significantly explains the variability in the dependent variable, as indicated by the high F value (16.046) and the very small p-value (0.000), suggesting that the results are not due to chance. Thus, the variables of learning strategies and information literacy have a significant effect on the dependent variable, as their significance values are less than 0.05. Learning motivation does not have a statistically significant effect (p > 0.05). From the standardized Beta values, learning strategies have the greatest impact, followed by information literacy.

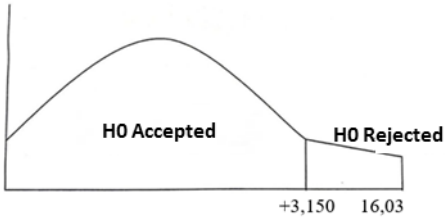

Fig 9. Ho Determination Area

D. Discussion

Based on the data analysis results, this study shows a contribution between learning motivation and job readiness. Through the Pearson Product Moment Correlation Analysis, a Sig. (2-tailed) value of 0.017 was obtained. This significant value is less than 0.05, indicating that student learning motivation is correlated with job readiness. Furthermore, there are several ranges for this correlation: very weak, weak, moderate, strong, and very strong. Looking at the Pearson Correlation value for learning strategies and information literacy, the obtained value is 0.299, which falls within the range of a weak relationship. It can be concluded that learning motivation is correlated with job readiness, but the relationship is weak.

Based on the data analysis results, this study shows a contribution between learning strategies and job readiness. Through the Pearson Product Moment Correlation Analysis, a Sig. (2-tailed) value of 0.000 was obtained. This significant value is less than 0.05, indicating that learning strategies are correlated with job readiness. Furthermore, this correlation falls into several ranges: very weak, weak, moderate, strong, and very strong. Looking at the Pearson Correlation value for learning strategies with respect to job readiness, the obtained value is 0.581, which falls within the range of a moderate relationship. Therefore, it can be concluded that learning strategies correlate with job readiness, but the relationship is moderate.

Based on the data analysis, this study shows a contribution between information literacy and job readiness. Through the Pearson Product Moment Correlation Analysis, a Sig. (2-tailed) value of 0.000 was obtained. This significant value is less than 0.05, indicating that information literacy is correlated with job readiness. Furthermore, this correlation falls into several ranges: very weak, weak, moderate, strong, and very strong. Looking at the Pearson Correlation value for learning motivation and learning strategies, the obtained value is 0.570, which falls within the range of a moderate relationship. Therefore, it can be concluded that information literacy correlates with job readiness, but the relationship is moderate.

Based on the data analysis results, this study shows a relationship between learning motivation, learning strategies, and information literacy towards job readiness. Through the Multiple Correlation Test, a Sig. F Change value of 0.000 was

obtained. This significant value is less than 0.05, so it can be concluded that learning motivation, learning strategies, and information literacy collectively contribute to job readiness. Furthermore, this correlation falls into several ranges: very weak, weak, moderate, strong, and very strong. Looking at the R value of 0.670, this value falls within the range of a strong relationship. Therefore, it can be concluded that learning motivation, learning strategies, and information literacy are correlated with job readiness within a moderate range.

IV. CONCLUSION

Learning motivation significantly contributes to students' job readiness. This is evidenced by the results of the Pearson correlation test, which provided a significant value (sig. 2-tailed) of 0.017, which is less than 0.05, and a Pearson correlation of 0.299, indicating that learning motivation contributes 8.94% to job readiness. Learning strategies significantly contribute to students' job readiness. This is evidenced by the results of the Pearson correlation test, which provided a significant value (sig. 2-tailed) of 0.000, which is less than 0.05, and a Pearson correlation of 0.581, indicating that learning strategies contribute 33.76% to job readiness.

Information literacy significantly contributes to students' job readiness. This is evidenced by the results of the Pearson correlation test, which provided a significant value (sig. 2-tailed) of 0.000, which is less than 0.05, and a Pearson correlation of 0.570, indicating that information literacy contributes 32.49% to job readiness. Learning motivation, learning strategies, and information literacy collectively have a significant contribution to students' job readiness. Through multiple regression analysis, a Sig. F Change value of 0.000 and an R Square value of 0.449 were obtained, indicating that together, these three variables contribute 44.9% to job readiness.

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