

Islamic Psychological Employability: The Role of Self-Confidence in *Pesantren*-Based Vocational Schools

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Abstract:

Employability has become an essential outcome of vocational education, requiring not only technical competence but also strong psychological readiness among students. This study aimed to examine the direct and indirect effects of self-esteem, self-efficacy, and self-confidence on employability among students in *pesantren*-based vocational schools. Using a quantitative survey design, data were collected from 80 students enrolled in three *pesantren*-based vocational schools through a Likert-scale questionnaire and analyzed using path analysis. The findings revealed that self-confidence had the strongest direct effect on employability ($R^2 = 81.8\%$), while self-esteem and self-efficacy demonstrated relatively weak direct effects. However, both variables showed stronger indirect effects through self-confidence, with mediation effects of 33.5% and 17.3%, respectively. The study contributes to employability research by highlighting self-confidence as a central psychological mechanism linking psychological resources to work readiness and proposes the Islamic Psychological Employability (ISPE) Model. The findings recommend integrating confidence-building programs into vocational education to strengthen graduates' employability.

Keywords: *Self-Confidence, Self-Esteem, Self-Efficacy, Employability*

Abstrak:

Kesiapan kerja menjadi salah satu luaran penting pendidikan vokasi yang tidak hanya ditentukan oleh kompetensi teknis, tetapi juga kesiapan psikologis peserta didik. Penelitian ini bertujuan menganalisis pengaruh langsung dan tidak langsung harga diri, efikasi diri, dan kepercayaan diri terhadap kesiapan kerja siswa pada sekolah menengah kejuruan berbasis pesantren. Penelitian menggunakan pendekatan kuantitatif dengan desain survei terhadap 80 siswa pada tiga SMK berbasis pesantren melalui kuesioner skala Likert yang dianalisis menggunakan analisis jalur. Hasil penelitian menunjukkan bahwa kepercayaan diri memiliki pengaruh langsung terbesar terhadap kesiapan kerja ($R^2 = 81,8\%$), sedangkan harga diri dan efikasi diri memiliki pengaruh langsung yang relatif rendah. Namun, kedua variabel tersebut menunjukkan pengaruh tidak langsung yang lebih kuat melalui kepercayaan diri, masing-masing sebesar 33,5% dan 17,3%. Kontribusi penelitian ini terletak pada penegasan peran kepercayaan diri sebagai mekanisme psikologis utama yang menghubungkan sumber daya psikologis dengan kesiapan kerja serta pengajuan Model Kesiapan Kerja Psikologis Islami (Islamic Psychological Employability Model/ISPE). Temuan ini merekomendasikan penguatan program pengembangan kepercayaan diri dalam pendidikan vokasi guna meningkatkan kesiapan kerja lulusan.

Kata Kunci: *Kepercayaan Diri, Harga Diri, Efikasi Diri, Kesiapan Kerja*

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INTRODUCTION

The integration of vocational education and *pesantren* (Islamic boarding school) traditions has become an important educational strategy for preparing graduates who possess both professional competencies and strong moral character (Kholik et al., 2026; Shofiana et al., 2025). *Pesantren*-based vocational schools combine technical and vocational training with Islamic values, creating a distinctive educational environment that seeks to develop students' occupational skills, ethical awareness, discipline, and social responsibility (Ainissyifa et al., 2024; Ihsan et al., 2021; Wicaksono et al., 2023). Through this integrated approach, students are expected not only to master vocational competencies but also to develop the personal qualities necessary to succeed in an increasingly competitive labor market.

The growing complexity of the global workforce has made employability a major concern for educational institutions, particularly vocational schools. Employability refers to a set of achievements, skills, understandings, and personal attributes that enhance an individual's ability to gain employment, maintain employment, and progress throughout their career (Abdullateef et al., 2023; Fuentes et al., 2021). Beyond technical expertise, employability requires adaptability, problem-solving ability, communication skills, and psychological readiness to face workplace challenges. Consequently, vocational education is increasingly expected to foster not only job-specific competencies but also the psychological resources that enable graduates to navigate dynamic professional environments successfully (Bashori et al., 2026; Li et al., 2021).

One of the most influential frameworks for understanding graduate employability is the Graduate Employability Model (CareerEDGE) developed by Wujema et al. (2022), Rahmali et al. (2026), and Bhattacharya et al. (2026). The model proposes that employability is shaped by five core components: career development learning, work and life experience, degree subject knowledge and skills, generic skills, and emotional intelligence. Through reflection and evaluation, these components foster the development of key psychological attributes that enhance graduates' readiness for employment.

The CareerEDGE framework highlights that employability is not solely determined by technical competence but is also influenced by psychological factors that shape individuals' perceptions of themselves and their capabilities (Aziz et al., 2026; O'Regan et al., 2023). Among these factors, self-esteem, self-efficacy, and self-confidence have been widely recognized as important psychological resources that support career development and workplace readiness. These psychological attributes enable individuals to utilize their knowledge and skills effectively while adapting to professional demands and organizational environments.

Self-esteem refers to an individual's overall evaluation of personal worth and competence. According to Liu et al. (2021), individuals with high self-esteem tend to perceive themselves positively, recognize their personal value, and exhibit

stronger motivation to achieve academic and professional goals. Previous studies by Faidul et al. (2024) and Riswanto et al. (2022) found that self-esteem contributes significantly to career readiness and achievement motivation. Self-efficacy, derived from Social Cognitive Theory, reflects individuals' beliefs in their ability to organize and execute actions necessary to achieve desired outcomes. Research conducted by Watson (2022) and Efridita (2026) demonstrates that self-efficacy enhances persistence, adaptability, and problem-solving abilities. Meanwhile, self-confidence refers to the belief in one's capacity to perform effectively in social and professional contexts. Studies by Álvarez et al. (2022), Mercade et al. (2023), and Hollo et al. (2021) indicate that self-confidence positively influences career adaptability, workplace performance, and employability outcomes.

Although previous studies have established the importance of psychological factors in employability development, empirical evidence focusing specifically on students in *pesantren*-based vocational schools remains limited. Existing research has predominantly emphasized vocational competencies, curriculum effectiveness, and character education, while comparatively less attention has been devoted to examining how psychological factors influence employability within Islamic educational settings (Diomin et al., 2023; Saraswati et al., 2023). Furthermore, studies investigating the simultaneous effects of self-esteem, self-efficacy, and self-confidence on employability among students enrolled in *pesantren*-based vocational schools are still scarce.

This research gap is significant because *pesantren*-based vocational schools represent a unique educational context in which vocational training is integrated with religious values and character formation. Understanding the role of psychological factors in shaping employability can provide valuable insights for educators and policymakers seeking to strengthen students' career readiness through both vocational and psychological development. Therefore, this study aims to examine the influence of self-esteem, self-efficacy, and self-confidence on students' employability in *pesantren*-based vocational schools. The findings are expected to contribute to the growing literature on employability and provide empirical evidence for developing educational strategies that enhance students' preparedness for future careers.

RESEARCH METHODS

This study employed a quantitative research approach grounded in the positivist paradigm (Kohn et al., 2024). The quantitative design was chosen because it enables objective measurement of variables and allows the testing of causal relationships through statistical procedures. The study adopted a deductive approach, using theoretical frameworks and prior empirical findings to formulate hypotheses about the influence of psychological factors on students' employability. These hypotheses were then empirically tested using numerical data collected from structured questionnaires. The research model consisted of self-esteem (X1) and self-efficacy (X2) as exogenous variables, self-confidence (X3) as an intervening variable, and employability (Y) as the endogenous variable. Path analysis was applied to examine both direct and indirect relationships among variables.

The study population comprised students enrolled in pesantren-based vocational schools in Jambi Province, Indonesia. The research was conducted at three accredited vocational schools under Islamic boarding school foundations: SMK Asy'ariyah in Muaro Jambi Regency, SMK Nurul Huda in Sarolangun Regency, and SMK Raudhatul Mujawwidin in Tebo Regency. These schools were selected for their A accreditation status and for their representation of the western, central, and eastern regions of Jambi Province. The sample consisted of 80 students, selected using a total sampling technique. This approach was applied because the entire accessible population meeting the inclusion criteria was included as respondents, ensuring comprehensive coverage of the study group.

Data collection was carried out using a structured questionnaire measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument assessed four main variables: self-esteem, self-efficacy, self-confidence, and employability. Prior to the main data collection, a pilot test with 40 respondents was conducted to evaluate the instrument's validity and reliability. Only items that met the required psychometric standards were retained for the final analysis, ensuring the quality and consistency of the measurement instrument.

Table 1. Integrated Instrument Grid of Research Variables

Variable	Dimensions	Indicators
Employability (Y)	Degree	Knowledge, Achievement
	Individual Capacity	Work Readiness, Networking, Problem Solving
	Skills	Teamwork, Computer Literacy, Communication
Self-Esteem (X1)	Organization	Recognition, Expectations, Self-Evaluation, Self-Respect
	Performance	Expertise, Strength, Reputation
	Personal Needs	Fame, Glory, Status
Self-Efficacy (X2)	Personality	Confidence, Task Orientation, Skills
	Social Relations	Learning, Self-Control, Resilience
Self-Confidence (X3)	Self-Competency	Experience, Education, Self-Concept
	Self-Value	Appearance, Responsibility, Rationality, Optimism

Instrument reliability was evaluated using Cronbach's Alpha coefficient through SPSS version 22.00. Following commonly accepted standards, a Cronbach's Alpha coefficient greater than 0.70 indicates satisfactory internal consistency (Razali et al., 2024).

Table 2. Reliability Test Results for Employability Variable (Y)

Reliability Statistics	Value	Reliability Statistics
Cronbach's Alpha	0.980	Cronbach's Alpha
Number of Items	40	Number of Items

The employability instrument obtained a Cronbach's Alpha coefficient of 0.980, indicating excellent reliability and internal consistency.

Table 3. Reliability Test Results for Self-Esteem Variable (X1)

Reliability Statistics	Value	Reliability Statistics
Cronbach's Alpha	0.980	Cronbach's Alpha
Number of Items	40	Number of Items

The self-esteem instrument obtained a Cronbach's Alpha coefficient of 0.980, indicating excellent reliability.

Table 4. Reliability Test Results for Self-Efficacy Variable (X2)

Reliability Statistics	Value	Reliability Statistics
Cronbach's Alpha	0.986	Cronbach's Alpha
Number of Items	40	Number of Items

The self-efficacy instrument obtained a Cronbach's Alpha coefficient of 0.986, demonstrating excellent reliability and internal consistency.

Table 5. Reliability Test Results for Self-Confidence Variable (X3)

Reliability Statistics	Value	Reliability Statistics
Cronbach's Alpha	0.984	Cronbach's Alpha
Number of Items	40	Number of Items

The self-confidence instrument obtained a Cronbach's Alpha coefficient of 0.984, indicating excellent reliability.

Data analysis was conducted using SPSS version 22.00 and consisted of three stages: descriptive analysis, prerequisite testing, and inferential analysis. Descriptive analysis was employed to summarize the data using measures of central tendency and dispersion, including the mean, median, mode, standard deviation, variance, minimum score, and maximum score (Alwathoni et al., 2020). Data distributions were also presented through frequency tables and histograms.

Prior to hypothesis testing, prerequisite analyses were conducted to ensure that the data met the assumptions required for path analysis. These included normality testing using the Chi-square test, homogeneity testing using Bartlett's test, and linearity testing through regression analysis. Only data that fulfilled the assumptions of normality, homogeneity, and linearity were included in the subsequent analysis.

Inferential analysis was performed using path analysis to examine the direct and indirect effects among self-esteem (X1), self-efficacy (X2), self-confidence (X3), and employability (Y). The significance of individual path coefficients was assessed using t-tests, and simultaneous effects were evaluated using F-tests at $\alpha = 0.05$. Furthermore, mediation effects were examined to determine whether self-confidence mediated the relationships between self-esteem and employability as well as between self-efficacy and employability.

RESULTS AND DISCUSSION

Results

Data analysis consisted of descriptive analysis, requirement testing, and inferential analysis. Descriptive analysis consisted of presenting data in tables,

graphs, and histograms. The data presented included the mean, median, mode, and standard deviation. Requirements testing was performed using normality, homogeneity, and linearity. Inferential analysis was performed using the T-test and path analysis.

The research data description includes four variables: namely self-esteem (X_1), self-efficacy (X_2), self-confidence (X_3), and student employability (X_4). The frequency distribution table calculated by the SPSS program is described as Table 6.

Table 6. Statistics

	SelfEsteem	SelfEfficacy	SelfConfidance	Employability
Valid	80	80	80	80
Missing	0	0	0	0
Mean	119.1875	121.1000	121.0625	118.9750
Std. Error of Mean	.62670	.54876	.56796	.65819
Median	119.0000	121.0000	121.0000	119.5000
Mode	116.00	121.00	121.00	115.00a
Std. Deviation	5.60536	4.90827	5.07998	5.88707
Variance	31.420	24.091	25.806	34.658
Range	24.00	27.00	23.00	24.00
Minimum	107.00	108.00	111.00	106.00
Maximum	131.00	135.00	134.00	130.00
Sum	9535.00	9688.00	9685.00	9518.00

a. Multiple modes exist. The smallest value is shown

The distribution of research variable data in the SPSS program is described as follows:

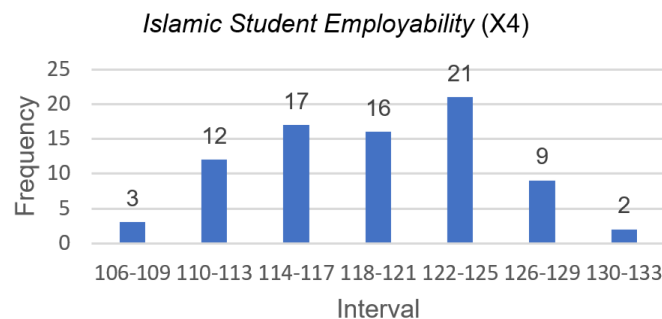


Figure 1. Histogram of Data Distribution for the Islamic Student Employability Variable (X_4)

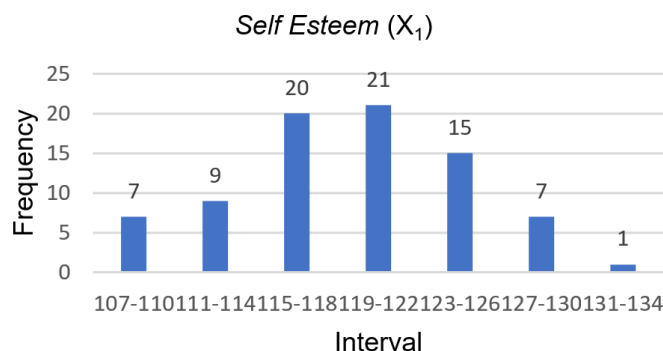


Figure 2. Histogram Data Distribution for Self Esteem variable (X_1)

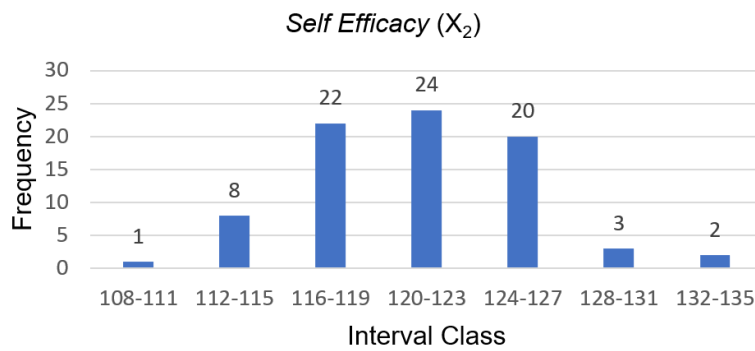


Figure 3. Histogram Data Distribution for Self-Efficacy variable (X₂)



Figure 4. Histogram Data Distribution for Self-Confidence variable (X₃)

Prerequisite testing is performed before an analysis is applied to data. Path analysis in this study falls under the multivariate category because it uses at least four variables: two independent variables, one intervening variable, and one dependent variable.

Table 7. Summary of Data Normality Testing

No	Variable	(df)	Sig. 0,05	x ² count	x ² table	Conclusion
1	X4	5		4,362	< 12,529	Normal
2	X1	5		2,05	< 12,529	Normal
3	X2	5		3,755	< 12,529	Normal
4	X3	5		5,131	< 14,067	Normal

The data normality test was performed using the chi-square formula. Based on the values obtained in $x^2\text{Count} < x^2\text{table}$ It was concluded that the data for the employability (X4), self-esteem (X1), self-efficacy (X2), and self-confidence (X3) variables were normally distributed. The homogeneity test was performed to determine whether the data variance was homogeneous or not.

Table 8. Testing the Homogeneity of Variable Data Using the Bartlett Test

No	Variable	dk	x ² count	x ² table	Conclusion
1	X1 for X4	79	0,0391	< 99,61	Homogen
2	X2 for X4	79	3,1002	< 99,61	Homogen
3	X3 for X4	79	1,068	< 99,61	Homogen
4	X1 for X3	79	0,817	< 99,61	Homogen
5	X2 for X3	79	0,534	< 99,61	Homogen

Based on the calculations in table 8 above, it can be concluded that the homogeneity test for the self-esteem variable (X₁) against the santri employability

variable (X_4), the self-efficacy variable (X_2) against the santri employability variable (X_4), the self-confidence variable (X_3) against the santri employability variable (X_4), the self-esteem variable (X_1) against the self-confidence variable (X_3), and the self-efficacy variable (X_2) against the self-confidence variable (X_3) shows the magnitude of the value $x^2 \text{ count} < x^2 \text{ table}$, therefore the data for these variables are deemed homogeneous and meet the requirements for further testing. The linearity test aims to determine whether the regression line between variables forms a linear or nonlinear line.

Table 9. Summary of Linearity Test Results

No	Variable	dk ($\alpha = 0,05$)	F count	F table	Conclusion
1	X_1 for X_4	1/78	0,524	1,82	Linear
2	X_2 for X_4	1/78	0,408	1,82	Linear
3	X_3 for X_4	1/78	0,336	1,82	Linear
4	X_1 for X_3	1/78	0,524	1,80	Linear
5	X_2 for X_3	1/78	0,069	1,82	Linear

Table 9 concluded that the significance test of the regression on the self-esteem variable (X_1) against the employability of students (X_4), self-efficacy (X_2) against the employability of students (X_4), self-confidence (X_3) against the employability of students (X_4), self-esteem (X_1) against self-confidence (X_3), self-efficacy (X_2) against self-confidence (X_3) shows the magnitude of the value in F count $>$ F table, then the data on the variable can be declared significant. Furthermore, the linearity test on the self-esteem variable (X_1) against the employability of students (X_4), self-efficacy (X_2) against the employability of students (X_4), self-confidence (X_3) against the employability of students (X_4), self-esteem (X_1) against self-confidence (X_3), self-efficacy (X_2) against self-confidence (X_3) shows the magnitude of the value in Fcount $<$ Ftable, Therefore, the data on these variables can be declared linear and meet the requirements for further testing.

The calculation results indicate that the data on the variables employability, self-esteem, self-efficacy, and self-confidence are normal, homogeneous, and linear. Therefore, all data have passed the analysis requirements and proceed to the hypothesis testing stage. This study has three substructures. Substructure 1 addresses hypotheses 1, 2, and 3, as shown in the following figure:

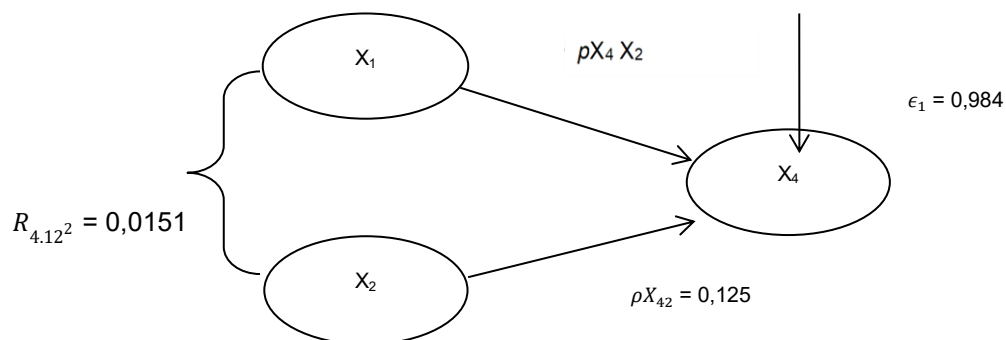


Figure 5. Empirical Path Model of Self-Esteem and Self-Efficacy on Santri Employability

In structural 2, calculations were carried out to answer the hypotheses in points 4, 5, and 6 regarding the direct and simultaneous influence between the variables self-esteem (X1) and self-efficacy (X2) on self-confidence (X3). The results are shown in Figure 6.

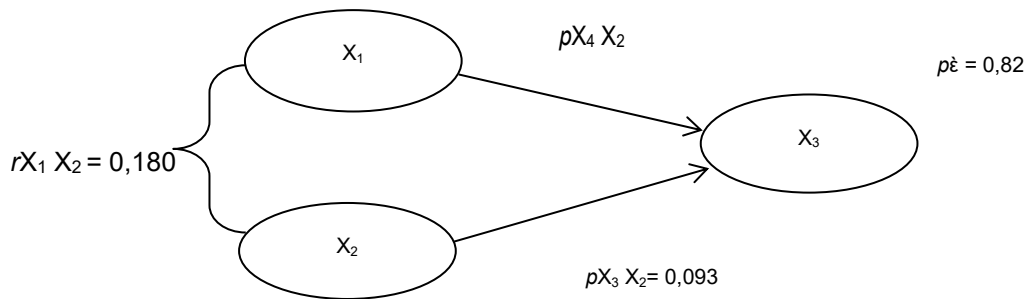


Figure 6. Empirical Causal Path Diagram of the Second Model's Structural Equation Between X1 and X2 and X3

Substructure 3 will answer questions 7 and 8 concerning the direct influence of self-esteem (X1), self-efficacy (X2), and self-confidence (X3) on the employability of vocational high school students (X4), both partially and simultaneously.

The calculation results show the following empirical causal path diagram between the variables:

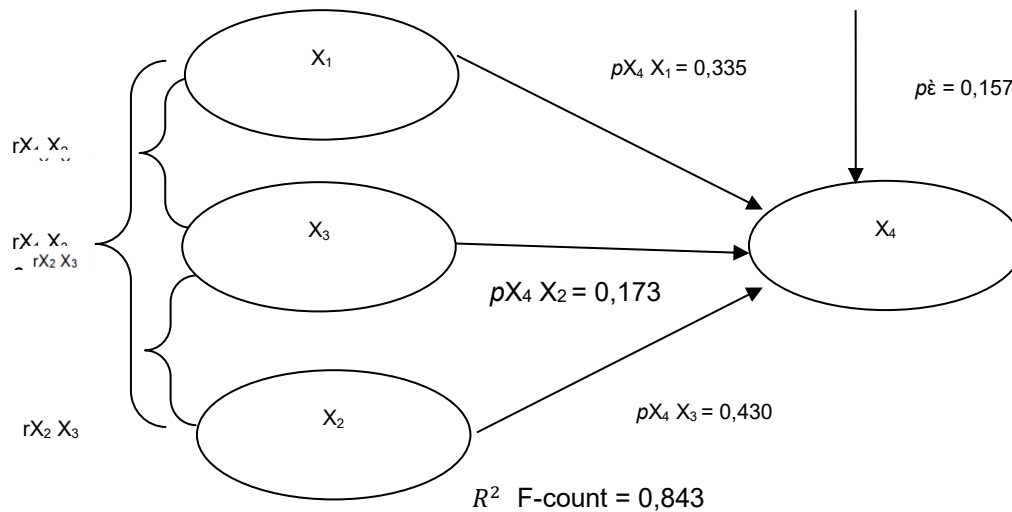


Figure 7. Empirical Causal Path Diagram for Substructure 3

A summary of the research data calculations is presented in the decomposition table as follows:

Table 10. Summary of Direct, Indirect, and Mediating Effects on Students' Employability

Hypothesis	Causality Influence			Rest e1, e2, e3	Sig.	t-count	t-table	f-table	Decision
	Direct		Indirect Through X ₃			f-count	α = 0,05	α = 0,05	
	Correlation Coefficient	Determinant Coefficient		Path Coefficient					
X ₁ -X ₄	0,01	0,1	0,721		0,019	8,394	1,990		H ₁ Accepted
X ₂ -X ₄	0,121	0,0146	0,125		0,028	8,364	1,990		H ₁ Accepted
X ₁ , X ₂ -X ₄	0,123	0,151	0,0151	0,984	0,000	6,847		3,11	H ₁ Accepted
X ₁ -X ₃	0,133	0,180	0,108		0,023	8,910	1,990		H ₁ Accepted
X ₂ -X ₃	0,255	0,50	0,093		0,012	2,333	1,990		H ₁ Accepted
X ₁ , X ₂ -X ₃	0,285	0,081	0,180	0,82	0,000	3,261		3,11	H ₁ Accepted
X ₃ -X ₄	0,904	0,818	0,430		0,000	25,767	1,991		H ₁ Accepted
X ₁ , X ₂ , X ₃ -X ₄	0,918	0,843	0,157	0,246	0,000	109,549	1,992		H ₁ Accepted
X ₁ -X ₄ (X ₃)	0,918		0,335	0,179	0,000	2,080	1,992		H ₁ Accepted
X ₂ -X ₄ (X ₃)	0,918		0,173	0,567	0,000	2,174	1,992		H ₁ Accepted

Interpretation based on the results of the research data calculations, this study proves three points are: The variables that have a significant partial influence are: first, self-confidence (X3) on student employability (X4) with a coefficient of determination of 0.818 (81.8%), second, self-efficacy (X2) on self-confidence (X3) with a coefficient of determination of 0.50 (50%), third, self-esteem (X1) on self-confidence (X3) with a coefficient of determination of 0.180 (18%), fourth, self-esteem (X1) on student employability (X4) with a coefficient of determination of 0.1 (10%), and fifth, self-efficacy (X2) on student employability (X4) with a coefficient of determination of 0.0146 (1.46%).

The variables that have a significant simultaneous influence are: first, self-esteem variable (X1), self-efficacy variable (X2), self-confidence variable (X3) on the Santri Employability variable (X4) with a determination coefficient of 0.843 (84.30%), second; self-esteem variable (X1), self-efficacy variable (X2) on the Santri Employability variable (X4) with a determination coefficient of 0.151 (15.10%), third; self-esteem variable (X1), self-efficacy variable (X2) on the self-confidence variable (X3) with a determination coefficient of 0.081 (8.1%).

The intervening (mediation) variables with the greatest influence are: first, self-esteem (X1) on the Santri Employability variable (X4) through self-confidence (X3) with a coefficient of determination of 0.335 (33.5%), second, self-efficacy (X2) on the Santri Employability variable (X4) through self-confidence (X3) with a coefficient of determination of 0.173 (17.3%).

Discussion

The findings of this study support the psycho-social perspective of employability proposed by Fugate, Kinicki, and Ashforth (2004), which argues that employability is influenced not only by technical competence but also by psychological resources. The results demonstrate that self-esteem, self-efficacy, and self-confidence significantly contribute to students' employability in *pasantren-*

based vocational schools. These findings are consistent with Parmer's (2022) theory of self-esteem, Wen et al.'s (2021) theory of self-efficacy, and Stankov's (2013) conception of self-confidence as an important non-cognitive factor associated with performance and achievement. Collectively, the results confirm that psychological readiness is a crucial element in preparing vocational school graduates to enter and adapt to the labor market.

The partial-effect analysis revealed that self-confidence exerted the strongest influence on employability, whereas self-efficacy showed the smallest direct effect. Notably, self-confidence accounted for 81.8% of employability, indicating that students' readiness for employment depends heavily on their confidence in applying knowledge, skills, and experience in real workplace situations. This finding suggests that employability is not solely determined by possessing competencies, but also by the confidence to demonstrate those competencies effectively. Students who believe in their ability to communicate, collaborate, solve problems, and adapt to professional environments are more likely to demonstrate higher employability.

The simultaneous-effect analysis further supports the CareerEDGE Model of Graduate Employability developed by Sugathadasa et al. (2021). The findings indicate that psychological factors collectively contribute to students' employability development in *pesantren*-based vocational schools. While the CareerEDGE framework emphasizes the importance of knowledge, skills, experience, and personal development, the present study highlights that self-esteem, self-efficacy, and particularly self-confidence play a significant role in strengthening employability. Therefore, the study provides contextual support for the CareerEDGE framework within Islamic vocational education settings and reinforces the importance of integrating psychological development into employability enhancement strategies (Munawwaroh, 2024; Widiyanti et al., 2024).

Another important finding concerns the mediating role of self-confidence. The indirect effect of self-esteem on employability through self-confidence (33.5%) was substantially greater than its direct effect (10%). In comparison, the indirect effect of self-efficacy on employability through self-confidence (17.3%) also exceeded its direct effect (1.46%). These results indicate that self-confidence functions as a transformational psychological mechanism through which students' positive self-evaluations and competence beliefs are translated into actual work readiness (Santos et al., 2025; Landrum et al., 2021; Sejdini et al., 2020). Consequently, employability is formed not through a simple accumulation of psychological traits but through a reflective process that enables students to express their competencies effectively in professional environments.

From a practical perspective, the findings imply that *pesantren*-based vocational schools should not focus exclusively on vocational competencies and technical skills. Educational institutions should also implement programs to strengthen students' psychological readiness, particularly self-confidence. Activities such as leadership training, career mentoring, workplace simulations, public speaking exercises, entrepreneurial projects, internship presentations, and job-interview training can help students develop the confidence required to transform their competencies into employability outcomes. Thus, psychological

capital should be viewed as a strategic educational resource alongside vocational competence and character development.

Based on the empirical findings and theoretical synthesis, this study proposes the Islamic Psychological Employability (ISPE) Model as a contextual extension of the CareerEDGE framework. The model positions self-confidence as the central mediating mechanism that transforms self-esteem and self-efficacy into employability outcomes. In the context of *pesantren*-based vocational education, employability is understood as a multidimensional construct encompassing career readiness, adaptability, communication, networking ability, and professional responsibility. Although spiritual and moral values were not directly measured in this study, the unique educational environment of *pesantren* provides an important contextual foundation that may strengthen students' psychological resources and professional behavior. Therefore, the ISPE Model offers a contextual and integrative framework for understanding employability development among students in Islamic vocational education.

CONCLUSION

This study demonstrates that psychological factors significantly influence employability among students in *pesantren*-based vocational schools, with self-confidence emerging as the most influential factor and the primary mediating mechanism between self-esteem, self-efficacy, and employability. The most important lesson derived from this research is that employability is not solely determined by vocational competence or positive self-perceptions, but by students' confidence in translating their abilities into real workplace performance. The study contributes to the employability literature by extending the psychological dimension of the CareerEDGE framework and proposing the Islamic Psychological Employability (ISPE) Model as a contextual framework for Islamic vocational education. Nevertheless, this research is limited by its focus on a specific regional context and a restricted set of psychological variables. Future studies should incorporate broader samples, additional psychological and environmental factors, and advanced analytical approaches to validate further and refine the proposed model.

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