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Work Readiness: The Role of Activeness in Organizations and Self-Efficacy

Kesiapan Kerja: Peran Keaktifan Berorganisasi dan Efikasi Diri

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ABSTRACT

Unemployment is a common and complex issue in various regions of Indonesia, and the importance of good work readiness prior to graduation is a key aspect of this problem. This research aims to investigate the influence of activeness in organization and self-efficacy on the work readiness of the Student Association of the Faculty of Engineering at University X in Samarinda. This study uses a quantitative method. The subjects in this research are 100 students involved in the Student Association of the Faculty of Engineering at University X in Samarinda, selected using a simple random sampling technique. The data collection methods include scales for activeness in organization, self-efficacy, and work readiness. The results of this research show a 72% influence of activeness in organization and self-efficacy on work readiness. There is a significant influence of activeness in organization on work readiness. Furthermore, there is a significant influence of self-efficacy on work readiness.

Keywords: work readiness, activeness in organizations, self-efficacy

ABSTRAK

Pengangguran adalah masalah yang umum dan kompleks di berbagai daerah di Indonesia, dan pentingnya kesiapan kerja yang baik sebelum kelulusan merupakan aspek kunci dari masalah ini. Penelitian ini bertujuan untuk menginvestigasi pengaruh keaktifan berorganisasi dan efikasi diri terhadap kesiapan kerja Himpunan Mahasiswa Fakultas Teknik di Universitas X di Samarinda. Studi ini menggunakan metode kuantitatif. Subjek dalam penelitian ini adalah 100 mahasiswa yang terlibat dalam Himpunan Mahasiswa Fakultas Teknik di Universitas X di Samarinda, yang dipilih menggunakan teknik pengambilan sampel acak sederhana. Metode pengumpulan data meliputi skala untuk keaktifan berorganisasi, efikasi diri, dan kesiapan kerja. Hasil penelitian ini menunjukkan pengaruh keaktifan berorganisasi maupun efikasi diri terhadap kesiapan kerja sebesar 72%. Terdapat pengaruh signifikan keaktifan berorganisasi terhadap kesiapan kerja. Selain itu, terdapat pengaruh dan signifikan dari efikasi diri terhadap kesiapan kerja.

Kata Kunci: kesiapan kerja, keaktifan berorganisasi, efikasi diri

INTRODUCTION

Unemployment is an alarming phenomenon as it affects the sustainability and progress of a country. According to data from BPS (Statistics Indonesia), the number of unemployed people in Indonesia has increased in recent years, peaking in 2020 when the unemployment rate reached 7.07% due to the COVID-19 pandemic. The main factor contributing to the rise in unemployment during the pandemic was the termination of employment (PHK) in many companies that had to cease operations due to the enforcement of lockdowns, social restrictions, and large-scale social distancing (PSBB) (Fahri et al., 2019). The increase in the number of unemployed people in a country impacts economic growth (Franita et al., 2019). A rise in unemployment rates can cause economic problems, as it leads to wasted potential for producing goods and services from unemployed individuals (Rianda, 2020). Additionally, from a social perspective, high unemployment rates can increase poverty levels, which may eventually affect crime rates. Difficulty in finding employment drives many individuals to commit crimes, such as theft and robbery, to meet their basic needs (Ishak, 2019).

Unemployment is a general and complex issue that occurs in various regions, as it not only affects those with low educational backgrounds but can also impact on those with higher educational qualifications (Adriyanto et al., 2020). Research by Anjarwati and Juliprijanto (2021) shows that education levels have a positive and significant effect on educated unemployment. Specifically, every 1% increase in education level will result in a 0.15% increase in educated unemployment. Several factors that cause unemployment include the imbalance between the workforce and the available job opportunities, where the workforce exceeds the number of job opportunities, as well as the negative impact of unemployment on economic growth (Adriyanto et al., 2020). Moreover, individual work readiness also plays a role in influencing unemployment levels. A low level of work readiness in individuals can lead to an increase in unemployment rates.

Setyawati and Karim (2020) explain that work readiness is a condition where individuals have the physical and mental maturity to work based on previous experience. The work readiness of university graduates should be sufficient to help them enter the job market. However, as mentioned earlier, many university graduates lack adequate work readiness, leading to unemployment. One factor contributing to the lack of work readiness among university graduates is the insufficient training of soft skills such as leadership, communication, creativity, and decision-making in formal education (Matsouka & Mihail, 2016). Soft skills refer not only to an individual's inherent abilities but also to a set of personality traits that can synergize and contribute effectively to an individual's task performance and professional effectiveness (Kurniawan, 2020). Activeness in organizations can help enhance students' work readiness by providing new experiences through interactions with individuals involved in those organizations (Maretha et al., 2022). This is consistent with Nurhab (2022) view on organizational activeness, where individual participation in organizations increases knowledge aimed at developing talents, creativity, and skills that can serve as a foundation for experience. Unfortunately, many individuals who are active in organizational activities are still not ready to work.

Research conducted by Liyasari and Suryani (2022) found a positive and significant partial influence between activeness in organization and work readiness. This means that if an individual's activeness in organization is high, their work readiness will also be high. Conversely,

if an individual's activeness in organization is low, their work readiness will also be low. Besides activeness in organization, another factor that can affect an individual's work readiness is self-efficacy. Patras et al. (2021) state that self-efficacy is the belief in one's own ability to achieve desired goals by managing various tasks encountered. Individuals with good self-efficacy believe in their ability to complete tasks and face challenges; however, many people still feel insecure and doubt their ability to complete tasks or face challenges. This can affect an individual's work readiness because good self-efficacy strengthens their confidence in facing new situations that may arise in the workplace (Andrianus, 2020). Therefore, if individuals have poor self-efficacy, they will feel less confident in facing work-related situations, which will impact their performance at work.

Based on the explanation above, it can be concluded that unemployment rates are influenced by various factors, one of which is individual work readiness. Work readiness is a condition where individuals possess the physical and mental maturity to work. However, the lack of soft skills training in formal education is one factor that leads to the insufficient work readiness of university graduates. Activeness in organizations can help enhance students' work readiness by providing new experiences that teach skills, interests, abilities, motivation, and various other soft skills through interactions with individuals involved in those organizations. In addition to organizational activeness, self-efficacy also affects an individual's work readiness. Individuals with good self-efficacy have confidence in their ability to complete tasks and face challenges, thus strengthening their belief in handling new situations that may arise in the workplace. On the contrary, if individuals have poor self-efficacy, they will feel less confident when facing work-related situations, which will affect their performance at work.

Previous research on the influence of organizational activeness conducted by Irmayanti et al. (2020) found that organizational activities carried out by students positively impact their readiness to enter the workforce. This means that the more active and contributing students are in organizations, supported by adequate soft skills, the more mature and ready they are for work. On the other hand, previous research on the influence of self-efficacy on work readiness conducted by Chotimah and Suryani (2020) found a positive and significant effect of self-efficacy on work readiness. This shows that if an individual's self-efficacy is high, their work readiness will also be high.

This study aims to explain the factors influencing work readiness developed among students who participate in the Student Association of Engineering. Based on the previous studies mentioned, it can be concluded that organizational activeness and self-efficacy influence career decision-making. The high unemployment rate affects the country's economy. A decline in the national economy impacts various aspects of society's lives, ranging from financial to social and mental conditions. Therefore, the researchers believe in the importance of conducting this study. It is hoped that this research can expand society's understanding of the influence of organizational activeness and self-efficacy on work readiness. Furthermore, this research is expected to provide recommendations or solutions to address the lack of work readiness to reduce unemployment rates.

METHOD

The quantitative method was used in this study, with work readiness as the dependent variable and activeness in organization and self-efficacy as the independent variables. The sample used in this study consisted of 100 students from the Student Association of the Faculty of Engineering, University X in Samarinda. The sampling method used in this research was probability sampling, where each member of the population had an equal chance of being selected as a sample. The sampling process was carried out using the simple random sampling technique, in which sample members were randomly selected from the entire population without considering existing strata (Sugiyono, 2018).

Table 1.
Demographic Factor of Sample (N=100)

Demographic Factor	f	%
Gender		
Male	41	41%
Female	59	59%
Age		
<18-20 years old	69	69%
21-22> years old	31	31%

The measurement tools used in this study were Likert-type scales for data collection techniques. The work readiness scale, self-efficacy scale, and activeness in organization scale were the three measurement tools utilized. There were four response options for each positive and negative statement: strongly agree, agree, disagree, and strongly disagree. The data processing in this study began with conducting validity and reliability tests on each scale variable used. For the work readiness scale, 28 items were used with a reliability value of 0.959. The activeness in organization scale used 24 items with a reliability value of 0.849. The self-efficacy scale used 16 items with a reliability value of 0.836. Subsequently, the research framework was explained.

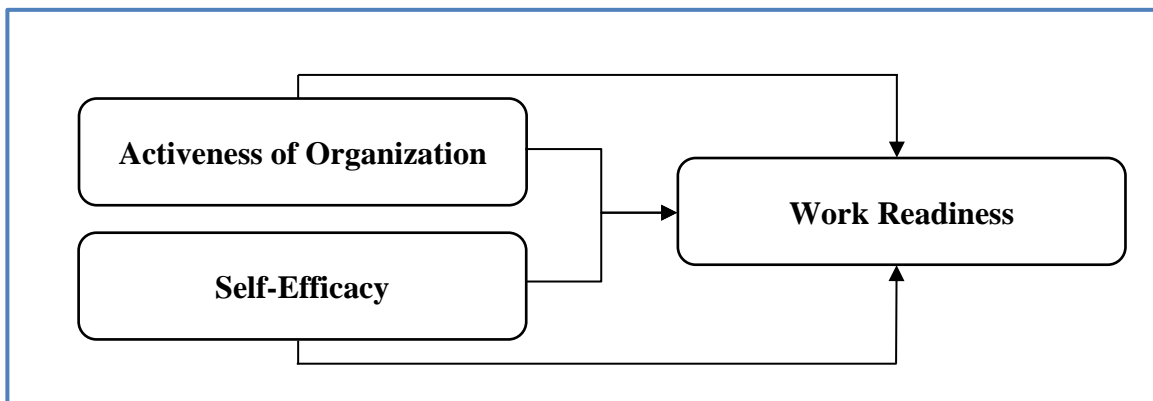


Figure 1. The Research Framework

RESULT AND DISCUSS

The empirical mean and hypothetical mean were obtained from the responses of the research sample through the three research scales: work readiness, activeness in organization, and self-efficacy. The empirical mean and empirical standard deviation are presented as follows:

Table 2.
Empirical Mean and Hypothetical Mean

Variable	Empirical Mean	Hypothetical Mean	Status
Work Readiness	79.18	70	High
Activeness in Organizations	71.78	60	High
Self Efficacy	44.82	40	High

The table above provides a general overview of the data distribution among the research subjects, specifically students from the Student Association of the Faculty of Engineering at Mulawarman University. Based on the measurements conducted using the work readiness scale, the empirical mean was found to be 79.18, which is higher than the hypothetical mean of 70, indicating a high status. This result suggests that the subjects in this study have a high level of work readiness. From the measurement using the activeness in organization scale, the empirical mean was found to be 71.78, which is higher than the hypothetical mean of 60, also indicating a high status. This finding indicates that the subjects in this study are highly active in organizational activities. Additionally, the measurement from the self-efficacy scale showed an empirical mean of 44.82, which is higher than the hypothetical mean of 40, also indicating a high status. These results suggest that the subjects in this study demonstrate a high level of self-efficacy.

Table 3.
Full Model Regression Analysis Test

Variable	F-val	F-tab	R ²	P
Work Readiness, Activeness in Organizations, Self Efficacy	123.277	3.09	0.718	0.000

Based on the table above, the research findings indicate that the calculated F Value is greater than the F Tab value, and the p-value is less than 0.05, which signifies that activeness in organization and self-efficacy have a significant influence on work readiness, with $F = 123.277$, $R^2 = 0.718$, and $p = 0.000$. This means that the main hypothesis of this study is accepted, demonstrating a significant effect of activeness in organization and self-efficacy on work readiness among students in the Student Association of the Faculty of Engineering at Mulawarman University. The results of the stepwise regression analysis are as follows:

Table 4.
Stepwise Regression Analysis Test

Variable	Beta	T-val	T-tab	p
Activeness in Organizations – Work Readiness	0.623	7.721	1.984	0.000
Self Efficacy - Work Readiness	0.274	3.400	1.984	0.001

It was found that the calculated t-value is greater than the critical t-value, and the p-value is less than 0.05, indicating a positive and significant effect of activeness in organization on work readiness, with a beta coefficient (β) of 0.623, $t = 7.721$, and $p = 0.000$ ($p < 0.05$). This shows that the minor hypothesis in this study is accepted, indicating a significant influence of activeness in organization on work readiness. Furthermore, concerning self-efficacy and work readiness, the results show that the calculated t-value is greater than the critical t-value, also indicating a positive and significant effect, with a beta coefficient (β) of 0.274, $t = 3.400$, and $p = 0.001$ ($p < 0.05$). This shows that the minor hypothesis in this study is accepted, indicating a significant influence of self-efficacy on work readiness.

Discuss

Based on the hypothesis testing from the full model regression analysis, the results indicate that the main hypothesis in this study is accepted, demonstrating that activeness in organization and self-efficacy significantly influence work readiness among students in the Student Association of the Faculty of Engineering at Mulawarman University. The contribution of this influence is shown by an R^2 value of 0.718, meaning that 71.8% of the variation in work readiness can be explained by activeness in organization and self-efficacy. Sugiyono (2018) explains that a coefficient interval in the range of 0.600 to 0.799 falls into the strong category. This suggests that the influence of activeness in organization and self-efficacy on work readiness is considered strong.

Research by Rahmadani and Mardalis (2022) also found that student work readiness is influenced by self-efficacy and activeness in organization. Nasution et al. (2022) revealed similar findings, but the researchers noted that self-efficacy has a positive effect on student work readiness, whereas activeness in organization does not significantly affect work readiness. The researchers explained that an individual's self-efficacy affects the success they will achieve. When self-efficacy is low, individuals do not feel confident in their abilities and experiences, leading them to believe that they cannot achieve success (Saks, 2024). In this context, it can be said that individuals may lack courage in their career decisions, resulting in lower work readiness.

Based on the hypothesis testing from the stepwise regression analysis, the results indicate that the minor hypothesis in this study is accepted, showing a significant effect of activeness in organization on work readiness among students in the Student Association of the Faculty of Engineering at Mulawarman University, with a beta coefficient (β) of 0.623, $t = 7.721$, and $p = 0.000$ ($p < 0.05$). This hypothesis test also indicates that the higher the activeness in organization, the higher the work readiness. Conversely, low activeness in organization correlates with low work readiness.

Ningrum et al. (2018) also emphasized that organizational activeness significantly affects student work readiness. Liyasari and Suryani (2022) found similar results, indicating a significant influence of activeness in organization on student work readiness. This occurs because when students are interested in participating in organizations, they tend to prioritize those organizations and strive to be actively involved, thereby gaining sufficient experience within the organization that can serve as preparation for future jobs. When students gain adequate experience from the organizations they participate in, they acquire certain soft skills and hard skills that can be applied in their future careers. This contrasts with students who are not involved in organizations, who

may lack such soft and hard skills (Fadhillah et al., 2023). Gunawan et al. (2019) explained that activeness in organization can influence student work readiness, as researchers clarify that students active in organizations can perform tasks or fieldwork, such as effective communication in public environments.

Based on the hypothesis testing from the stepwise regression analysis, the results indicate that the minor hypothesis in this study is accepted, confirming the significant influence of self-efficacy on work readiness among students in the Student Association of the Faculty of Engineering at Mulawarman University, with a beta coefficient (β) of 0.274, $t = 3.400$, and $p = 0.001$ ($p < 0.05$). This result shows that the higher the self-efficacy possessed by students in the Student Association of the Faculty of Engineering at Mulawarman University, the higher their work readiness, and vice versa. If self-efficacy is low, work readiness will also be low.

These findings are consistent with research conducted by Lubis and Khairani (2021) which explained that students' self-efficacy significantly and positively affects their work readiness. This is supported by the researchers' statement that students with high self-efficacy can think and manage their behavior well and maintain good relationships with their peers. Based on this explanation, the researchers continued by stating that this behavior can serve as a foundation for students to develop their work readiness. Simanjuntak and Simanjuntak (2023) also stated that students with good self-efficacy will be more confident in their ability to enter the workforce and prepare for jobs after graduation. When entering the job market, self-efficacy plays an essential role as a foundation that provides motivation for students to face future jobs (Ubaidillah & Andriani, 2022). Fitriyana et al. (2021) further explained that self-efficacy accounts for 27.5% of student work readiness, as reflected in the researchers' findings that mastery of knowledge and skills in both organizational and work environments helps students become more prepared for their future careers.

These findings align with previous research, demonstrating that higher self-efficacy positively impacts students' confidence and readiness to face the working world. Additionally, active participation in organizational activities enhances essential skills and experiences needed in professional environments (Li et al., 2022). The implications of this study suggest that educational institutions should encourage student involvement in organizations to improve self-efficacy and work readiness. By prioritizing these aspects, both students and institutions can contribute effectively to preparing for work challenges, ultimately producing top graduates.

CONCLUSION

The findings of this study reveal that activeness in organization and self-efficacy significantly influence work readiness among students of the Faculty of Engineering at Mulawarman University, with an R^2 value of 0.718, indicating a strong effect. Students who actively participate in organizations tend to develop better skills and experience, thereby enhancing their readiness to enter the job market. This study also emphasizes that good self-efficacy positively impacts readiness for future employment. Future research could explore other variables that contribute to work readiness and assess the long-term benefits of organizational involvement on students' career development, utilizing a larger sample size.

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