

# The Effect Of Self Efficacy, Job Training, And Job Interest On Work Readiness Of Solo Raya Students

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## ABSTRACT

*This study aims to examine the effect of self-efficacy, job training, and job interest on the work readiness of students in Solo Raya. The type of research used in this study is quantitative descriptive. The population in this study were active students in Solo Raya. The sample used in this study was 173 students from 3 Islamic universities in Solo Raya, namely UIN Raden Mas Said Surakarta, Muhammadiyah University of Surakarta, and Batik Islamic University of Surakarta. The research instrument was carried out by distributing questionnaires with a Likert scale of seven answer choices. The method used is probability sampling using Smart PLS as a data analysis tool. The results showed that the three independent variables had a positive and significant effect on the work readiness of students. This finding indicates the importance of these three factors in preparing students to enter the workforce.*



## INTRODUCTION

Badan Pusat Statistik (BPS) Indonesia, (2024) noted that the unemployment rate in Indonesia in February 2024 was 4.82%. This figure decreased from the previous year, where the unemployment rate in Indonesia in 2023 was 5.45%. However, when viewed based on Education Level, the number of unemployed bachelor's graduates was 5.63% in 2024. This figure increased from the previous year, which was 5.52%. According to Handayani (2015), bachelor's graduates produced by Indonesian Universities do not yet match job needs. This is because there is a gap between graduate competencies and what is needed in the world of work. This shows that bachelor's graduates still need to improve their readiness to enter the professional world. Maliki & Rini (2024) said that despite having a bachelor's degree from a university, a large number of graduates have difficulty entering the job market, and students are still lacking in terms of work readiness.

On an international scale, work skills and readiness have become the main prerequisites for being able to compete in an increasingly competitive labor market (Chigbu & Nekhwevha, 2022). Students' work readiness is a crucial aspect that determines how smoothly they transition from education to the professional world. Angraini et al. (2021) stated that the world of education and the world of work have differences, in the world of education, high grades indicate that students are smart while in the world of work, satisfactory expertise and skills are assessed from people's performance at work. The application of science and technology in the increasingly complex world of work requires not only mastery of academic material, but also intrapersonal abilities or a person's character in managing emotions, collaborating with a team, and adapting to change. It is important to measure how prepared someone is to enter the workforce, and a comprehensive evaluation tool is needed, which looks not only at academic knowledge, but also at social skills and the ability to adapt to the work environment. (Abuhussain et al., 2021).

A person's ability to be ready for work is not only determined by knowledge and skills, but also by psychological factors such as motivation, interest, and self-management skills (Wiharja MS et al., 2020). Mental maturity that has been formed can certainly increase a person's self-confidence. This self-efficacy convinces oneself of the abilities they have. Bandura (1997) defines self-efficacy as a person's belief in his or her ability to perform certain tasks to achieve desired outcomes (Dihag et al., 2022).

Job training plays an important role in improving students' work readiness by giving them the opportunity to apply theoretical knowledge in a real environment. Training can improve employee abilities and skills so that they better understand their duties and responsibilities at work (Oktavianti & Maurelia, 2022). Abid & Safiih (2023) said that training not only develops employee abilities but also sharpens thinking skills and creativity in carrying out each task and responsibility so that employees are able to provide maximum performance for the company. In addition, job training can have an important impact, namely it can provide motivation and can build self-confidence so that it will later improve work performance (Alhidayatullah et al., 2023).

In addition, job interest is an affective aspect of a person that influences their work readiness. According to Yusuf (2005) job interest is a state where a person determines how far the person participates in a job or activity (Mustari, 2021). Interest is more than just a hobby. Dalyono (2012) argues that great interest is great capital which means achieving the desired object or target (Gohae, 2020). Riyanti and Kasyadi (2021) said that interest will arise from within a person consciously to do something to achieve satisfaction

with an object (Jaya et al., 2023). Someone who is interested in a particular object tends to feel happy when they are in that object. They tend to pay great attention because they feel that the object is meaningful to them and there is hope from the object in question.

Self-efficacy has a major influence on students' work readiness because high self-confidence encourages them to be more confident in their own abilities in completing work tasks. (R. N. Sari & Nisa, 2024) said that self-efficacy has nothing to do with a person's personality, physical characteristics or traits, or skills that a person has, but rather a person's ability to do something to achieve a goal that you want to achieve you can believe in yourself. Masri et al. (2018) Individuals with high self-efficacy will believe in their ability to overcome tasks to achieve goals with various types and levels of difficulty (Purnama et al., 2024). In addition, this belief helps them manage stress and pressure, and improves their ability to make better career decisions. Optimal self-efficacy in individuals allows a person to overcome the difficulties they face and overcome the problems and obstacles that hinder them when achieving their goals (Novrianti & Shofiyah, 2022).

This study was conducted to explore more deeply how self-efficacy, job training, and job interest can be optimized to reduce the gap between the job readiness of students in Solo Raya and the available job opportunities.

## LITERATURE REVIEW

### SOCIAL COGNITIVE CAREER THEORY (SCCT)

Bandura (1986) explained that social cognitive theory emphasizes that most individual learning occurs in their social environment through observation (Nurfadhilla & Habsy, 2024). This theory was later developed into the Social Cognitive Career Theory (SCCT) career planning theory. SCCT is a theory that explains how a person's thoughts, feelings, and experiences influence their career choices and development. The theory also looks at how the surrounding environment, such as family and friends, as well as other factors such as abilities and interests, play a role in shaping a person's career (Brown, 2002). Demulier et al. (2013) said that SCCT provides a comprehensive framework to help individuals make better career decisions (Wendling & Sagas, 2020).

SCCT is a theory that tries to understand three important things in career development: how a person's interest in a particular field of study or job arises and changes, how the decision to choose a particular education or job is made, and what influences the achievement of success in the chosen field (Lent et al., 1994). This theory, developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, is based on cognitive theory, especially Bandura's self-efficacy theory (1986), which states that there is a mutually influential relationship between humans and their environment (Sa'diah, 2018). Wu et al. (2022) SCCT argues that self-efficacy beliefs play a significant role in guiding students' educational and vocational decisions. These beliefs are related to expected outcomes and shape the origins of interests, which greatly influence their career paths and performance (Li et al., 2024).

### SELF-EFFICACY

According to Suryani et al. (2020) efficacy is the belief in one's own abilities that "I can". Meanwhile, Hartinawanti (2022) said that self-efficacy is the belief in students' abilities to carry out learning activities consciously, and to be able to complete learning tasks in certain situations and times according to the targets that have been set. Pajares

& Schunk (2001) Self-concept refers to a person's overall thoughts, feelings, and beliefs about themselves, including assessments of their abilities, values, and self-worth (Hu et al., 2022). This belief is not so much related to specific content knowledge, but rather to a person's belief that they can complete tasks or achieve goals successfully. These beliefs are developed through four main sources proposed by Bandura (1997), including: personal mastery experiences, verbal persuasion, vicarious learning, and emotional states (Klien et al., 2024).

Galiana et al. (2024) States that the stronger the self-confidence you have, the higher the standard of thinking, and the greater the perseverance you have. Bandura (1997) also argued that when someone faces difficulties in studying or working, their self-confidence will greatly influence the decisions they make. People who are confident tend to be more courageous in facing challenges, more motivated, and more persistent in trying (Alvarez-Huerta et al., 2022). Self-efficacy plays an important role for students during their internship. According to Luthan (2006), Self-efficacy is a person's subjective assessment of his or her ability to carry out the actions necessary to achieve a particular outcome (Syifana & Rochmatullah, 2024). Saks (2006) said that A high level of self-confidence makes students more enthusiastic and proactive in taking advantage of learning opportunities during internships (Saputra et al., 2024).

## JOB TRAINING

Campbell et al. argue that training is a systematic effort to develop human resource capacity through planned learning experiences to facilitate the development or modification of knowledge, attitudes and skills (Shin et al., 2020). According to Priansa (2016) training program aims to equip employees with additional skills appropriate to complete complex job tasks with a higher degree of accuracy and speed (Andronicus et al., 2021). Fauziyah et al. (2019) said that most organizations have used traditional training programs such as workshops and seminars to polish and improve employee skills (Obaid et al., 2020). The initial interest and involvement of employees is very important for the success of the managed and profitability of the Company (Bend, 2023).

The job training referred to and measured in this study is the internship experience that has been carried out. Internship experience is considered important to optimize work readiness, and if students do not have it, they will certainly have difficulty achieving their enthusiasm in facing the world of work later (Pambajeng et al., 2024). Through internship experience, students have extraordinary competencies, especially at the level of knowledge, as well as work ethics and skills that meet the demands of work life and provide appreciation and recognition of work experience as part of the learning process (Alfiana et al., 2024).

## JOB INTEREST

According to Reza (2020) interest is a person's mental attitude including the three functions of his soul (cognition, conation, and emotion) which aims at something, and in that relationship the strongest element of feeling (Aji et al., 2022). The formation of interest begins with feelings of pleasure and a positive attitude (Ghozali, 2023). Research by Riyanti and Kasyandi (2021) explains that interest will arise from within a person consciously to do something in order to achieve satisfaction with an object (Jaya et al., 2023). Kartono (1985) explains that work interest reflects an interest in the type of work that suits the individual's interests (Aminulloh & Sudiro, 2024). According to Dalyono

(2012) great interest is great capital which means achieving the desired object or target (Gohae, 2020).

According to Yusuf (2005) job interest is a condition where a person determines how far the person participates in a job or activity (Mustari, 2021). Job interest has an important motivation to try hard and fight for increased work readiness in students (Pasamba et al., 2024). Individuals who do a task with interest will generally get better results than individuals who do something without interest (Hasanuddin & Ashari, 2020). According to Hartono indicators of job interest are attention, pleasure, desire, and willingness (Gohae, 2020). Meanwhile, according to Rianti (2015) it is stated that there are 3 indicators that can be used to measure a person's job interest, namely: feelings of pleasure and interest, having attention, concentration (Mustari, 2021).

## WORK READINESS

The dynamic era of globalization demands competent and adaptive human resources, and those with professional expertise in their fields that are relevant to the demands of the ever-growing and complex job market (Hulu, 2020). Work readiness is a manifestation of an individual's ability to apply the knowledge and skills acquired during their studies in a real work context, as well as demonstrating a willingness to continue learning and adapting to the world of work (Chigbu & Nekhwevha, 2022). Caballero & Walker (2010) said that work readiness is defined as a combination of competencies and attributes that graduates must have when entering the world of work (Yang et al., 2024).

According to Mutia Lestari et al. (2023) work readiness is a state of mental maturity and physical maturity as well as a person's learning experience that is in harmony to do the job they have chosen. In this situation, students who will become prospective workers must prepare themselves to have work readiness according to the abilities needed in the world of work (Setiarini et al., 2022). Work readiness is needed to meet the world of work to reduce unemployment rates. This is because the world of work requires maturity or readiness from various cognitive, affective, and psychomotor aspects carried out by work behavior (Sari & Manunggal, 2023). Caballero et al. (2011) argue that there are at least four perspectives on the scale of graduate work readiness, including work competence, social intelligence, organizational intelligence, and personal characteristics (Abuhussain et al., 2021).

## METHODOLOGY

### POPULATION AND SAMPLE

Research methods are scientific ways of collecting and analyzing data to answer research questions (Sugiyono, 2017). The research method in this article uses a quantitative approach. Neuman (2014) said that quantitative methods are used to test the truth of the theory that is raised and analyzed systematically and is easy to communicate. Population is a collection of objects to be studied and has certain characteristics, and if the population is too large, a sample can be taken from the population (Abdullah, 2015). Hair (2010) explains that if the population in the study is included in the infinitive population category, so the minimum number of samples in a quantitative study should be 5 to 10 times the number of indicators used in the research instrument. The number of indicators in this study is 17. The sample used in this study was 173 students. The samples collected were students who had participated in work training programs in the form of internships, PPL, or similar work training.

## DATA COLLECTION TECHNIQUE

This research method uses a questionnaire as the main instrument to collect primary data from students. Ferdinand (2014) explains that the scale is a data measuring tool or in other words what type of questions are used to generate data. Pasaribu et al. (2023) explains that the Likert scale is used to measure respondents' attitudes or opinions on a topic or statement. The questionnaire in this study uses a Likert scale model with 7 answer points. The sample collection technique used in this study was probability sampling with the Cluster Random Sampling approach. The clusters selected in this study consist of 3 universities, namely UIN Raden Mas Said Surakarta, Muhammadiyah University of Surakarta, and Batik Islamic University of Surakarta.

## DATA ANALYSIS TOOLS

The tool in this study uses SmartPLS Software to test the outer model and inner model. The outer model focuses on the relationship between latent variables (constructs) and their indicators. The 2 things measured in the outer model are reliability and validity. Reliability measures the Cronbach's Alpha and Composite Reliability values. While validity measures the Average Variance Extracted (AVE) value. Meanwhile, the inner model focuses on the causal relationship between the latent variables themselves. The things measured in the inner model are the path coefficient, and R-square (Rahadi, 2023).

## RESULTS AND DISCUSSION

A comprehensive explanation of the characteristics of the respondents who are the objects of the research used includes the respondents' identities such as gender, district/city of origin, and campus of origin, it can be seen in the following table:

Table 1. Descriptive Empirical Data

	Description	Frequency	Percentage
Gender	Male	69	39,9%
	Female	104	60,1%
Regency/City of Origin	Surakarta	33	19,2%
	Boyolali	35	20,3%
	Sukoharjo	24	14%
	Wonogiri	4	2,3%
	Klaten	10	5,8%
	Sragen	4	2,3%
	Karanganyar	12	7%
	Outside Solo Raya	50	29,1%
University	UIN Raden Mas Said Surakarta	66	38,2%
	Universitas Muhammadiyah Surakarta	60	34,7%
	Universitas Islam Batik Surakarta	47	27,2%

Source: Research data processed, 2024

The respondent data that has been obtained is then subjected to outer model testing as follows:

Table 2. Measurement Scale *Confirmatory Factor, Analysis Result, Reliabilities Cronbach's Alpha Coefficient and AVE*

<b>Statements</b>	<b>R</b>	<b>α</b>	<b>CR</b>	<b>AVE</b>	<b>Description</b>
<b>Self-Efficacy</b>					
I am confident that I am able to complete the tasks given during my internship well.	0.645				Valid
I am confident that I am able to overcome various challenges and obstacles that arise during the internship.	0.762				Valid
I am confident that I am able to work independently without relying on a supervisor.	0.716	0.780	0.848	0.529	Valid
When facing difficult tasks, I remain focused and motivated towards the work given at the internship.	0.772				Valid
I do not give up easily even when facing difficulties in completing the work given at the internship.	0.733				Valid
<b>Job Training</b>					
During my internship or PPL my technical skills increased in relevance to the needs of the work field	0.651				Valid
During my internship or PPL I received a good report score from the Company	0.703				Valid
During my internship or PPL my communication and teamwork skills improved	0.609	0.808	0.847	0.530	Valid
By participating in an internship or PPL I am skilled and have insight that is relevant to the work I do	0.834				Valid
During my internship or PPL program, my abilities increased so that I have time efficiency in carrying out the job description given	0.816				Valid



<b>Job Interest</b>			
If there is a job vacancy that suits my skills, I will apply for the job	0.750		Valid
I enjoy working in accordance with my field of expertise	0.632		Valid
I always look for information about job vacancies through various media	0.753		Valid
I am interested in jobs that match my experience, whether in my major, internship, or academic activities that I participate in.	0.690	0.800 0.847 0.528	Valid
I am interested in jobs that provide me with opportunities to grow, improve my skills, and clear job promotions.	0.796		Valid

Source: Research data processed, 2024

From the results of the validity test that has been carried out, several statement indicators were eliminated and no longer used in the analysis because they obtained Outer Loadings values  $< 0.6$  (Latan et al., 2015). To ensure that a measuring instrument actually measures what it wants to measure consistently and accurately, its reliability value must meet certain standards. The composite reliability and Cronbach's alpha values, which are indicators of reliability, should be above 0.70 (Chin, 2010). Referring to Ghazali (2016), the research instrument is considered reliable if the Cronbach's Alpha value exceeds the threshold of 0.60. Reliability testing in this study was carried out by looking at the Cronbach's Alpha value.

Tabel 3. *R Square Value*

Description	R Square	R Square Adjusted
Work Readiness (Y)	0.618	0.612

Source: Research data processed, 2024

From Table 3 above, it shows that changes in the variation of variable X, namely Self Efficacy, Job Training, and Job Interest simultaneously affect Work Readiness by 61.5%. Furthermore, Table 4 provides the estimated output for testing the structural model as follows:

Tabel 4. *Path Coefficients*

Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Description

Self-Efficacy (X1) -> Work Readiness (Y)	0.241	0.251	0.082	2.924	0.004	Positive Effect
Job Training (X2) -> Work Readiness (Y)	0.309	0.303	0.085	3.636	0.000	Positive Effect
Job Interest (X3) -> Work Readiness (Y)	0.358	0.351	0.073	4.885	0.000	Positive Effect

Source: Research data processed, 2024

Based on the path analysis conducted, the results show that the first hypothesis is accepted, where self-efficacy has a positive and significant influence on work readiness. This can be seen from the results of the original sample value of 0.241, T-Statistic  $2.924 > 1.960$  and P Value  $0.004 < 0.05$ . These results explain that the higher the self-efficacy, the better the work readiness. These results are in line with research conducted by Prisirilia & Widawati (2021) which states that self-efficacy has a positive and significant effect on work readiness. The results of research by Junengsih et al. (2024) also concluded that the influence of self-efficacy on work readiness was positively correlated. This means that self-efficacy supports students who are better prepared to enter the world of work (Pratiwi & Rini, 2023).

The results of the path analysis also prove that the second hypothesis is accepted with an original sample value of 0.309, T-Statistic  $3.636 > 1.960$  and P Value  $0.000 < 0.05$ . It can be concluded that the results of this study confirm that job training contributes positively and significantly to work readiness. These results are in line with the research of Junipitoyo et al. (2021) which also stated that job training has a positive and significant effect on work readiness. Then in the research of Prayitno et al. (2023) it was also found that job training has a positive and significant effect on work readiness. From the results of this study, it can be concluded that if someone has participated in job training, it can increase their work readiness.

The third hypothesis is also accepted, namely that job interest has a positive and significant effect on work readiness. This is evidenced by the original sample value of 0.358, T-Statistic  $4.885 > 1.960$ , and P Value  $0.000 < 0.05$ . This result is in line with Gohae (2020) which found that job interest has a significant influence on work readiness. This result is also in line with Amalia & Murniawaty (2020) which also found that there is a positive and significant influence of job interest on work readiness. This result proves that the higher the job interest, the better their work readiness. Interest in a particular field of work is the cause of students having work readiness, especially if assisted by the level of education being taken (Pasamba et al., 2024).

## CONCLUSION

This study aims to examine the influence of self-efficacy, job training, and job interest on work readiness. The results of the study showed a positive correlation between self-efficacy and work readiness. This means that the higher a person's level of self-confidence in their abilities, the higher their readiness to enter the workforce. Job training also contributes positively to work readiness. Job training can provide students with the

skills and knowledge needed in the world of work, thereby increasing their work readiness. Likewise, job interest contributes positively to work readiness. The higher a person's interest in a particular job, the more motivated they tend to be to prepare themselves and can affect their work readiness.

These findings can strengthen empirical evidence regarding work readiness influenced by self-efficacy, job training, and job interest. This finding also enriches the literature on understanding the factors that influence students' work readiness. In addition, institutions can also use this research as a basis for designing more effective programs to improve more accurate work readiness. The results of this study can also be a reference for further research that wants to explore the factors that influence students' work readiness.

Although this study has made a significant contribution, there are still several limitations that need to be considered. One of them is the limitation of the sample used. The research sample taken in this study only used a sample of 3 Islamic campuses in Solo Raya. This indicates that the results of this study may not be widely generalized to a larger student population. Further research is suggested to expand the scope of the sample by involving students from various higher education institutions and diverse backgrounds. Thus, the results of the study will have broader generalizations and can provide a more comprehensive picture.

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