THE INFLUENCE OF SELF-EFFICACY AND MOTIVATION IN ENTERING THE WORLD OF WORK ON STUDENTS' WORK READINESS IN THE FACULTY OF ECONOMICS, JAKARTA STATE UNIVERSITY

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Article Info

Abstract

This study aims to determine the effect of self-efficacy and motivation to enter the world of work on student work readiness of the faculty of economics, State University of Jakarta. The method used is a survey method. The respondetnt selection technique uses Propotional Random Sampling which refers to Isaac and Michael's table so that an affordable population of 441 students is obtaines with a sample of 195 students. The respondents studied in this study were students of the Faculty of Economics, State University of Jakarta, batch 2018. Data were collected through a questionnaire with a likert scale. Based on the results of the research conducted, it was found that Self-Efficacy has a positive and significant effect on Job Readiness. Motivation to Enter the World of Work has a positive and significant effect on Work Readiness. In accordance with the research hypothesis.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh antara Efikasi Diri dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. Metode yang digunakan adalah metode survei. Teknik pemilihan responden menggunanakan Propotional Random Sampling yang mengacu pada tabel Isaac dan Michael sehingga diperoleh populasi terjangkau sebanyak 441 mahasiswa dengan sampel berjumlah 195 mahasiswa. Responden yang diteliti dalam penelitian ini yaitu Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2018. Data dikumpulkan melalui kuesioner dengan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Efikasi Diri berpengaruh positif dan signifikan terhadap Kesiapan Kerja. Motivasi Memasuki Dunia Kerja berpengaruh positif dan signifikan terhadap Kesiapan Kerja. Sesuai dengan hipotesis penelitian
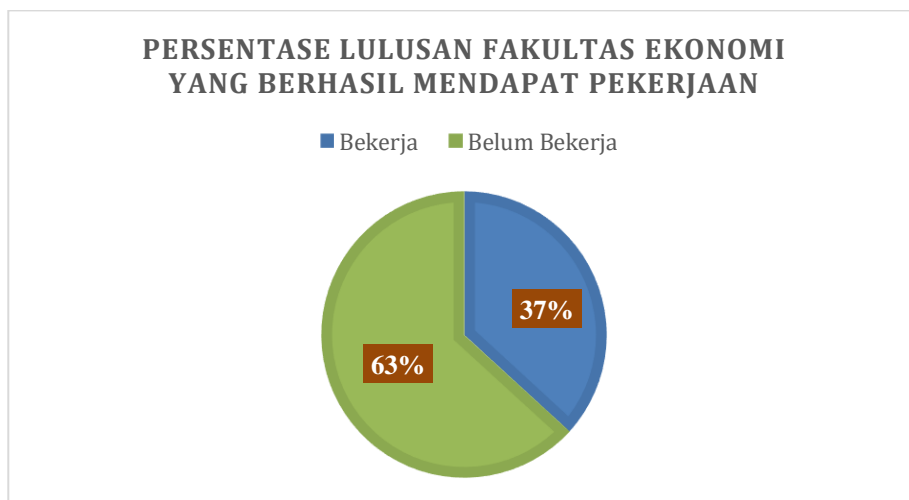
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INTRODUCTION PRELIMINARY

SME (In this globalization era, human resources as a workforce have the competence and expertise needed in the world of work. The demands on work are increasing so that quality human resources are needed so that they have good knowledge and skills in all fields and are able to compete in this era. For this reason, individuals must develop themselves to be able to adapt to the changes around them so that they will have readiness to compete in the world of work. To produce quality human resources, one of which is through education.

Education is the main foundation for developing the potential of each individual by not only being oriented to the present, but is dynamic for any changes that occur in life. Quality education will produce competent and qualified graduates. Bad education will affect a nation in achieving its goals, because the progress of a nation is also determined by the success of its education. Higher education is a formal educational institution organized by the government, such as levels after secondary education which includes diplomas and degrees. Undergraduate programs are one of the things that exist in tertiary institutions to prepare students as intellectual individuals and prepare students to enter and create jobs.

In this era of globalization, human resources as workers have the competencies and skills needed in the world of work. The demands on work are increasing so that quality human resources are needed in order to have good knowledge and skills in all fields and be able to compete in this globalization era. For this reason, individuals must develop themselves to be able to adapt to the changes around them so that they will have readiness to compete in the world of work. One way to produce quality human resources is through education.

Education is the main foundation for developing the potential of each individual by not only being oriented to the present, but is dynamic for any changes that occur in life. Quality education will produce competent and qualified graduates. Bad education will affect a nation in achieving its goals, because the progress of a nation is also determined by the success of its education. Higher education is a formal educational institution organized by the government, such as levels after secondary education which includes diplomas and degrees. Undergraduate programs are one of the things that exist in tertiary institutions to prepare students as intellectual individuals and prepare students to enter and create jobs.

Source: Data processed by researchers

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Based on the results of the Tracer Study above, it can be seen that 37% of students from the Faculty of Economics who graduate get jobs in less than 6 months, while students who have not worked are 63%. It can be seen that there are still many students who are still unemployed after graduating from college. Job readiness affects whether or not students are accepted into the world of work. Thus, to find out the problem of work readiness in depth in students of the Faculty of Economics, Jakarta State University, researchers conducted pre-research on 30 students in the 2018 class using a questionnaire. The results of the initial questionnaire obtained by the researcher are as follows:
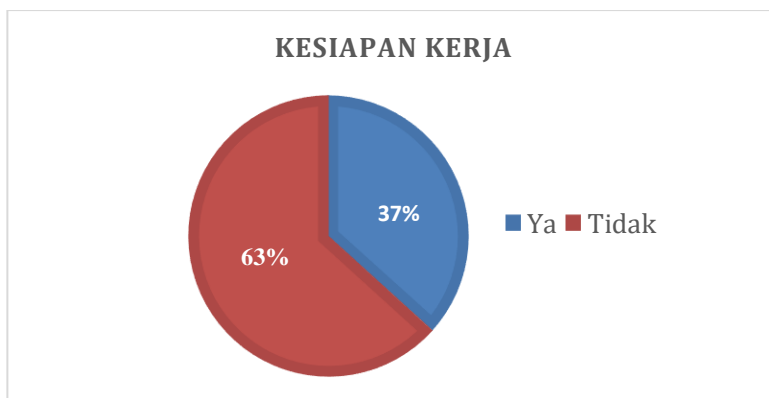
Source: Data processed by researchers

Based on the picture above, the results of the initial questionnaire percentage conducted for three days from 30 respondents found that 63% of Economics Faculty students were not ready to work and 37% of students were ready to work. This is classified as low student work readiness.

Several factors influence work readiness including internal factors and social factors for students to be ready to work. Where internal factors come from within the student and social factors are found in the environment around the student. Based on the results of pre-research conducted by researchers, there are several factors that influence the work readiness of students of the Faculty of Economics, Jakarta State University as follows:
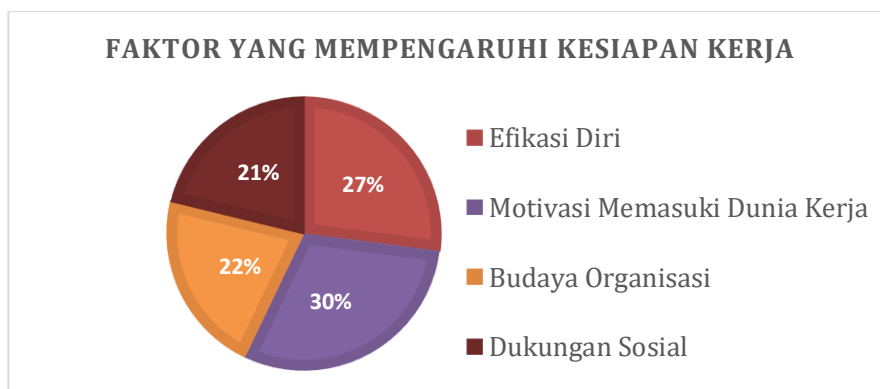
Source: Data processed by researchers

Based on pre-research conducted by researchers, it is known that the motivation factor for entering the world of work has the highest percentage, namely 30%. The next factor is self-efficacy with a percentage of 27%. And the factor that has the lowest percentage

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is organizational culture with a percentage of 22%. And the social support factor has a percentage of 21%. So with this data, researchers are interested in taking the factors that have the greatest influence on the work readiness of students at the Faculty of Economics, Jakarta State University with the highest percentage, namely motivation to enter the world of work and self-efficacy as independent variables and worthy of research.

As supporting data, the researcher also conducted pre-research interviews with general questions conducted with several students of the Faculty of Economics, Jakarta State University online via WhatsApp. that most of the students said they were not ready to work and a few said they were ready to work. Students who are ready to work have confidence in their ability to face the world of work with the aim of earning their own income while working. Most students are not ready to work due to lack of confidence in their abilities. This indicates that self-efficacy in a student is still relatively low where he is unable to recognize his abilities, so of course when doing a job or carrying out assignments it will be negative things such as letting assignments pile up and having an attitude that does not care about the assignments given. . In addition, they are also not motivated to enter the world of work, because they see the many demands of the world of work given by an agency. And there are many agencies that do not accept students to work according to their area of expertise. Therefore, they prefer to continue their studies. From this statement it can be seen that students lack motivation to enter the world of work.

There are several dominant factors that influence the 2018 Work Readiness of FE UNJ students, namely: Self-Efficacy and Motivation to Enter the World of Work. Because if self-efficacy and motivation to enter the world of work of 2018 FE UNJ students increases, work readiness will also increase. Vice versa.

Based on the background of the problems above, research is interested in examining "The Influence of Self-Efficacy and Motivation to Enter the World of Work on the Work Readiness of Students of the Faculty of Economics, Jakarta State University". Therefore, the researcher formulated the hypothesis in this study, namely:
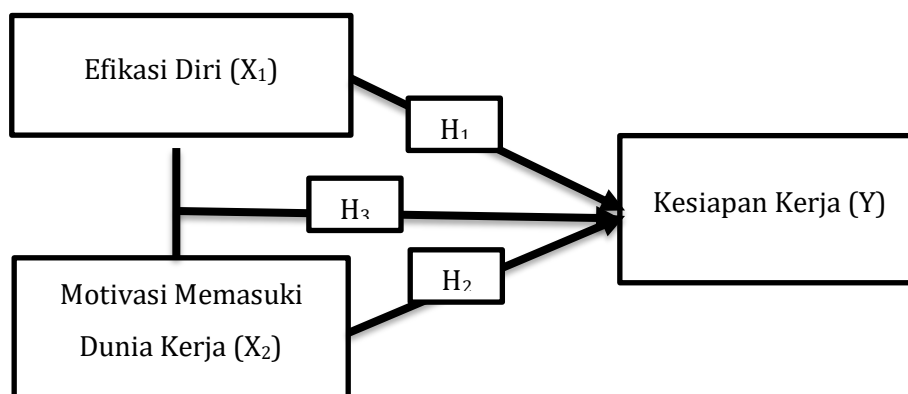
Source: Data processed by researchers

THEORITICAL REVIEW
1. Working readiness

According to (Slameto, 2013) in his book states readiness is the condition of a person as a whole that makes him ready to respond in various ways to situations. This was also expressed by (Irmayanti et al., 2020) that readiness is a series of circumstances that exist within a person to respond and carry out activities related to behavior and

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attitudes related to forming skills that are useful for preparing a person.

Meanwhile, based on work (Liyasari, 2019) is the essence of human life during their lives, they always do work to make ends meet. The needs in question are various, developing and changing, often not even realized by the perpetrators. Work readiness stated by (Fadillah & Istati, 2017) is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes according to predetermined criteria.

This is similar to what was expressed by (Elshaer M, 2019) work readiness are individuals who have the skills, knowledge, attitudes and understanding to help new graduates become productive and achieve their company goals.

In addition (Wijikapindho & Hadi, 2021) also said that work readiness is something that is owned by individuals to contribute to achieving the goals of the organization where the individual works, by having good knowledge, skills, and *attitude* . Furthermore, according to (Caballero & Walker, 2010) work readiness is a person's belief in himself that he has the skills to succeed in the workplace and is recognized that he has good potential in his performance.

Based on (Baiti et al., 2017) states that student work readiness is a factor that exists in students to balance the demands of productivity and quality and performance of an organization. With this, universities have an obligation to prepare their students as graduates who have good competence in accordance with the needs of the world of work.

Then (Gunawan et al., 2019) states student work readiness is a condition that must be prepared or made by students and universities before completing their studies. That way it allows students to create jobs or work for themselves in a relatively short time after graduation by having physical maturity and skills.

This is similar to what was expressed by (Junaidi et al., 2018) that work readiness is the overall condition of a person, including physical, mental maturity, experience, abilities, and personal values to carry out a job or activity. Job readiness (Devi & Fachrurrozie, 2019) for a person to work is associated with many factors, including knowledge, intelligence, talents, interests, personal characteristics and values. When these factors are said to be positive or influencing, the job readiness they have will be higher.

2. Self Efficacy

According to (Gibson, Ivancevich, Donnelly, 2012) stated that self-efficacy is the belief that exists in a person so that he is sure to do the task in certain situations. Agree with what was expressed by (Ghufron & Risnawita S, 2016) that self-confidence is an individual's belief in his own ability to carry out tasks or actions needed to achieve certain results.

Likewise what was said by (Mannila et al., 2018) self-efficacy is defined as belief in agency or personal self, for example in one's ability to successfully perform certain tasks. And according to (Solfema et al., 2019) self-efficacy is the belief that a person can successfully carry out the behavior necessary to produce a good result. Self-efficacy is a decision or belief about the extent to which a person ensures the ability within himself to carry out the actions needed to achieve the desired results that come from the results of cognitive processes (Komalasari & Gantina, 2011).

The same thing was also expressed by (Wiharja MS et al., 2020) that self-efficacy theory is also known as social cognitive theory or social learning theory, referring to a person's belief that he can do a task. The higher a person's self-efficacy, the more confident he is in his ability to succeed. Based on (Simamora, 2020) self-efficacy is the

belief that individuals can succeed in their work by referring to their belief in themselves or their ability to use cognitive resources and to encourage the actions needed to successfully complete tasks. Having a high level of self-efficacy will develop a strong individual personality. In contrast to individuals who have a low level of efficacy, usually these people tend not to want to try jobs that are in a difficult situation.

Meanwhile, according to (Mufidah, 2017) self-efficacy is a person's belief about his own ability to overcome various things and challenges that arise in an individual's life through his efforts. And (Saeid & Eslaminejad, 2016) states that self-efficacy is a person's belief in his ability to succeed in certain situations or complete tasks. A person's sense of self-efficacy can play a major role in how a person does tasks and challenges.

This was also expressed by (Fitriyana, Nur et al., 2021) that self-efficacy is an individual's belief in his ability to organize and carry out a series of actions needed to achieve the desired goals, in other words self-efficacy means believing in yourself to be able to succeed. .

And according to Kulviwat in (Usman et al., 2021) that self-efficacy is an assessment of a person's ability to organize and decide on the actions needed to achieve the desired results.

3. **Motivation to Enter the World of Work**

A person's motivation depends on how strong their motives are. The motives referred to are needs and desires. Motivation is a physical condition or encouragement from within or from outside oneself that moves a person in a directed way to achieve a goal. Etymologically, motivation comes from the Latin "movere" which means "to move" or to move (Zairotun, 2019). And (Wawan Juandi & Juwairiyah, 2019) states that motivation comes from the word "motive" which means the driving force within a person to carry out certain activities in order to achieve his goals.

Motivation is a person's attempt to satisfy their various needs which is the main basis for someone to enter various organizations or the world of work (Fajriash Naeli & Sudarma, 2017). The purpose of motivation is to move or inspire a person to generate the desire and willingness to do something so that they can obtain certain results and goals.

According to (Matapere & Nugroho, 2020) motivation is the effort that a person makes to move, maintain and direct one's behavior so that one is motivated to act to do something so as to achieve the desired result.

Motivation can be seen as a characteristic that exists in prospective workers when they are accepted into work in a company. According to (Ahmad & Mukhaiyar, 2020) motivation is something that arouses enthusiasm or encouragement to enter the world of work, both influenced from within himself and from outside himself. Motivation will encourage students to equip themselves with the competencies needed to work.

The same thing was expressed by (Nofrial et al., 2019) motivation is the driving force that exists within a person to carry out certain activities in order to achieve a goal. And motivation is a person's mental state that can direct or become a driving force in a person to achieve needs which will later satisfy himself (Jufrizen et al., 2021). This is to encourage individuals to enter the world of work.

Motivation to enter the world of work according to (Harling & Sogen, 2018) is as a desire or will and needs that become a person's background to serve as encouragement to be ready to work. The same thing was also expressed by (Hasanah et al., 2019) motivation to enter the world of work is something that causes students to move, keeps

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students moving, and determines in which direction individuals try to move towards the goal of entering the world of work.

The same thing was expressed by Purwato (Nurjanah, 2018) that motivation to enter the world of work is a conscious effort to influence a person's behavior so that his heart is moved to enter the world of work so as to achieve the desired results and goals.

METHOD

In this study the research method used by researchers is a quantitative research method using survey methods with survey data collection techniques. The samples used in this study were 195 students from the Faculty of Economics UNJ class of 2018. This research will explain the influence of the independent variables, namely Self-Efficacy and Motivation to Enter the World of Work on the dependent variable, namely Job Readiness.

Self-efficacy is a person's belief in his or her own ability to overcome various situations and challenges that arise in one's life through genuine effort. Self-Efficacy will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure self-efficacy are the level of difficulty (level), the strength of belief in facing the task (strength) and the broad range of fields (generality). (Monika & Adman, 2017), (Harefa, 2020), (Mukti & Tentama, 2020), (Maksum et al., 2019), (Septiara & Listiadi, 2019).

Motivation to enter the world of work is something that can generate enthusiasm or encouragement from within and from outside a person to enter the world of work and this motivation is the driving force in entering the world of work to achieve certain results or goals. Motivation to enter the world of work will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure motivation to enter the world of work are the desire to enter the world of work, expectations, physiological needs or self-respect, and environmental pressures. (Liyasari, 2019), (Kamarudin, 2020), (Oktaphika & Abdullah, 2020), (Puspitasari, 2019), (Tarigan & Hilda, 2021).

Then work readiness is maturity that originates in individuals who have physical, mental, and experience maturity to pursue their field of expertise by having aspects of knowledge, skills, and attitudes that guide them to work in accordance with their competence. Work Readiness will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure work readiness are having logical considerations, having a critical attitude, having a willingness to cooperate, being individually responsible, having the ability to adapt to the environment and having the ambition to move forward. (Devi & Fachrurrozie, 2019), (Eliyani, 2018), (Stephana et al., 2016), (Zain et al., 2020).

The data analysis technique used in this study uses a multiple regression approach to determine the influence of the three research variables and to find out how closely the effects of the three variables are related. Data management in this study uses the SPSS V.24 program.

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RESULTS AND DISCUSSION
1. Normality Test Results

Table 1. Kolmogorof Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		195
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.83151402
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.025
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by researchers

Based on the calculation of the Kolmogorov-Smirnov normality test above, it is known that the significance value of self-efficacy, motivation to enter the world of work and work readiness is 0.200. Value 0.200 > 0.05. So it can be stated that the data of the three variables are normally distributed.

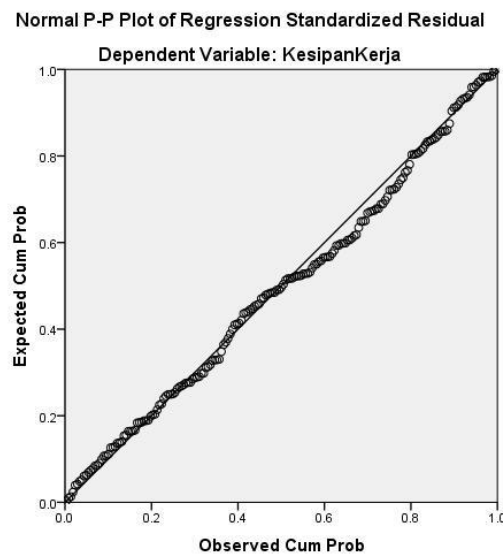
Figure 1. Probability Plot Normality Test
Source: Data processed by researchers

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2. Linearity Test Results

Table 2. Linearity Test Results X1, Y
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KesipanKerja * EfikasiDiri	Between Groups	(Combined)	2543.150	23	110.572	4.903	.000
		Linearity	1878.863	1	1878.863	83.310	.000
		Deviation from Linearity	664.287	22	30.195	1.339	.153
	Within Groups		3856.522	171	22.553		
	Total		6399.672	194			

Source: Data processed by researchers

It can be seen in the table above that it is known that the Linearity value is 0.000 <0.05 and the Deviation From Linearity value is 0.153 > 0.05. Thus it can be concluded that the variables of self-efficacy and work readiness have a linear relationship.

Table 3. Linearity Test Results X2, Y
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KesipanKerja * MotivasiMemasuki DuniaKerja	Between Groups	(Combined)	3767.896	31	121.545	7.528	.000
		Linearity	3372.266	1	3372.266	208.863	.000
		Deviation from Linearity	395.630	30	13.188	.817	.738
	Within Groups		2631.776	163	16.146		
	Total		6399.672	194			

Source: Data processed by researchers

Based on the table above, it is known that the Linearity value is 0.00 <0.05 and the Deviation From Linearity value is 0.738 > 0.05. Thus it can be concluded that the variables of motivation to enter the world of work and work readiness have a linear relationship.

3. Multicollinearity Test Results

Table 4. Multicollinearity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	20.909	2.206		9.476	.000		
	EfikasiDiri	.246	.071	.201	3.478	.001	.693	1.444
	MotivasiMemasuki DuniaKerja	.439	.041	.614	10.619	.000	.693	1.444

a. Dependent Variable: KesipanKerja

Source: Data processed by researchers

Based on the output of the SPSS Coefficients table 24.0 above, it can be seen that the Tolerance value of the Self-Efficacy and Motivation to Enter the World of Work variable is 0.693 > 0.1 and the VIF value is 1.444 <10. It can be concluded that there are no symptoms of multicollinearity in the regression model of this study. So that the regression model has fulfilled the classic multicollinearity assumption test.

4. Hasil Uji Heteroskedastisitas

**Table 5. Hasil Uji Heteroskedastisitas**

Correlations

			EfikasiDiri	MotivasiMem asukiDuniaK erja	Unstandardiz ed Residual
Spearman's rho	EfikasiDiri	Correlation Coefficient	1.000	.536^{**}	-.022
		Sig. (2-tailed)	.	.000	.762
		N	195	195	195
	MotivasiMemasukiDunia Kerja	Correlation Coefficient	.536^{**}	1.000	-.004
		Sig. (2-tailed)	.000	.	.961
		N	195	195	195
	Unstandardized Residual	Correlation Coefficient	-.022	-.004	1.000
		Sig. (2-tailed)	.762	.961	.
		N	195	195	195

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by researchers

Based on the output of the SPSS 24 correlations table above, it can be seen that the significance value of Self-Efficacy (X1) is 0.762 > 0.05, the significance value of Motivation to Enter the World of Work (X2) is 0.961 > 0.05. So it can be concluded that the regression model in this study did not show symptoms of heteroscedasticity.

Figure 2. Scatterplot Heteroscedasticity Test
Source: Data processed by researchers

Scatterplot
Dependent Variable: KesipanKerja
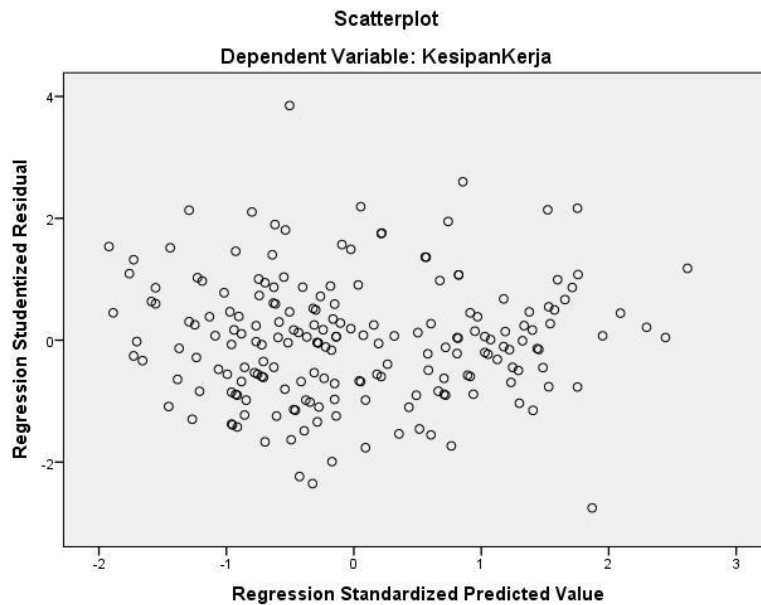
5. **Multiple Linear Regression Test Results**

Table 6. Multiple Linear Regression Test Results

Coefficients^a

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	20.909	2.206		9.476	.000
	EfikasiDiri	.246	.071	.201	3.478	.001
	MotivasiMemasukiDunia Kerja	.439	.041	.614	10.619	.000

a. Dependent Variable: KesipanKerja

Source: Data processed by researchers

Based on the table above, a multiple regression equation is obtained, namely Y = 20.909 + 0.246X1 + 0.439X2.

6. F Test Results

Table 7. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3551.655	2	1775.827	119.718	.000[b]
	Residual	2848.017	192	14.833		
	Total	6399.672	194			

a. Dependent Variable: KesipanKerja

b. Predictors: (Constant), MotivasiMemasukiDuniaKerja, EfikasiDiri

Source: Data processed by researchers

Based on the data above, the calculated F value is 119,718 which concludes that there is a relationship between self-efficacy (X1) and motivation to enter the world of work (X2) and work readiness (Y). this is based on the F-count > F-table value, namely 119,718 > 3.04.

7. Hasil Uji t

Table 8. Hasil Uji t

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.909	2.206		9.476	.000
	EfikasiDiri	.246	.071	.201	3.478	.001
	MotivasiMemasukiDunia Kerja	.439	.041	.614	10.619	.000

a. Dependent Variable: KesipanKerja

Source: Data processed by researchers

From the description above, the hypothesis can be explained that the Self-Efficacy Variable has a t count value of 3.478 > t table 1.97240, so there is an influence of the self-efficacy variable (X1) on the Work Readiness variable (Y) or the hypothesis is accepted. And the Variable Motivation to Enter the World of Work has a value of t count 10.619 > t table 1.97240, so there is an influence of the variable motivation to enter the world of work (X2) on the Job Readiness variable (Y) or the hypothesis is accepted.

8. **Determination Coefficient Test Results**

Table 9. Test Results for the Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745[a]	.555	.550	3.851

a. Predictors: (Constant), MotivasiMemasukiDuniaKerja, EfikasiDiri

b. Dependent Variable: KesipanKerja

Source: Data processed by researchers

Based on the table it can be seen that (R Square) R2 is equal to 0.555. It can be concluded that Self-Efficacy (X1) and Motivation to Enter the World of Work (X2) simultaneously explain 55% while the remaining 45% is influenced by other factors not examined by researchers.

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the data processing that has been done, the description of the data that has been translated, as well as the analysis and discussion in this study, it can be concluded that:

a. There is a positive and significant influence between self-efficacy (X1) and work readiness (Y) of t-count 3.478 > t-table value of 1.97240. Increasing self-efficacy within oneself will have an impact on increasing student work readiness. Vice versa, if self-efficacy decreases it will reduce student work readiness.

b. There is a positive and significant influence between motivation to enter the world of work (X2) and work readiness (Y) of t-count 10.619 > t-table 1.97240. Increasing motivation to enter the world of work in students will have an impact on increasing student work readiness. Vice versa, if the motivation to enter the world of work decreases, it will reduce student work readiness.

c. There is a jointly positive and significant influence between self-efficacy (X1) and motivation to enter the world of work (X2) on work readiness (Y). this is based on the value of F-count > F-table, namely 119.718 > 3.04. This means that if self-efficacy and motivation to enter the world of work increase, work readiness will increase. Vice versa, if self-efficacy and motivation to enter the world of work decrease, then work readiness will decrease.

B. Suggestion
1. Academic Advice
a. Universities should hold more continuous programs regarding work readiness especially to increase knowledge about management and organization in working for their students.
b. For students of the Faculty of Economics, Jakarta State University, they must cultivate a sense of desire from within to be ready to work. Where students have to design activities for themselves so that they become a motivation to have work readiness.
c. For students of the Faculty of Economics, Jakarta State University, they should pay more attention to their sense of responsibility for what they do and their decisions.

2. Practical Advice

a. Based on the results obtained by the researchers, the magnitude of the influence of self-efficacy and motivation to enter the world of work on work readiness is 55% and the remaining 45% is influenced by other variables not examined. Other researchers who are interested in conducting similar research are advised to analyze other variables that are predicted to affect work readiness.
b. If other researchers wish to use similar variables, it is advisable to improve the results of this study and previous research by adding or using other variables related to the variables studied in this paper to improve the results of this study and previous research and to improve the quality of the study. This also includes adding the number of research samples, changing research objects that can affect research results so that further research results are more varied

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