

**THE EFFECT OF SELF EFFICACY AND SOFT SKILLS ON WORK READINESS
IN STUDENTS OF THE FACULTY OF ECONOMICS, UNIVERSITAS NEGERI
JAKARTA**

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ABSTRACT

This study was conducted to determine “The Effect of Self Efficacy and Soft Skills on Work Readiness in Students of the Faculty of Economics, Universitas Negeri Jakarta 2019”. The research method used is a quantitative research method with a descriptive approach. The population used in this study were students of Faculty of Economics all majors, namely Pendidikan Administrasi Perkantoran, Pendidikan Ekonomi, Pendidikan Bisnis, Akuntansi, and Manajemen consisting of 439 students and students with a sample of 139 students. This research model uses a path analysis model and the data analysis technique used is SEM (Structural Equation Modeling) using the SmartPLS version 4 application. From the results of the study, it can be seen that self efficacy and soft skill has a positive and significant effect on work readiness.

Keyword: Self Efficacy, Soft Skills, Work Readiness

ABSTRAK

Penelitian ini dilakukan untuk mengetahui pengaruh antara efikasi diri dan soft skill terhadap kesiapan kerja mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta 2019. Metode penelitian yang digunakan adalah metode penelitian kuantitatif. Populasi yang digunakan dalam penelitian ini adalah mahasiswa Fakultas Ekonomi dari seluruh jurusan yaitu jurusan Pendidikan Administrasi Perkantoran, Pendidikan Ekonomi, Pendidikan Bisnis, Akuntansi, and Manajemen yang terdiri dari 439 mahasiswa dengan jumlah sampel sebanyak 139 mahasiswa. Model penelitian ini menggunakan model analisis jalur (path analysis) dan teknik analisis data yang digunakan adalah SEM (Structural Equation Modeling) dengan menggunakan aplikasi SmartPLS version 4. Dari hasil penelitian ini diketahui bahwa efikasi diri dan soft skill berpengaruh secara positif dan signifikan terhadap kesiapan kerja.

Kata kunci: efikasi diri, soft skills, kesiapan kerja

INTRODUCTION

According to a 2014 UNDP (United Nations Development Program) report, as seen from the Human Development Index (HDI) or Human Development Index (IPM), Indonesia is

ranked 108th out of 187 countries. This phenomenon illustrates that the low readiness of the workforce in Indonesia will make Indonesia lagging behind other ASEAN countries. Based on this, the Indonesian state is trying to keep moving forward and developing, especially the big cities in it.

In order to be able to face increasingly advanced global challenges and to continue to maintain its competitiveness, existing human resources are required to continuously improve their knowledge, skills, attitudes, and values or competencies, so that everyone must be able to become a lifelong learner. With a high level of competence, a person will also have high flexibility in responding to changes that are around him, including in relationships, at work, and in organizations. It is necessary to prepare workforces who have the ability and are certainly competent with good abilities and have a good work ethic so that they are expected to be able to compete in the world of work (Darmasetiawan, 2017; Deswarta, & Mardianty, 2023).

Work readiness is the most important capital that must be possessed by everyone in preparing themselves to enter the world of work (Rusliyanto, 2019). Building work readiness, especially for tertiary institutions, is important in producing graduates who are able to compete and succeed in jobs in the world of work. Because when students enter the world of work, work skills are needed more than academic competence.

Universities are required to be able to produce graduates who are competitive and ready to take part in the business and industrial world as well as take part in development. The demands of a career in the world of work are currently growing so that it has an impact on the skills needed to achieve a better career. In this aspect of relevance students as prospective workers are faced with a choice of work fields that will be influenced by readiness and ability factors which are certainly supported by knowledge and expertise. This is of course a challenge for all existing tertiary institutions, one of which is Universitas Negeri Jakarta.

As a tertiary institution located in the middle of a busy Metropolitan City, Universitas Negeri Jakarta is required to be able to produce competent graduates. The researchers made initial observations regarding the work readiness of FE UNJ students, which can be seen in the table below.

Table 1. Initial Observation Data on Work Readiness

Category	Number of students	Percentage
Proper	14	46.7%
Not Proper	16	53.3%
Total	30	100%

Based on the table of initial observations regarding the work readiness of students at the Faculty of Economics, Jakarta State University with a total of 30 students, it can be seen that there were 14 students who stated that they were ready to work, which means that the rest, namely 16 students, still felt that they were not ready to work.

Students as subjects have many individual characteristics that differ from one another. There are many factors or variables that can influence student work readiness, both from within the students themselves and from outside. The level of work readiness possessed by students is actually determined by the students themselves. Other factors that exist outside of the student are only as a support (Pangastuti, 2019). Although only as a support, but still must be

considered. The differences that exist within the individual result in differences in various ways.

The factors that influence student work readiness according to (Kirani & Chusaeri, 2022) are in the form of learning motivation, external practical experience, vocational guidance, expectations for entering the world of work, job information, peers, and opportunities for advancement. Then according to (Ihsan, 2017) the factors that affect a person's work readiness include motivation, practical experience, vocational guidance, family economic conditions, academic achievement, expectations for entering the world of work, knowledge, level of intelligence, talent, interests, attitudes, values, personality, physical state, personal appearance, temperament, mental condition), skills, creativity, independence, and discipline.

Based on the factors that influence work readiness, the researchers made preliminary observations by distributing questionnaires to 30 students of the Faculty of Economics to find out which factors had more influence on students' work readiness. The results of the questionnaire researchers stated in the Table 2.

Table 2. Factors Influencing Job Readiness

No	Factors	Yes (%)	No (%)	Sum (%)
1	Self Efficacy	72,5	27,5	100
2	Soft Skill	87,9	12,1	100
3	Family Economic Conditions	39,3	60,7	100
4	Organizational experience	42,3	57,7	100
5	Academic achievement	54,2	45,8	100
6	Motivation	61,2	38,8	100
7	Mental State	62,3	37,7	100

Based on the table above, it can be seen that soft skills get the highest results, namely 72.25%, indicating that soft skills are the factor that most influences student work readiness. The second biggest factor is self-efficacy with a percentage of 87.9%, the third biggest factor is mental state by 62.3%, the fourth biggest factor is motivation by 61.2, the fifth biggest factor is academic achievement by 54.2%, the biggest factor is the sixth is organizational experience of 42.3%, and the last factor is the economic situation of the family by 39.3%. From the several factors above, it can be concluded that there are two factors that influence the work readiness of students who occupy the highest positions, namely soft skills and self-efficacy which rank second. Therefore, researchers used self-efficacy and soft skill variables to see the effect on work readiness of students of the Faculty of Economics, Universitas Negeri Jakarta. The facts above and supported by data, made researchers interested in conducting an in-depth study of "The Influence of Self-Efficacy and Soft Skills on the Job Readiness of Students of the Faculty of Economics, Universitas Negeri Jakarta" to find out how much influence self-efficacy and soft skills have on students of the Faculty of Economics, State University Jakarta on their work readiness.

LITERATURE REVIEW

Self-efficacy according to (Bandura, 1997) is a belief to complete a job that is owned by someone in order to achieve the goals to be achieved. Self-efficacy is described as a belief regarding the ability of individuals to mobilize and properly manage motivation, thinking skills and any things or actions that need to be taken so that they achieve the specified work targets. Collecting data with a self-efficacy scale based on indicators of the ability to control emotions, responsibility, optimism, and ability to solve problems.

Soft skills are intra and interpersonal skills that a person has in developing performance which can build motivational abilities and communication skills and can face the challenges of a dynamic global world of work (Lisdianti, 2019). Soft skill is defined as an ability beyond technical and academic abilities and prioritizes one's personal ability to socialize, communicate, adaptability, manage oneself and others and be optimistic in all fields. Data collection on a soft skill scale is measured based on indicators of communication ability, cooperation, honesty, adaptation, emotional intelligence.

Readiness is a condition that indicates the existence of harmony between physical maturity, mental and learning experience that must be possessed by a person and with the willingness and ability to carry out a job or activity (Mahawati, & Sulistiyati, 2021). Job readiness is defined as a state of a person who already has physical, mental and mature experience so that he is ready to face work in the future. Data collection with a work readiness scale is measured based on indicators of responsibility, flexibility, skills, communication, self-view, health and safety.

From the theoretical literacy above, the researcher formulated the following hypothesis:

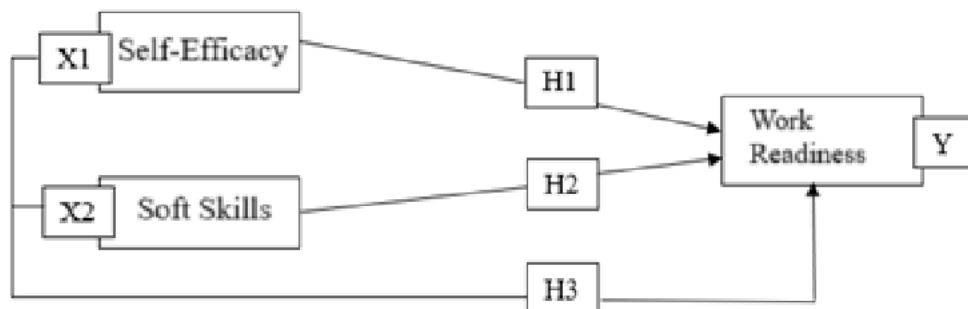


Figure 1. Image Constellation Relations Between Variables

METHOD

This type of research is quantitative research using survey methods and the data that researchers take is primary data or data that researchers obtain directly. While the nature of this study is correlation or relationship, namely research used to determine the relationship between two or more variables by measuring the coefficient or significance using statistics.

The data collection process in this study was carried out by researchers in three ways, namely library research, preliminary studies, and field studies. As for the population in this study were some 8th semester students of the Faculty of Economics, State University of Jakarta, totaling 439 students consisting of 5 study programs namely Office Administration Education, Economic Education, Business Education, Accounting, and Management. The sampling method in this study used non-probability sampling with a purposive sampling technique and based on the Slovin formula, the number of samples to be taken in this study was 139 students. The instrument uses a Likert scale with intervals of 1-5 to measure the

respondent's level of agreement. 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Slightly agree, 5 = Strongly agree.

Testing the research hypothesis was carried out using the Partial Least Square (PLS) 4-based Structural Equation Model (SEM) approach. It was carried out in two stages, namely the first stage was to test the measurement model, namely to test the construct validity and reliability of each indicator. The second stage was carry out a structural model test that aims to determine whether there is influence between variables/correlation between constructs as measured using the t test of the PLS itself.

RESULTS AND DISCUSSION

Outer Model

Evaluation of the outer model of reflective indicators aims to see the form of influence between indicators and their latent variables, the following are the results of testing the outer model:

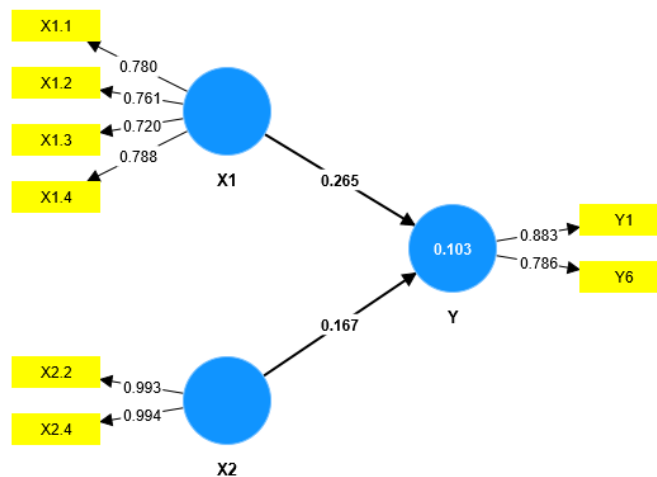


Figure 2. Outer Model Evaluation

The picture above shows the results of testing the outer model in this study, where the model is declared valid because the value in the construct is > 0.7 . The following is the result of the calculation on outer loading:

Table 3. Outer Loading Factor

	X1	X2	Y
X1.1	0.780		
X1.2	0.761		
X1.3	0.720		
X1.4	0.788		
X2.2		0.993	
X2.4		0.994	
Y1			0.883
Y6			0.786

Based on the table above, after calculating using the SEM PLS 4 application, it can be seen that the indicators for the variable self-efficacy, soft skills, and work readiness all have a loading factor value above 0.7 so that convergently it is said to be valid. Furthermore, the validity test is carried out as follows:

Table 4. HTMT Discriminant Validity Table

	X1	X2	Y
X1			
X2	0.103		
Y	0.411	0.223	

Based on the table above, it can be seen that the HTMT value of pairs X1 and X2 is 0.103, X1 and Y are 0.411, X2 and Y are 0.223. These results indicate that all variables have discriminant validity values above 0.9 so that the evaluation of discriminant validity with HTMT calculations is fulfilled.

Table 5. Discriminant Validity Fornell Larcker

	X1	X2	Y
X1	0.763		
X2	0.051	0.994	
Y	0.274	0.181	0.836

Based on the table above, it can be seen that the AVE root value between self-efficacy variables (X1) and self-efficacy (X1) is 0.763 which is greater than the correlation value between self-efficacy variables (X1) and soft skills (X2) which is 0.051, and also more the greater the correlation value between the soft skill variable (X2) and the work readiness variable (Y) which is equal to 0.274. The AVE root value between variables X2 and X2 is 0.994 which is greater than the correlation value between variables X1 and Y which is 0.181. These results indicate that overall the evaluation of discriminant validity is fulfilled because the diagonal axis is larger than the other variables.

Table 6. Discriminant Validity Cross Loading

	X1	X2	Y
X1.1	0.780	0.076	0.220
X1.2	0.761	-0.033	0.169
X1.3	0.720	-0.044	0.194
X1.4	0.788	0.121	0.240
X2.2	0.044	0.993	0.169
X2.4	0.056	0.994	0.189
Y1	0.226	0.219	0.883
Y6	0.236	0.064	0.786

Based on Table 6, it can be seen that the correlation value between X1 and X1 is 0.780 greater than the correlation value between X2 and X1 of 0.076, and the correlation value between Y and X1 is 0.220. The correlation value between X2 and X2 is 0.993 greater than the correlation value between X1 and X2 of 0.044, and the correlation value between X2 and Y is 0.169. The correlation value between Y and Y is 0.883 greater than the correlation value between X1 and Y of 0.226, and the correlation value between X2 and Y is 0.219. These results indicate that each correlated item has a higher value than the variable it measures so that the cross-loading discriminant validity evaluation is fulfilled.

The reliability test in this study was measured using average variance extracted (AVE) factors, composite reliability, and cronbachs alpha. The average variance extracted (AVE) index results, composite reliability, and cronbach's alpha can be seen in the following table.

Table 7. Convergent Validity

Variabel	Cronbach's alpha	Composite reliability	(AVE)
X1	0.762	0.848	0.582
X2	0.987	0.994	0.987
Y	0.775	0.822	0.699

Based on the table above, it can be seen that the self-efficacy variable (X1) has a composite reliability value of 0.848 with an AVE value of 0.582, the soft skills variable (X2) has a composite reliability value of 0.994 with an AVE value of 0.987, and the job readiness variable (Y) has a composite reliability value of 0.822 with an AVE value of 0.699. These results indicate that all variables meet convergent validity because they have a composite reliability value above 0.7 and an AVE value above 0.5. So that all variables meet the criteria of reliability.

Inner Model

F-Square (F²)

In this study, the F-Square was conducted to examine the effect of the independent variables simultaneously on the dependent variable. The results of the F-Square calculation in this study can be seen in the following table.

Table 8. F-Square

	X1	X2	Y
X1			0.378
X2			0.231
Y			

From the results of the F-Square in the table above, it shows that the F-Square value of the self-efficacy variable for the work readiness variable is 0.378. While the F-Square value of the soft skills variable on work readiness is 2.31. This value indicates that the self-efficacy variable has a high influence on work readiness variable. Meanwhile, the soft skill variable has

a moderate effect on work readiness variable. From this explanation, it can be concluded that the independent variable has a simultaneous influence on the dependent variable.

R-Square (R²)

In this study, R-Square is used to measure the predictive power of a structural model. R-Square explains the effect of certain exogenous latent variables on endogenous latent variables whether they have a substantive effect. The results of the R-Square calculation in this study can be seen in the following table.

Table 9. R-Square

	<i>R-square</i>	<i>R-square adjusted</i>
Y	0.803	0.890

The R-Square results in the table above show that the R-Square value is 0.803. This value indicates that 80.3% of the variables of self-efficacy and soft skills affect the variable of job readiness by 89%. And the rest is influenced by other variables outside the variables in this study. That is, self-efficacy and soft skill variables have a high influence on work readiness variables.

Hypothesis Test

Hypothesis testing was carried out using bootstrapping in the PLS 4 SEM application by taking into account the significance values between constructs, t-statistics, and p-values. The results of bootstrapping calculations can be seen in the following figure and table.

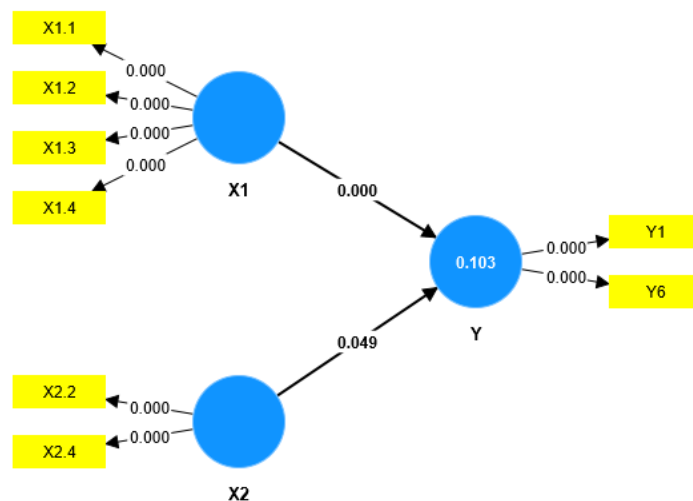


Figure 3. Image of Graphical Output Bootstrapping

Table 10. Hypothesis test by Bootstrapping

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
X1 -> Y	0.266	0.295	0.064	4.135	0.000
X2 -> Y	-0.092	-0.109	0.118	2.776	0.049

Discussion

Based on the results of the hypothesis testing by bootstrapping in Figure 3 and Table 10, we can conclude: (1) H1: There is a positive relationship between self-efficacy and work readiness in students of the Faculty of Economics Universitas Negeri Jakarta 2019. Based on the results of the hypothesis testing above, the self-efficacy construct has a t-statistic value of 4.135 greater than 1.96, and a p-value of 0.000 less than 0.05. Therefore, the first hypothesis is accepted. (2) H2: There is a positive relationship between soft skills and work readiness in students of the Faculty of Economics Universitas Negeri Jakarta 2019. Based on the results of the hypothesis testing above, the soft skill construct has a t-statistical value of 0.2776 greater than 1.96, and a p-value of 0.049 less than 0.05. Therefore, the second hypothesis is accepted. (3) H3: There is a Positive and Significant Relationship between Self-Efficacy and Soft Skills on Job Readiness in students of the Faculty of Economics, Universitas Negeri Jakarta 2019. Based on the results of the hypothesis testing above, it can be concluded that the variables self-efficacy (X1) and soft skills (X2) simultaneously have a positive effect on work readiness (Y) for students of the Faculty of Economics, Jakarta State University class of 2019. From the F-Square calculation of the efficacy variable self to work readiness variable of 0.378. While the F-Square value of the soft skills variable on work readiness is 2.31. This value indicates that the self-efficacy variable and the soft skill variable have a moderate effect on work readiness variable. This means the third hypothesis is accepted. This research in line with previous research namely, Romadhon, et al. (2022); Idris, et al. (2022); Wahyuni, (2018); Krisnamurti, (2017).

CONCLUSION AND RECOMMENDATION

Job readiness is something that every university graduate must have because later they have to be able to compete in an increasingly complex world of work and the future of the nation will be determined by how competent they are to compete. This research was conducted on 139 students of the Faculty of Economics, Jakarta State University Class of 2019 who came from the Office Administration Education, Economics Education, Business Education, Accounting, and Management study programs by processing data using the SEM PLS 4 application. Based on the results of the research analysis that has been carried out, researchers can conclude several things as follows: (1) Self-efficacy has a positive and significant effect on the work readiness of students at the Faculty of Economics, Jakarta State University Class of 2019. This means that the higher the self-efficacy possessed by students, the greater their readiness to face the world of work; (2) Soft Skills have a positive and significant effect on the work readiness of students at the Faculty of Economics, Jakarta State University Class of 2019. This means that the better the mastery of soft skills possessed by students, the greater their readiness to face the world of work; and (3) Self-efficacy and Soft Skills have a positive and significant effect on the work readiness of students at the Faculty of Economics, Jakarta State University Class of 2019. This means that when students have good self-efficacy and mastery of soft skills, the greater their readiness to face the world of work.

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