

INFLUENCE OF SELF-EFFICACY AND ORGANIZATIONAL EXPERIENCE OF STUDENT'S WORK READINESS

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ABSTRACT

This research aims to analyze the influence of self-efficacy and organizational experience of the work readiness of students at Universitas Negeri Jakarta. The research method implemented in this study is a quantitative method, with surveys as the method of collecting samples. The known population in this study consists of 364 students from the Faculty of Economics at Universitas Negeri Jakarta, representing various study programs as the accessible population. The sample was determined using the proportional random sampling method with a 5% margin of error, resulting in a total of 177 students. The data analysis technique used in this research is multiple regression analysis. The results of this research show that self-efficacy has an influence on a student's work readiness, organizational experience also has an influence on a student's work readiness, and self-efficacy and organizational experience simultaneously influence a student's work readiness.

Keywords: Organizational Experience, Self-Efficacy, Work Readiness

ABSTRAK

Penelitian ini bertujuan untuk menganalisis terkait pengaruh self-efficacy dan pengalaman organisasi terhadap kesiapan kerja mahasiswa Universitas Negeri Jakarta. Metode penelitian yang diimplementasikan dalam penelitian ini yaitu menggunakan metode penelitian kuantitatif melalui perolehan sampel yang diambil melalui survei. Populasi yang diketahui dalam penelitian ini yaitu berjumlah 364 mahasiswa dari Fakultas Ekonomi Universitas Negeri Jakarta dari berbagai program studi sebagai populasi terjangkau dengan menggunakan metode *propotional random sampling* dan taraf signifikansi kesalahan sebesar 5% sehingga memperoleh sampel sebanyak 177 mahasiswa. Teknik analisis data pada penelitian ini menggunakan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa, terdapat pengaruh antara selfefficacy terhadap kesiapan kerja seorang mahasiswa, terdapat pengaruh antara pengalaman organisasi mahasiswa terhadap kesiapan kerja seorang mahasiswa, serta terdapat pengaruh antara self-efficacy dan pengalaman organisasi mahasiswa terhadap kesiapan kerja seorang mahasiswa secara simultan.

Kata kunci: Kesiapan Kerja, Pengalaman Organisasi, Self-Efficacy

INTRODUCTION

Nowadays, humans need an occupation to obtain money and fulfill the needs of daily life. Accompanied by the development of increasingly advanced technology from various aspects consisting of cultural, information, and technological aspects, humans must be able to

process and synergize following the progress of technology so as not to be left behind by the surroundings. The job acceptance selection process requires us to have soft skills and hard skills that are in accordance with the desired field of work in order to be able to work competently. As a prospective undergraduate, students are required to have self-competence (soft skills and hard skills), high work ethic, self-efficacy or self-confidence which directly affects the work readiness of a student which can directly influence the Company to be interested in recruiting him. There are many ways to acquire self-competence, both through experience from fieldwork practice, and through organizational experience, both campus-level organizations and non-university organizations. Organizational experience can be observed based on the intensity of the student's active participation in the organization they are participating in and running.

Based on data released by the BPS or Central Statistics Agency (2023), the number of unemployed in February 2023 reached 7.99 million people, a decrease of 0.41 million people (4.88%) when compared to February 2022 (8.40 million people), in terms of the Open Unemployment Rate (TPT) in Indonesia in February 2023 reached 5.45%, a decrease of 0.38 percentage points compared to February 2022 (5.83 percent), then seen from the provincial level in February 2023, The highest TPT occurred in Banten Province which reached 7.97%, while the lowest TPT was in West Sulawesi Province at 3.04%. Therefore, to further reduce the unemployment rate, as a student it is necessary to provide debriefing for work readiness from various aspects that can be developed.

If someone has high self-efficacy, then they belongs to the group that always lives optimistically to have a good influence/change on the circumstances/events around him. But on the other hand, if someone does not have self-efficacy, they will always be pessimistic and have no desire to be useful to those around them. Similarly for a student, students are required to have high self-efficacy to encourage self-confidence to be more able to synergize and be competent in acting, especially in doing their college assignments to achieve success and get the best output for themselves and be able to prepare themselves to enter the world of work when they have completed their studies. Based on previous research that has been conducted by Florina and Zagoto (2019), with the object of the research being the final semester students of the Islamic University of Bandung, a discussion was formed on the research on the Influence of *Career Self-efficacy* on Work Readiness in Final Year Students at Unisba. The results of the study show that *career self-efficacy* has an effect of 60.8% on *work readiness*, therefore the researcher from this study concluded that the more *career self-efficacy* a final year student has, the lower the *work readiness* owned by the student. In addition, 39.2% was influenced by other variables that were not mentioned by the researcher in this study.

In addition, a person with organizational experience is known to have a calm attitude in dealing with problems and the ability to solve problems that they face compared to people who do not follow the organization, because they are trained directly with various organizational problems that always arise and they are also required to think about solving these problems with solutions that do not harm the organization/the smallest loss. Based on previous research that has been conducted by Azizah, Santoso and Sumaryati (2019), regarding the Influence of Perception of Internships in the Business World/Industrial World and Organizational Experience on Student Work Readiness. The subject of this study itself is aimed at Accounting Education students of the 2014 and 2015 batches at one of the universities in Surakarta. The study uses a *Likert* scale with 5 indicators based on organizational experience variables divided into 9 questions, the indicators consist of responsiveness, accountability, adaptability, empathy and transparency or openness. From the results of the research that has been carried out, the results show that the variables of internship lectures (X1) and organizational experience combined with the work readiness variable are 34.3% while the rest, namely other variables not mentioned in this study, is 65.7%.

The characteristics of students who have good job readiness are that first, they tend to have multitasking skills, or are more accustomed to doing two or more jobs at the same time, are calmer in dealing with problems, always be professional in working regardless of friendly relationships in a job, and have the courage to admit mistakes and take responsibility for the mistakes that have been made. To strengthen the background of the preparation of this study, the researcher has designed a pre-research questionnaire that has been filled out by 38 students of the Faculty of Economics, State University of Jakarta batch 2021–2022, with details of 6 sample questions and responses below:

Table 1. Pre-Research Questionnaire Results

| No | Pre-Research Questions | Yes (%) | No (%) |
|----|---|---------|--------|
| 1 | Have you ever or are participating in an organization within the scope of the campus or outside the campus? | 71,1% | 28,9% |
| 2 | Are you not fully ready to jump right into the world of work? | 23,7% | 76,3% |
| 3 | Are you confident that you can complete challenging tasks in the realm of lectures and organizations? | 50% | 50% |
| 4 | Are you often involved in self-development activities in the organization you join? | 60,5% | 39,5% |
| 5 | Do you agree that entering the world of work requires high academic achievement? | 34,2% | 65,8% |
| 6 | Are you sure that you are ready to start your career after graduation? | 47,4% | 52,6% |

Referring to the pre-research questionnaire above, it can be concluded that students of the Faculty of Economics, State University of Jakarta class of 2021-2022 are aware of the importance of organizations in developing their competencies, as shown by the number of pre-research questionnaires above which shows that as many as 71.1% of students of the Faculty of Economics, State University of Jakarta class of 2021-2022 participate in organizations within the scope of campus and off-campus. However, behind their participation in the organization, most students are still not ready to enter the world of work after graduation, with the size of the questionnaire showing that as many as 76.3% of students are not fully ready to enter the world of work. Based on the previous research and the problems that the researcher had mentioned earlier, the researcher was encouraged to make a research entitled The Influence of Self-Efficacy and Organizational Experience on the Work Readiness of Jakarta State University Students.

LITERATURE REVIEW

The definition of readiness, according to Arikunto (2006), is competence from within a person as an indicator of a person's readiness to act, do, carry out activities and when making crucial decisions. Work readiness is a condition that must be prepared by a person, both in terms of physical readiness, mental maturity, and sufficient experience to do the work that is their choice (Muspawi & Lestari, 2020) . To obtain high job readiness, there are indicator factors that a person must meet, these indicators are divided into internal and external indicators, the internal indicators of the individual consist of (1) intelligence, (2) skills or expertise (3) talent or talent, (4) interests, (5) motivation, (6) attitude, (7) experience, (8) skills. Meanwhile, external indicators consist of (9) community, (10) family, (11) school and (12) environment (Gohae, 2020).

Self-efficacy is a person's belief/belief in his ability to organize, perform a task, achieve a goal, produce something and implement actions to display certain skills (Florina & Zagoto, 2019). Self-efficacy is a reflection of a person's ability to organize and take appropriate actions to achieve the desired goal, not necessarily depending on the type of skills and expertise but tends to be related to the belief about what can be done armed with skills and expertise (Laily

& Wahyuni, 2018). According to Newman et al (2019) , there are 6 indicators of self-efficacy, consisting of cultural & institutional environment (1), company characteristics (2), education & training (3), work experience (4), role models or companion mentors (5), and individual differences (6)

Experience increases confidence and interest in new things based from some experience, a person is able to explore new things and new skill competencies and develop them so that they are able to increase confidence and interest in new experiences (Caren dkk., 2023). Then according to Azizah et al., (2019) organizing is a person's involvement in an organization and cooperating with each other to achieve a certain goal. . Arip Rahman Sudrajat (2021) stated that an organization is a forum for a group of people who want to establish a cooperative relationship to achieve the desired goals and interact and synergize with each other. According to Rahmatika & Dian Aprilia (2019), the indicator of a person who is organized consists of a structural position in the organization (1), has influence and leadership skills and is a driving force in the organization (2), creative and critical of problems (3), and dominant in a group with a high leadership spirit (4).

METHOD

This study uses a quantitative research method or uses a data processing process method using numbers based on the results of sampling with populations and samples Quantitative research is a research approach that utilizes data that can be in the form of numbers and exact sciences as a medium for solving results to answer the hypothesis of a research (Waruwu, 2023). To obtain the results of number processing and exact science, a questionnaire is needed to represent a set of numbers that have been obtained. Therefore, the research questionnaire will be distributed by the researcher using the Google Form application, the data processing process will then be processed using the SPSS application.

In this study, the researcher tried to implement a sampling technique using the Proportionate Stratified Random Sampling method. By utilizing the Issac And Michael table in classifying the number of population for sampling, as many as 364 students were obtained as a population based on the data obtained by the researcher. Based on the population from Issac And Michael's reference table, Michael explained that as many students as an affordable population based on an error rate of 5%, the result of calculating the minimum number of samples was 177.

The researcher has developed a table of operational variables as research indicators and will distribute it in the form of a questionnaire or survey to respondents online through Google Forms. The primary objective is to serve as a platform for collecting primary research data from the variables of self-efficacy (X1), organizational experience (X2), and work readiness (Y), which include:

Table 2. Operationalization of Variables

| Variable | Indicator | Questionnaire | References |
|---------------------------|--------------|--------------------|---|
| Work Readiness (Y) | Intelligence | 1, 2, 3, 4, 5 | (Anskaria Simfrosa |
| | Skill | 6, 7, 8, 9, 10 | Gohae, 2020) |
| | Interest | 11, 12, 13, 14, 15 | (Desi Setiawati & Mayasari, 2021) (Deswarta dkk., 2023) |
| Self-Efficacy (X1) | Magnitude | 1, 2, 3, 4, 5 | (Nur Laily & Dewi |
| | Strenght | 6, 7, 8, 9, 10 | Urip Wahyuni, 2018b) |
| | Generality | 11, 12, 13, 14, 15 | (Sahidillah Nurdin et al., 2020) (Newman dkk., 2019) |

| Variable | Indicator | Questionnaire | References |
|---------------------------------------|----------------|--------------------|--|
| Organizational experience (X2) | Responsivity | 1, 2, 3, 4, 5 | (Ratminto & Atik Septi Winarsih, 2010) |
| | Accountability | 6, 7, 8, 9, 10 | |
| | Adaptivity | 11, 12, 13, 14, 15 | (Maula dkk., 2023) |
| | Hospitality | 16, 17, 18, 19, 20 | (Rahmatika & Dian Aprilia, 2019) |

Data measurement for each variable is carried out by giving five categories of scores based on the Likert Scale on each answer listed in the statement item in the questionnaire, based on the google form media entered online. The following is a detailed explanation of the data collection technique used by the researcher in this study using the Likert Scale.

The data analysis technique will be used for this research using SPSS software application. This research will be performed across three data analytics stages. Analysis prerequisite test will be divided into three stages, the first stage is Measurement testing, the second stage is the test of the classical assumption, and the third stage is the test of multiple regression equation.

Table 3. Likert Scale

| No. | Revelation | Positive (+) | Negative (-) |
|-----|-------------------|--------------|--------------|
| 1 | Strongly agree | 5 | 1 |
| 2 | Agree | 4 | 2 |
| 3 | Neutral | 3 | 3 |
| 4 | Disagree | 2 | 4 |
| 5 | Strongly disagree | 1 | 5 |

RESULTS AND DISCUSSION

Respondent Profile

In this study, the researcher succeeded in distributing a research questionnaire filled out by as many as 177 students of the Faculty of Economics, State University of Jakarta from various study programs. Then the researcher has also grouped the profiles of the respondents based on gender, year of coolant batch (2021 & 2022) and their respective study programs. The results of the grouping of respondent profiles have been included by the researcher below :

Table 4. Questionnaire Profile By Gender

| Gender | Frequency | Percentage |
|--------------|------------|-------------|
| Man | 63 | 36% |
| Woman | 114 | 64% |
| Total | 177 | 100% |

The above respondent profiles show that the number of respondents who fill out the questionnaire in this study is dominated by women, namely 114 respondents or 64% of the total respondents, and males, namely as many as 63 respondents or 36% of the total respondents. Then based on the year of the lecture batch, the researcher has grouped the respondent profiles based on the year of the college batch which is listed below:

Table 5. Questionnaire Profile By College Batch

| Batch | Frequency | Percentage |
|--------------|------------|-------------|
| 2021 | 53 | 30% |
| 2022 | 124 | 70% |
| Total | 177 | 100% |

Based on the previous respondent profile year, it can be seen that the percentage of respondents with the 2022 college batch is more dominant than the 2021 college batch, with each percentage being as many as 53 respondents or 30% of the total respondents for the 2021 college batch, and as many as 124 respondents or 70% of the total respondents for the 2022 college batch.

Classical Assumption Test

Normality Test

Based on the results of the normality test that has been processed by the author above, the results of the significance value (Asymp. Sig. (2-tailed)^c) show a number of 0.200. This figure hints at the fulfillment of the normality test requirements in this study. (Asymp. Sig. (2-tailed) > 0.05), so it can be concluded that the sample of this study is normally distributed.

Table 6. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|--|-------------------------|----------------------------|
| N | | 177 |
| Normal Parameters a,b | Mean | 0,0000000 |
| | Std. Deviation | 1,64027893 |
| Most Extreme Differences | Absolute | 0,058 |
| | Positive | 0,046 |
| | Negative | -0,058 |
| Test Statistic | | 0,058 |
| Asymp. Sig. (2-tailed) ^c | | .200d |
| Sig. | | 0,161 |
| Monte Carlo Sig. (2-tailed) ^e | 99% Confidence Interval | |
| | | Lower Bound Upper Bound |

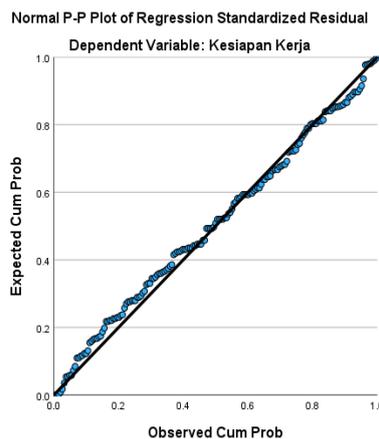


Figure 1. Probability Plot Normality Test Results

The figure above shows that the data scattered between the diagonal line areas and following the diagonal direction according to the criteria in the decision-making analysis for the *normal test of probability plot* shows that the data of the study is normally distributed. Based on this, it can be concluded that the research data is distributed normally.

Linearity Test

The results of the linearity test of the self-efficacy variable (X1) to work readiness (Y) showed a figure of 0.000 or brought from 0.005 (< 0.005). This can be interpreted that the first *independent* variable of this study, namely self-efficacy (X1) and the *dependent* variable of this study, namely work readiness (Y), is stated to have a linear relationship.

Table 7. Results of the Linearity Test of Self-Efficacy Variables (X1)
ANOVA Table

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|--------------------------|----------------|-----|-------------|---------|-------|
| * Self-Efficacy | (Combined) | 433,560 | 12 | 36,130 | 11,490 | 0,000 |
| | Linearity | 314,926 | 1 | 314,926 | 100,150 | 0,000 |
| | Deviation from Linearity | 118,634 | 11 | 10,785 | 3,430 | 0,000 |
| | Within Groups | 515,706 | 164 | 3,145 | | |
| | Total | 949,266 | 176 | | | |

The results of the linearity test of the organizational experience variable (X2) to work readiness (Y) previously showed a figure of 0.000 or brought from 0.005 (< 0.005). This can be interpreted that the second *independent* variable of this study, namely organizational experience (X2) and the *dependent* variable of this study, namely work readiness (Y), is stated to have a linear relationship.

Table 8. Results of the Organizational Experience Variable Reliability Test (X2)
ANOVA Table

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|--------------------------|----------------|-----|-------------|---------|-------|
| Job Readiness * Organizational Experience | (Combined) | 543,459 | 15 | 36,231 | 14,374 | 0,000 |
| | Linearity | 425,932 | 1 | 425,932 | 168,985 | 0,000 |
| | Deviation from Linearity | 117,527 | 14 | 8,395 | 3,331 | 0,000 |
| | Within Groups | 405,806 | 161 | 2,521 | | |
| | Total | 949,266 | 176 | | | |

Multicollinearity Test

The results of the multicollinearity test above show that the tolerance values of the two *independent* variables in this study (*self-efficacy* and organizational experience) each have the same tolerance value of $0.662 > 0.1$, and the VIF values of the two independent variables in this study each have the same value of $1.512 < 10$. This shows that there are no symptoms of multicollinearity.

Table 9. Multicollinearity Test Results

| Type | Collinearity Statistics | |
|-----------------------------------|-------------------------|-------|
| | Tolerance | VIF |
| Self Efficacy | 0,662 | 1,512 |
| Organizational Experience | 0,662 | 1,512 |
| Dependent Variable: Job Readiness | | |

Heteroscedasticity Test

Based on the results of the heteroscedasticity test, the *Sig. (2-tailed) residual number of the self-efficacy variable* showed a result of $0.233 > 0.05$. It can be concluded that the *self-efficacy* variable (X1) against the work readiness variable (Y) does not have symptoms of

heteroscedasticity. Then the Sig. (2-tailed) residual number from the organizational experience variable shows a result of $0.322 > 0.05$. It can also be concluded that the organizational experience variable (X2) to the work readiness variable (Y) does not have symptoms of heteroscedasticity.

Table 10. Heteroscedasticity Test Results

| | | Correlations | | | |
|----------------|---------------------------|-------------------------|---------------------------|-------------------------|--------|
| | | Self-Efficacy | Organizational Experience | Unstandardized Residual | |
| Spearman's rho | Self-Efficacy | Correlation Coefficient | 1,000 | .282** | -0,090 |
| | | Sig. (2-tailed) | | 0,000 | 0,233 |
| | | N | 177 | 177 | 177 |
| | Organizational Experience | Correlation Coefficient | .282** | 1,000 | -0,075 |
| | | Sig. (2-tailed) | 0,000 | | 0,322 |
| | | N | 177 | 177 | 177 |
| | Unstandardized Residual | Correlation Coefficient | -0,090 | -0,075 | 1,000 |
| | | Sig. (2-tailed) | 0,233 | 0,322 | |
| | | N | 177 | 177 | 177 |

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

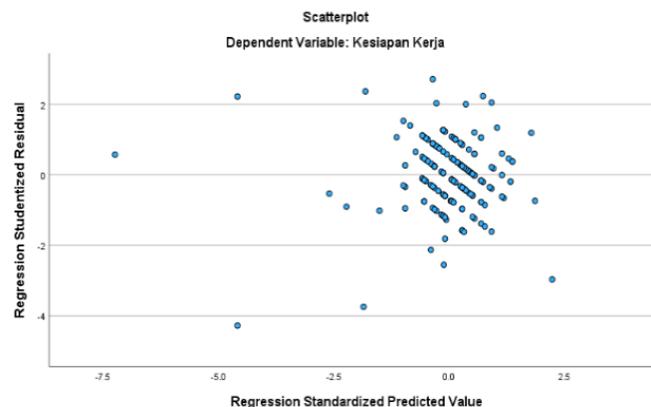


Figure 2. Scatterplot Charts

Based on the scatterplot graph, it is described that the distribution of points is evenly distributed, especially between the coordinates $x-2.5, x2.5, y-2$ and $y2$. And there is no specific pattern in the scatterplot graphic processing image. Based on this, it can be concluded that there are no symptoms of heteroscedasticity in this study.

Multiple Regression Analysis

It can be concluded that the organizational experience variable (X2) has a greater influence and contribution in this study on students' job readiness (Y) by referring to the value of the organizational experience variable coefficient (X2) which is larger than the *Self-Efficacy* variable (X1), with details of the organizational experience variable (X2) coefficient value of $0.371 > 0.306$ for the value of the *Self-Efficacy* variable (X1).

Table 11. Multiple Regression Test Results Coefficients^a

| Type | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 10,940 | 3,012 | | 3,632 | 0,000 |
| Self-Efficacy | 0,306 | 0,071 | 0,282 | 4,278 | 0,000 |
| Organizational Experience | 0,371 | 0,048 | 0,506 | 7,687 | 0,000 |

a. Dependent Variable: Work Readiness

Test t

Table 12. Test Results t Coefficients^a

| Type | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 10,940 | 3,012 | | 3,632 | 0,000 |
| Self-Efficacy | 0,306 | 0,071 | 0,282 | 4,278 | 0,000 |
| Organizational Experience | 0,371 | 0,048 | 0,506 | 7,687 | 0,000 |

a. Dependent Variable: Work Readiness

The results of the t-calculation on *the self-efficacy* variable (X1) showed a figure of 4.278, larger than the t-table in this study ($4 > 2781.97$), so it can be concluded that *the self-efficacy* variable (X1) partially affects the work readiness variable (Y). The results of the t calculation on the organizational experience variable (X2) showed a figure of 7.687, larger than the t table in this study ($7.687 > 1.97$), so it can be concluded that the organizational experience variable (X2) also partially affects the work readiness variable (Y).

Test F

Table 13. Test Result F ANOVA^a

| Type | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|--------|
| 1 Regression | 475,735 | 2 | 237,867 | 87,405 | <,001B |
| Residual | 473,531 | 174 | 2,721 | | |
| Total | 949,266 | 176 | | | |

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Organizational Experience, Self-Efficacy

Based on the results of the F test above, the F test number in this study can be obtained as 87.405. It can be concluded that *the Self-Efficacy* variable (X1) and the organizational experience variable (X2) have a simultaneous influence on the work readiness variable (Y), in accordance with the decision-making criteria previously explained in Chapter 3, that the results of the F calculation in this study are $87.405 > 3.05$.

Discussion

Through several stages of hypothesis testing on variable X1 against variable Y, with the results of the t calculation test, the results of the t calculation have been obtained which shows a figure of 4.278. The result of this calculation is larger than the t table in this study which shows a figure of 1.97 ($4.278 > 1.97$). This makes it clear that *the self-efficacy* variable

(X1) partially has a significant effect on the work readiness variable (Y). The results of this study are in line with the results of a study conducted by Jatmiko (2019). The results of the study explained that there was an influence that had a direct impact in terms of self-efficacy on the work readiness of students of the Department of Economics Education, State University of Yogyakarta, with the results of the study using the standardized regression weight ratio method of 0.345 and the c.r. value of 3.674 with a probability value of 0.000.

Through several stages of hypothesis testing on the X2 variable against the Y variable, with the results of the t calculation test, the results of the t calculation have been obtained which show a figure of 7.687. The results of the t-calculation showed a larger number than the t-table in this study which showed a figure of 1.97 ($7.687 > 1.97$). This makes it clear that the organizational experience variable (X2) partially has a significant effect on the work readiness variable (Y). These results are in line with the research conducted by Puteri & Rozamuri in their research (2023)". The results of the study show that organizational experience has a positive influence on the work readiness of interns from various types of groups. This was obtained based on the results of a simple linear regression analysis with a significance value (sig) of 0.000 smaller than the alpha value of 0.005.

Through the testing of the F calculation hypothesis in this study which shows a number greater than the F table ($87.405 > 3.05$), it can be concluded that *the self-efficacy* variable (X1) and the organizational experience variable (X2) have a significant simultaneous influence on the work readiness variable (Y) of a student. The results of a slightly different study were researched by Nasution, Syofyan, and Marna entitled "The Influence of Self-Efficacy, Organizational Activeness, Family Environment and Locus of Control on the Work Readiness of Padang State University Students during the Covid-19 Pandemic" (2022). The study showed that self-efficacy had a positive and significant influence on the work readiness of Universitas Negara Padang students through the SPSS 24 application as a means of data processing with a significant student self-efficacy of $0.042 < 0.05$.

CONCLUSIONS AND SUGGESTIONS

Based on the results of statistical data processing, followed by the analysis and interpretation that has been carried out, there are several conclusions resulting from this study which include the results of hypothesis testing on variable X1 against variable Y, the researcher can conclude that the self-efficacy variable (X1) has a direct, positive and partially significant influence on the student's job readiness variable (Y), because because the higher a student's confidence in his or her skills, the more confident the student will be to enter the world of work later after graduation. The results of hypothesis testing on variable X2 against variable Y, the researcher concluded that the organizational experience variable (X2) has a direct, positive and partially significant influence on the student's work readiness variable (Y), because the more often students participate in the organization during their lecture period, the more they will be trained in leadership, responsiveness, activeness, and sensitivity in themselves as a provision to be able to be professional in the future when entering the world of work. The results of the F calculation hypothesis test in this study concluded that *the self-efficacy variable (X1) and the organizational experience variable (X2) had a significant simultaneous influence on the work readiness variable (Y) of a student*. A student will have good job readiness if it is supported by confidence in self-control skills, self-expertise and a good perception of the world of work

Several more factors impact a student's readiness to work, beyond the self-efficacy and organizations experience focused on in this study. Due to study scope and limitations, these factors could not be integrated into the research. In addition, the study findings are rather limited in theory explanations and data analysis. The first limitation is related to the researcher internal factors, and the second is related to the limited resources to support the research.

Finally, for the population, the acquisition process was not ideal because the university did not keep a dataset of students from the Faculty of Economics (FE) involved in organizations. Therefore, the population data had to be collected manually by the researcher.

Explore and analyze more deeply the various other factors that affect a student's job readiness, in addition to self-efficacy and organizational experience. Furthermore, future research could be conducted with a broader scope than the current study or focus on examining the lowest indicators identified in this study, such as intelligence indicators in the self-efficacy variable, generality indicators in the organizational experience variable, and hospitality indicators in the job readiness variable. This approach could provide more varied and informative results. Additionally, establishing stronger relationships with heads of organizations would facilitate the acquisition of population data for future research that is relatively similar to this study.

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