

The Influence of Field Work Practices, Motivation, and Self-Efficacy on Work Readiness

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Abstract

Job readiness is the ability of a human being to do things related to work activities. Job readiness is a trait and behavior that will be needed by students, especially final year students. To build job readiness, it is also necessary to practice field work, motivation and self-efficacy of students. This research is a type of quantitative research. This study made a sample of final year Management students Faculty of Economics and Business, UPNV East Java The sample technique used was Simple Random Sampling with a total of 94 students and data analysis techniques using the PLS (Partial Least Square) method, using validity tests, reliability tests, and hypothesis tests. The results of previous research on research related to the variables of this study show that there is a positive and significant influence on the influence of field work practices, motivation, and self-efficacy on work readiness.

Keywords: Field work practice; Motivation; Self-efficacy; Job readiness

INTRODUCTION

Students are quality human resources and are prepared to enter the world of work. This is because students have taken the highest level of education with a mature and mature mindset and attitude. Apart from this, higher education graduates are also expected to have greater opportunities to get a job. Unemployment is a condition of people who are in the labor force and have the desire to get a job but are still unable to get a job. The age population that has ideal productivity is aged 15-64 years and is included in the labor force group. Unemployment is a problem that a country must seek a solution from generation to generation, unemployment will have a negative impact on the economy.

Table 1. Open Unemployment Rate

Open Unemployment Rate (TPT) Surabaya City 2017-2022	Percentage
2017	5,98
2018	6,12
2019	5,87
2020	9,79
2021	9,68
2022	7,62

The data above shows a phenomenon that the number of unemployed relative to the total workforce tends to change inconsistently, sometimes there are periods of the year where the number of unemployed increases drastically and sometimes there is a fairly drastic decrease.

Table 2. Tracer Studies data for FEB Management Students class 17 and class 18 2021-2023

Data on the search for graduates of the 17th and 18th batches of FEB Management students				
Force	Graduation year	Work	Not yet working	Number of Graduates
2017	2021	12	61	73
	2022	9	7	16
2018	2021	1		1
	2022	14	48	62
	2023	5	21	26
Amount		41	137	178

The data above is Tracer Studies data for FEB Management Students class 17 and class 18 2021-2023. It can be seen that there are still more graduates from class 17 and class 18 who are not working than those who are already working. The data above shows that the number of graduates who are ready to work is less than the number of graduates who are not yet working. This data confirms the data on the open unemployment rate. In this case, students are included in the workforce and are preparing themselves to enter the world of work.

Review References

Field Work Practices

Kusnaeni in the journal (Angelina Silvy 2023) said that actually Field Work Practices are educational programs carried out outside educational settings or fields with the aim of teaching activities as training.

Motivation

Bambang, et al 2020 One of the factors that motivates a person at work is the motivation that exists within him. Motivation is the process of determining a person's level of intensity, as well as the desired results, and his persistence in achieving them. Being involved in pursuing one's goals can produce work motivation, which can motivate individual or group to do so.

Self-Efficacy

Self-Efficacy. Bandura Ghuftron and Risnawita in the journal (Chotimah Khusnul, Suryani Nanik 2020), self-efficacy is a person's feeling of confidence in their ability to carry out the activities or tasks required to achieve a desired result.

Working readiness

According to Sugihartono (Silvy Angelina et al., 2023) work readiness is a state of harmony between a person's physical, mental and learning maturity, so that he or she can carry out work-related activities. Apart from that, work readiness is a person's ability to improve their work abilities which consists of a person's knowledge, skills and attitudes.

Relationship between variables

Field Work Practices with Job Readiness

Field work practice training for working life whose aim is to provide skills and expertise that meet

students' skill requirements Field work practice plays an important role in work readiness. According to Maulidy et al., 2022 in research (Silvy Angelina et al., 2023), field work experience makes students more ready to work by equipping them with knowledge and skills about the world of work.

Motivation with Job Readiness

The great desire to enter working life, according to Anoraga's vision in the journal (Liyasari & Suryani, 2022), is the fulfillment of needs included in the group of driving factors, which consist of own work, archives, development opportunities, responsibility, advancement, recognition. These needs are related to the essential nature of humans, wanting to achieve results (awards) and by successfully achieving results, experiencing personal development.

Self-Efficacy with Job Readiness

According to Puri in the journal (Chotimah Khusnul, Suryani Nanik 2020), a person's work readiness is influenced by his own beliefs about career preparation, because self-efficacy shows the realization of the learning process carried out by students as well as changes in behavior that develop readiness for work.

Hypothesis

H1: Field Work Practices (X1) are thought to have a positive and significant influence on work readiness (Y) of final year Management students at the Faculty of Economics and Business, UPN "Veteran" East Java.

H2: Motivation (X2) is thought to have a positive and significant influence on work readiness (Y) of final year Management students at the Faculty of Economics and Business, UPN "Veteran" East Java.

H3: Self-Efficacy (X3) is thought to have a positive and significant influence on the work readiness of final year students at the Faculty of Economics and Business, UPN "Veteran" East Java.

METHOD

This research uses quantitative research methods with a deductive research approach which tries to explain from large phenomena to small phenomena, data collection techniques use primary data and secondary data, primary data is obtained from questionnaire results and secondary data is obtained from open unemployment rate data, and tracer studies Veterans National Development University, East Java, Faculty of Economics and Business, took the population from Management students class 17 and class 18. A population of 178 students was taken and samples were taken using the Slovin formula to get a sample of 94 students. The sample results are processed using (PLS) Partial Least Square.

RESULTS STUDY AND DISCUSSION

Table 3. Outer Loadings (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
X1.1 <- Praktik Kerja Lapangan	0.726069	0.449876	0.463600	0.463600	1.566.154
X1.2 <- Praktik Kerja Lapangan	0.007295	0.130031	0.300078	0.300078	0.024309
X1.3 <- Praktik Kerja Lapangan	0.016545	0.118052	0.349645	0.349645	0.047320
X1.4 <- Praktik Kerja Lapangan	0.500187	0.390370	0.313449	0.313449	1.595.755
X1.5 <- Praktik Kerja Lapangan	0.790990	0.465497	0.482365	0.482365	1.639.815
X2.1 <- Motivasi Memasuki Dunia Kerja	0.602185	0.259871	0.453331	0.453331	1.328.356
X2.2 <- Motivasi Memasuki Dunia Kerja	-0.584414	-0.217565	0.462462	0.462462	1.263.701
X2.3 <- Motivasi Memasuki Dunia Kerja	0.863921	0.488759	0.480779	0.480779	1.796.919
X2.4 <- Motivasi Memasuki Dunia Kerja	-0.354381	0.177895	0.603781	0.603781	0.586936
X3.1 <- Efikasi Diri	0.973850	0.215058	0.595722	0.595722	1.634.740
X3.2 <- Efikasi Diri	-0.405125	0.233489	0.578270	0.578270	0.700581
X3.3 <- Efikasi Diri	-0.352960	0.317003	0.617462	0.617462	0.571631
Y1.1 <- Kesiapan Kerja	0.969834	0.489287	0.533904	0.533904	1.816.495
Y1.2 <- Kesiapan Kerja	0.012875	0.389773	0.478461	0.478461	0.026910
Y1.3 <- Kesiapan Kerja	0.271633	0.324924	0.288614	0.288614	0.941164

From the table above, the validity of indicators is measured by looking at the *Factor Loading Value* of the variable to the indicator . It is said that the validity is sufficient if it is greater than 0.5 and/or the T-Statistic value is greater than 1.96 (Z value at $\alpha = 0.05$). *Factor Loading* is a correlation between an indicator and a variable, if it is greater than 0.5 it is considered that its validity is met, likewise if the T-Statistic value is greater than 1.96 then its significance is met.

Based on the outer loading table above, all reflective indicators on the variables Field Work Practice, Motivation, and Self-Efficacy and Work Readiness , show *factorv loading (original sample)* greater than 0.50 and/or significant (T-Statistic value is more than the value $Z \alpha = 0.05 (5\%) = 1.96$), thus the estimation results for all indicators have met *convergent validity* or good validity.

Composite Reliability

Table 4. Composite Reliability

	Composite Reliability
Field Work Practices	0.536675
Motivation	0.102910
Self-Efficacy	0.025728
Working readiness	0.442102

Construct reliability is measured by *the composite reliability value*. A reliable construct if *the composite reliability value* is above 0.70 then the indicator is said to be consistent in measuring the latent variable. The results of the *Composite Reliability* test show that the variables Field Work Practice, Motivation, Self-Efficacy, and Work Readiness, these four variables show a *Composite Reliability value* below 0.70, so it can be said that all the variables in this study are not reliable.

Hypothesis testing

Table 5. Hypothesis testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics ((O/STERR))
Field Work Practices -> Job Readiness	0.285421	0.231302	0.125293	0.125293	2.278018
Motivation -> Job Readiness	0.249101	0.311771	0.148788	0.148788	1.674199
Self-Efficacy -> Job Readiness	0.195687	0.266721	0.155001	0.155001	1.262483

1. Field Work Practices \ have a positive effect on -> Work Readiness is acceptable, with *path coefficients* of 0.285421 and the *T-s statistic value* of 2.278018 is greater than the Z value $\alpha = 0.05$ (5 %) = 1.96 , so it is significant
2. Motivation \ has a positive effect on -> Work Readiness is unacceptable, with *path coefficients* of 0.249101 and the *T-s statistic value* of 1.674199 is smaller than the Z value $\alpha = 0.05$ (5 %) = 1.96 , so it is not significant
3. Self-Efficacy \ has a positive effect on -> Work Readiness is acceptable, with *path coefficients* of 0.195687 and a *T-s statistic value* of 1.262483 which is smaller than the Z value $\alpha = 0.05$ (5 %) = 1.96 , then no Significant .

DISCUSSION

Influence of Field Work Practices (X1) on Work Readiness (Y)

From the results of the PLS Field Work Practice indicator (X1) which has the most influence on work readiness (Y) in final year students class 17 and class 18 Management FEB UPNV East Java is "I understand how to behave in the world of work such as responsibility and completing assigned tasks "It can be seen from the high loading factor. So the answer can be taken that in order for students to increase their work readiness, they need to prepare themselves in terms of attitudes and responsibilities when they are in the world of work.

Influence of Motivation (X2) on Work Readiness (Y)

Based on the results of the research that has been carried out, the results show that there is no positive and significant influence of Motivation (X2) on Work Readiness (Y) in final year students of class 17 and class 18 Management FEB UPNV East Java. This explains that motivation has no effect on work readiness.

It is possible that there is no influence because if you look at the percentage of respondents' answers, you can't find answers that support motivation from the aspect of goals and fulfilling desires in table 1.4 Motivation (X2), the only large percentage of answers is motivation for the family environment and fulfilling daily needs. This is a basic human need, which every human being will definitely take that path. Karl Max's Theory of Primary Needs "Needs that humans have had since they were born into the world. This consists of the need for food, shelter, water, and so on."

Influence of Self-Efficacy (X3) on work readiness (Y)

The results show that the most influential indicator is "I choose a field of work according to my abilities" with the highest loading factor, meaning that if students want to increase their work readiness then the main thing to try is to increase their self-confidence in choosing a field of work according to their abilities. However, the results of this variable were not significant, meaning that it did not have a strong enough influence in supporting work readiness.

CONCLUSION

Field Work Practices (This provides the answer that Field Work Practices can have an influence on students' work readiness. "I understand attitudes in the world of work such as responsibility and completing assigned tasks" can be seen from the high loading factor. So the answer can be taken that in order for students to be able to increase their work readiness, they need to prepare themselves in terms of attitudes and responsibilities when they are in the world of work. Motivation (X2) Motivation has no influence on increasing the work readiness of final year students class 17 and class 18

Management of UPNV Java East. The biggest factor loading is in question . Self-Efficacy (X3) Self-Efficacy can provide support and contribution to the Job Readiness of final year 17th and 18th year students Management FEB UPNV East Java. This provides the answer that Self-Efficacy can influence Work Readiness but is not strong enough, meaning that the formation of Self-Efficacy in students is important and has an influence in increasing Work Readiness but is not significant. "I choose a field of work according to my abilities" with the highest loading factor, meaning that if students want to increase their work readiness then the main thing to try is to increase their self-confidence in choosing a field of work according to their abilities. However, the results of this variable were not significant, meaning that it did not have a strong enough influence in supporting work readiness.

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