

# The Influence of Self Efficacy, Competence, and Training on Work Readiness (Study on MSIB Management Study Program UPN "Veteran" East Java Students)

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## Abstract

The abilities required to compete in the workplace are changing as a result of the expanding nature of the labor market. Therefore, it is required of college graduates to be self-assured, skilled, and fully competent within themselves to support work preparedness. The purpose of this study is to understand the effects of self-efficacy, competence, and training on the degree to which MSIB students enrolled in the UPN "Veteran" East Java Management study program are prepared for the workforce. This study uses quantitative descriptive methods. 45 students in their last year of the Management Study Program who had successfully completed the MSIB program made up the study's population. Total sampling was the method utilized in this study. In this study, 45 students served as samples. The Partial Least Square (PLS) program is used in this work as an analysis tool. The study's findings demonstrated that for MSIB students enrolled in the Management study program at the "Veteran" National Development University, East Java, self-efficacy and competence had a favorable and significant impact on work preparedness, whereas training had no such impact.

**Keywords:** Self Efficacy; Competence; Training; Work readiness

## INTRODUCTION

The revolutionary age of Industry 4.0 is characterized by rapid progress and the widespread application of digital technologies. The Industry 4.0 revolution, which is also known as the era of disruption or the era of innovation, will pose a threat to those who are unprepared to handle it. All aspects of technology and communication are used to their fullest extent today. With a new approach, industry must get ready to source adequate power to meet demands in the revolutionary era of Industry 4.0.

All candidates must be strong, hardworking, and competitive, with excellent mobility. In addition, I also sued for my own appropriate readiness and competence with the world of work at this moment. If the candidate has no ability to compete and is not absorbed in this world's work, he or she will only donate the number of unemployed.

According to data from the Central Bureau of Statistics (BPS) 2022, 5.83 percent of Indonesia's population, or 208.54 million individuals, were unemployed as of February 2022. Of the overall 5.83 percent, 14% come from diploma and undergraduate degree holders (S1). According to BPS data for February 2022, there are 884,769 unemployed students. This indicates that, despite having a high degree of education, finding a job is not always simple. According to Antono in Ayuningtyas (2015:27), one reason why Indonesia's unemployment rate is still high is because many recent college graduates are deemed unprepared and lack prior work experience.

The undergraduate program educates students to become intellectuals and/or scientists who are cultured, able to enter and/or create occupations, and who are able to develop themselves to become professionals, according to Law Number 12 of 2012 regulating higher education's Article 28 Paragraph 2. In accordance with the announcement, the Independent Campus Program (MBKM) was launched by the Ministry of Education, Culture, Research, and Technology at the start of 2020. As they enter the workforce, students will gain experience by following the program.

Notably MSIB (Internship and Independent Study Certified) from the MBKM program demonstrates that the UPNV East Java Faculty of Economics and Business participated, facilitated, and supported students as they developed confidence in themselves and increased their competence and abilities through a training program. The MBKM program at MSIB has a sufficient amount of attention-grabbing study program participants from East Java UPNV management. In order to determine the level of readiness of the management of UPNV East Java, which has finished the MSIB program, and the students participating in the work study program, the researcher conducted a preliminary survey.

**Table 1.** Pre results Surey

Statement	Don't agree	Doubtful	Agree
I am ready to work both mentally and physically	1 (2.5%)	21 (52.5%)	18 (45%)
I am confident and ready to enter the workforce	2 (5%)	26 (65%)	12 (30%)
I am sure of the competence that I have to enter the world of work	-	27 (67.5%)	13 (32.5%)
Learning in undergraduate education is more theory than practice, making me unprepared for work	2 (5%)	16 (40%)	22 (55%)
With the training/apprenticeship program that I have completed, it has made me more prepared to work	-	21 (52.5%)	19 (47.5%)

Based on the initial survey work readiness shows that final year student of management study program that has completed the MSIB program is still undecided and lacking in belief that they can enter the world of work. Still, lots of those who hesitate with their competence have entered the world of work. Besides that, they still feel hesitant to enter the world of work, although they have finished MSBI training. About readiness for work, graduates of bachelor's programs feel not enough Ready for Work compared with diploma graduates. This is due to learning more theory than practice. Readiness for work is something that exists in individuals, among others, including mental maturity, physique, experience, desire, and ability to operate something at work or in an activity (Susilowati & Fauzan, 2022).

Students who want to become work-ready must have high self efficacy. Results from studies by Itryah & Anggraini (2022), Ratuela et al. (2022) demonstrate a favorable and substantial link between self-efficacy and job preparedness. Other variables, in addition to self-efficacy, are growing in significance for support readiness. For students, competency is work.

It has been discovered through research by Ramadhani (2022), Wiradarma & Sari Widhiyani (2021) that competency variables have a strong favorable impact on work readiness.

The goal of the effort is to improve one's skill set in addition to increasing work preparedness. So from it, enroll in a training course to develop your skills. A study on training by Damayanti et al. (2018), Mauludiya (2021) revealed a substantial and favorable relationship between training-related variables and working readiness. However, research conducted by Wandasari (2019) yields the opposite result: training's own influence is positive but not significant to work readiness. So, from there, research was conducted to determine how self efficacy, competency, and training as a number of possible factors support work readiness final year student of management study program of UPN "Veteran" East Java, which has completed the MSIB program

## Literature Review

### Self Efficacy

Rini and Izaak (2019) define self efficacy as an individual's belief in his own abilities to motivate himself and use cognitive abilities, which is then embodied through action with the goal of succeeding in a specific task. This is in line with understanding self efficacy according to Oktariani (2018), one form of understanding an individual to himself Alone or capability self in estimating capabilities covers trust yourself, adaptation self, capacity cognitive, intelligent, and capable act, though in a full state of pressure. indicator of self efficacy used in the study This refers to Brown's opinion in Fitriandari et al. (2019), namely (a) sure you can finish a certain task; (b) Sure you can motivate yourself; (c) sure you can try hard; (d) sure you can endure obstacles; and (e) sure you can operate on a broad task or a specific task.

### Competence

Finch & Crunkilton (1999:221) explain that competence is proficiency in completing tasks, skills, and attitudes, as well as the required award for supporting success. This is strengthened by the opinion of Effendi et al. (2023) that competencies that include skills and knowledge are the main factor in settlement tasks. Also, deep effort is needed to reach competence as a graduate of the needed balanced composition, in the form of appropriate learning in the world of business and industry. indicator of competence used in the study This refers to Gordon's opinion in Sutrisno (2015), including (a) Knowledge, (b) Understanding, (c) Skills, (d) motives, and (e) Self-concept.

### Training

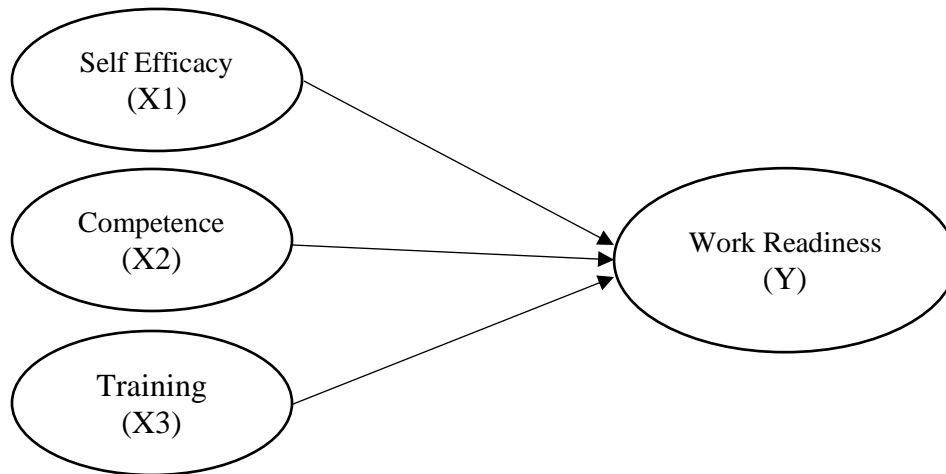
According to Wibowo in Damayanti et al. (2018), training is a program with the purpose of increasing skill sources. Power men must obtain knowledge and skills through learning so that they can quickly use them in their jobs. Opinions are supported by statements. Ihsani & Rini (2023) stated that the training program (*training*) is a program that aims to give mastery of various skills and techniques through the implementation of certain tasks customized to the needs of the moment. Indicator training used in the study refers to the opinions of Dessler (2015), namely (a) Instructor, (b) Participants, (c) method, (d) and material (e) goal.

### Work Readiness

According to Juariah (2019), readiness When students are physically and mentally mature and have had learning opportunities that address the demands of the working world, they are said to be job ready, which allows them to enter the workforce right after graduation

without needing to adjust to a lengthy work environment. indicator of self efficacy used in the study This refers to Fitriyanto's opinion in Rahmawati et al. (2019), namely: (a) has the ability to cooperate, (b) is responsible in answering, (c) has an attitude critical, (d) has the ability to adapt, and (e) has logical considerations.

### Framework Conceptual



**Picture 1.** Framework Conceptual

### Hypothesis

On research in a nutshell, there are three hypotheses. Based on the review study, foundation theory, and problems that refer to the framework, the following is a hypothesis on research:

H1: Self Efficacy Influences, Positive, and Significantly Contributes to Work Readiness

H2: Competence Influences, Positive, and Significantly Contributes to Work Readiness

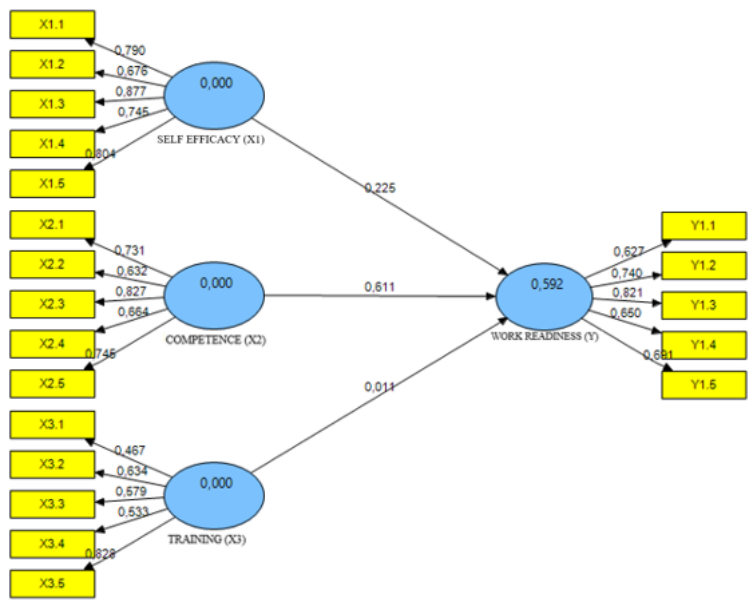
H3: Training Influences, Positive, and Significantly Contributes to Work Readiness

### METHOD

In this descriptive quantitative study, the dependent variable is Work Readiness (Y), whereas the independent factors are self efficacy (X1), competence (X2), and training (X3). The Likert scale is the measurement device used to evaluate each variable. The population study is the last year of UPN "Veteran" East Java's management program, which has finished the MSIB program. For technique, the sample taken is the total sampling or sample saturated; that is, the amount sampled is the whole population, which is a total of 45 students. Data collection was carried out with primary data. Data retrieved through a completed questionnaire was shared with the final year of Management study program of UPN "Veteran" East Java, which has completed the MSIB program. Besides that, researchers use Partial Least squares (PLS) as a tool for data analysis.

**RESEARCH RESULTS AND DISCUSSION**

Study this uses the application SmartPLS as a tool for analysis. So that produces a conceptual model framework from every variable, like the picture under this:



**Picture 2. PLS Conceptual Model**

As seen in picture 2 above, the path coefficients are above the arrow line connecting the exogenous and endogenous variables, and the magnitude of the factor loading value for each indicator is located above the arrow between the variable and the indicator. The relationship between indicators and variables is measured by the factor loadings; if the value is greater than 0.5, the relationship is considered valid; if the T-Statistic value is greater than 1.96, the relationship is considered significant. In addition, the R-Square's magnitude may be shown to fall exactly inside the circle of endogenous variables (the Work Readiness variable).

**Table 2. R-Square**

	R-Square
Work Readiness (Y)	0.592415
Competency (X2)	
Training (X3)	
Self Efficacy (X1)	

Source: Processed Data

This table shows the value of  $R^2 = 0.592415$ . So, interpreted that the model is capable of explain phenomenon Work Readiness that is affected by variables free including Self Efficacy, Competency and Training with variant of 59.24%. Whereas the rest of 40.76% is explained by other variables outside study this (in addition to Self Efficacy, Competency and Training).

**Testing hypothesis**

Testing the hypothesis function for testing a hypothesis that has been determined before. Testing The path coefficients and T-statistic values in Table 3 below demonstrate this.:

**Table 3. Path Coefficients**

	Path Coefficients (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics ( O/STERR )	P Values
Self Efficacy (X1)→ Work Readiness(Y)	0.225105	0.220417	0.086508	2.602143	0.011
Competency (X2)→ Work Readiness (Y)	0.611255	0.601866	0.090922	6.722882	0.000
Training (X3)→ Work Readiness (Y)	0.011216	0.043181	0.109666	0.102271	0.919

Source: Processed Data

**Hypothesis 1**

With path coefficients as large as 0.225105 and a T-Statistic value of 2.602143 (>1.96), it is acceptable to assume that self-efficacy (X1) has a positive and significant impact on work readiness (Y). Then it was stated that soft skills could help someone become ready to work.

**Hypothesis 2**

With path coefficients as large as 0.611255, it is acceptable that competence (X2) has a positive and significant impact on work readiness (Y), and the T-Statistic value for this significant impact is equal to 6.722882 (>1.96). Then it was stated that competence contributes to being ready for work on its own.

**Hypothesis 3**

With path coefficients as large as 0.011216, training (X3) cannot have a positive and significant impact on job readiness (Y), and the T-Statistic value must be equivalent to 0.102271 (>1.96) in order to be considered non-significant. After then, it was claimed that training makes no independent contribution to work readiness.

**Discussion**

**Self Efficacy for Work Readiness**

Based on the research's findings, it was found that self efficacy helps students who have completed the MSIB program be more confident in their abilities and more prepared to enter the workforce. This means that self efficacy supports students who are more prepared for the workforce. This shows that the MSIB program graduates of UPN "Veteran" East Java who are in their last year of school are more prepared for employment the greater their self-efficacy.

Analysis outcomes Self-efficacy demonstrates that the study program's most important factor for work readiness is. "Sure, you can try hard" is Students Management's suggestion for finishing the MSIB program. This has been demonstrated by the students' determination to follow the MSIB program to completion, which is one endeavor that can improve self-confidence and promote preparation to enter the workforce with method. Thus, it can be concluded that a student must demonstrate his aptitude and make a concerted effort to act in accordance with the duties and jobs that have been allocated in order to be prepared for adult labor. Results of research This is consistent with the findings of Itryah & Anggraini (2022), Ratuela et al. (2022) demonstrate that self-efficacy contributes to work readiness on its own. Self-efficacy research has shown that people are more capable of handling obstacles at work if they feel more confidence in their abilities.



### **Competence for Work Readiness**

According to the findings of the research, Competence own contribution to Work Readiness on final year student of management study program that has completed the MSIB program, which means Competence student will support Work Readiness they that is with increase competence with various type skills possessed for can prepare self enter into the world of work with ease after graduation. This indicates that the higher the competency final students of management study program of UPN "Veteran" East Java who has completed the MSIB program, the greater their readiness for work.

Analysis results show that competence is the most influential item to Work Readiness on the study program. Student management has completed the MSIB program in "Skills". Provisions acquired skills of the MSIB program make the student feel he has his own appropriate skills with field work because one aspect of shaping competence is following various supporting activities. So that can be said that, in order to have readiness for mature work, a student must possess capable skills in accordance with the world of work in order to be able to finish assigned tasks and jobs. Results of research This is consistent with findings from research by Ramadhani (2022), Wiradarma & Sari Widhiyani (2021), who attained findings that show competence makes its own contribution to job preparedness. backed up by height Competence implies that pupils are more prepared to handle obstacles in the workplace if they possess more advanced competence. Due to favorable view and the fact that skill in the workplace breeds confidence in one's own abilities.

### **Training for Work Readiness**

Based on results research that has done, obtained results that Training No give contribution to Work Readiness on final year students of management study program that has complete the MSIB program, which means Training internship & study independent who has followed student, no influential to work readiness student.

Analysis results from training show that the most influential item in Work Readiness on management study program completing the MSIB program is "Purpose". So that can be interpreted that in this matter, this student agrees that training, internships, and independent study are not yet in accordance with objective implementation. It was caused by respondents in the study. This was dominated by students who followed the study program independently compared to students participating in internship programs. In this case, students who follow studies independently get more explanation in a manner of theory than practice, so a lack of application work directly causes the objective Not yet reached. Research results This is in accordance with the results of research conducted by Wandasari (2019), who obtained the result that Training has no own contribution to Work Readiness on candidate power work ever following training apprenticeship from Disnakertrans Samarinda. However, research shows that this is in accordance with a study previously conducted by Damayanti et al. (2018), which mentions that training Zahir Accounting Certification makes its own contribution to Work Readiness study program student education and economy.

## CONCLUSION

We may draw the conclusion that self efficacy helps students who have finished the MSIB program be ready for support throughout their final year of management study program. This indicates that a student is more prepared for employment the greater their level of self-efficacy is at the conclusion of management study program of UPN "Veteran" East Java, which has successfully finished the MSIB program. Competence also contributes to students' readiness in their last year of management study program for those who have successfully finished the MSIB program. This suggests that UPN "Veteran" East Java graduates of the MSIB program are more prepared for employment the higher their competency in their final year of management study program. Training does not increase work readiness, with the last batch of MSIB program graduates who are management study program. Level work readiness is held by students and not supported by the training program, as can be observed from graduates of the MSIB program.

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