

Improving Student's Working Readiness by Increasing Soft Skills, Self-Efficacy, Motivation, and Organizational Activities

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ABSTRACT

This study aims to analyze and describe the effect of soft skills, self-efficacy, motivation, and organizational activities on the students' work readiness of the Faculty of Economics and Business (FEB), Universitas Muhammadiyah Surakarta (UMS), Indonesia. It employed a quantitative approach. The samples amounted to 100 respondents by using the Slovin formula. The sampling technique employed purposive sampling. The data analysis technique applied SEM-PLS of which calculation used the Smart PLS 3.0 program. The evaluation analysis of the Partial Least Square (PLS) model employed the outer model and the inner model. The results of data analysis show that 1) soft skills have a positive and significant effect on job readiness. (2) Self-efficacy has a positive and significant effect on job readiness. (3) Work motivation has a positive and significant effect on job readiness. (4) Organizational activity has a positive and significant effect on work readiness. Therefore, the students' work readiness can be increased by using soft skills, self-efficiency, motivation, and organizational activities.

Keywords: *working readiness, soft skills, self-efficacy, motivation, organizational activities.*

1. INTRODUCTION

In the current era of globalization, economic growth and development are very rapid. It can highly take an impact on job seekers, employment, and labor qualifications. Work is an individual's need to be able to keep surviving. Whatever work a person does, in other words, he or she will do it to fulfill his or her daily life.

Students' ability of human resources needs improving and developing by taking and education. The purpose of human resources development is to improve the effectiveness and efficiency of work in achieving the goals of the organization's work programs [1].

The existence of human resources in the current global era is very crucial. One of the important functions of HR is a technical application within the company [2]. If a company wants to survive in the competition, it must have competitive human resources

[3]. According to [4] the elements of HR management are the laborers who work for the company. Human resources play an important role in overcoming various matters such as work readiness. Competency is a prerequisite that an individual has to be able to perform a job. Only competent people will get a decent job so it will have an impact on living standards. If someone does not get a job, it will have an impact on the high unemployment rate and he or she will not be able to meet his or her daily wants and needs. The Central Statistics Agency (BPS) data reported stated that the number of unemployed people in Indonesia at the end of 2020 reached 9.77 million people. Several levels of education of SD (Elementary School), SMP (Junior High School), SMA/SMK (Senior High School/Vocational School), Diploma 1, 2, and 3, and Bachelor have a significant impact on the high unemployment rate. The Open Unemployment Rate

(TPT) data reported the unemployment rate of bachelor's education reached 7.35% [5]. Thus, the unemployment rate among university graduates is very high. It is due to low ability or skill that cannot meet the required workforce qualifications. Therefore, students need to develop abilities and skills such as soft skills, self-efficacy, and work motivation.

Work readiness is an individual's capacity to perform a job for his or her abilities in the workforce. These abilities can be knowledge and expertise as well as good behavior and attitude. Someone who can increase his or her knowledge, a person will be ready to enter the workforce and perform a job as well as possible [6].

Soft skills are an individual's ability in which he can communicate and collaborate with other individuals (interpersonal and intrapersonal skills) so that he or she can work optimally [7]. Soft skills are very crucial in building a person's workability so that he or she will be more self-confident in performing a job and can adapt himself or herself to a work environment. They play an important role in determining the progress of one's achievement and readiness in the workforce. Every college graduate must have these skills for applying or looking for a job after graduating from the education level [8].

Self-efficacy is a person's belief in abilities used for coping with a situation or condition [9]. It refers to the belief in the extent to which an individual assumes his or her ability to carry out a task or perform a job to achieve certain goals results [10]. It can affect how a person acts or behaves and does a task or performs a job well to achieve certain goals. Similarly, it deals with problems or difficulties that an individual faces. Having self-efficacy can increase ability or readiness in the workforce [11].

Work motivation is the reason one has for acting or behaving in a particular way. It is a force encouraging an employee to act and behave [12]. A person's motivation for work is the reason that can encourage individuals' enthusiasm to enter the workforce. It can arise from within or outside themselves [13]. Individuals' motivation will arise because of the interest and desire from within themselves. This desire is usually in the form of expectations for making a better future living when individuals have completed their studies to get a job.

Organizational activity is an individual's active role or participation in an organization that can have an impact on the organization's goals and can make changes in positive behaviors and attitudes, comprising five aspects of responsiveness, accountability, adaptability, empathy, and transparency [14].

Universities must prepare human resources or students who can be ready to face the workforce and change in an organization [15]. In addition to preparing students' soft skills, work efficacy, and motivation as well as developing their potentials optimally such as interests, talents, and critical, creative, innovative, and productive thinking. Therefore, they must take opportunities to participate in various activities outside academic activities. For example, they take activities inside and outside the university or they must be active

in organizational activities. By preparing them, they will have good work readiness and can compete in the workforce.

The objectives of this study are to analyze and describe the effect of soft skills, self-efficacy, work motivation, and organizational activity on work readiness.

Hypothesis

H1: Soft skills have a positive and significant effect on work readiness.

H2: Self-efficacy has a positive and significant effect on work readiness.

H3: Work motivation has a positive and significant effect on work readiness.

H4: Organizational activity has a positive and significant effect on work readiness.

2. METHOD

The study used a quantitative approach. It employed primary data obtained through questionnaires with the Google Form. The populations were the students of the Faculty of Economics and Business (FEB), Universitas Muhammadiyah Surakarta (UMS) in 2018. The sampling employed purposive sampling. The samples of 100 respondents used the Slovin formula.

It employed a Structural Equation Modeling (SEM) approach using a path diagram (flowchart). The SEM analysis used Partial Least Square (PLS) with the calculation process of the SmartPLS 3.0 software application program. The research test used an evaluation of the outer model, consisting of validity (convergent validity and discriminant validity), reliability (composite reliability and Cronbach's alpha), and multicollinearity tests. Evaluation of the inner model comprised coefficient determination (R^2), effect size (f^2), normed fit index (NFI) test, and hypothesis testing (t-test and Direct Effect).

3. RESULTS AND DISCUSSION

Figure 1 shows that the outer model analysis is a measurement to assess the validity and reliability of the model. An external model analysis is carried out to ensure that the measurements used are valid and reliable. The outer model analysis is testing the validity, reliability, and multicollinearity.

The results of the analysis (see Table 1) show that the 5 variables consist of soft skills, self-efficacy, work motivation, organizational activity, and work readiness. Each question item represents each variable having a load factor value > 0.6 , so each question represents a qualified variable.

Figure 2 reports the inner model analysis of the power of estimation between latent variables or constructs. Based on Figure 2, the model describes the relationship between latent variables (constructs), exogenous variables consisting of soft skills (X1), self-efficacy (X2), work motivation (X3), and organizational

activities (X4) that affect endogenous variables of work readiness.

AS reported in Table 2, organizational activity has the highest effect on work readiness of 4,416; work motivation has the higher effect on work readiness of 4,388; soft skills have the high effect on work readiness of 3,021. Finally, self-efficacy has a low effect on work readiness of 2.261.

Based on the results of the description, the overall model of the variables has a positive path coefficient value.

Figure 1. Outer Model

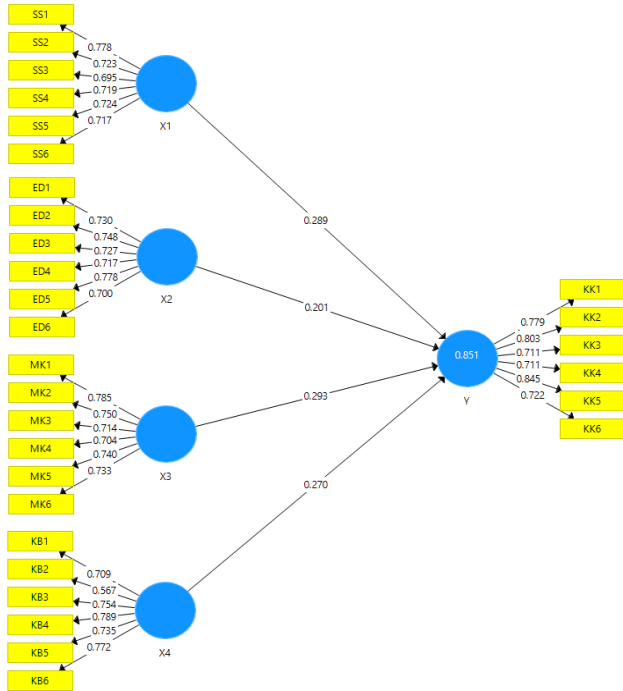


Table 1. Convergent Validity Analysis Results

Figure 2. Inner Model

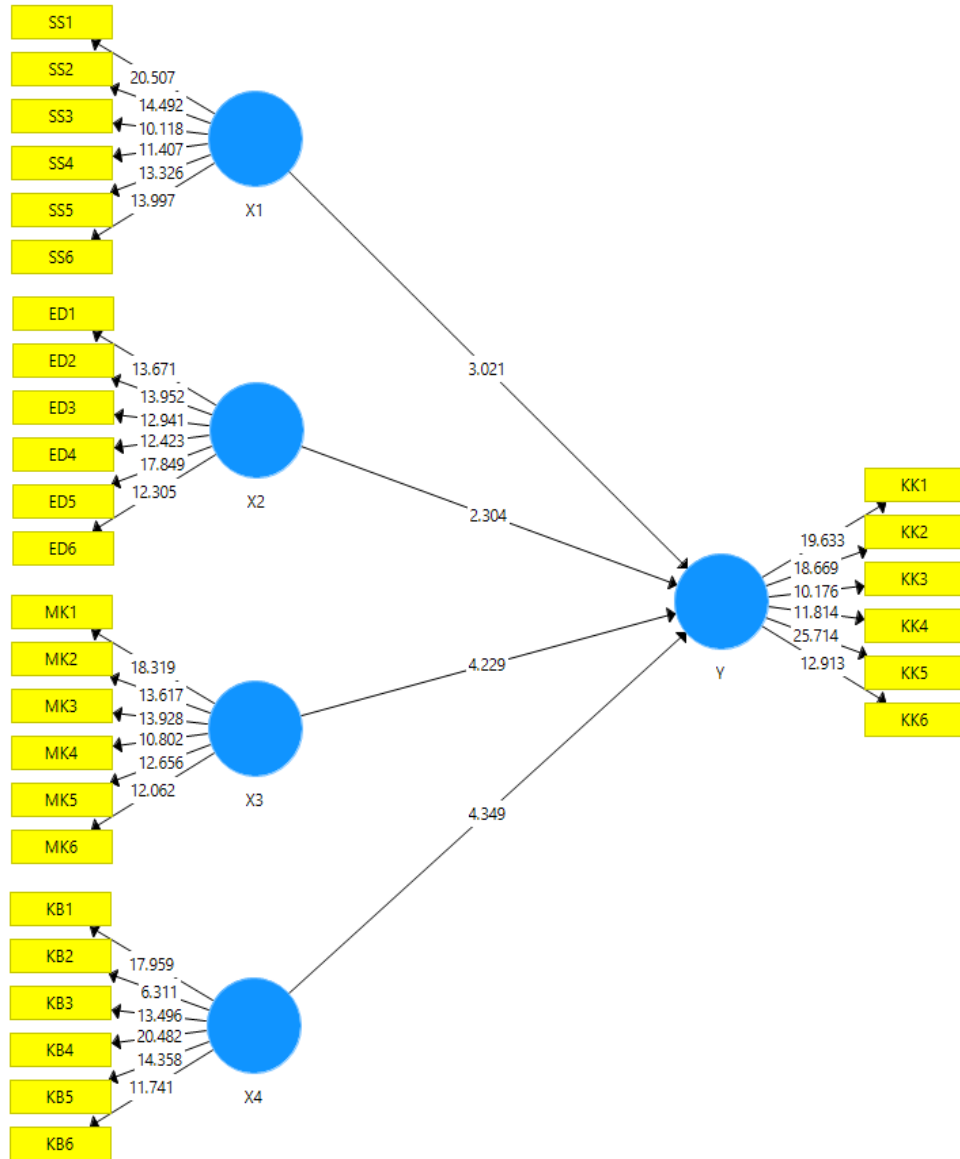


Table 2. Results of Direct Effect Analysis (Path Coefficient)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T. Statistic	P. Value
Soft Skill → Work readiness	0.288	0.288	0.096	3.021	0.003
Self-efficacy → Work readiness	0.201	0.206	0.089	2.261	0.089
Motivation → Work readiness	0.293	0.294	0.067	4.388	0.000
Organizational activities → Work readiness	0.270	0.266	0.061	4.416	0.000

1. Effect of Soft Skills on Work Readiness

Based on the results of the analysis, the soft skill variable has a positive and significant effect on work readiness. It is confirmed the t-statistical value of 3.021 or > 1.985 means that the effect is significant and the p-value is $0.003 < 0.05$. This shows that the work readiness of the FEB students of Universitas Muhammadiyah Surakarta in 2018 was influenced by soft skills. Based on these results, the H1 can be accepted or confirmed. This is in line with the research by [16], and [17], stating that soft skills had a positive and significant effect on work readiness. To be able to improve students' work readiness, therefore, soft skills can make them have good behavior and attitude. Because of having good communication skills, they will have a sense of mutual help, can do the task as well as possible, and accept the consequences for mistakes in doing the task. In addition, they must be able to adapt to other people and their surrounding environment.

2. The Effect of Self-Efficacy on Work Readiness

Based on the results of the analysis conducted, it can be seen that the self-efficacy variable has a positive and significant effect on work readiness. It is confirmed that the t statistic value is 2.261 or > 1.985 , so the effect is significant and the p-value is $0.024 < 0.05$. This shows that the work readiness of the FEB UMS Muhammadiyah Surakarta in 2018 is influenced by self-efficacy. Based on these results, the proposed H2 can be accepted or confirmed. This is relevant to the research by [18], [19], and [20] that state that self-efficacy had a positive and significant effect on work readiness. To be able to improve students' work readiness, therefore, self-efficacy can make them have self-confidence that what they do can produce good results. In addition, they can complete the task as well as possible. They must also be able to face situations and difficulties.

3. The Effect of Work Motivation on Work Readiness

Based on the results of the analysis carried out, it can be seen that the work motivation variable has a positive and significant effect on work readiness. It is confirmed that the t statistic value is 4.388 or > 1.985 , then the effect is significant and the p-value is $0.000 < 0.05$. This shows that the work readiness of the FEB UMS students in 2018 was affected by work motivation. Based on these results, the proposed H3 can be accepted. This is in line with the research by [21] and [22]

stating that work motivation had a positive and significant effect on work readiness. To be able to improve students' work readiness, therefore, work motivation can make them have self-confidence in their abilities and skills.

4. The Effect of Organizational Activity on Work Readiness

Based on the results of the analysis, it can be seen that the variable of organizational activity has a positive and significant effect on work readiness. It is confirmed that the t statistic value is 4.416 or > 1.985 , so the effect is significant and the p-value is $0.000 < 0.05$. This shows that the work readiness of the FEB UMS students in 2018 is influenced by organizational activity. Based on these results, the proposed H4 can be accepted. This is in line with the research by [23] and [24] stating that students' organizational activity is positive and significant for work readiness. To be able to improve students' work readiness in organizational activities, therefore, they must be more active in organizations such as being administrators because participating in organizational activities will increase their knowledge and abilities.

4. CONCLUSION

Based on the results of data analysis, it was found that soft skills, self-efficacy, work motivation, and organizational activity have a positive and significant effect on students' work readiness. Therefore, university managers should pay more attention to and prepare for activities outside learning because many can improve students' work readiness for facing competition in the workforce.

For further studies, researchers will use similar topics or themes by adding other interesting variables that can affect work readiness.

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