The Effect of Self-Efficacy and Adversity Quotient on WorkReadiness through Work Motivation in College Students

Study on Students of Office Administration Education Study Program, State University of Malang

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ABSTRACT

Students who graduate from college are expected to be qualified and ready to enter the workforce. This expectation can be supported by a number of factors, including self-efficacy, adversity quotient (AQ), and work motivation to meet the challenges of the large number of unemployed university graduates. The purpose of this study is to ascertain the relationship between self-efficacy and adversity quotient and job motivation in UM students. This study employs path analysis utilizing the SmartPLS 4 data analysis tool, a quantitative methodology, and descriptive and explanatory research approaches. The sample size for this study was 107 respondents, and the population consisted of 147 undergraduate students from the 2019 class of office administration education at Universitas Negeri Malang. The self-efficacy, adversity quotient, job preparedness, and work motivation variables all obtained high ratings in this study's descriptive analysis. And the findings of this study demonstrate that self-efficacy, adversity quotient, self-efficacy through work motivation, and adversity quotient through work motivation each have a positive impact on readiness for the workplace.

Keywords: *Self, Efficacy; Adversity Quotient; Work Motivation; Work Readiness.*

1. INTRODUCTION

The best means of improving human standards is through education. Human standards can be improved by offering high quality and equitable education. College or university is one level of education that is considered capable of producing the best human resources. Universities must be able to produce intellectually resilient graduates, because universities function as educational institutions that assist humanresources in achieving educational goals, so they must have skills that can be used as work readiness capital. University graduates continue to contribute to the unemployment rate, given the situation. In addition to With Indonesia's population growth, unemployment among university graduates has always been a persistentproblem in the country. According to the Central Bureauof Statistics, the open unemployment rate amonguniversity graduates will reach 673,490 by 2022. The large number of graduates looking for suitable positions,the fact that there is a labor supply that exceeds the demand for jobs, and the fact that new graduates are not job-ready due to worries about the job market are all factors that contribute to educated unemployment. This anxiety is due to unprepared individuals (Jasak et al., 2020)

Slameto (2018) [1] discusses why it's important to focus on workplace preparedness since better work outcomes occur when readiness is owned by individuals.

Student work preparedness is one of the most important things that needs to be prepared when college education is over. Along with academic preparation for the workforce, pupils' levels of self-efficacy and adversity quotient are crucial components of work preparedness. Adversity quotient refers to a person's ability to overcome any challenge. High adversity quotient students may see obstacles and use their ability to think through them so that they are overcome. [2]. Because self-efficacious people are more secure in their talents, they are more likely to succeed. Strong motivation, well-defined goals, stable emotions, and the capacity to successfully carry out actions, activities, and behaviors that will lead to improved work are the results of a high level of self-efficacy according to Bandura (1991) in [3].

According to preliminary findings, the Class of 2019 Office Administration Education Study Program students at State University Negeri Malang have implemented a number of initiatives to raise graduation standards and get ready for the workforce, including KKN, PPL, and internships. Numerous

students were discovered to have participated in these events purely for academic credit and not at all to advance their readiness for the workforce. This demonstrates how many students lack confidence in their capacity to finish a work or assignment and prefer to seek assistance rather than attempting to do so on their own. There are internal factors for readiness to work is work *motivation*, *work motivation* in a person affects *work readiness* supported by several important indicators in it, the level of readiness to work will be influenced by the work *motivation* possessed [4]; [5]. Under actual circumstances, a PADP undergraduate student's level of preparation for the rigors of the working world can vary depending on how motivated they are to work. There are a number of variables that can affect this, such as students' strong desire to be job-ready.

2. METHODS

In this study, the method used is a quantitative approach with descriptive and explanatory research methods. Data analysis from research is a descriptive analysis, and Partial Least Square (PLS) analysis. The use of instruments used is a questionnaire or questionnaire and the results are as follows. A Likert scale is used to categorize the questionnaire's items. 147 students from the 2019 class of office administration undergraduate students at Universitas Negeri Malang make up the population to be tested in this study. 107 respondents made up the study's sample, which was generated using the Slovin formula. Purposive sampling is used to select the sample that will be used, and the non-probability sampling methodology is used to conduct the sampling.
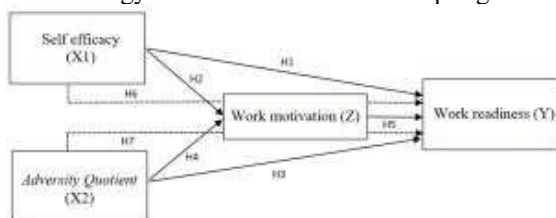

Figure 1 Research Design

3. RESULTS AND DISCUSSION

Table 1 Frequency Distribution of Variables

Variable	Grand Mean	Note
Self-efficacy	5,01	Good
Adversity Quotient	4,16	Good
Work Motivation	4,03	Good
Work Readiness	4,39	Good

Based on the table above, the self efficacy variable from 6 question items gets a grand mean value of 5.01 which indicates that self efficacy in these students is categorized as good. Furthermore, the adversity quotient variable from 5 question items gets a grand mean value of 4.16 which indicates that the adversity quotient in this student is categorized as good.

Furthermore, the work motivation variable from 4 question items gets a value of 4.03. As well as the work readiness variable from 7 question items getting a grand mean value of 4.39 which indicates that work readiness in these students is categorized as good.

Table 2 Convergent Validity, Average Variance Extracted (AVE), and Realibility Assesment

Item	Loading Factor	Cronbach's Alpha	Composite Realibility	AVE
X1.1	0.778			
X1.2	0.793			
X1.3	0.738	0.799	0.803	0.553
X1.4	0.806			
X1.5	0.759			
X1.6	0.793			
X.2.1	0.734			
X2.2	0.729	0.870	0.873	0.606
X2.3	0.764			
X2.4	0.731			
X2.5	0.760			
Z1	0.849			
Z2	0.830	0.901	0.908	0.627
Z3	0.786			
Z4	0.874			
Y1	0.809			
Y2	0.762			
Y3	0.836			
Y4	0.770	0.855	0.862	0.697
Y5	0.772			
Y6	0.852			
Y7	0.735			

Evaluation of the measurement model (outer model) is carried out using convergent validity, discriminant validity and composite reliability tests. An instrument is declared valid if the loading factor in the convergent validity test > 0.6 and discriminant validity can be seen from the value of each cross loading indicator must display a higher value than other indicators. Regarding the reliability test, the research was carried out by looking at the value of composite reliability > 0.7, the recommended Cronbach's alpha value > 0.6 and the AVE value > 0.5. Judging from the table above, it can be concluded that the instruments in this study are valid and reliable.

To estimate how much endogenous factors contribute to exogenous variables, the Goodness of Fit Model (GoF) is used. Goodness of Fit Model (GoF) can be seen in the Partial Least Square (PLS) analysis from the Adjusted R-Squared Coefficients (ARC) value. The criteria in the ARC value are <0.70 with a strong predicate, <0.45 with a moderate predicate, and <0.25 with a weak predicate. The following are the results of the Adjusted R- Squared Coeffiicients

(ARC) value:

Table 3 Goodness of Fit Model (Gof)

Variable	R-square
Work Readiness	0.654
Work Motivation	0.527

According to the aforementioned data, the work readiness variable's Adjusted R-Squared Coefficients (ARC) value is 0.654. This shows that the diversity of the work readiness variable has a value of 65.4% so that it has a remaining value of 34.6% which has an influence by other variables not contained in this study. Furthermore, the Adjusted R-Squared Coefficients (ARC) value of the work motivation variable has a value of 52.7%. This shows that the diversity of work motivation variables is 52.7% so that the remaining 47.3% value is influenced by other variables not contained in this study.

Table 4 Hypothesis Test Results

Variable	Path Coefficient	Indirect Coefficient	P-Value
X1-Y	0.355	-	0.000
X1-Z	0.411	-	0.001
X2-Y	0.342	-	0.001
X2-Z	0.363	-	0.001
Z-Y	0.199	-	0.002
X1-Z-Y	-	0.082	0.018
X2-Y-Z	-	0.072	0.026

Based on the hypothesis test table above, then the following conclusions were reached:

a. Self-efficacy's impact on preparation for work.
   The first theory highlights the variable "self". Work readiness (Y) is directly impacted by efficacy (X1). The hypothesis is accepted based on the test results, which show a path coefficient value of 0.355 and p-values of 0.000 0.05.

b. Self-efficacy's impact on work motivation
   The Workplace motivation is directly impacted by efficacy. The hypothesis is accepted based on the test results, where the path coefficient value is 0.411 and the p-values range from 0.001 to 0.05.

c. Effect of adversity quotient on work readiness
   The third hypothesis demonstrates a clear relationship between work readiness (Y) and the variable adversity quotient (X2). The hypothesis is accepted based on the test results, where the path coefficient value is 0.342 and the p-values range from 0.001 to 0.05.

d. Effect of adversity quotient on work motivation
   The fourth hypothesis demonstrates a clear relationship between work motivation (Z) and the variable adversity quotient (X2). The hypothesis is accepted based on the test results, where the path coefficient value is 0.363 and the p-values range from 0.001 to 0.05.

e. Influence work motivation on work readiness
   The fifth hypothesis demonstrates a direct relationship between the work readiness (Y) variable and the work motivation variable (Z). The hypothesis is accepted based on the test results, where the path coefficient value is 0.199 and the p-value is 0.002.

f. The effect on self efficacy on work readiness through work motivation
   The sixth hypothesis shows that the self efficacy variable (X1) has an indirect effect on work readiness (Y) through work motivation (Z). From the test resultsconducted, the value is not direct is 0.082 and the p-values are 0.018 so that the hypothesis is accepted.

g. The influence of adversity quotient on work readiness through work motivation
   The seventh hypothesis shows that the variable adversity quotient (X2) has an indirect effect on work readiness (Y). From the test results conducted, the indirect value is 0.072 and the p-values are 0.026 so thatthe hypothesis is accepted.

DISCUSSION

a. Self-efficacy's impact on preparation for work

According to this study, self-efficacy has a favorable and significant impact on students' preparation for the workplace. Thus, the more self-efficacy students have, the more prepared they will be for the workforce because high self-efficacy will give students confidence in their capacity to do so. This justification fits the findings of research made public by [5] that self efficacy shows the learning process that a person experiences through behavioral changes that can affect work readiness, it canincrease a person's capacity to work and help them adapt more easily in the workplace. Self efficacy influences a person to consider how to handle challenges that will arise [6]. According to [7] His study's findings indicate that self-efficacy generally has a favorable impact on work readiness.

b. Self-efficacy's impact on work motivation

According to this study, self-efficacy has a large and beneficial impact on students' motivation for their work, demonstrating its important significance. Students who feel confident in themselves are more likely to always endeavor to do their best work. The view of supports the findings of this investigation of [8], They claim that self-efficacy has a direct and advantageous impact on the drive to work. Students' sense of self-worth will boost their drive at work. They added that the definition of self-efficacy is an aspect of life-controlling behavior that might result in driving motivation to be able to successfully complete tasks or commitments.

c. Adversity quotient impact on work readiness

According to this study, students' work readiness is positively and significantly influenced by their adversity quotient, indicating that as their adversity quotient rises, so does their level of work

readiness. This is in accordance with the explanation of [9] in his research explaining that when someone hasthe capacity and skills supported by Adversity Quotient, their work readiness increases. Individual AQ can direct future life goals and create a desire to get success in the world of work [10]. By using AQ, students canbecome more capable and persistent in overcoming obstacles in daily life by staying true to their principles and pursuing their goals. This implies that students' work readiness level increases as their Adversity Quetient increases and vice versa, making Adversity Quetient a useful predictor of students' work readiness level.

d. **The effect of adversity quotient on work motivation**

According to this study, the adversity quotient (AQ) has a favorable and significant impact on students' preparation for work, therefore the greater the AQ, the more work motivation will increase. Adversity quotient affects several factors that are not examined in this study[11]. Adversity Quotient affects student work motivation, increasing AQ can be a foundation for students to develop the professionalism they need tomeet the demands of today. High AQ can encourage students to work better.

e. **Work motivation impact on work readiness**

According to this study, students who are motivated to work and interested in jobs related to their professions have a good and significant impact on their preparation for the workforce. This is consistent with other research, which demonstrates that students have high levels of work motivation and are encouraged by the growth of their skills, obligations, and rewarding tasks. [12]; [13]. Most students say that a strong drive from within the student has a big influence on motivation in that individual [14]. Available 5 indicators in the work motivation variable and classified as very high because students are able to have awareness to increase opportunities in themselves to be more advanced in the future and students have actions in selecting actions. Furthermore, the work achievement indicator on the work motivation variableis classified as low. This is due to the fact that while all students have a high level of work enthusiasm, not all of that enthusiasm will necessarily translate into student work achievements. So that from these results, a strong encouragement or awareness is needed from students so that they are enthusiastic about having achievements or awards achieved while doing work.

f. **Self-efficacy's impact on work readiness through work motivation**

In this study, self-efficacy significantly affects students' preparation for the workforce, but when work motivation is added as an intervening variable, the effects become much more substantial. It may be inferred that the presence of work motivation can enhance the association between self efficacy and work readiness since there is a substantial relationship between self efficacy and work readiness. The existence of work motivation as a mediating factor in the relationship between dri efficacy and work preparation may have an effect on the rise in self-efficacy, which in turn may have an effect on the rise in student ready for the workforce. Work motivation from within students can increase students' interest in always learning, increasing knowledge and skills by encouraging themselves to carry out useful activities in an effort to increase work readiness [15]. With the knowledge and skills gained after participating in various activities, it can encourage enthusiasm in carrying out work activities.

g. **Adversity quotient impact on work readiness through work motivation**

According to this study, job preparedness is positively and significantly influenced by the adversity quotient through work motivation. Work preparedness will rise if there is a significant degree of hardship and positive work drive. The ability of kids to work will be influenced by their motivation. Students' motivation at work can be viewed as both a straightforward and complex issue because, at their core, people are easily motivated when they get what they desire. The perception of adversity quotient is necessary to promote pupils' increased job preparedness since it shows confidence in one's capacity to overcome obstacles according to [16] in [17]. A person's ability to successfully deal with challenges or difficulties is measured by their adversity quotient.

AUTHOR'S CONTRIBUTIONS

The first author was the main person in charge of this research. He came up with the study's design, carried out data collection, analysis, and interpretation. Additionally helped with the manuscript's initial draft and drafting. The second author, contributed to data collection and was instrumental in conducting data analysis. Also participated in the writing and made critical revisions to the intellectual content in the manuscript. The third author provided overall guidance in the research process. He was instrumental in the research design process and data interpretation. Dr. C also reviewed the analysis results, made critical revisions to the manuscript, and gave final approval for the manuscript's published form.

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