





The Influence of Career Planning, Work Interest, and Self-Efficacy on Work Readiness

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Abstract. This study aims to examine the influence of career planning, work interest, and self-efficacy on work readiness among alumni of the Management Faculty at Universitas Sarjanawiyata Tamansiswa. The methodology employed a survey approach using a structured questionnaire distributed online to a sample of 60 alumni, derived using Slovin's formula. Data were analyzed using Partial Least Squares (PLS), a form of Structural Equation Modeling (SEM), to test the relationships among variables. The results revealed that career planning and work interest have a significant positive effect on work readiness, while self-efficacy did not significantly influence work readiness. These findings contribute to understanding the factors that enhance work readiness, especially the importance of career planning and work interest. The practical implication of this study is that universities should focus on improving career planning programs and fostering work interest to better prepare students for the workforce. The theoretical contribution of this study lies in providing empirical evidence on the role of career planning and work interest in the context of work readiness, reinforcing the Social Cognitive Career Theory (SCCT) framework.

Keywords: career planning, work interest, self-efficacy, work readiness

1 Introduction

Human Resources are the most important aspect of an organization. Human Resources (HR) can be described as an organization that has the abilities, knowledge, skills, attitudes, and potential that can be used to help the organization achieve its goals [1]. Universities or higher education institutions are educational institutions that aim to develop valuable graduates with broad knowledge, excellent skills, high moral standards, and readiness to enter the workforce. Students are prepared with various theories and specific skills for their field of study when they enter higher education. Student readiness for work is an important aspect, especially after they have completed their studies at university. There are several aspects that influence student readiness for work when entering the workforce.

Current employment conditions are experiencing high levels of competition, making it difficult for job seekers to find new jobs. The availability of jobs is currently experiencing high levels of competition, making it difficult for job seekers to find new jobs. The increasing rate of open and hidden unemployment is a result of a number of

significant changes in the socio-economic and political structures, globalization, the expansion of higher education, the rapid advancement of science and technology, and changes in the labor market worldwide. Therefore, it is hoped that all universities in Indonesia can prepare competent and work-ready human resources. A university or college is an educational institution that aims to develop valuable graduates with extensive knowledge, superior skills, high moral standards, and readiness to enter the workforce. Students are equipped with various theories and skills specific to their field of study upon entering college. During their education, students can acquire knowledge and skills that will equip them for their future lives.

Readiness to face the world of work is often referred to as work readiness. Work readiness is one of the attributes that new graduates need to have, as well as the condition when new graduates feel ready and able to succeed in the work environment[2] . According to [3] , work readiness is an individual's ability to understand themselves, their skills, and their talents in order to find a job that suits their interests and abilities. Work readiness describes the extent to which a person can face the world of work professionally[4]. According to [5] Work readiness is a person's general condition where there is a match between experience, physical and mental development and ability to do a job.

Based on the explanation above, there are many factors that influence work readiness, one of which is *career planning*, which falls under the category of internal factors. *Career planning* is very important for readiness to enter the world of work. *Career planning* is a process that encompasses personal characteristics and intellectual capacity, which are recognised and utilised by individuals to achieve success in their careers in the world of work[6] .Through *career planning*, each person will gain knowledge about their own potential, which includes skills, motivation, insights, interests, and characteristics that are used as tools for career selection, followed by determining the steps to achieve the chosen career.[7] also defines *career planning* as a process that requires choices and self-readiness for a career.

Another factor that influences work readiness is work interest. Work interest is a major factor in determining the type of job that students will take after graduation. A diligent attitude and a sense of responsibility at work will result from a job that suits a person's interests and personality. Another factor that influences work readiness is *self-efficacy*. *Self-efficacy* is essential for every individual, especially students, to be ready to enter the workforce. The more individuals are able to give positive value to their potential, the greater their chances of getting a job. Self-efficacy shows that individuals are able to balance their desired work with their abilities.

According to [8] , *self-efficacy* can influence individuals in determining the goals they will pursue to achieve success, which includes anticipating various events that they will face in the world of work. Therefore, it is hoped that *self-efficacy* will improve students' ability to work and make it easier for them to adapt to the work environment.

Previous research on the influence of *career planning*, *self-efficacy*, and work interest on work readiness has produced diverse and even contradictory findings. Some studies show that good *career planning* can increase a person's work readiness, while other studies may find that the effect is insignificant or negative. The same is true for *self-efficacy* and work interest. The following shows *the research gap* in previous studies that produced different results.

Research conducted by[9] , provides evidence that *career planning* has a positive and significant effect on work readiness. *Career planning* can influence work readiness, as evidenced by students being able to improve their *planning* through *career planning*. Students are enthusiastic about implementing their future plans so that they can be achieved.

According to[10] , work interest has a positive and significant effect on the work readiness of management students at Unsrat Manado. This indicates that individuals with high work interest are more prepared to face the demands of the workplace.

2 Literature Review

2.1 Social Cognitive Career Theory

Career planning is a process of a series of personal advancements (internal factors) within one's environment (contextual elements), which tends towards specific efforts. This can then determine one's career goals, motivating individuals to take actions related to their professional path[11] . *Social cognitive career theory* (SCCT) explains that career readiness is not only influenced by ability, but also by *self-efficacy*, interest, and mature *career planning*[12] . According to[12] , *self-efficacy*, work interest, and *career planning* are important factors that influence students' career readiness. *Social cognitive career theory* (SCCT) provides a strong basis for explaining the relationship between variables in the context of transitioning to the world of work.

2.2 Career Planning

According to[13] , *career planning* is one of the most important aspects of developing an individual's career. The main goal of career planning that every individual must pursue is the ability to make decisions.[7] states that *career planning* is a process that requires choices and self-preparedness for a career. According to[14] , *career planning* can be a very important aspect of an individual's career development and is the most important process of education that can improve decision-making about work. Based on the previous definitions, it can be concluded that *Career Planning* is the process of selecting and aligning career goals with an individual's ability to achieve those goals. *Career Planning* is the primary step that young people must take before determining their future career choices[15] . According to[16] , there are four indicators in *career planning*: self-understanding, exploration, decision-making, and planning. H1: *Career Planning* has a positive and significant influence on work readiness.

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2.3. Work Interest

According to[17] , work interest is the psychological condition of an individual that drives them to achieve optimal results. Interest is something related to attitude. Interest and attitude form the basis of prejudice, and interest is also important in decision-making. Interest can cause someone to be enthusiastic about doing something that interests them[18] .[19] states that work interest determines the extent to which someone is involved in a job or activity.

Based on the above perspectives, it can be concluded that work interest is an individual's tendency to seek employment opportunities that align with their nature and personality. According to[20] , there are four indicators of work interest: feelings of attraction, concentration, activity, and feelings of enjoyment. H2: Work interest has a positive and significant effect on work readiness.

2.4 self-efficacy

According to [21], self-efficacy, where individuals possess certain abilities, is also a factor that can influence an individual's readiness to enter the world of work. *Self-efficacy* shows that individuals understand their condition realistically, so that they are able to adjust their interests in their desired job to their abilities [8].

Self-efficacy can influence individuals in determining the goals they will pursue to achieve success, which includes anticipating various events that will be encountered in the world of work [8]. From the above definition, it can be concluded that *self-efficacy* is a person's belief in their ability to perform tasks with the expectation of achieving certain results and providing benefits for themselves in order to meet the demands of the situation. According to [22], there are three indicators of *self-efficacy*: level, strength, and generalisation. H3: *Self-efficacy* has a positive and significant effect on work readiness.

2.5 Work Readiness

According to [23], *work readiness* is very important because it encompasses the abilities, attitudes, and knowledge needed to start a career. Work readiness is an individual's ability to possess the skills, knowledge, understanding, and personality traits that are prerequisites for a successful career choice.

[24] believes that work readiness *is a key requirement* for every individual, but not all individuals can create job opportunities for themselves. Work readiness involves *soft skills* that individuals possess. *Soft skills*, which are formed from communication skills, teamwork, responsibility, honesty, adaptability and self-management, can improve work readiness, indicating that students are well prepared for work [25].

Based on the above explanation, it can be concluded that work readiness refers to a set of individual traits and temperaments that make them willing and able to enter the workforce. According to [26], there are four indicators of work readiness in : skills, knowledge, understanding, and personality attributes.

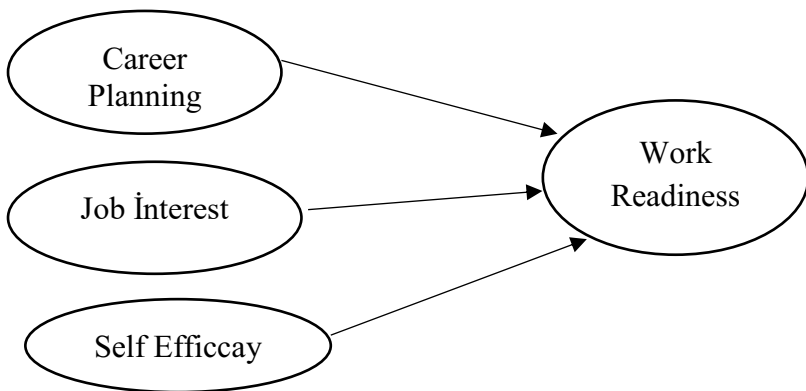


Figure 1. Conceptual Framework

Figure 1. The conceptual framework of this study uses two variables: the dependent variable and the independent variable. The dependent variable is work readiness, while

the independent variables are *career planning*, work interest, and *self-efficacy*.

3 Methodology

This study focuses on a population of 145 Management Alumni from the Faculty of Economics, Sarjanawiyata Tamansiswa University, Class of 2021. The sample was determined using the Slovin formula $n=N/1+N(e)(2)$, resulting in a total of 60 samples. Primary Data This study used a sampling method with a census technique, namely all members of the population were made respondents to the Management Alumni of the Faculty of Economics, UST, Class of 2021. Respondents were guaranteed anonymity and confidentiality to minimize social desirability bias. The collected data were then tabulated and tested to assess the validity and reliability of the instrument. Descriptive analysis was used to describe the tabulated data, while inferential analysis was carried out using Partial Least Square (PLS), a form of variance-based Structural Equation Modeling (SEM) with the help of SmartPLS software. Testing with SmartPLS began with a series of validity and reliability tests (AVE value > 0.50) and composite reliability (value > 0.70). Next, model suitability testing was carried out by comparing the results of the SRMR, d_USL, d_G, Chi-Square, and NFI criteria. After the model was declared to meet the criteria, hypothesis testing was carried out. This research instrument was developed based on previous studies:[20] ,[24] ,[26] ,[31] , as shown in Table 1 below:

<i>Career Planning</i>	
Self-awareness	I am aware of my strengths and weaknesses My aspirations align with my talents and interests
Exploration	I seek information about various career options I participate in extracurricular learning activities to help develop my potential
Decision making	I am confident in making decisions related to my career I consider the consequences of each option before deciding
Planning	I seek out leadership/organisational experience to support my career plans I prepare a backup plan if my primary career choice does not work out
<i>Work interests</i>	
Feelings of interest	I am interested in learning more about the jobs I am interested in I often seek information about fields of work that match my interests
Concentration	I am interested in learning more about the jobs that interest me. I often seek information about fields of work that match my interests
Activity	I actively participate in activities that can support my readiness for the world of work I take the initiative to participate in practical activities or work training
Feeling of joy	I feel happy when discussing or doing activities related to my desired job I have enthusiasm for work
<i>Self-efficacy</i>	

Level	I am satisfied with my current achievements and have no plans to improve them
Strength	If my exam or assignment results are low, I will study harder and be more motivated to improve my academic performance I believe that my persistence and perseverance will lead me to achieve my goals
Generalisation	I will try harder when I experience failure When encountering difficult questions or assignments, I will continue to work hard to complete them. I have confidence and will continue to strive to complete my learning requirements
Work readiness	
Skills	I am able to utilise the technical skills required in my field of work I am confident in my practical abilities to face the working world
Knowledge	I understand the theories and basic concepts relevant to my field of work. I know the jobs that match my abilities
Understanding	I understand the responsibilities and demands of the job I wish to pursue I understand the steps needed to start a career in my field of interest
Personality attributes	I have a strong sense of responsibility in completing work tasks I am able to adapt quickly and positively to new work environments

4. Results & Discussion

Respondent Characteristics

The majority of the respondents in this study were women, comprising 80% of the sample; most were aged between 21 and 25 years old and held a bachelor's degree (S1).

Table 2 shows the characteristics of the respondent data seen in this study:

	Number	Percentage (%)
Gender	12	20
Male	48	80
Female		
Highest level of education		
Management (Bachelor's degree)	60	100
Age		
21 years old	16	26.8
22 years old	22	36.7%
23 years old	13	21.6%
24 years old	5	8.4%
25 years old	4	6.7%

Descriptive Analysis

The findings from the descriptive analysis are presented in Table 3 as shown below:

Category	CP	Subject	SE	KK
Strongly Disagree	0	0	0	0%
Disagree	0%	2	0	0
Neutral	9	11%	8%	15
Agree	55	55	50	51
Strongly agree	36%	33%	41%	34

Note: CP: *Career Planning*, MK: *Work Interest*, SE: *Self-Efficacy*, KK: *Work Readiness*

A total of 55% of respondents agreed with the statement on the *career planning* variable, and 55% of respondents also agreed with the statement on the *work interest* variable. Meanwhile, 50% agreed with the statement on the *self-efficacy* variable, and 51% agreed with the statement on the *work readiness* variable.

Convergent Validity

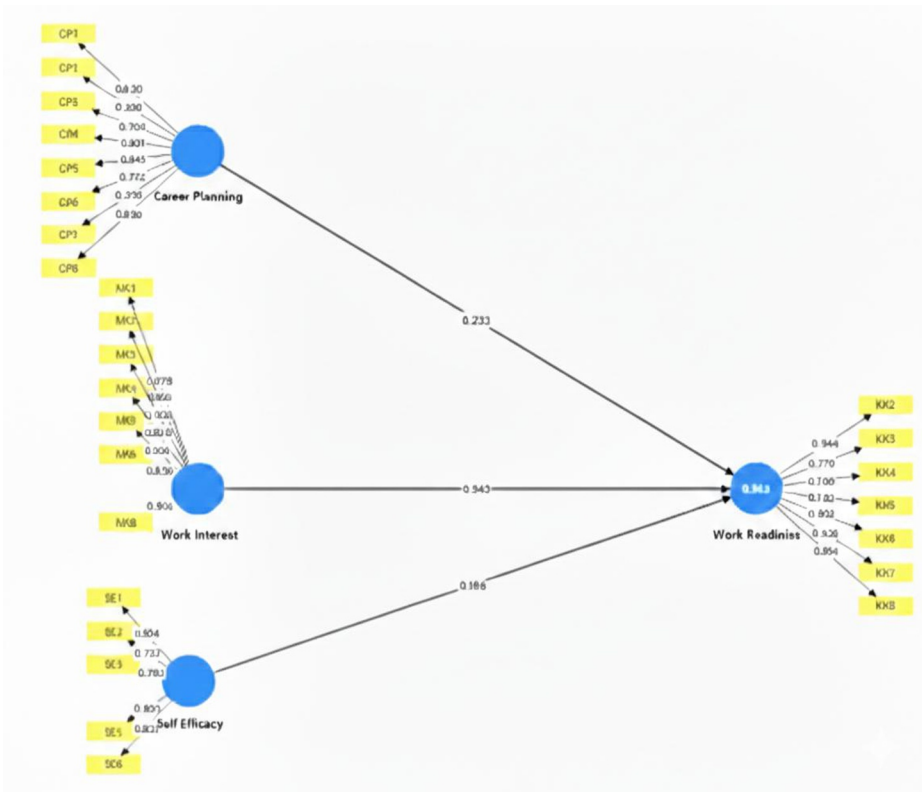


Figure 2. Indicator Testing Results

Figure 2 shows the results of the indicator testing. An indicator has good convergent validity if the factor loading is >0.7 . Table 4 displays the tabulated findings.

Table 4. Convergent Validity Test Results

Instrument	CP	MK	SE	KK	Description
	X1	X2	X3	Y	
CP1	0.820				Valid
CP2	0.898				Valid
CP3	0.704				Valid
CP4	0.801				Valid
CP5	0.843				Valid
CP6	0.772				Valid
CP7	0.859				Valid
CP8	0.898				Valid
MK1		0.978			Valid
MK2		0.966			Valid
MK3		0.906			Valid
MK4		0.809			Valid
MK5		0.984			Valid
MK6		0.959			Valid
MK8		0.966			Valid
SE1			0.904		Valid
SE2			0.737		Valid
SE3			0.783		Valid
SE5			0.833		Valid
SE6			0.808		Valid
KK2				0.944	Valid
KK3				0.779	Valid
KK4				0.788	Valid
K5K				0.782	Valid
KK6				0.802	Valid
KK7				0.926	Valid
KK8				0.894	Valid

Note: CP = *Career planning*, MK = *Work interest*, SE = *Self-efficacy*, KK = *Work readiness*

Table 5. Discriminant Validity Test Results

Instrument	CP	MK	SE	KK	Description
	X1	X2	X3	Y	
CP1	0.820	0.224	0.441	0.174	Valid
CP2	0.898	0.447	0.436	0.512	Valid

CP3	0.704	0.262	0.462	0.407	Valid
CP4	0.801	0.334	0.38	0.357	Valid
CP5	0.804	0.416	0.634	0.506	Valid
CP6	0.772	0.275	0.509	0.273	Valid
CP7	0.859	0.264	0.404	0.326	Valid
CP8	0.809	0.306	0.404	0.353	Valid
MK1	0.376	0.376	0.318	0.449	Valid
MK2	0.370	0.370	0.329	0.470	Valid
MK3	0.441	0.441	0.421	0.562	Valid
MK4	0.321	0.321	0.311	0.409	Valid
MK5	0.388	0.388	0.329	0.469	Valid
MK6	0.427	0.427	0.313	0.483	Valid
MK8	0.311	0.311	0.279	0.436	Valid
SE1	0.479	0.335	0.904	0.388	Valid
SE2	0.395	0.293	0.707	0.331	Valid
SE3	0.395	0.208	0.783	0.376	Valid
SE5	0.624	0.410	0.833	0.39	Valid
SE6	0.366	0.154	0.808	0.276	Valid
KK2	0.498	0.401	0.39	0.994	Valid
KK3	0.341	0.497	0.296	0.779	Valid
KK4	0.449	0.495	0.453	0.778	Valid
KK5	0.400	0.359	0.305	0.782	Valid
KK6	0.364	0.427	0.416	0.802	Valid
KK7	0.430	0.418	0.406	0.926	Valid
KK8	0.295	0.341	0.281	0.894	Valid

Note: CP = *Career planning*, MK = *Work interest*, SE. = *Self-efficacy*, KK = *Work readiness*

The initial values of all indicators have initial factor values >0.7. Thus, it can be concluded that most indicators have good convergent validity.

Discriminant Validity

As Table 5 shows, indicators are declared valid if their relationship with their construct is higher than with other constructs. The discriminant validity test results show valid numbers because the correlation between items and the same indicator is more significant than the correlation with others. Therefore, it can be conclusively stated that this data exhibits discriminant validity.

Construct Reliability

The construct reliability is considered strong, as indicated by a loading factor greater than 0.70 and an average variance extracted exceeding 0.50, as shown in Table 6.

Table 6. Results of Fit Results

Variable	Average Variance Extracted (AVE)	Description
<i>Career Planning</i>	0.683	Valid
<i>Work Interest</i>	0.719	Valid
<i>Self-Efficacy</i>	0.884	Valid

Work Readiness 0.664 Valid

Note. AVE = Average Variance Extracted

The analysis confirms that all variables meet the reliability criteria. This is demonstrated by average variance extracted (AVE) values exceeding 0.50, ensuring the validity and reliability of the measurement model.

Goodness-of-Fit

Model fit testing evaluates the SmartPLS estimated output against the criteria outlined in Table 7.

Table 7. Goodness of Fit Results

Parameter	Estimated model	Description
SRMR	0.087	Fit
d_ULS	2.859	Fit
d_G	3,074	Fit
Chi-square	702.361	Fit
NFI	0.700	Fit

Based on the results of the Goodness of Fit Model test, it is known that the SRMR value is 0.087, d_ULS is 2.859, d_G is 3.074, Chi_Square is 702.361, and NFI is 0.700. This indicates that the model as a whole meets the fit criteria.

Hypothesis Testing

Only valid and reliable instruments can be used to test the hypothesis. The results of the hypothesis testing of this study indicate that all hypotheses are accepted, according to [27] career planning has an effect on work readiness, further research was conducted by [10] where work interest has a positive effect on work readiness, and research conducted by [28] self-efficacy has a positive effect on work readiness, this research supports the research I did, as shown in Table 8.

Table 8. Path Coefficient bootstrapping significant test

Hypothesis	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistic	P values	Description
<i>Career Planning - Work Readiness</i>	0.233	0.256	0.137	1.704	0.044	Accepted
<i>Work Interest - Work Readiness</i>	0.343	0.343	0.093	3.689	0.000	Accepted

<i>Self-Efficacy – Work Readiness</i>	0.186	0.188	0.150	1.240	0.108	Rejected
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Discussion

a. The Effect of *Career Planning* on Work Readiness

Based on the hypothesis testing results in Table 8, a *Bootstrapping Path Coefficient* value of 0.233 was obtained with a t-statistic of 1.704 and a p-value of 0.044. Statistically, the p-value is < 0.05, indicating that this relationship has a positive and significant effect.

From the data analysis, it can be concluded that *Career Planning* has a positive effect on the Work Readiness of Management Alumni of the UST Faculty of Economics. Students who have high planning will have high work readiness, because with high *career planning*, they will be able to develop their careers in the future with the knowledge gained during their studies so that students are better prepared to enter the world of work. This study found that the *career planning* variable has a positive and significant effect on work readiness.

The results of this study are also in line with the results of research by[9], which found that *career planning* has a positive and significant effect on work readiness.

b. The Influence of Work Interest on Work Readiness

Based on the results of hypothesis testing in Table 8, the results of H2 show a *Bootstrapping Path Coefficient* value of 0.343 with a t-statistic of 3.689 and a p-value of 0.000. Statistically, the p-value is < 0.05, indicating that this relationship has a positive and significant effect on work readiness.

A strong interest in work will motivate students to learn and improve their abilities in their field of interest, thereby preparing them to enter the world of work. This study found that interest in work has a positive and significant effect on work readiness.

The results of this study are in line with the results of research by[10], which showed that work interest has a significant positive effect on work readiness.

c. The Influence of *Self-Efficacy* on Work Readiness

Based on the test results in Table 8, the results of H3 show a *bootstrapping path coefficient* value of 0.186 with a t-statistic of 1.240 and a p-value of 0.108. Statistically, the p-value is > 0.05, indicating that this relationship has a negative and insignificant effect on work readiness.

Students with high *self-efficacy* will have a higher level of work readiness, and conversely, those with low *self-efficacy* will have low work readiness. This study found that *the self-efficacy* variable has a negative and insignificant effect on work readiness.

The results of this study align with the findings of a study by[29], which showed that *self-efficacy* does not influence work readiness.

4 Conclusion

The conclusion of this study indicates that career planning, work intelligence, and self-efficacy are factors that influence students' work relationality. Thorough

career planning helps students plan clear steps to achieve their career goals, thereby enhancing their work relationality. A high level of work intelligence also plays a crucial role, as the higher a person's work intelligence, the greater their motivation and commitment to their work. Meanwhile, self-efficacy, which is a person's belief in their ability to achieve goals, also strengthens work relationality by increasing students' confidence in facing the challenges of the work world. This study also emphasizes the importance of integrating these three factors in preparing students to be more prepared and confident in facing a competitive job market. By developing these three factors, it is hoped that students will be able to adapt more easily to workplace demands and achieve success in their careers. In this study, I found a positive and significant effect of career planning on work readiness, a positive and significant effect of work interest on work readiness, and a positive and significant effect of self-efficacy on work readiness.

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