The Effect of Organizational Activity and Self-efficacy on Work Readiness

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Abstract: This study aims to determine the effect of Organizational Activityand self-efficacy on work readiness. This research method uses a quantitative approach. The subjects in the study were 95 students of the Faculty of Economics and Business, Mulawarman University and students of SMK Negeri 1 Penajam Paser Utara. The data collection method uses three types of scales, namely the work readiness scale, Organizational Activity scale and self-efficacy scale. The results showed that: (1) there is a significant influence of Organizational Activity and self-efficacy on work readiness with the value of F count = 922.620> F table = 3.09 and p value = 0.000 and has an influence contribution (R^2) of 95%. (2) there is a significant positive effect of Organizational Activity on work readiness with a beta coefficient (β) = 0.330, t count = 5.089 > t table = 1.986, and p value = 0.000 ($p < 0.05$). (3) there is a significant positive effect of self-efficacy on work readiness with a beta coefficient value (β) = 0.660, t count = 10.174 > t table = 1.986, and p value = 0.000 ($p < 0.05$).

Keyword: Work Readiness, Organizational Activity, Self-Efficacy

INTRODUCTION

Work is a productive activity that can produce benefits for a person (Baiti, 2020). The many types of jobs available cause a person to sometimes feel indecisive about their abilities. The work readiness is a foundation or provision for individuals before entering the industrial world or the world of work. Work readiness can help students to choose what workers will be engaged in the future, so that they can prepare themselves from the start with various activities related to work readiness (Eliyani, 2018). The importance of improving the ability or skills possessed before entering the business or industrial world.

The development of the times at this time is influenced by the existence of human resources that are so rapid and accompanied by the resulting technological advances. Human resources are generated from the development of their abilities, so that quality human resources are obtained for the industry (Susan, 2019). The quality of a resource will have a fairly positive impact on increasing progress for a country (Larasati, 2018). How human resources and natural resources are able to collaborate in improving and advancing a state of the country, so that the fulfillment of an expected goal.

According to Law No. 13 of 2003 concerning employment, work readiness is the ability of each individual to work which includes aspects of knowledge, skills, and work attitudes in

accordance with the standards that have been applied. The regulation illustrates that individuals who have not worked, can prepare all the needs needed to meet the criteria of the world of work. The preparations that have been made have an impact on the sustainability of the work that will be carried out in the future.

Based on information that researchers know, students of the Faculty of Economics and Business, Mulawarman University, Samarinda are one of the illustrations of how work readiness looks like. The Faculty of Economics and Business, Mulawarman University Samarinda has four study programs for undergraduate degrees. This study uses the subject of students of the Faculty of Economics and Business, Mulawarman University, Samarinda, class of 2021 and 2022. Based on data sources that researchers can get from the SIA FEB unmul portal, there are 1,702 students in the 2021 and 2022 batches of the Faculty of Economics and Business, Mulawarman University Samarinda.

Everyone has different preparations related to work readiness. There is a need for training and skills improvement that can be done as a self-effort in preparation for work. If you do not have a preparation, students will find it difficult to reach the desired job expectations. An overview of the importance of work readiness will help each individual to determine how the process of a dream or desired expectation. As for work readiness related to students, namely how students are able to improve skills and knowledge before entering the world of work. Students can also improve basic knowledge and skills such as attending workshops and various other types of training.

For students, organizational experience is very important to build their personality, expand the community and train good self-communication (Irmayanti et al., 2020). The organizational activities carried out have a fairly good impact related to work readiness. The importance of increasing knowledge and skills that can be accompanied by confidence in their abilities (Nurdin, 2020). Based on this, individuals can determine how the processes will be passed to achieve the expected goals.

In fact, there are many students who do not have the readiness to work due to the different perceptions of each person, so that many choose to work according to their destiny because of the absence of work readiness. It is these different perceptions that cause career obstacles and failures due to underestimating the world of work. Everyone can work, but the desired job is difficult to achieve because they do not have the standard skills related to the job. Work readiness is also related to the organizational activity followed by students. Based on previous research revealed by Setyaningrum et al. (2018) entitled "The Effect of organizational activity and Learning Achievement on Work Readiness" explained that organizational activity will be a supporting factor in one's work readiness. Organizational activity refers to whether students are able to have integrity and are open to further preparations that will be made in the future (Fahriyanto & Sulistari, 2020). Organizational activities that are carried out help students or students in exploring themselves, seeking development, mental emotional needs (Saputro et al., 2018). The work readiness factor related to organizational activity refers to the experiences gained and the development of abilities (skills) when participating in an organization.

Furthermore, work readiness is also related to the self-efficacy possessed by students, the self-efficacy in question is the belief from within in their ability to complete the work or task at hand. Each individual has different abilities, therefore the importance of good self-efficacy in order to help compensate for the circumstances that are being passed. Based on previous research conducted by Eliyani (2018) with the title "The Role of Self-Efficacy as a Moderating Variable of the Effect of Industrial Work Practice Experience on Job Readiness" explains that there are three self-efficacy factors related to work readiness, namely achievement, experience and verbal persuasion.

The self-efficacy possessed by each student helps to ensure that he is able to complete all obligations with all existing abilities, so that he is ready to carry out future work (Zagoto, 2019). The importance of self-confidence to minimize the occurrence of problems. Self-

efficacy also plays an important role in work readiness because if you do not have good self-efficacy, it will be difficult for someone to do preparations related to work readiness. However, if students have good efficacy in their abilities and believe that the results achieved will be fulfilled, so they can carry it out with confidence.

Researchers also explain the influence between organizational activity and work readiness. There is a difference with previous research conducted by Margareta and Wahyudin (2019) explaining that the influence of organizational activity on work readiness can be done with good self-regulation. The similarity of this study with previous research lies in the independent variable regarding organizational activity on the dependent variable, namely work readiness. The difference with other studies is the subject, place and time of research implementation.

Furthermore, other research on the effect of self-efficacy on work readiness also has differences with previous research conducted by Adelina (2018). The similarity of the research lies in the independent variable, namely self-efficacy on the dependent variable, namely work readiness. The difference between this research and previous research lies in the subject, place and time of research. This research was conducted on students of the Faculty of Economics and Business class of 2021 and 2022 Mulawarman University Samarinda and students of SMK Negeri 1 Penajam Paser Utara.

The research to be conducted by researchers has three variables including the independent variable, namely organizational activity and self-efficacy on the dependent variable, namely work readiness. Researchers will conduct new research related to the influence of organizational Activity and self-efficacy on work readiness in students. This aims to find out whether there are factors that can affect work readiness in students.

Based on previous research, it is also found that there is work readiness which is influenced by organizational activity and self-efficacy. Based on this statement, the reason for researchers to conduct this research is because the problems that have been known to be very influential on readiness to work so that various preparations are needed, such as basic abilities or skills before entering the world of work.

Based on the background that has been stated, the researcher feels very interested and very important to conduct research that discusses "The Effect of Organizational Activity and Self-Efficacy on Job Readiness" which will be carried out on students of the Faculty of Economics and Business class of 2021 and 2022 Mulawarman University Samarinda. Therefore, now researchers are conducting this research which is based on various supporting literature for researchers conducting research entitled "The Effect of Organizational Activity and Self-Efficacy on Work Readiness".

METHOD

The research method used is quantitative method. The sampling technique used in this study is probalility sampling, which is a sampling technique by providing equal opportunities for each member of the population to be selected as a sample member. Determination of research samples using simple random sampling technique, namely taking sample members from a population that is carried out randomly without paying attention to the strata in the population (Sugiyono, 2013).

The number of samples in this study were 95 undergraduate students of the Faculty of Economics and Business, Mulawarman University and vocational students class of 2021 and 2022. The research method used is quantitative method. This study uses a Likert-type scale as a form of research measurement tool to collect research data. In this study, there are three research measuring instruments used, namely the work readiness scale, organizational activity scale and self-efficacy scale. The Likert scale uses items in the form of statements and questions that are systematically arranged regarding the attitudes, responses (opinions), and perceptions of the subject regarding a phenomenon in the study (Priyono, 2016).

Data analysis carried out in processing this research data is using multiple linear regression analysis, which serves to determine how much influence and predictive ability between the independent variables of organizational activity and self-efficacy with the dependent variable of work readiness. The entire data analysis technique is processed with the help of the SPSS (Statistical Packages for Social Science).

RESULTS AND DISCUSSION

Descriptive data is used to describe the condition of data distribution in students of the Faculty of Economics and Business and vocational students. Empiricalmean and Hypothetical mean are obtained from sample responses in this study through three research scales, namely the work readiness scale, Organizational Activity scale, and self-efficacy scale.

Table 1. *Empirical Mean and Hypothetical Mean*

Variable	Empirical Mean	Hypothetical Mean	Description
Work Readiness	79.60	82.5	Low
Organizational Activity	83.21	75	High
Self-efficacy	44.53	50	Low

Through table 1 above, it can be seen that the description of the general distribution of data on the research subjects of students of the Faculty of Economics and Business and Vocational Students. Based on the results of measurement through the work readiness scale, the empirical mean of 79.60 is smaller than the hypothetical mean of 82.5 with low status. These results indicate that the subjects in this study have low work readiness.

Based on the results of measuring the Organizational Activity scale, the empirical mean of 83.21 is greater than the hypothetical mean of 75 with high status. These results indicate that the subjects in this study have high organizational activity. Based on the measurement results through the self-efficacy scale, the empirical mean of 44.53 is smaller than the hypothetical mean of 50 with low status. These results indicate the subjects in this study have low self-efficacy. Furthermore, to conduct further data analysis in hypothesis testing, it is necessary to first carry out an assumption test consisting of normality and linearity tests, which are as follows:

Normality Test

The normality test aims to see the deviation of the frequency of observations studied from the terroritic frequency. The data normality test can be done by comparing the Kolmogrov-Smirnov probability with a value of 0.05 (5%). The rule used is if $p > 0.05$ then the data distribution is normal, otherwise if $p < 0.05$ then the data distribution is not normal (Santoso, 2012).

Table 2. *Normality Test Results*

Variable	z	P	Description
Work Readiness	0.099	0.022	Abnormal
Organizational Activity	0.082	0.117	Normal
Self-efficacy	0.105	0.012	Abnormal

Based on table 2 of the normality assumption test results, it can be concluded that of the three variables, namely work readiness, organizational activity, and self-efficacy, one data distribution is normal ($p > 0.05$) and two variables are declared abnormal ($p < 0.05$).

Linearity Test

The results of the linearity assumption test are carried out to determine the linearity of the relationship between the dependent variable and the independent variable. Linearity is a condition in the name of the relationship between the dependent variable and the independent

variable is linear (straight line) in a certain range of independent variables (Santoso, 2012). The rules used in the linearity test are if the value of deviant from linearity p > 0.05 and the value of F count < F table at the 5% or 0.05 significance level, then the relationship is declared linear (Gunawan, 2013).

Table 3. *Linearity Test Results*

Variable	F-count	F-table	P	Description
Work Readiness - Organizational Activity	1.558	3.09	0.069	Linear
Work Readiness - Self-Efficacy	2.344	3.09	0.002	Linear

Based on the results in table 3 above, it shows that between the variables of work readiness - organizational activity and work readiness - self-efficacy have a linear relationship. Next, test the assumptions, namely the hypothesis test of multiple regression model analysis. The results of testing the full regression model based on the variables of organizational activity and self-efficacy on work readiness obtained the following results:

Table 4. *Full Model Regression Analysis Test Results*

Variable	F-count	F-table	R^2	P
Work Readiness (Y) Organizational Activity (X_1) Self-efficacy (X_2)	922.620	3.09	0.953	0.000

Based on table 4 above, the results show that F count > F table and p < 0.05, which means that organizational activity and self-efficacy on work readiness have a significant influence with a value of F = 922.620,^{R2} = 0.953, and p = 0.000. This means that the major hypothesis in this study is accepted, namely that there is an influence on organizational activity and self-efficacy on work readiness. Then the results of the regression analysis in stages can be known as follows:

Table 5. *Stepwise Model Regression Analysis Test Results*

Variable	Beta	F-count	F-table	p
Organizational Activity (X1) - Work Readiness (Y)	0.330	5.089	1.986	0.000
Self-efficacy (X2) - Work Readiness (Y)	0.660	10.174	1.986	0.000

Based on table 5 above, it can be seen that t count > t table and p value < 0.05, which means that there is a significant positive influence on organizational activity and work readiness with a beta coefficient value (β) = 0.330, t count = 5.089, and p = 0.000 (< 0.05). This means that the minor hypothesis in this study is accepted, namely that there is an effect of organizational activity on work readiness. Then self-efficacy on work readiness shows t count > t table which means there is a positive and significant influence with a beta coefficient value (β) = 0.660, t count = 10.174, and p = 0.000 (< 0.05).

Discussion

Based on the results of the full model regression analysis hypothesis test, it is found that the major hypothesis in this study is accepted, namely that there is an effect of organizational activity and self-efficacy on work readiness. The contribution of influence (R^2) is 0.953 which means that 95.3% of variations in work readiness can be explained by organizational activity and self-efficacy. Sugiyono (2012) explains that the coefficient interval is in the range of 0.800 - 1.000 which falls into the very strong categor. The findings of the research results with factors that influence work readiness according to personal factors, external factors and internal factors. Previous research conducted by also argues that work readiness is influenced by several other factors, namely organizational activity and learning achievement. These work readiness factors are in accordance with the results of this study which reveal the work readiness of college students and vocational students.

Based on the results of the descriptive test, it can be seen that the distribution of data measuring the work readiness scale of students of the Faculty of Economics and Business and

vocational students proves that the subjects in this study have low work readiness. The results of previous research conducted by Putri and Sopriyansyah (2015) also found that work readiness is still in the low category for students, this is supported by the findings according to Khoiroh and Prajanti (2018) explaining that the results of work readiness for vocational students are still very low due to lack of self-efficacy and motivation.

This is reinforced by the opinions of several subjects who admitted that the subjects lacked motivation and low self-efficacy. So that it causes students or students to have work readiness that is less mature or can be said to be low. The absence of work readiness in vocational students and students hinders the process of achieving goals so that the need for reinforcing variables that help support the achievement of a goal. This can be achieved if there is excellent and balanced work readiness (Putri & Sopriyansyah, 2015).

The results of hypothesis testing that have been carried out by researchers obtained the results, namely the influence of activeness in organization and self-efficacy on the work readiness of Mulawarman University Faculty of Economics and Business students and vocational high school students. This is based on the calculated F value which is greater than the F table (F count = 922.620> F table = 3.09) and the coefficient of determination $R2 = 0.953$, which means that there is an influence between the variables of organizational activity (X1) and self-efficacy (X2) on work readiness (Y). Based on the results obtained, each variable of organizational activity and self-efficacy affects the work readiness variable, in other words, this research is accepted as the major hypothesis. The results obtained are not in full accordance with the research conducted by Nasution et al. (2022), which has X and Y variables that are not much different.

Nasution et al. (2022) obtained their respective results, namely the organizational activity variable had an effect on work readiness, but in self-efficacy it was found that there was an influence on self-efficacy with work readiness. In organizational activeness, which has no influence on work readiness, it is because a student or student does not activate himself even though he has joined the organization even though the organization should be able to form a person to get used to organizational culture which can also prepare himself for work readiness. The results of this study are also in line with the research of Puspitarini and Permatasari (2020) which states that organizational activity has an influence on work readiness, but learning achievement has more influence on work readiness.

It is known that t count> t table and p value <0.05, which means that there is a positive and significant influence on organizational activity and work readiness with a beta coefficient value (β) = 0.330, t count = 5.089, and p = 0.000 (< 0.05). This means that the minor hypothesis in this study is accepted, namely that there is an effect of organizational activity on work readiness. Other research related to organizational activity that affects work readiness is research by Irmayanti et al. (2020), organizational activity has an influence on work readiness. This is because when students are active in organizations, organizational activities have a direct influence on individual work readiness. Work readiness is an overall individual condition that includes physical, mental and experiential maturity so that it is able to carry out an activity or work activity, one of which is having the ability to adapt (Muspawi & Lestari, 2020). Not all students who are easily adaptable to the work environment have a background of having participated or often participating in organizational activities, or in other words, students or vocational students who have work readiness have not necessarily joined or been active in organizations (Irmayanti et al., 2020).

Furthermore, self-efficacy on work readiness shows t count > t table which means there is a positive and significant influence with a beta coefficient value (β) = 0.660, t count = 10.174, and p = 0.000 (< 0.05). This means that the minor hypothesis in this study is accepted, namely that there is an effect of self-efficacy on work readiness. Nasution et al. (2020) explained that self-efficacy affects work readiness in students, which is the same as the results of the calculation that self-efficacy has an influence on work readiness.

Second, Prisilia and Widawati's (2021) research is a result that is in line with the results of this study. High self-efficacy will affect the work readiness of an individual. However, self-efficacy is influenced by another variable, namely organizational intelligence. Organizational intelligence is an individual's knowledge of the organization or company he will go to work for. This knowledge and mastery is obtained by individuals either directly such as having participated in an internship program at the company, so that he gets an overview of the values, vision and culture of the organization and has experience at work which will affect decision making in his future career field.

Data analysis in this study uses additional hypothesis testing which aims to find out in more detail and in depth about the attachment of both the influence or relationship between aspects of the independent variable and aspects of the dependent variable using full model multivariate regression analysis, partial correlation, and the final model. Full model multivariate analysis is a statistical method developed to determine whether the group averages are significantly different or not, then to find out what independent variables affect the differences between these groups (Widarjono, 2015). The partial correlation analysis test aims to measure the correlation between two variables by removing the influence of one or more other variables (Santoso, 2012).

The interval coefficient which is close to the value of 100% or 1 has been explained by Sugiyono (2012) that the relationship between these aspect variables is positive and in the strong category. The relationship in the strong category means that the independent variable studied or tested in the study has a strong influence on one of the fixed variables studied. Based on this, it can be explained that the aspects that are in the variables of organizational activity and self-efficacy have a significant influence on the aspects that will lead to work readiness in individual students of the Faculty of Economics and Business and vocational students.

CONCLUSION

Based on the research that has been done, the results obtained are there is a significant influence between organizational activity and self-efficacy on work readiness. There is a positive and significant influence on organizational activity on work readiness. There is a positive and significant influence on self-efficacy on work readiness. As for some suggestions for the development of this research, namely for students who are active in organizations and have good self-efficacy, it will provide opportunities to learn about experiences that can be developed. Vocational students are expected to be active in organizations or activities that can increase knowledge and (skills). For educational institutions, it is hoped that they can help facilitate each organization so that they can carry out work programs properly and provide memorable experiences for members. This research still has some shortcomings so it is hoped that further researchers will develop it using other approaches so as to perfect this research.

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