THE INFLUENCE OF SELF-EFFICACY ON STUDENTS' WORK READINESS

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Abstract : The purpose of this study was determine the effect of self efficacy on work readiness of vocational students. This research is quantitative research. The population in this study were all students of the 11th grade of the all department at SMK Al Ghazaly as many as 90 students. The population is limited less than 100, all subjects in this study were used as research samples This research use descriptive and verificative methods. The sample of the Analytical techniques used are simple linear regression. Normality test uses the Kolmogorov-smirnov test and simple linear regression. All data calculation using IBM SPSS v. 25 for Windows. The result showed that self efficacy effect toward work readiness The magnitude of the influence of self efficacy against the results of work readiness by 0,275 (27,5%) while the remaining 0,725 (72,5%)is affected by other factors.

Keywords : Self efficacy, work readiness, vocational students

Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh efikasi diri terhadap kesiapan kerja siswa SMK, sedangkan penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini yaitu seluruh peserta didik kelas XI di SMK Al Ghazaly dengan jumlah 90 orang, dan populasi ini dibatasi kurang dari 100 peserta didik, semua subjek dalam penelitian ini dijadikan sampel penelitian. Penelitian ini menggunakan metode deskriptif dan verifikatif. Teknik analisis sampel yang digunakan adalah regresi linier sederhana. Uji normalitas menggunakan uji Kolmogorov-smirnov dan regresi linier sederhana. Analisis data peneliti menggunakan IBM SPSS v. 25 for Windows. Hasil penelitian menunjukkan bahwa efikasi diri berpengaruh terhadap kesiapan kerja dengan besarnya pengaruh efikasi diri terhadap hasil kesiapan kerja sebesar 0,275 (27,5%) sedangkan sisanya 0,725 (72,5%) dipengaruhi oleh faktor lain.

Katakunci: Efikasi diri, kesiapan kerja, peserta didik SMK

INTRODUCTION

Vocational High School (SMK) as a formal educational institution has an important role in preparing its graduates to be ready-made workers in their fields and levels of education, vocational school students are required to be ready to work and can face the challenges of the business world or the industrial world. This situation presents a constant challenge in the world of education, to be able to produce graduates with competencies relevant to the needs of the world of work.The vocational education mandate should provide specific skills to individuals that allow them to find work or start independent businesses, train to work productively and adapt to technological advances. In particular, the purpose of vocational education graduates is prepared to enter the world of work, either in creating an independent business or entering an existing opportunity or job opening (Vladimir Gasskov 200:5). The existence of vocational schools in preparing the workforce is very important, but vocational school graduates have not been fully able to meet the needs of the world of work in accordance with their skills competencies.

Table Labor Force Absorption Data In 2018

Highest Education completed	Labor Force			
	Works	Unemployment	The Number of Labor Force	% Unemployment
	Feb-18	Feb-18	Feb-18	Feb-18
No/Never School	3.684.576	42.039	3.726.615	1.13%
No/Not Finished Elementary School	17.149.763	446.812	17.596.575	2.54%
Elementary School	32.279.357	967.630	33.246.987	2,91%
Junior High School	22.878.166	1.249.761	24.127.927	5,18%
Elementary School	21.139.052	1.650.636	22.969.688	7.19 %
Vocational School	14.544.592	1.424.428	15.969.020	8.92%
Diploma	3.499.355	300.845	3.800.200	7,92%
Bachelor	11.712.974	789.113	12.502.087	6,31%
Total	127.067.835	6.871.264	133.939.099	5,13%

Table shows that the availability of vocational school graduates in the world of work is the lowest and still lower compared to high school graduates in recent years. In 2018 vocational school graduates who were not absorbed in the world of work was 8.92%. This indicates the possibility of a gap between the skills possessed by vocational school graduates and the skills needed in the world of work and the low readiness of vocational school graduates. Work readiness or work competence is the work ability of each individual that includes aspects of knowledge, skills and work attitudes in accordance with established standards (UU No. 13 tahun 2000 on Employment).

Work readiness can be caused by several factors there are eight attributes that affect work readiness, namely career planning, culture, self-efficacy, resilience, social skills, entrepreneurial orientation, proactive attitude, and emotional skills. Many factors influence work readiness, and if analyzed several factors have interconnectedness with each other One of the factors of work readiness is the self-efficacy Bandura (1997) defines self-efficacy as an individual's belief in his ability to organize and carry out a series of actions needed to achieve the desired goal, in other words self-efficacy means believing yourself able to succeed and succeed.Students are expected to develop self-efficacy in order to have independence in career or job decision making, i.e. students are confident in their abilities and talents and know what work is appropriate to the talents possessed from the field of education they pursue.

This research was conducted on students of SMK Al Ghazaly in Bogor City. The results of this study are expected to provide broader insights for students in improving their efficacy so that students already have work readiness when they graduate from their school.

METHODS

The object in this study was a grade XI student of SMK Al Ghazaly Bogor City. Data retrieval is performed to all grade XI students throughout the skills program. The population is 90 and sample featuring a saturated sample uses the entire population as a research object.

Instruments in this study there are 2 (two), namely the scale of work readiness and the scale of self-efficacy. The self-efficacy variable in this study consisted of 17 statement items and the work readiness variable consisted of 22 statement items. The validity test of the measuring instrument in this study is to use the formula corrected item-total correlation. The reliability test of measuring instruments in this study used reliability testing with reliability coefficient techniques using the Alpha Cronbach formula. Sampling techniques use saturated sample techniques because the population is less than 100 people. Data analysis is conducted quantitatively using Pearson Product Moment correlation analysis techniques.

RESULTS

Data collection of self-efficacy research and scale of work readiness in grade XI students of SMK AL GHAZALY in banking expertise program and office administration. Data collection in this study was conducted with the help of google form, this is due to the time of the study and conditions in the middle of the current pandemic, so researchers can not directly meet most respondents. Here's the categorization of variable data on

self-efficacy with student work readiness.

Table Categorization Of Data Research Variables

Variable	Range	Category	Frequency	Percentage
Self Efficacy	17-40	Low	3	Of 3.33%
	41-63	Medium	65	72,22%
	64-86	High	22	24,44%
	Total		90	
Job Readiness	22-51	Low	8	8,89%
	52-81	Medium	59	65,56%
	82-110	High	23	25,56%
	Total		90	

Categorization results to self-efficacy scale response showed that there were 65 respondents (72.22%) self-efficacy in the moderate category, 22 respondents (24.44%) have self-efficacy in the high category and 3 respondents (3.33%) which is in the low category. Meanwhile, the category results on the work readiness scale response showed there were 59 respondents (65.56%) have work readiness in the moderate category, 23 respondem (25.56%) have high job readiness in the category and 8 respondents (8.89%) which is in the low category. Based on the categorization it is known that in general self-efficacy in grade XI students smk Al Ghazaly is in moderate categorization, with a percentage of 72.22%. As for work readiness based on the results of categorization in general is at moderate categorization with a percentage of 65.56%.

Before conducting the analysis, a classic assumption test is performed first. Normality tests are conducted using the Kolmogrov-Sminov technique. The results showed that the significance score for self-efficacy score was 0.22 and for work readiness score of 0.17. Based on this significant value, the significance of all variables is greater than 0.05, so it can be concluded that the data is normally distributed. Based on the results of linearity test can be known that the significance value in linearity of 0.001 (smaller than 0.05) can be concluded that between the variables of self-efficacy and work readiness in vocational students there is a linear relationship. Obtained simple linear regression equation is as follows:

$$\hat{Y} = a + bX$$

Y : Work Readiness
a : Regression Constants
bX : Derived values or free variable increments

The values in the output are then entered so that the known regression equations obtained from the calculation results are:

$$Y = 33.477 + 0.602X$$

In the regression equation means that the coefficient of regression direction for self-efficacy is positive, meaning that any increase in self-efficacy will increase work readiness. Meanwhile, if self-efficacy decreases then the gain of work readiness will decrease. Known significance value of 0.000. Because the significance value of 0.000<0.05 can be concluded self-efficacy positively affects work readiness so that the hypothesis has been tested and accepted the truth. Based on the calculation result obtained coefficient of determination of 0.275 (27.5%) while the rest 0.725 (72.5%) influenced by other factors.

DISCUSSION

Self-Efficacy can improve students' ability to work and adjust to the work environment more easily, because self-efficacy can affect the learning process that can affect behavior so as to shape students' work readiness. While the lack of self-efficacy will cause a person to be pessimistic, the future orientation of learners on the importance of readiness in facing the world of work becomes low and one is not confident with their abilities.It is also in accordance with the aspect stated by Lauster (2005) that optimism can shape work readiness because it forms a positive attitude of a person who is always good-looking in the face of all desires, expectations and abilities of self The discovery of a significant relationship between self-efficacy and readiness of work is in line with previous research conducted by Utami and Hudaniah (2013) which shows that there is a positive and significant relationship between self-efficacy d readiness of work in vocational school students.

The results of the study are in line with the theory referred to in this study, Social Cognitive Theory developed by Hackett (quoted by Coertse &Schepers, 2004:59) which refers to Bandura's theory of self-efficacy (1977) which states that career development, career choices, and work achievement have a relationship with self-efficacy. Social cognitive career theory provides a theoretical framework for understanding decisions. The essence of social cognitive career theory is the concept given by a person who contributes to a career-related learning experience. Where the research is in line with the research conducted by Solfema (2019) that self efficacy has a significant contribution to the work readiness of trainees, Lorraine Dacre (2013) said that self-efficacy affects the work readiness of students.

CONCLUSION

Based on the results of research and discussion can be concluded that: 1) there is a very significant positive relationship between self-efficacy and work readiness in students. This shows that the higher the self-efficacy, the higher the level of work readiness that has., and vice versa if the lower the self-efficacy, the lower the level of work readiness owned. 2) The variable level of Self-Efficacy is classified as moderate, which means that students of grade XI SMK Al Ghazaly self-efficacy level students are sufficient / do not really have confidence in their own ability to face and solve problems effectively3) The variable level of moderate Work Readiness which means that grade XI students of SMK Al Ghazaly have a moderate level of Work Readiness, which means that they have not really been able to carry out or perform a job or task based on skills and knowledge characterized by professionalism and supported by the work attitude required by the great work. 4) The amount of self-efficacy influence on work readiness results amounted to 0.275 (27.5%) while the rest 0.725 (72.5%) influenced by other factors.

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