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Analysis Of Work Readiness Students Universitas PGRI Semarang

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Abstract

"What effect does the use of information technology have?" was the goal of this research., self-efficacy, career planning, career flexibility, and career maturity on students at Universitas PGRI Semarang who were prepared for the workforce. With a total sample size of 365, the study's objects were undergraduate students from the UPGRIS classes of 2019 and 2020. employing a sample random sampling approach in research methodologies utilising probability sampling techniques. Multiple linear regression analysis, R2 (coefficient determination), the classical assumption test, and hypothesis testing were performed using SPSS 22.00 in this study. With an adjusted R square value of 0.61%, the findings demonstrated that information technology use (0.000), self-efficacy (0.013), career planning (0.000), and career maturity (0.000) all had an effect on work readiness. This suggests that it can explain 61% of the work readiness variable, with variables not included in this research explaining the remaining 39%..

Keywords : Information Technology Utilization, Self Efficacy, Career Planning, Career Adaptability, Career Maturity, Work Readiness

Introduction

Students who have finished their education at a college must have a good readiness and quality of education in order to prepare for a career as a long-term and short-term readiness for the world of work after graduation, so that they can choose and decide which career to do in the future as their main job. In reality, it is not uncommon for students to not know about the field of work that will be addressed after completing their education at a college. Conversely, master's degree programs According to BPS data (Badan Pusat Statistik), there were 8,44 million unemployed people in Indonesia as of August 2022. Based on this data, it is known that 673,49 thousand college graduates are unemployed, while 673,48 thousand students were unemployed in 2021. From this data series, it can be observed that the unemployment rate among university graduates increased from 4,47% in 2021 to 7,9% in 2023 (Viva Budy Kusnandar 2023).

The high unemployment rate may also be attributed to graduates of higher education institutions who are not prepared for the workforce. According to Suryahadikusumah et al. (2019), final-year students are under pressure to choose a professional path, which prompts them to think about a variety of employment alternatives,

including those recommended by their parents.. Additionally, insufficent, skills and preparedness among students also play a role in the unemployment rate. The proliferation of job vacancies and employment trends indicates a lack of career planning maturity, resulting in the unpreparedness of students to enter the workforce.

According to (Slameto 2015) work readiness encompasses the entirely of conditions that enable an individual to provide responses in specific situations, work readiness is the ability of graduates to enter the workforce immediately after graduation without requiring a lengthy adjustment period in the work environment, supported by physical and mental maturity as well as relevant learning experience for the job market. It is speculated that many graduates remain unemployed due to their lack of work readiness. Untill reaching the point where technologycal advancements cause concerns for students to keep up with them, combined with self efficacy being perceived as insufficient for entering the workforce, there is a need for career maturity that enables students to make appropriate career decisions. This entails career planning that demonstrates the process of searching for career goals. Meanwhile career adaptability, as defined by (Savickas 2005) Is the readiness of an individual to face obstacies or challenges during career transitions.

Literature Review

Information Technology Utilization and readiness of work

Technological sophistication today is experiencing rapid development which is even able to create a variety of technologies that are very useful and useful for completing work, according to (Anshari 2010) Information technology is a system that can help a person's work to be completed quickly and can save costs and time, if the individual has a good mastery of information technology then the individual can be said to have good work readiness.

H1 = Information technology utilization affects to work readiness

Self Efficacy and readiness of work

According to (Bandura, 2005) Self efficacy is defined as a sense or belief of the individual in taking into account his ability when doing something to achieve results in certain situations and conditions, therefore self efficacy is very influential on work readiness that if the higher the self efficacy possessed in the individual, it can instill feelings, thoughts and behaviors that the individual is able to control his social environment to be able to act consistently, preventively, and directed in work readiness including in overcoming difficulties experienced when entering the world of workPeople who possess strong self-efficacy are known for their ability to overcome obstacles and accomplish their goals.

H2 = Self efficacy affects to work readiness

Career Planning and readiness of work

Career planning is the process of finding ideal career goals according to the talents and abilities possessed by the individual, In light of the conflicting definitions of career planning offered by (Ratnaningtyas and Satiningsih 2012) and (Susilowati and Fauzan 2022). Career planning is defined by the former as a mature insight into the goals to be achieved in the short and long terms, and by the latter as the process of choosing career goals by taking opportunities, limitations, and career options into consideration in order to achieve career goals, thereby improving students' ability to make decisions about their careers.

H3 = Career planning affects to work readiness

Career Adaptability and readiness of work

According to (Savickas 2005) Defines career adaptability as an attitude of competence and behavior that individuals use in adjusting to work, career adaptability is explained as an individual resource in overcoming current and future ability development tasks, students with career adaptability will have self-awareness that individuals will enter the world of work one day, so students will better prepare themselves to increase knowledge and improve skills, (Savickas and Porfeli 2012) Additionally, career flexibility may help students take ownership of their professional development, which suggests that students will be more forceful and comprehensive in making their future employment decisions.

H4 = Career adaptability affects to work readiness

Career Maturity and readiness of work

(Avichakas, 1997). The capacity to make judgments about one's career that are consistent with their professional development responsibilities is known as career maturity. It also refers to a person's ability to plan and choose the ideal profession for work preparedness as well as their aptitude to select occupations that correspond with their interests. As a result, career maturity—which comprises self-awareness, professional knowledge, the ability to choose a job, and the ability to map out steps toward the desired career—is essential. To show that they are mature enough for a job, students should be able to use their talents to change what they want.

H5 = Career maturity affects to work readiness

According to the description provided, the objective of this study is to investigate the potential positive and significant impact that self-efficacy, career planning, career adaptability, and career maturity have on the work readiness of students from the Universitas PGRI Semarang classes of 2019 and 2020.

Methodology

Research Design.

In this paper, the author used quantitative research methods and main data types, as according to (Sugiyono 2018) states that primary data is defined as data derived from respondents answers related to the description of each variable through distributing questionnaires to respondents by distributing these questionnaires, the research description aims to analyze in knowing whether or not there is an influence between the use of information technology utilization, self efficacy, career planning, career adaptability and career maturity on work readiness.

Sampling Method

This study used a questionnaire as a data collection technique and surveyed a populaton of 4.236 undergraduate students from Universitas PGRI Semarang enrolled in the academic years of 2019 and 2020. To guarantee that every member of the population had an equal chance of being included in the sample from the population that was not based on specified traits, the probability sampling approach was applied. (Sugiyono 2018).

The researcher used a significance level of 5% and calculated the sample of size research project using the slovin formula. The resulting sample consisted of 365 undergraduate students from the class of 2019 and 2020 at Universitas PGRI Semarang. The sample calculation was carried out to aid in the processing of the data.

Analysis Method

Validity Test

A validity test is used to assess whether a questionnaire can measure the desired variable, and the data is deemed valid if the statements on the questionnaire can provide a meaningful measure (Gonzalez, 2008) If the value of r count exceeds r table at the 5% level, the variable instrument on the questionnaire is deemed legitimate.

Reliability Test

According to the literature (Ghozali, 2016), questionnaire reliability is an indicator of a construct variable. If the Chronbach's Alpha value, r count > r table value (0,06), indicates that responses to a questionnaire are constant and steady, then the questionnaire can be considered reliable. How well an instrument can be relied on and used to collect data is measured by its reliability. SPSS (Statistical Product and Service Solution) was used as the testing method for this investigation.

Multiple Linear Regression

The relationship between work readiness (Y) and the five independent variables—information technology use, self-efficacy, career planning, career flexibility, and career maturity—was investigated in the research using multiple linear regression analysis. It was possible to obtain the multiple linear regression equation as follows:

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + e$$

t Test (Partial)

The purpose of the test for the partial regression coefficient is to assess the significance of the partial role that the independent variable plays in relation to the dependent variable. This is done on the assumption that the other independent variables will remain unchanged. In order for the hypothesis to be validated, a significant level of less than 5%, or 0.05%, is required.

R^2 (Coefficient Determination)

(Ghozali, 2016) [Citation needed] The degree to which the dependent variable's variation can be explained by the research model is gauged by the coefficient determination test. The coefficient of determination value's placement might be anywhere between 0 and 1, and the classification of the coefficient can range from 0 (no correlation) to 1,00 (perfect correlation). The location of the coefficient of determination value can range from 0 to 1.

RESULTS AND DISCUSSION

Validity Test

Table 1 Validity Test Results

Variables	Items		R table	Description
Information Technology Utilization (X1)	X1.1 = 0,378 X1.2 = 0,377 X1.3 = 0,534 X1.4 = 0,630 X1.5 = 0,645 X1.6 = 0,612	X1.7 = 0,653 X1.8 = 0,658 X1.9 = 0,627 X1.10 = 0,731 X1.11 = 0,727 X1.12 = 0,672	0,113	Valid
Self Efficacy (X2)	X2.1 = 0,572 X2.2 = 0,537 X2.3 = 0,589 X2.4 = 0,618 X2.5 = 0,567 X2.6 = 0,617	X2.7 = 0,523 X2.8 = 0,639 X2.9 = 0,655 X2.10 = 0,629 X2.11 = 0,590 X2.12 = 0,395	0,113	Valid
Career Planning (X3)	X3.1 = 0,541 X3.2 = 0,393 X3.3 = 0,595 X3.4 = 0,468 X3.5 = 0,578	X3.6 = 0,542 X3.7 = 0,641 X3.8 = 0,574 X3.9 = 0,640	0,113	Valid
Career Adaptability (X4)	X4.1 = 0,556 X4.2 - 0,445 X4.3 = 0,380 X4.4 = 0,560 X4.5 = 0,555 X4.6 = 0,553	X4.7 = 0,598 X4.8 = 0,596 X4.9 = 0,515 X4.10 = 0,692 X4.11 = 0,641 X4.12 = 0,457	0,113	Valid
Career Maturity (X5)	X5.1 = 0,556 X5.2 - 0,436 X5.3 = 0,557 X5.4 = 0,523 X5.5 = 0,557 X5.6 = 0,562 X5.7 = 0,613 X5.8 = 0,590 X5.9 = 0,602	X5.10 = 0,628 X5.11 = 0,629 X5.12 = 0,462 X5.13 = 0,630 X5.14 = 0,528 X5.15 = 0,651 X5.16 = 0,536 X5.17 = 0,550 X5.18 = 0,473	0,113	Valid
Work Readiness (Y)	Y.1 = 0,483 Y.2 = 0,386 Y.3 = 0,452 Y.4 = 0,565 Y.5 = 0,520	Y.9 = 0,557 Y.10 = 0,569 Y.11 = 0,517 Y.12 = 0,614 Y.13 = 0,548	0,113	Valid

	Y.6 = 0,527 Y.7 = 0,558 Y.8 = 0,466	Y.14 = 0,540 Y.15 = 0,496		

Source: processed primary data, 2023

All of the statement items on the study questionnaire that have a r count > r table of more than 0,113 are deemed legitimate, as shown by Table 1.

Reliability Test

Table 2 Reliability Test Results

Variables	Items	Chronbach's Alpha	Description
Information Technology Utilization (X1)	X1	0,842	Reliable
Self Efficacy (X2)	X2	0,826	Reliable
Career Planning (X3)	X3	0,716	Reliable
Career Adaptability (X4)	X4	0,787	Reliable
Career Maturity (X5)	X5	0,871	Reliable
Work Readiness (Y)	Y	0,807	Reliable

Source: processed primary data, 2023

According to table 2 above, each variable in the reliability test must have a Chronbach's Alpha value of more than 0.06 in order for it to be deemed trustworthy.

Multiple Linear Regression

Table 3 Multiple Linear Regression

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,491	2,040		9,554	,000
	X1	,124	,033	,150	3,793	,000
	X2	-,104	,042	-,111	-2,494	,013
	X3	,359	,059	,282	6,055	,000
	X4	,052	,050	,055	1,055	,292
	X5	,351	,029	,546	12,181	,000
a. Dependent Variable: Y						

Source: processed primary data, 2023

The following equation may be found using table 3 above:

$Y = 19,491 + 0,124X_1 – 0,104X_2 + 0,359X_3 + 0,052X_4 + 0,351X_5 + e$

(1) If the variables of information technology use are constant (19,491), then, self efficacy, career planning, career adaptability, career maturity then work readiness is 19,491.
(2) The regression coefficient value on information technology utilization is 0,124, so if there is an increase in variable X1, it will increase work readiness by 12,4%.
(3) The regression coefficient value on self efficacy is -0,104, meaning that if there is a decrease in variable X2, it will increase work readiness by 10,4%.
(4) The regression coefficient value on career planning is 0,359, so if there is an increase in variable X3, it will increase work readiness by 35,9%.
(5) The regression coefficient value on career adaptability is 0,052, so if there is an increase in variable X4, it will increase work readiness by 05,2%.

(6) The regression coefficient value on career maturity is 0,351, so if there is an increase in variable X5, it will increase work readiness by 35,1%.

t Test (Partial)

table 4 t Test Results

Coefficients[a]			
Model		t	Sig.
1	(Constant)	9,554	,000
	Information Technology utilization (X1)	3,793	,000
	Self Efficacy (X2)	-2,494	,013
	Career Planning (X3)	6,055	,000
	Career Adaptability (X4)	1,055	,292
	Career Maturity (X5)	12,181	,000
a. Dependent Variable: Work Readiness (Y)			

Source: processed primary data, 2023

Table 4 above illustrates how each variable X and variable Y are related to one another and may be understood as follows:

(1) Because the significance value for information technology utilisation (X1) was found to be 0.000 less than 0.05, the hypothesis (H1) was accepted; therefore, One may conclude that using information technology significantly and favorably improves one's preparation for the workforce (Y).
(2) Since the significance value for self-efficacy (X2) was found to be 0.013 less than 0.05, the hypothesis (H2) was confirmed, and it is possible to draw the conclusion that self-efficacy has a substantial and adverse impact on work readiness (Y).
(3) Since the significance value for career planning (X3) was found to be 0.000 less than 0.05, the hypothesis H3 was confirmed, and it is possible to draw the conclusion that career planning has a favourable and statistically significant impact on work readiness (Y).
(4) Since the significance value for career adaptability (X4) was found to be 0.292, which is greater than 0.05, the null hypothesis H4 was refuted, and it is possible to draw the conclusion that career adaptability has a positive but negligible effect on work readiness (Y).
(5) Because the significance value for career maturity (X5) is found to be 0.000 less than 0.05, the hypothesis (H5) is confirmed, and it is possible to draw the conclusion that career maturity has a positive and significant influence on work readiness (Y).

R^2 (Coefficient Determination)

Table 5 R2(coefficient determination)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,784[a]	,615	,610	2,33051
a. Predictors: (Constant), X1, X2, X3, X4, X5				
b. Dependent Variable: KPK_Y				

Source: processed primary data, 2023

Table 5's findings unequivocally demonstrate that the adjusted R square (R2), also referred to as the coefficient determination, is 0.610. This indicates that the impact of the following variables on work readiness (Y): self-efficacy (X2), career planning (X3), career adaptability (X4), career maturity (X5), and information technology utilisation (X1). These variables account for 61% of the effect, with the remaining 39% being influenced by other variables. Therefore, it can be concluded that the correlation in this study is strong.

Case studies

Information technology utilization (X1) to work readiness (Y)

The study results show a statistically significant relationship between the use of technology and work readiness with a significance value 0,000 < 0,05, ultimately accepting the hypothesis, It can be said that the hypothesis is accepted because the study's findings clarify how information technology use affects students' readiness for the workforce. Since daily life is constantly changing, students must adapt to these changes and stay up to date on science and technology advancements in order to realize their full potential, the need for increased mastery of technology skills is needed so that each individual can face the challenges of the world of work (Dina Lestari and Supriyo Supriyo 2017).

This research also agrees with previous research on the use of information technology utilization from (Suryahadikusumah et al. 2019) that technology is a tool that can provide career services for students as well as from (Nur'Aini and Nikmah 2020) that mastering information technology utilization effects work readiness in the findings of the study it is explained that skills are the main factor in work readiness through the use of information technology utilization.

Self efficacy (X2) to work readiness (Y)

It has been determined that the self-efficacy variable significantly and negatively affects job preparedness (significance value = 0.01 < 0.05). As a result, the theory might be considered accepted. The results of the research make it clear that self-efficacy is defined as an individual's belief in their ability to do a task effectively, even while the student still has doubts about his ability to meet his objectives. It's possible that a lack of self-confidence stems more from a realistic appraisal of the demands and challenges of the working world than from a lack of confidence in one's own background or ability. This could be the case when students lack self-confidence in entering the workforce.

The findings of this study are corroborated by earlier research by (Annisa Septiana Dewi 2022) and research from (Ari Wibowo and Suroso 2016) which found that self-efficacy is an independent variable with a weak effect on work readiness and that students' work readiness is not always impacted by their self-efficacy levels.

Career planning (X3) to work readiness (Y)

The results of the research provide credence to the idea that students' interests, aptitudes, and abilities will shape their future careers. They also show that career planning variables significantly and positively affect students' preparedness for the workforce, with a significance value of 0.000 < 0.05. This also relates to how the world around us helps each person reach their full potential, including the impact of parents and friends on socializing and communication, which enables the individual to make decisions based on guidance and advice received.

The results of this study agree with research conducted by (Ainul Marziah, Putri Mayasari, and Yullyzar yullyzar 2022) and research from (Dennisa Simanjuntak 2023) that career planning has a positive and significant effect on work readiness, which explains that good career planning will increase student readiness in facing the world of work and increase self-confidence in achieving a career.

Career adaptability (X4) to work readiness (Y)

According to the study's findings, there is no correlation between a student's preparation for the workforce and their ability to deal with current events. Instead, students should focus on developing their current skills, interests, and talents as well as making future-oriented plans. Furthermore, the researcher's supposition indicates that students don't always need to worry about flexibility when it comes to entering the workforce. With a significant value of 0,292 > 0,05, the career adaptability variable has no influence on job readiness, indicating that the hypothesis is false.

The results of this study contradict previous research from (Aninditha, Lakshmi, and Elmartha 2022) that career adaptability affects work readiness which explains because individuals will be able to control their job choices, have high curiosity and enrich themselves with various information, while there is a different opinion by research from (Sharen dan Wibowo, 2023) This clarifies the inverse link between career adaptability and workplace anxiety and enables people to grow even under pressure, making them more suitable for the organization they will work for in the future.

Career maturity (X5) to work readiness (Y)

With a significance value of 0.000 < 0.05, the career maturity variable has a positive and substantial impact on job preparedness, supporting the acceptance of the hypothesis. The study results indicate that individual career maturity is a precess that every person encounters while deciding on and choosing the appropriate career based on their interests, tasks, and career advancements. Career maturity is an important consideration for students to be able to prepare themselves in supporting future career and life, because with good career maturity and on target, the individual will have a picture or direction in determining career choices.

The results of this study agree with research from (Agustina and Dwanoko 2021) starting that career maturity has an influence on student work readiness, especially in individual readiness in dealing with different conditions and individual decisions in making career decisions according to their interests and potential.

Conclusion

Based on the findings of the aforementioned study and debate, it is clarified that:

(1) The usage of information technology has a statistically significant and substantial impact on students' work readiness, with a value of 0.0000 < 0.05.
(2) Self-efficacy has a modest and statistically significant impact on students' job preparation, with a score of 0,013 < 0,05.
(3) With a value of 0,000 < 0,05, career planning has a favourable and significant impact on students' preparation for the workforce.
(4) On the other hand, with a value of 0,292 > 0,05, career adaptability has no bearing on students' preparation for the workforce.
(5) With a value of 0,000 < 0,05, career maturity has a positive and significant impact on students' work preparedness.

Suggestion

Suggestions that can be given by researchers are as follows:

(1) Because the workplace is always changing due to advancements and innovation, it is critical that students take in, analyse, and review the knowledge they have acquired. Additionally, since technology can be used for good purposes like enhancing hard and soft skills, each person must also work to boost their confidence by reading self-help books, attending self-development seminars, and using it to improve their technological literacy and insight.
(2) The campus must be able to prepare and fully support students in developing the potential and abilities of students, it is hoped that the campus can always provide better things for students who will graduate and students who are currently in the lecture period, such as special classes to recognize themselves, such as in industrial psychology and innovation courses which can be further optimized or webinars and seminars that the researchers themselves find helpful for this.

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