



The Role of Self-Efficacy as a Mediator Between Active Organization and Job Readiness

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Abstract

The world of work requires students to have abilities and work skills as a basis for negotiation since willingness to work is the basis. At the same time, the organization promotes students' self-efficacy, making them more mature and career-ready. This study aims to determine the importance of self-efficacy as a mediator between organizational activities and work readiness. The research method uses a quantitative approach. The subjects were 95 students from the Faculty of Economics and Management, Mulawarman University, who were selected through simple random sampling. The data collection method uses three types of scales: work readiness scale, organizational activity scale, and self-efficacy scale. Structural Equation Modeling analysis technique and statistical software Smart PLS are adopted. The research results show that self-efficacy can play a partial role as a mediator between organizational activity and students' job readiness, organizational activity can directly affect students' work motivation, and Organizational activity can affect students' self-efficacy. This study concludes that self-efficacy plays a vital role in improving students' job readiness, directly or indirectly, in the current millennium.

Keywords *Work Readiness, Organizational Activity, Self-Efficacy*

INTRODUCTION

The development of the current era is influenced by the rapid increase in human resources, accompanied by technological advances (Susan, 2019). Quality human resources are produced through the development of various abilities possessed so that they can meet the needs of the industry. Good quality resources will have a significant positive impact on a country's progress (Larasati et al., 2018). Human resources and natural resources can collaborate to improve and advance a country's condition so that the expected goals can be achieved.

This research involved students of the Faculty of Economics and Business, Mulawarman University, Samarinda, class of 2021 and 2022 as subjects. Based on data from the SIA FEB unmul portal, there are 1,702 students from the 2021 and 2022 batches at the Faculty of Economics and Business, Mulawarman University, Samarinda. Everyone has different preparations in terms of job readiness. Training and skill improvement are needed to prepare students to enter the world of work. Without adequate preparation, students will have difficulty achieving their desired job expectations. Understanding job readiness's importance will help everyone determine the steps to achieve individual dreams or expectations (Mitra & Attiq, 2024). For students, job readiness involves improving skills and knowledge before entering the world of work. Students can expand their basic knowledge and skills by participating in workshops and various other types of training (Wardani et al., 2024).

In fact, many students face challenges in preparing for work because of differences in perception among individuals. This causes some people to choose jobs based on circumstances without adequate preparation. This difference in perception often hinders and results in failure in

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the career due to a lack of respect for the world of work. Although everyone can work, difficulties occur in achieving the desired job due to the lack of standard of skills required for the job (Hariyadi et al., 2023).

Work readiness is also related to the active organization that students follow. Based on previous research revealed by Sudaryo et al. (2019), participation in organizational activities can be a supporting factor in a person's career preparation. It refers to a student's ability to demonstrate integrity and readiness to step forward in preparation for the future (Putri & Anwar, 2023). Participation in organizational activities assists college students or students in exploring themselves as individuals, championing development, and forming the necessary mental and emotional readiness (Puspitarini & Permatasari, 2020). Job readiness related to participation in organizational activities includes acquiring experience and improving skills acquired through involvement in the organization.

Furthermore, work readiness is also related to students' self-efficacy level. This self-efficacy refers to a person's internal belief in their ability to complete the task or task at hand. Given that everyone has a unique capacity, having a strong level of self-efficacy is important to help deal with emerging challenges. Based on previous research conducted by Eliyani (2018), there are three factors of self-efficacy related to job readiness, namely achievement, experience and verbal persuasion.

The researcher also explained the influence between organizational activity and work readiness. There is a difference from previous research conducted by Gusty et al. (2023), who explain that the influence of participation in organizational activities on job readiness can be understood through effective self-regulation. In parallel with the previous research, this study focuses on the relationship between the independent variable, namely organizational activity, and the dependent variable, namely work readiness. The difference lies in the research's subject, location, and time.

Furthermore, other research on the influence of self-efficacy on job readiness also differs from previous research conducted by Eliyani (2018). The similarity between this study and the previous study is that it focuses on the relationship between the independent variable, namely self-efficacy, and the dependent variable, namely job readiness. However, the difference lies in the research's subject, location, and time. This research involved students of the Faculty of Economics and Business class of 2021 and 2022 from Mulawarman University Samarinda and SMK Negeri 1 Penajam Paser Utara students.

The research that the researcher will conduct has three variables, including the independent variable, namely organizational activity and confidence in one's ability to face certain factors, such as readiness to work, which is a concern in the new research that will be carried out. The researcher plans to explore the impact of participation in organizational activities and confidence levels on students' readiness to enter the workforce. The purpose of this study is to determine the significance of the role of self-efficacy as a mediator between organizational activity and work readiness.

LITERATURE REVIEW

According to Bandura (Sufirmansyah, 2015), self-efficacy refers to the belief in the ability to manage and perform the necessary actions to manage the situation to be faced. Self-efficacy is one of the most influential aspects of self-knowledge in daily human life. This is because their self-efficacy also affects the individual in determining the actions to be taken to achieve a goal, including the estimation of various events that will be faced.

According to Ivansevich (Huzain, 2021), self-efficacy is an individual's belief that the individual is confident that he will behave well in certain situations. This self-efficacy describes our

ability to deal with situations or related to an action. In addition, by knowing our efficacy, we will understand our condition and be able to behave realistically.

Wijikapindho and Hadi (2021) said that work readiness is something that individuals must contribute to the achievement of organizational goals where the individual works by having knowledge, skills, and a good attitude. Another study by Baiti et al. (2017) stated that student work readiness is a factor that exists in students' ability to meet the demands of productivity and quality as well as the performance of an organization. With this, universities must prepare their students as graduates who have good competencies in accordance with the needs of the world of work. According to Andini et al. (2017), organizational activity is carried out by students outside of learning activities to improve students' abilities and interests in intra and extra-campus organizations. According to Saputro (2018), the organization is a useful place for students because students' work readiness can increase because in the organization, students will get new experiences and train students in communication, gain expertise or skills, motivation in working, and students can be responsible for the tasks given.

Previous research also found that work readiness is influenced by organizational activity and self-efficacy. Based on this statement, the researcher conducted this research because problems have been known to greatly influence one's readiness to work, so various careful preparations, such as basic skills, are needed before entering the world of work. The hypothesis in this study is that self-efficacy can function as a mediator between organizational activity and work readiness.

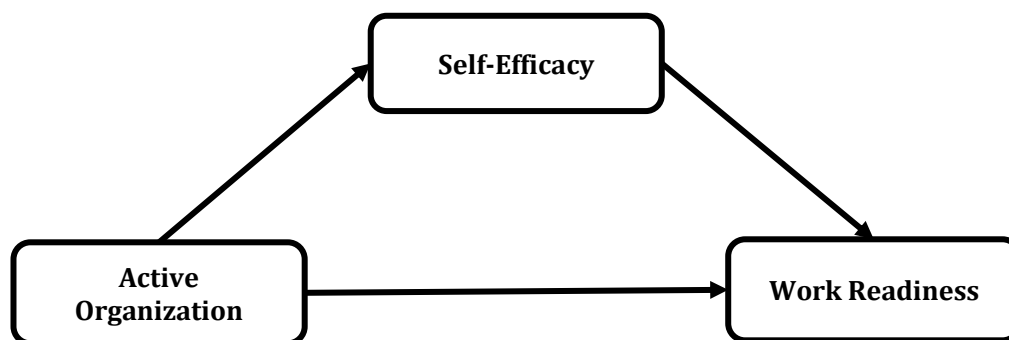


Figure 1. Research Model

RESEARCH METHOD

The research method used is a quantitative method with bound variables/outcomes, namely work readiness, input variables, namely active organization, and mediator, namely self-efficacy. The following section explains the research approach to collect and analyze numerical data.

Research Subject

The study's sample consisted of 95 students from the Faculty of Economics and Business at Mulawarman University, Indonesia. The sampling technique used in this study was probability sampling, which provides an equal opportunity for each member of the population to be selected as a sample member.

Data Collection Methods

This study uses a Likert-type scale as a research measurement tool to collect research data. This study used three research measuring tools: the work readiness scale, the organizational

activity scale, and the self-efficacy scale. This research began by conducting validity and reliability tests on each variable. On the work readiness scale, 13 items were declared dead out of 46 items, with a reliability value of 0.886. On the organizational activity scale, six items were declared eliminated out of 36 items with a reliability value of 0.832. Six items were declared eliminated out of 26 items for the self-efficacy scale, with a reliability value of 0.791.

Data Analysis Techniques

The analysis technique in this study is mediation analysis, used to evaluate regression equations involving several exogen and endogenous variables to allow testing of mediator variables.

FINDINGS AND DISCUSSION

Table 1. Results of The Analysis of The Validity of Discrimination

	Self-Efficacy (M)	Organizational Activity (X)	Job Readiness (Y)
Self-Efficacy (M)	0.959		
Organizational Activity (X)	0.972	0.952	
Job Readiness (Y)	0.969	0.976	0.964

Based on the results, the validity of discrimination has been fulfilled because the researcher uses the Fornell-lacker criterion by saying that each pair of constructs must be more than 0.400 so that the constructs are discriminatory different. Furthermore, it is continued by analyzing the goodness evaluation of the Cronbach alpha, Composite Reliability and Average Variance Extracted measurement models, which can be seen in the Table 2 below.

Table 2. Results of Measurement Model Evaluation Analysis

	Cronbach's Alpha (CA)	Composite Reliability (CA)	Average Variance Extracted (AVE)
Self-Efficacy (M)	0.971	0.971	0.920
Organizational Activity (X)	0.966	0.966	0.907
Job Readiness (Y)	0.981	0.981	0.929

Based on the values in the table above, all convergent validity and reliability measures have been met, so the measurement model is declared good. Next, a mediation analysis was conducted; here are the results.

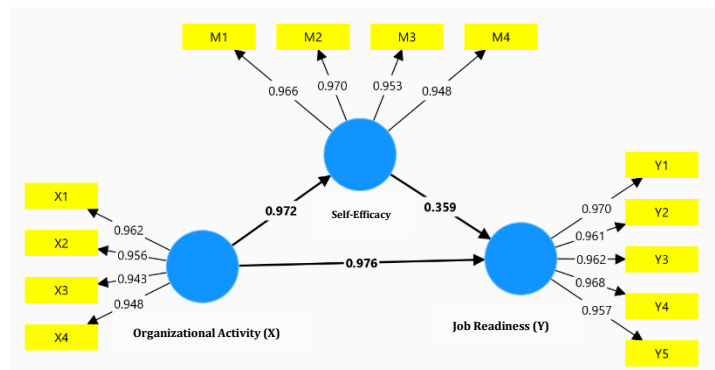


Figure 2. Mediation analysis results

Table 3. Results of Research Analysis

Variable	R ²	P values
Organizational activity (X) -> Self-efficacy (M) -> Job readiness (Y)	0.349	0.000
Activeness of Organizing (X) -> Work Readiness (Y)	0.976	0.000
Organizational Activity (X) -> Self-Efficacy (M)	0.972	0.000
Self-efficacy (M) -> Job readiness (Y)	0.359	0.000

From the analysis, it was found that self-efficacy was able to play a partial role as a mediator between organizational activity and work readiness, as evidenced by the p-value of <0.05 ($p=0.000$). Furthermore, the activeness of organization can directly affect work readiness by 97.6% as evidenced by the value of $p<0.05$ ($p=0.000$), then the activity of organization is able to affect self-efficacy by 97.2% as evidenced by $p<0.05$ ($p=0.000$) and self-efficacy is able to affect work readiness as evidenced by the value of $p<0.05$ ($p=0.000$).

Discussion

Empirical research shows that self-efficacy plays an important role in mediating these relationships. For example, studies that measure the influence of organizational activity on job readiness show that active individuals in organizations tend to have higher levels of self-efficacy (Khoiroh & Prajanti, 2018). This level of self-efficacy is then positively correlated with an individual's readiness to work, suggesting that self-efficacy is an important factor in explaining how organizational activity can improve job readiness (Nurlaila, 2011).

One argument favouring the mediation role of self-efficacy is that involvement in organizations provides individuals with the opportunity to face and overcome various challenges. In this process, the individual develops confidence in the individual's ability to complete certain tasks (Sabil, 2023). When individuals successfully overcome challenges in an organizational context, they feel more confident in their ability to overcome similar challenges in the workplace, which increases their job readiness (Fata et al., 2024).

Research shows that self-efficacy can affect an individual's motivation and performance. People with high self-efficacy tend to set higher goals and try harder to achieve them (Wardani, 2023). Individuals do not give up easily when faced with difficulties and are more likely to seek creative solutions. These attitudes and behaviors are highly valued in the world of work, so individuals with high self-efficacy who are active in organizations are better prepared to enter and succeed in individual careers (Ismail et al., 2023).

The activeness of organizing can directly affect work readiness because the organization provides various new knowledge and experiences outside of lecture activities. By participating in an organization, students can develop the ability to work together, critical skills, and adaptability not obtained in lectures. This can increase students' job readiness in various situations in the world of work. The organization also provides opportunities for students to develop their interests and talents (Achmadi et al., 2020).

Students can gain insight and improve skills not obtained in lectures by participating in an organization. This can increase students' job readiness in various fields and their ability to adapt to changes in the world of work (Muspawi & Lestari, 2020). Organizational activity also affects students' work readiness because organizations provide opportunities for students to develop their ability to adapt to the environment. By joining an organization, students can more easily adapt to changes in the world of work and increase job readiness in various situations (Dewi, 2017).

Organizational activity also affects students' job readiness because the organization provides opportunities for students to develop transparency skills. By joining an organization,

students can improve their ability to be transparent and adaptable to changes in the world of work. This can increase students' job readiness in various situations (Gusty et al., 2023). The activeness of organizing directly affects the work readiness of students. Organizational activeness provides various attributes not obtained in college, such as the ability to work together, critical skills, and adaptability. Therefore, organizational activity shapes student work readiness (Zagoto, 2019).

Organizational activeness can affect self-efficacy by improving a person's ability to manage priorities and focus. Thus, a person can more effectively achieve goals and objectives (Sappaile et al., 2024). Organizational activeness can also increase self-efficacy by increasing one's ability to develop new skills and abilities. Organizational activity can affect self-efficacy by increasing a person's ability to develop effective strategies and tactics. Thus, one can be more effective in facing challenges and overcoming problems. Organizational activeness can also increase self-efficacy by increasing one's ability to manage time and resources.

CONCLUSIONS

Based on the research that has been conducted, the following results are obtained: Self-efficacy can play a partial role as a mediator between organizational activity and work readiness, the activeness of organizing can directly affect job readiness, and organizational activity can affect self-efficacy. Further research can help understand how self-efficacy acts as a mediator between organizational activity and job readiness, as well as help develop more effective strategies to improve individual work readiness.

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