

The influence of self-efficacy on the work readiness of students of the faculty of economics and business, Muhammadiyah University of Makassar

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Abstract

This research is a quantitative study that aims to determine the effect of self efficacy on the work readiness of students of the Faculty of Economics and Business, Muhammadiyah University of Makassar. The data used is primary data collected through distributing questionnaires using a Likert scale as a measurement instrument. Data analysis was carried out with the help of the Statistical Package for the Social Science (SPSS) version 25 application, using simple linear regression techniques to test the effect of the independent variable on the dependent variable. The results showed that the self efficacy variable had a significant positive effect on work readiness, with a t-count value of 10.416 and a significance of 0.000. This finding confirms that self-efficacy has an important contribution in preparing students for the world of work. The implications of this study encourage higher education institutions to develop coaching programs that are integrated with strengthening self efficacy as part of efforts to improve the work readiness of graduates.

1. Introduction

The transformation of the world of work triggered by globalization, technological advances, and digitalization has brought significant changes to the needs of the labor market. These changes present new challenges for college graduates, particularly in meeting increasingly stringent qualification requirements each year (Puspitasari & Fadhi, 2024). In facing the era of globalization, human resources are needed who not only have extensive knowledge but also possess competent skills in various fields.

Work readiness is essential for maintaining livelihoods. However, not all individuals are able to create job opportunities for themselves, let alone for others. Increasingly fierce market competition, both domestically and internationally, as well as limited business capital, are significant obstacles for many people in achieving economic independence. Dynamic changes in the business and industrial world require job seekers to continuously adapt and prepare themselves to compete in an increasingly competitive job market. The ever-changing job landscape presents new challenges that must

be addressed with relevant skills and preparedness. In this context, education plays a strategic role as a means of developing creative, productive, and resilient human resources capable of coping with change.

Students' readiness to work is influenced by various internal factors, one of which is self-efficacy, which is also an important factor in shaping students' work readiness. Self-efficacy reflects an individual's belief in their ability to complete tasks, face challenges, and take responsibility for the results achieved (Wijikapindho & Hadi, 2021; Nasution et al., 2022). Students with high self efficacy have strong motivation to achieve goals and do not give up easily in difficult situations.

Observations of 2021 students at the Faculty of Economics and Business, Muhammadiyah University Makassar, show that many of them do not yet have adequate work readiness. This can be seen from their weak communication, leadership, and problem-solving skills, as well as their low participation in self-development activities and lack of self-confidence. This situation highlights the gap between students' abilities and the demands of the job market, which now places greater emphasis on character, collaboration, and

resilience. Two main factors identified as influencing work readiness are soft skills and self-confidence.

As a faculty with a large number of graduates, the Faculty of Economics and Business has the responsibility to prepare students to be able to compete in the world of work. Based on administrative data, the number of students in the class of 2021 reached 751, so it is important to analyze the factors that shape their work readiness. Based on the description of the background, this research departs from whether self-confidence affects the work readiness of students at the Faculty of Economics and Business, Universitas Muhammadiyah Makassar. The purpose of this study is to determine the extent to which the self-efficacy variable affects students' work readiness in facing the challenges of the professional world. This research is expected to make a theoretical contribution as a reference for further research and enrich the literature on work readiness. Practically, the results of this study can be input for students to be more aware of the importance of self-development, for faculty in designing training programs, and for workplaces in developing recruitment and training strategies for new employees that emphasize soft skills and self-confidence.

2. Literature Review

2.1 Self-Efficacy

One important factor that influences students' steadiness in making career decisions after graduation is self-efficacy, which is the belief in their ability to face challenges and achieve goals (Widiyawati & Syamsuri, 2024). Self-efficacy reflects individual beliefs in motivating, organizing thoughts, and taking the actions needed to complete tasks and prepare for the world of work (Syifa et al., 2023; Wiharja et al., 2020). Individuals with high self-efficacy tend to dare to face tasks, do not easily perceive them as threats, and have commitment and intrinsic interest in achieving goals (Hikam, in Widianita, 2023). In contrast, those with low self-efficacy tend to avoid challenges and are slow to recover from failure. Self-efficacy plays a significant role in work

readiness because it affects a person's effort, perseverance, choice of action, and emotional resilience (Novita et al., 2023; Wijikapindho & Hadi, 2021).

According to Bandura (in Puspitasari & Fadhlil, 2024), self-efficacy is measured through three indicators: the level of task difficulty (magnitude), which is the extent to which a person assesses a task as a challenge or obstacle; strength of belief (strength), which is how much confidence they have in completing difficult tasks; and scope of achievement (generality), which is the ability to manage various tasks with a positive and flexible attitude. Thus, self-efficacy is an essential component in shaping students' work readiness and resilience in achieving success.

2.2 Work Readiness

Work readiness is the ability of an individual, particularly students, to immediately enter the workforce after graduation without needing a long period of time to adapt to the professional environment. This is important given the fierce competition in the job market, which demands competence in the form of knowledge, skills, and mental and physical readiness (Mamentu et al., 2023; Parangin-Angin, 2022). Work-ready students have usually developed basic skills, are able to think logically, adapt to technological developments, and have a strong work ethic (Dewi, 2024). This readiness also includes responsibility, flexibility, work skills, communication skills, a positive self-image, and awareness of occupational health and safety (Azky & Mulyana, 2024). A person is considered ready for work if they have mastered good work behavior, relevant knowledge, and a strong mentality to face challenges in the workplace (Rahmadani, 2022; Nurbaiti & Putri, 2024). Elshaer (in Hariyati et al., 2022) emphasizes that work readiness is not only technical readiness, but also physical, mental, and cognitive readiness to make a real contribution to the company.

3. Research Methods

This study uses a quantitative approach to determine the effect of self-efficacy on the work

readiness of students at the Faculty of Economics and Business, Muhammadiyah University Makassar. A quantitative approach was chosen because it allows researchers to analyze the relationship between variables that can be measured numerically, as well as to test hypotheses based on data collected from the population or sample through specific research instruments (Sugiyono, 2019). This research was conducted at the Faculty of Economics and Business, Muhammadiyah University Makassar, located at Jln. Sultan Alauddin No. 259, Gunung Sari, Rappocini District, Makassar City, South Sulawesi. The research process lasted for two months, from April to June 2025, with the first month focused on distributing questionnaires and the second month on data analysis and interpretation.

The data used in this study consists of primary and secondary data. Primary data was obtained directly from respondents through questionnaires distributed online using Google Forms, while secondary data was obtained from relevant literature such as books, scientific journals, articles, and previous research results. The population in this study was all 2021 students at the Faculty of Economics and Business, Muhammadiyah University Makassar, totaling 751 people (Berlian, 2016). The sample was determined using the Slovin formula with a significance level of 10%, resulting in a sample size of 88 respondents.

The data collection instrument was a questionnaire using a five-point Likert scale, which measured the respondents' level of agreement with certain statements from "Strongly Agree" (score 5) to "Strongly Disagree" (score 1) (Juliandi, 2018). The variable of self-efficacy in this study is operationally defined as an individual's belief

in their ability to regulate actions to achieve goals, including the level of task difficulty, strength of belief, and generalization of self-mastery (Puspitasari & Fadhli, 2024); while work readiness is a person's ability to immediately adapt and contribute in the world of work, including personality attributes, skills, knowledge, and understanding (Nurbaiti & Putri, 2024).

The data analysis method in this study includes several stages. First, descriptive statistics are used to describe the data concisely and clearly without making generalizations (Ashari et al., 2017). Next, a validity test is conducted to determine the extent to which the items in the questionnaire are able to measure the intended variables (Janna & Herianto, 2021), as well as a reliability test to examine the consistency of the research instrument (Al Hakim et al., 2021).

Finally, simple linear regression analysis was used to test the effect of self-efficacy (X) on work readiness (Y) using the formula $Y = a + bx$. Hypothesis testing was conducted using the t-test to examine the partial effect of each variable, as well as the coefficient of determination (R^2) test to measure how much variation in the independent variables could explain the dependent variable. Significant test results showed a strong statistical influence of self-efficacy on students' work readiness (Ghozali, 2011; Setyorini & Noviandari, 2022).

4. Results and Discussion

Based on the research problem formulation, the data was divided into two parts: Self-efficacy and Work Readiness of Students at the Faculty of Economics and Business, Muhammadiyah University Makassar. The following description shows the respondents' responses.

4.1 Research Results

Tabel 1: Distribution of Variables Based on Self-efficacy

No	Indikator	SS	S	N	TS	STS	Total	Mean
1	X2.1	24	34	11	5	14	88	3.56
2	X2.2	15	41	14	10	8	88	3.51
3	X2.3	32	30	13	7	6	88	3.85
4	X2.4	25	32	19	7	5	88	3.74
5	X2.5	22	38	11	8	9	88	3.64
6	X2.6	27	30	17	5	9	88	3.69
7	X2.7	26	36	9	9	8	88	3.72
8	X2.8	25	30	21	6	6	88	3.70
Rata-Rata Self Efficacy:								3.68

According to the table above, it is known that the average value (mean) of the Self-efficacy variable is 3.68. The statement with the highest mean value is X2.3, with a value of 3.85, which is Seeing other people successfully overcome similar challenges makes me believe that I can do it too, and the statement with the lowest mean value is X2.2 with a value of 3.51, which is When I achieve the goals I set, I feel more capable of facing the next challenge.

Tabel 2: Distribution of Variables Based on Work Readiness

No	Indikator	SS	S	N	TS	STS	Total	Mean
1	Y.1	21	37	13	6	11	88	3.58
2	Y.2	23	33	15	11	6	88	3.64
3	Y.3	17	37	15	14	5	88	3.53
4	Y.4	23	32	15	12	6	88	3.61
5	Y.5	19	32	27	5	5	88	3.63
6	Y.6	21	36	17	10	4	88	3.68
7	Y.7	21	41	17	4	5	88	3.78
8	Y.8	19	41	17	6	5	88	3.72
Rata-Rata Kesiapan Kerja:								3.64

According to the table above, it is known that the average value (mean) of the work readiness variable is 3.64. The statement with the highest mean value is Y.7, with a value of 3.78, which is "I have a clear understanding of my responsibilities at work," and the statement with the lowest mean value is Y.3, with a value of 3.53, which is "I have sufficient skills to perform work in my field."

4.2 Research Discussion

The self-efficacy variable also showed a positive and significant impact on the work

readiness of students at the Faculty of Economics and Business, Muhammadiyah University Makassar. This finding reinforces Bandura's theory, which states that individuals with high levels of self-efficacy will be more persistent, optimistic, and diligent in completing tasks, as well as more adaptable to the work environment. Students who have high self-confidence feel capable of completing work tasks, do not give up easily, and are better prepared to face new challenges. The highest score on the self-efficacy indicator was found in the statement "seeing others successfully overcome challenges makes me believe that I can too," which shows that the factor of vicarious experience is quite dominant in shaping students' self-efficacy.

The results of this study are in line with the research conducted by Nurbaiti & Putri (2024), which found that the self-efficacy variable has a significant effect on students' work readiness. Then, in a study conducted by Jois Rudiah Putiandini (2023), it was found that the self-efficacy variable significantly increases work readiness. A similar finding was also reported by Sasa Widiyawati and Abd Rasyid Syamsuri (2024), whose research found that self-efficacy has a positive and significant effect on students' work readiness and that simultaneously, soft skills and self-efficacy have a positive and significant effect on students' work readiness.

5. Closing

5.1 Conclusion

The results of the study indicate that the self-efficacy variable has a positive and significant effect on the work readiness of students in the Faculty of Economics and Business at Muhammadiyah University Makassar. This is indicated by the t-count value $> t\text{-table}$ ($10.416 > 1.663$), and the significance value of the self-efficacy variable (X_2) $0.00 < \text{Probability } 0.05$. This means that the self-efficacy variable has a significant positive effect on the work readiness of students.

5.2 Suggestion

Students are advised to not only focus on academic achievement, but also actively build self-efficacy through organizational activities, training, and hands-on experience in the field. The Faculty of Economics and Business is expected to design curricula and coaching activities that are integrated with strengthening self-efficacy, for example through job readiness training, public lectures with industry practitioners, or project-based learning methods. The world of work is also advised to pay more attention to personality and psychological readiness in the recruitment process, as well as providing orientation and initial coaching programs to strengthen the confidence and adaptability of new employees. For future researchers, it is recommended to examine other variables that may influence work readiness, such as internship experience, learning environment, or intrinsic motivation, and to expand the research sample to include students from various majors or different institutions in order to obtain more comprehensive results and stronger generalizations.

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