The Effect of Self-efficacy and Career Guidance Mediated by Work Competency on Job Readiness of Students of Smk Negeri 1 Selong Indonesia

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to determine the effect of Self-Efficacy, Career Guidance mediated by Work Competence on the Work Readiness of class XII and XIII students of SMK Negeri 1 Selong. The total population in this study was 500 students; using the Slovin formula, a total sample of 222 respondents. Data collection uses a questionnaire technique, while data processing uses the SMART PLS4 application. R-square results were obtained by 0.681 (68.1%), meaning 68.1% of job readiness is influenced by self-efficacy, career guidance, and work competence, while other variables influence the remaining 31.9%. This study reveals that simultaneously the variables of job readiness are influenced by self-efficacy, career guidance, and work competence. Likewise, partially each variable affects work readiness.

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1. INTRODUCTION

One of the objectives of the Ministry of Education and Culture, Research and Technology are to strengthen the quality and relevance of education centered on the development of students. According to the National Education System Law No. 20 of 2003, education is an effort that is carried out consciously and planned to create conditions. An evaluation system so that students can actively increase their potential within them to have religious abilities, good personality, self-control, self-esteem, noble character, intelligence, and skills needed by themselves and society. One of the implementations of this goal is the development of Vocational High Schools (Source, UU no.20 2003) [1].

Vocational High School is an academic unit that prepares skilled workers according to their field of expertise. According to the national education system law no. 20 of 2003, article 15 stipulates that vocational education is secondary education that prepares students especially to work in certain fields [2-5]. For this reason, Vocational High Schools graduates must produce competent graduates ready to work. SMK Negeri 1 Selong is one of the Vocational High Schools in West Nusa Tenggara which is entrusted with organizing an Industry-based, certifying graduates to BNSP standards through the Certification Institute and becoming an Vocational High Schools with BLUD status [6-10]. The number of students at the SMK Negeri 1 Selong in the 2020/2021 school year is 1666 students and the number of graduates in 2021 is 638 students (Primary source: SMKN 1 Selong 2022) [11].

In August 2021, BPS noted that the open unemployment rate based on Vocational High School graduates was 2,472,859 (two million four hundred thousand seventy-two eight hundred and fifty-nine) people [12]. The readiness of students to work after graduation is very important. Many factors influence job readiness including work competence, career guidance, and self-efficacy [13,14]. Research conducted by Setiyani [15] shows that self-concept, industrial work practices, and career guidance positively affect employability skills (work readiness). Many factors influence job readiness, including career guidance from Kurniawan and Arief [16]. Suryani and Khafid's [17] research shows a relationship between career guidance and job readiness. Meanwhile, the effect of work competence on job readiness researched by Apriani and Setiyani [18] found that there is an influence between work competence and job readiness. Previous research conducted by Talib and Aun [19] also found an influence between work competence and work readiness, although the effect was weak.

In addition to work competency and career guidance factors, work readiness is also influenced by self-efficacy, as research conducted by Ngaini [20] found that self-efficacy positively affects work readiness. Bandura (Feist et al. [21] defines self-efficacy as a person's belief in his ability to control the person's functioning and events in the environment. Research conducted by Zainuddin [22] found that work competence and self-efficacy positively affect work readiness, but career guidance harms job readiness. For this reason, this study is a follow-up study carried out previously with the same variables but different models used. In this study, we tried a new model, namely the variables of Self Efficacy and Career Guidance as variables X1 and X2 (independent variables) and Work Competence variables as mediating variables (Z) while the Job Readiness variable as Y variable (dependent variable).

2. LITERATURE REVIEW

2.1 Self Efficacy

According to Bandura (1986), "self-efficacy is an individual's belief about his ability to perform tasks or actions needed to achieve specific results. Self-efficacy is one of the most influential aspects of self-knowledge or self-knowledge *in* human life". "Owned self-efficacy also influences individuals in determining the actions to achieve a goal, including various estimates that will be faced" [21].

Feist et al. [23] define "self-efficacy as a person's belief in his ability to control the person's functioning and events in the environment". According to Santrock [24], "self-efficacy is a person's belief in his ability to master situations and produce something profitable. So based on the understanding above, self-efficacy in the context of this study is a person's belief based on his knowledge of his condition in doing something to achieve certain goals".

2.2 Career Guidance

According to Walgito [18], "career guidance is an attempt to understand oneself, understand what is in oneself well, and know what jobs exist and the requirements required for the job". Meanwhile, Gani [18] states that "career guidance is a process of service assistance and approaches to individuals (students), so that the individual concerned can know himself, understand himself, know the world of Work, plan his future with the form of life that is expected to determine his choice and make a decision that the decision is the most appropriate, in accordance with the requirements and demands of the right job or career. In this research, career guidance is an activity and assistance service to students with the aim of gaining self-adjustment, understanding of the world of Work, and ultimately being able to determine work choices and develop career plans".

2.3 Student Work Competence

According to Palan [25], "competency is a description of behavior. In more detail, the description refers to the characteristics that underlie behavior that describes motives, personal characteristics (traits), self-concept, values, knowledge, or expertise. All that is only brought or owned by someone who has superior performance (superior performance) is defined as a job description or job result". Meanwhile, Wyatt in Fuad [25] defines "Competence as a combination of skills (skills), knowledge (knowledge), and behavior (attitude). These skills, knowledge, and behaviors can be observed and critically applied to the success of an organization and the work performance and personal contribution of employees to their organization".

Based on the above understanding, it can be concluded that in the context of this research, work competence is a characteristic of the abilities possessed by individuals in the form of knowledge abilities, skills abilities, and attitudes in completing a particular job following predetermined standards.

2.4 Student Work Readiness

"Work readiness is a condition that shows harmony between physical and mental maturity and learning experience so that individuals have abilities that include aspects of knowledge, skills, attitudes, and mental maturity that are sufficiently supported by physical or the functioning of the senses and organs in accordance with their field

of expertise". Cony Semiawan (in Mufaqih, 2013). According to Slameto [26], "job readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation". In addition, according to Fitriyanto (in Rahman, 2015) [27] "job readiness is a condition that shows a harmony between physical, mental, and experience maturity so that individuals have the ability to carry out certain activities in relation to work".

According to law no. 13 of 2003 [28] concerning employment, work readiness or work competence is the workability of each individual, including aspects of knowledge, skills, and work attitudes per established standards (Source, UU no.20 2003) [1]. Meanwhile, Slameto in Setiyawan [29] states that "readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation. Adjustment of conditions at one time will affect the tendency to respond. This condition includes at least three aspects: 1) Physical, mental, and emotional conditions; 2) Needs, motives and goals; 3) Other skills, knowledge, and understanding that have been learned".

Based on the above understanding, in the context of this study, job readiness is the condition of a person who makes him physically and mentally ready to respond or answer to a certain situation where the response is in the form of a response to knowledge, skills, and attitudes in completing a job.

2.5 Effect of Self-Efficacy on Work Competence and Student Work Readiness

Self-efficacy is a person's belief that is based on the knowledge that a person has about his or her situation in doing something to achieve certain goals. To be ready to enter the world of Work, students must have good self-efficacy [30,31]. Students who succeed in knowing their abilities will feel confident that they can get a job. The existence of self-efficacy will form the mental and emotions of students to formwork readiness [32-34].

Tan and Chou [35] revealed that self-efficacy positively and significantly affects counseling competence. Previous research conducted by Shih [36] revealed that self-efficacy has a relationship between self-efficacy and one's Competence. The research conducted shows

that self-efficacy affects a person's computer competence.

Self-efficacy is a variable that has a positive and significant effect on work readiness variables with case studies at Christian Vocational School 1 Surakarta (Khafid, 2019) [37]. Likewise, Kusmuriyanto (2019), "conducting a study at the HKTI Purwareja Vocational School, found that there was a positive and significant effect of self-efficacy on work readiness".

Research conducted by Ngaini [20] showed "a positive and significant effect of self-efficacy on job readiness". In addition, research conducted by Kurniawati [20] states that "self-efficacy affects the work readiness of class XI students of the accounting expertise program at SMK N 1 Kendal".

So from previous research on the effect of self-efficacy on work competence and job readiness, we can formulate the following hypothesis:

H1: Self-efficacy positively affects students' work readiness through work competence.

2.6 The Influence of Career Guidance on Work Competence and Student Work Readiness

Sunda Yen [38] reveals that career guidance and counseling benefit students and the community for strategies to match the work situation in China. Meanwhile, Masdonati et al. (2009) stated that career guidance is considered a very effective method of intervention in strengthening job readiness.

Research conducted by Setiyani [15] found that career guidance positively and significantly affects job readiness. Meanwhile, previous research conducted by Kurniawati and Arief (2016), which examined the effect of work readiness, showed that career guidance results affected job readiness. Furthermore, Suryani and Khafi [17] research show a positive and significant influence between career guidance and job readiness.

The results of research conducted by Mittendorff [39], that career guidance has no effect on student competence, this is due to the problem of student age levels but previous research conducted by Geurt (2006) and Meijers (2009) revealed that career guidance affects increasing Competence. So from previous studies on the influence of career guidance on work readiness and work competence, we can formulate the following hypothesis.

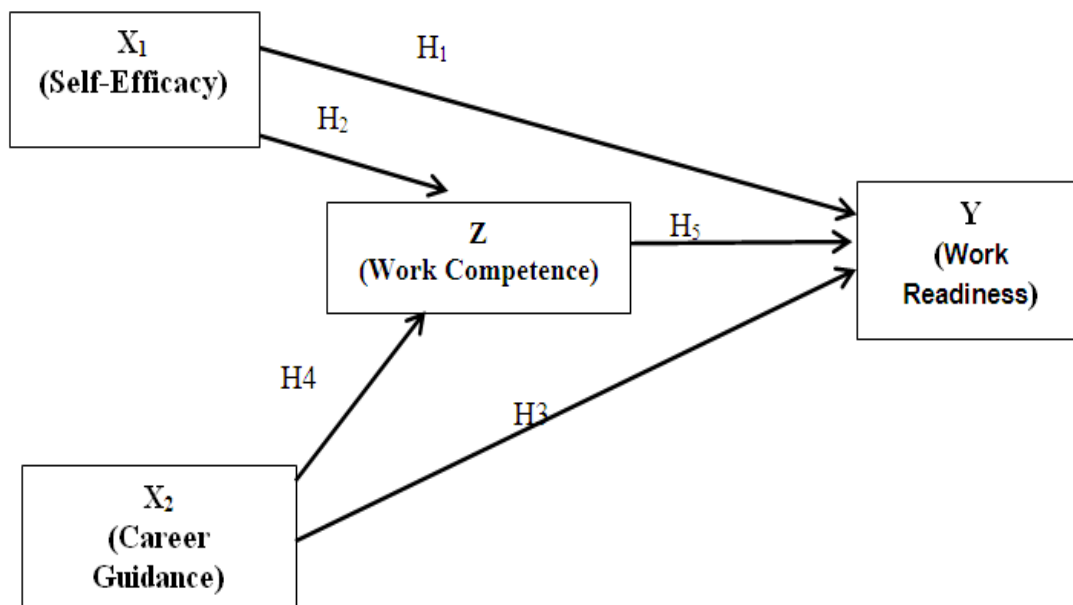H4: Career guidance has a positive effect on work competence

Fig. 1. Conceptual framework

2.7 Effect of Work Competence on Student Work Readiness

Afriani and Setiyani [18] found that statistically, it showed an effect of students' perceptions of vocational Competence on job readiness, although only 19.9%. Likewise, research conducted by Lestari and Siswanto (2015) whose research results shows that the contribution made by the learning outcomes of training or productive subjects to work readiness is 3.8%.

Research conducted by Hafidh [37] shows a significant and positive influence of vocational Competence (work competence) on the work readiness of class XII Business and Management at SMK Kristen 1 Surakarta. So from the results of previous studies on the relationship between work competence and job readiness, we can formulate the following hypothesis:

> H5: Work competence has a positive effect on work readiness

From the above hypotheses, a conceptual framework can be made as follows.

3. METHODOLOGY

The type of research used in this research is correlational (associative) research. The population of this research is the students of class XII and XIII SMK Negeri 1 Selong, all majors as many as 500 people. The sampling technique used is the purposive sampling technique. The sampling criteria are students of class XII and XIII who will complete their study period at SMK Negeri 1 Selong, as depicted in Table 1.

According to Hair et al. [40], the sample size should preferably be 100 or larger. However, because this research is follow-up research, the minimum sample used is 2 (two) times (200). By using the Slovin { $n = \frac{N}{1+N(e)2}$. }, so the sample used was 222 students. The data collection technique used in this study was a questionnaire. Questionnaires were distributed through the Google Form application by first testing the validity and reliability of the questionnaire. Data analysis in this study used the SMART PLS4 application.

3.1 Characteristics of Respondents

Respondents in this study were 222 respondents. By sending questionnaire respondents via Google form in the form of an online questionnaire, all questions can be set to be mandatory so that respondents want to answer all questions asked. The data of respondents who answered the questionnaire are show Table 1:

Table 1. Respondents

Variable	Description	Amount	%
Gender	Man	157	70,3
	Woman	65	29,7
Major	TKRO	17	7.7
	TBSM	2 1	9.5
	TO	27	12.2
	TBO	17	7.7
	TP	7	3.2
	TL	6	2.7
	TMI	2	0.9
	TITL	6	2.7
	KGSP	10	4.5
	DPIB	2 8	12.6
	DITF	13	5.9
	DG	2	0.9
	TKJ	22	9,9
	RPL	18	8,1
	MM	26	11,7
Total Number		**222**	**100**

Source: Processed (2022)

4. RESULTS AND DISCUSSION

According to Ghozali [41], "a reliability test is a tool used to measure a questionnaire which is an indicator of a variable or constructs. The Cronbach Alpha value was used for the reliability scale, and the results are shown in Table 2 below. In contrast, the validity value is seen from the calculated r-value compared to the r-table value. The results of the measurement of the validity of the questionnaire can be seen in Table 3. The measurement of reliability in this study uses the One Shot measurement. Namely, the variable is said to be reliable if it gives Cronbach Alpha (α) 0.70 (a value greater than or equal to 0.70). Based on the following table, the questionnaire in this study is said to be reliable. In addition, it can also be seen from the table that average Health Awareness is a top priority for consumers".

In terms of scale validity, this was evaluated by item-total correlation analysis (r-count). The results are shown in Table 3, where all item-total correlation coefficients (r-count) exceed the critical value of 0.2565 and are statistically significant at p 0.05. Therefore, the questionnaire is reliable and valid. In addition, the method used to detect the presence of multicollinearity is to use the Variance Inflation Factor (VIF) value and the tolerance value, if the VIF value of each independent variable is less than ten and the tolerance value is greater than 0.10, it can be concluded that there are no symptoms of multicollinearity (Hair et al., 2013) [40]. This study's tolerance value is between 1.013 to 1.666 and less than 10. Therefore, the authors believe in the regression results obtained.

4.1 Structural Model (Inner Model)

After the measurement evaluation (outer model) is fulfilled, it is necessary to evaluate the structural model (inner model). The following are the results of the evaluation of the structural model in this study in Fig. 2. Path coefficient or the weight of the influence of the variable Self-Efficacy (ED) on Work Readiness (Kes) of 0.221, Self-Efficacy (ED) of Work Competence (Komp) of 0.321, Career Guidance (BK) on Work Readiness (Kes.) 0.328, Guidance Career (BK) to Work Competence (Komp) 0.444. In contrast, the weight of the influence of the Work Competency (Komp) variable on Work Readiness (Kes) is 0.391. The PLS Structural Model can be assessed by looking at the R-Square value of each endogenous variable as the predictive power of the structural model. Based on Fig. 2 the R-square value for the Work Competence variable is 0.490. This value indicates that the Self-Efficacy and Career Guidance variables affect Work Competence by 49%, and other variables influence the remaining 51%. Meanwhile, suppose it is related to the Self Efficacy variable. In that case, Career Guidance is mediated by Work Competence, the R-square of Work Readiness is 0.681, which means that the Work Readiness variable is influenced by 68.1% by the Self Efficacy, Career Guidance, and Work Competency variables. In comparison, the remaining 31.9% is influenced by another variable.

4.2 Hypothesis Testing (Bootstrapping Resampling)

The hypothesis test looks at the path coefficient value, which shows the parameter coefficient and t-statistical value. The significance of the estimated parameters provides information about the relationship between research variables. It then compares the value of t-statistics with a t-table of 5% significance (t-count value > t-table 1.984). The results of hypothesis testing can be seen in Table 4.

4.3 The Effect of Self-Efficacy on Work Competence

Self-efficacy is a person's belief based on his knowledge of his condition in doing something to achieve certain goals. The t-statistical value of self-efficacy for work competence is 3.771, with a significance of 0.000. Compared to the t-table of

Table 2. Reliability test results

Variable	Cronbach's Alpha	Composite Reliability
Career Guidance X2	0.898	0.918
Self-Efficacy X1	0.812	0.865
Job Readiness Y	0.921	0.936
Z Work Competency	0.863	0.907

Source: Processed (2022)

Table 3. Summary of item-total correlation (r count)

Variables	Statement	Items	Total Item Correlation (r count)
Self Efficacy	I am sure I can solve the problem I am facing	ED. 1	0.470
	I believe that my rights and obligations are the same as other students.	ED.2	0.547
	I will behave appropriately when I get compliments	ED.3	0.588
	I will try my best to solve my problem	ED. 4	0.536
	I continue to make improvements to myself to always be better in order to achieve my goals	ED. 5	0.602
Career Guidance	I get fair treatment in adjusting to my friends.	BK. 1	0.539
	In counseling guidance, I get fair treatment.	BK.2	0.440
	I was given an overview of jobs relevant to my major	BK.3	0.634
	I was given the motivation to get a job according to my field.	BK. 4	0.495
	I am given the motivation to improve my abilities according to the field that I am in	BK. 5	0.648
Job competence	I have knowledge according to my field.	Comp.1	0.689
	I get the job done with the knowledge I have	Comp.2	0.607
	I have skills according to my field.	Comp.3	0.542
	I can complete the job with the skills I have	Comp.4	0.560
	In carrying out my duties, I always obey the rules.	Comp.5	0.517
	I am always responsive and diligent in carrying out the assigned tasks.	Comp.6	0.570
Working readiness	Physically and mentally, I am ready to do all the Work according to my field.	Case.1	0.512
	I am ready to work with the knowledge I have	Case.2	0.767
	I can work in my field according to the knowledge I have	Case.3	0.535
	I am ready to work with the skills I have	Case.4	0.553
	I can work in my field according to the skills I have	Case 5	0.608
	I work according to work procedures.	Case.6	0.490
	I work according to the specified work targets.	Case.7	0.485
	I finish my Work and report to my superiors (Commander)	Case 8	0.568

Source: Processed (2022)

Table 4. Direct effect hypothesis test

| Hypothesis	Original Sample Estimate	Mean of Subsample	Standard Deviation	T-Statistic	P-Value	Conclusion
Self Efficacy X1 -> Job Readiness Y	0.221	0.224	0.058	3,771	0.000	H1 (accepted)
Self Efficacy X1 -> Work Competency Z	0.321	0.327	0.083	3,863	0.000	H2 (accepted)
Career Guidance X2 -> Job Readiness Y	0.328	0.334	0.074	4,464	0.000	H 3 (accepted)
Career Guidance X2 -> Work Competency Z	0.444	0.442	0.081	5,457	0.000	H 4 (accepted)
Work Competency Z -> Job Readiness Y	0.391	0.383	0.067	5,798	0.000	H5 (accepted)

Source: Processed (2022)
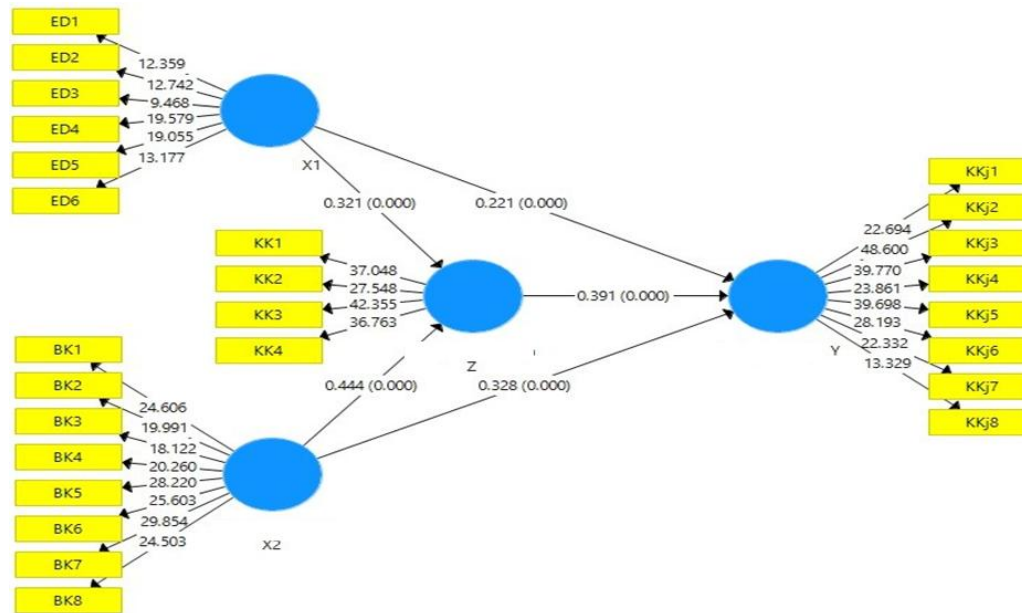
Fig. 2. Structural model

1.985, the H1 hypothesis is accepted. These findings support research conducted by Tan and Chou [35], which revealed that self-efficacy has a positive and significant effect on counseling competence. In addition, this finding is in line with research conducted by Shih [36], that self-efficacy has a relationship between self-efficacy and one's Competence.

4.4 The Effect of Self-Efficacy on Job Readiness

In this study, self-efficacy affects job readiness. This is indicated by t-count value of the self-efficacy variable of 3, 863 with a significance of 0.00 while the t-table is 1.985. Hypothesis H2 is accepted, meaning that self-efficacy affects work readiness.

The findings of this study reinforce research conducted by Kusmuriyanto [25], who conducted a study at the HKTI Purwareja Vocational School and found a positive and significant effect of self-efficacy on work readiness. Likewise, this study strengthens research conducted by Ngaini [20] which obtained self-efficacy results that had a positive and significant effect on work readiness. Likewise, this research is in line with Kurniawati [42] research which states that self-efficacy affects the work readiness of class XI students of the Accounting Skills Program at SMK N 1 Kendal.

4.5 The Effect of Career Guidance on Work Competence

The results of this study indicate that the t-statistic value of the relationship between career guidance and work competence shows a value of 4.464 with a significance value of 0.00, while the t-table value is 1.985, so the H3 hypothesis is accepted. Empirically, this research reveals that career guidance affects the work competence of students at SMKN 1 Selong. This study's findings align with Geurt (2006) and Meijers (2009) [43] findings, which revealed that career guidance influences competence were statistically significant; t-values (and p-values) were 7.59 (p < .01), 13.15.

4.6 The Effect of Career Guidance on Job Readiness

Based on the results of the research conducted, career guidance has a negative influence on job readiness. As indicated by the t-count value of

5.547 with a significance of 0.00, hypothesis H4 is accepted. The results of this study align with the research conducted by Masdonati et al. [44], which states that career guidance affects job readiness. In addition, this study differs from the results of research conducted by Suryani and Khafid [17], showing a positive and significant influence between career guidance and job readiness.

4.7 The Influence of Work Competence on Work Readiness

The data processing results show that the work competency variable's t - count value is 5.798 (greater than the t - Table of 1.985 with a significance of 0.000 (less than 0.05)). This means that the work competency variable significantly affects the decision to visit. This can also mean that if the work competency variable increases, it will significantly affect student work readiness. In this study, the work competency variable positively and significantly affects the work readiness of class XII and XIII students of SMK Negeri 1 Selong. The results of this study support the research conducted by Siswanto [45] and Hafidh [37], which found that work competence has a positive and significant effect on students' work readiness with a VIF value of 3.178.

5. CONCLUSION

Based on the analysis, it can be concluded that : (1) self-efficacy and career guidance moderated by work competence have a positive and significant effect on the work readiness of class XII and XIII students of SMK Negeri 1 Selong. (2) the Self-efficacy variable influences students' work competence (3) the self-efficacy variable positively affects students' work readiness (4). The career guidance variable affects students' work competence (5). the career guidance variable positively affects student work readiness, and (6) the working competency variable influences the work readiness of class XII and XIII SMK Negeri 1 Selong .

6. MANAGERIAL IMPLICATIONS

This research provides a managerial impact on improving the quality of service and student guidance in dealing with the world of Work and business. This research can be used to decide how to plan to learn and carry out career guidance for class XII and XIII students

who will complete their studies at SMK Negeri 1 Selong.

7. SUGGESTIONS FOR FURTHER RESEARCH

From the results of the t-test, the research proves that of the three independent variables, namely work Competence, career guidance, and self-efficacy. The career guidance variable has the smallest regression value and has a negative effect, it is necessary to do further research with more specific indicators so that respondents understand what is filled in the questionnaire.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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