



The Influence of Self-Concept and Work Competence on Work Readiness of Office Administration Students

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ABSTRACT

This research aimed to determine and investigate the magnitude of the influence of self-concept and work competency on the work readiness of vocational students class of 2019, UNY Office Administration study program. This research employed the quantitative approach with a correlational type of research. The population in this study included vocational students from the class of 2019 of Office Administration study program at UNY, and the sample was taken from 80 students. The data were collected by means of a questionnaire. Then, data analysis techniques are carried out by describing research data, testing prerequisites for analysis, and analysing data in order to answer research questions. The results of the study found that (1) there is a positive and significant influence of self-concept on work readiness (14.3%) (2) there is a positive and significant influence of work competency on work readiness, (10.3%), and (3) there is a positive and significant influence of self-concept and work competency simultaneously on work readiness (24.6%), which means that self-concept and work competence are predictors of work readiness.

Keywords:

Self-concept; Work competence; Work readiness

Penelitian ini bertujuan untuk mengetahui dan menganalisis besarnya pengaruh konsep diri dan kompetensi kerja terhadap kesiapan kerja mahasiswa vokasi angkatan 2019 program studi Administrasi Perkantoran UNY. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi dalam penelitian ini adalah mahasiswa vokasi angkatan 2019 program studi Administrasi Perkantoran UNY dan mengambil sampel 80 mahasiswa. Teknik pengumpulan data dilakukan dengan menggunakan kuesioner. Teknik analisis data dilakukan dengan deskripsi data penelitian, uji prasyarat analisis dan analisis data dalam rangka menjawab pertanyaan penelitian. Hasil penelitian menemukan bahwa (1) terdapat pengaruh positif dan signifikan, konsep diri terhadap kesiapan kerja dengan ditunjukkan sebesar 14,3%, (2) terdapat pengaruh positif dan signifikan, kompetensi kerja terhadap kesiapan kerja dengan ditunjukkan sebesar 10,3%, (3) terdapat pengaruh positif dan signifikan, konsep diri dan kompetensi kerja secara simultan terhadap kesiapan kerja dengan ditunjukkan sebesar 24,6% yang berarti konsep diri dan kompetensi kerja merupakan prediktor dari kesiapan kerja.

1. Introduction

In the increasingly competitive industrial era, organizations and companies need employees who have strong personalities and high work competence. Competition in the world of work is increasingly fierce and complex, requiring workers to adapt quickly and face future challenges. As prospective workers, vocational students have an important role in meeting the needs of organizations and companies. Vocational students offer a unique combination of practical knowledge and technical skills that can be applied directly in the work environment.

Secondary and tertiary levels of vocational education are intended to generate work-ready graduates. However, the vocational education system in Indonesia is contradictory. Based on data from Statistics Indonesia (BPS) on open unemployment rate, according to the highest level of education completed, the number of unemployed diploma graduates reached 216,024 people in August 2021. Then, in August 2022, the number of unemployed increased to 235,359 people. This fact proves that there is an increase in the number of unemployed diploma graduates in Indonesia. The unemployment rate for diploma graduates shows the lack of readiness of students to compete for work.

Student readiness to get into the world of work is important and is influenced by several factors. These factors are categorized into two, namely internal and external factors. Internal factors include students' motivation, knowledge, skills and mental readiness which reflect their learning achievements, while external factors include support from the environment, such as family, friends and institutions [1]. According to Nugroho [2], there are several aspects of the main problem of work readiness, namely mental readiness, skills, work experience and knowledge. Students who have good work readiness can adapt more easily to the work environment and are able to meet the requirements expected by the company, thereby increasing their chances of achieving success in their chosen career. Therefore, it is important for students to pay attention to and understand these factors in order to prepare themselves before getting into the world of work.

In order to prepare students to face a competitive job market, it is important for universities to train students to have work competencies that suit the needs current job demands. Universitas Negeri Yogyakarta implements the Freedom to Learn Independent Campus Policy (MBKM) as a solution that is expected to meet these demands. As part of this effort, UNY started to offer a D-IV (Diploma Four) study programs in 2019, and one of the study programs offered is Office Administration. By offering a study program relevant to the needs of the current job market, UNY hopes to produce graduates who are ready to face the challenges of the world of work. However, during the implementation of MBKM programs, several obstacles are faced, especially due to the Covid-19 pandemic. The teaching and learning process at universities is not optimal due to physical restrictions and changes in teaching methods.

Office Administration study program is different from other vocational study programs at UNY. One aspect that stands out in the D-IV Office Administration study program curriculum is the emphasis on internship experience which is more frequent compared to other vocational programs. In the Office Administration study program curriculum, there are internships which are held 4 times, namely Office Administration Internship and Public Relations Internship, Guided Industrial Internship (PIT), and Independent Industrial Internship (PIM).

Table 1. Results of Survey with the Class of 2019 Office Administration Students

NO	Student Response	Number of Responses	Total Students	Percentage	Overall Percentage
1	They are not ready to face the world of work.	30	40	75%	100%
	They are ready to face the world of work.	10		25%	
2	They think that they lack of work competency.	28	40	70%	100%
	They believe that they have good work competencies.	12		30%	
3	They think that they lack of working knowledge.	26	40	65%	100%
	They believe that they have sufficient knowledge the world of work.	14		35%	

4	Students who stated that they faced difficulties in building a strong self-concept and high work competence to get into the world of work.	23	40	58%	100%
	They did not face difficulties in building a strong self-concept and high work competency to get into the world of work.	17		42%	

Based on table 1 above, the results of the survey conducted in February 2023 show that 30 (75%) out of the 40 students from the Office Administration study program at the UNY vocational faculty Class of 2019 stated that they were not ready to face the world of work. There are several reasons why respondents feel unprepared to face the world of work, including; insufficient knowledge to get into the world of work, lack of self-confidence, difficulty in adapting, difficulty adapting to several jobs using office application systems, lack of skills and lack of communication skills. Furthermore, 28 (70%) students stated that they did not have sufficient work competencies to get into the world of work, and 26 (65%) students stated that during college they did not gain sufficient knowledge to get into the world of work. These data show that even though students from the D-IV Office Administration study program carried out more internships compared to students from other vocational programs, their self-concept and work competencies are still not optimal in terms of readiness to face the world of work.

The results of interviews with students of the class of 2019 show that 23 (58%) of them faced difficulties in building a strong self-concept and high work competency to get into the world of work. Interviews were conducted with students who had taken part in industrial practical activities. They revealed that they had difficulty adapting and completing assignments due to lack of work knowledge, work skills, ability to adapt to the work environment and lack of communication skills. The main cause of this condition was the Covid-19 pandemic which forced students to study online. Online learning tends to focus more on theory than practice due to distance limitations. This is a challenge for vocational students who need direct practical experience to prepare themselves as graduates who are ready to work.

Based on the background of this problem, the researchers are interested in conducting research with the title "The Influence of Self-Concept and Work Competence on Work Readiness of Office Administration Students".

2. Method

This research belongs to the correlational research because it involves measuring two or more variables to determine whether there is a correlation between these variables, and data is collected to identify the extent to which these variables are related. The approach employed in this research is the quantitative approach which was conducted by collecting and analyzing data in the form of numbers and using statistics in the analysis process [3]. This research was conducted at Yogyakarta State University on students from the 2019 class of the Vocational Faculty, Office Administration Study Program. This research was carried out in August 2023. Non-probability sampling using a saturated sampling technique was implemented in this study. Saturated sampling is a sample determination technique when all members of the population are used as samples (Sugiyono, 2015: 85).

The instrument trial was carried out on students from the 2019 class of the Accounting Study Program, Vocational Faculty. The trial was carried out through validity and reliability tests. The validity test results show that 34 questions consisting the variables of self-concept, work

competency and work readiness were declared valid. Then, based on the reliability test, the values of self-concept variable 0.980, the value of work competency variable is 0.977, and the value of work readiness variable is 0.97. Therefore, the three variables are said to be reliable with a high level of appraisal.

The data analysis techniques for this research include data descriptions which was aimed at describing the framework of the research. Then, the prerequisite tests for research analysis were carried out with the aim of finding out whether the data collected met the requirements for analysis, and hypothesis testing aimed to test the research hypothesis. The conceptual framework of this research is presented in the following figure.

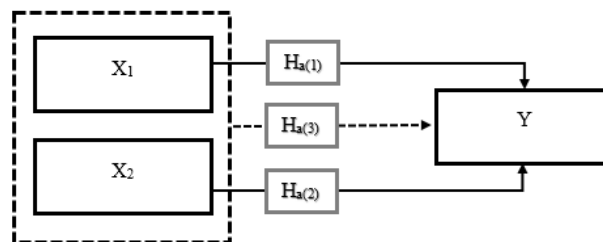


Fig 1. Conceptual Framework

Based on the background of the study and conceptual framework presented, the hypotheses of this study are formulated as follows.

1. H₀: Self-Concept (X₁) has no and not significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.
 H_a: Self-Concept (X₁) has positive and significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.
2. H₀: Work competency (X₂) has no and not significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.
 H_a: Work competency (X₂) has positive and significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.
3. H₀: Self-Concept (X₁) and Work Competence (X₂) simultaneously have no and not significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.
 H_a: Self-Concept (X₁) and Work Competence (X₂) simultaneously have positive and significant effects on Work Readiness (Y) of students in Office Administration study program at UNY.

3. Results and Discussion

3.1. Results

In this research, three hypothesis tests were carried out using Simple Regression Analysis techniques and Multiple Regression Analysis done using SPSS 26.0 for Windows program. The first and second tests used Simple Regression Analysis to analyze the relationship between the independent variables and the dependent variable separately. Then, in the third test, Multiple Regression Analysis was carried out to evaluate the joint contribution of the two independent variables to variations in the dependent variable. A summary of hypothesis testing in this research is presented in Table 2 below.

Table 1. The Results of Simple Regression Analysis on the Hypotheses

Hypothesis	Relationship	Coefficient of Regression	Coefficient of Determination	Sig.	Conclusion
H1	X ₁ → Y	0.393	0.136	0.001	Accepted
H2	X ₂ → Y	0.272	0.096	0.005	Accepted

(Source: Data Analysis Result, 2023)

Based on Table 2 above, a regression coefficient of 0.393 (positive) and a coefficient of determination of 0.136 or 13.6% were found. The significance probability value is 0.001 for testing the first hypothesis of Self Concept (X1) on Work Readiness (Y). The significance probability value is lower than the previously determined value of 0.05 ($0.001 < 0.05$) which indicates that self-concept can have a positive and significant effect on work readiness. The results of the second hypothesis test on Work Competence (X2) on Work Readiness (Y) show that the regression coefficient is 0.272 (positive) and the coefficient of determination is 0.096 or 9.6%. The significance probability value is 0.005. This value is lower than the previously determined value of 0.05 ($0.005 < 0.05$) which indicates that work competency can have a positive and significant effect on work readiness.

Table 2. The Result of Double Regression Analysis on the Hypotheses

Hypothesis	Relationship	Variable	Coefficient of Regression (b)	Coefficient of Determination	F _{count}	F _{table}	Sig.	Conclusion
H3	$X_1, X_2 \rightarrow Y$	Constant	2.671	0.246	12.594	3.11	0.000	Accepted
		Self-Concept	0.413					
		Work Competency	0.292					

(Source: Data Analysis Result, 2023)

Based on Table 3 above, if the significance value is less than 0.05 ($\text{sig} < 0.05$), the regression model is considered statistically significant. The test results show the coefficient of determination is 0.246 or 24.6% and an F_{count} value is 12.594. This indicates that both values far exceed the F_{table} value of 3.11, with a significance of 0.000. Because $F_{\text{count}} > F_{\text{table}}$ ($12.594 > 3.11$) and the significance value is lower than 0.05 ($0.000 < 0.05$), self-concept and work competency is considered to have a positive and significant effect on work readiness.

3.2. Discussion

This study aims to answer research questions regarding the influence of self-concept and work competence on the work readiness of Office Administration students at UNY. This part is a more detailed explanation regarding the results of the analysis in answering the research questions.

1. The Influence of Students' Self-Concept on Work Readiness

The results of this research found that self-concept has a positive influence on the work readiness of vocational students class of 2019, UNY Office Administration study program. This finding is proven by the t_{count} value of 3.511 which is greater than the t_{table} value at the significance level of 0.05 (1.990); the significance probability value of 0.001 is lower than the previously determined value, namely 0.05 ($0.001 < 0.05$); and the coefficient of determination value is 0.136 or 13.6%, which shows that self-concept can have a positive and significant effect on work readiness by 13.6%. Thus, the first hypothesis which states that "Self Concept (X1) has positive and significant effects on Work Readiness (Y) of students in Office Administration study program at UNY " is accepted.

Simple Regression Analysis shows that self-concept makes an effective contribution of 14.3% and a relative contribution of 58.2% to work readiness. These findings show that self-concept has a real effect on work readiness. Therefore, self-concept can be considered as a factor that influences work readiness.

These results are in line with Kurniawan's [4] research entitled "The Influence of Self-Concept, Field Work Practices and World of Work Information on the Work Readiness of Accounting Study Program Students". The research found that there is a positive influence of self-concept on the work readiness of accounting study program students. In the context of the present study, the higher self-concept, the higher the work readiness of vocational students class of 2019, UNY Office Administration study program.

In line with [5] the application of a positive self-concept is reflected in how students view the abilities and skills they develop in the field of study they are undertaking. Moreover, the extent of their interest in this field will naturally develop students' readiness to get into the world of work. Therefore, based on the theories and research results described above, it can be seen that there is a positive and significant impact of self-concept on the work readiness of vocational students class of 2019, UNY Office Administration study program. The directly proportional relationship between self-concept and work readiness is shown by a positive correlation coefficient. In simpler terms, a high self-concept score represents a student's high level of work readiness, while a low self-concept score represents a low level of student work readiness.

Based on the results of this research and relevant research findings, in terms of managerial implications for educational institutions, UNY Office Administration Study Program and similar vocational programs should be able to consider integrating self-concept development as part of the curriculum. In this case, students need to be given the opportunity to develop self-understanding, self-confidence, and appreciation for students' abilities and potential. Study programs can improve collaboration with related industries so that students have greater access to the work environment before graduating. The collaboration may be conducted through more structured internships, industry seminars, or mentoring by professionals in the field. Then students should be able to take the opportunity to actively develop themselves. These opportunities can involve experiences outside the classroom, such as projects, student organizations, or social activities that can help students better understand how students' self-concept develops.

2. The Influence of Students' Work Competency on Work Readiness

The results of this research found that work competency has a positive influence on the work readiness of vocational students class of 2019, UNY Office Administration study program. This finding is proven by the t -count value of 2.876 which is greater than the t -table value at level significance 0.050 (1.990). The significance probability value of 0.005 is also lower than the previously determined value of 0.05 ($0.005 < 0.05$), and the coefficient of determination value is 0.096 or 9.6%, which shows that work competency can have a positive and significant effect on work readiness by 9.6%. Thus, the first hypothesis which states that "Work Competence (X2) has a positive and significant effect on Work Readiness (Y) of students in Office Administration study program at UNY" is accepted.

The Simple Regression Analysis shows that work competence makes an effective contribution of 10.3% and a relative contribution of 41.8% to work readiness. These findings indicate that work competency has a real influence on work readiness. Therefore, work competency can be considered as a factor that influences work readiness.

These results are in line with Ratal's (2022) research [6] entitled "The Influence of Work Competence and Locus of Control on Accounting Students' Job Readiness". The finding of this research shows that there is a positive influence of work competency on Accounting students' work readiness. This also indicated that the higher the work competency, the higher the work readiness of Vocational student class of 2019, UNY Office Administration study program.

Setiawan & Yusnaini [7] provide additional support for the results of this research that the academic skills possessed by students are components that makeup work competence, therefore, work competence comes from academic skills, practical skills, attitudes that have become part of the student and last in the long term. Then, those aspects will naturally shape the student's readiness.

Based on the theories and research results described above, it can be seen that there is a positive and significant impact of work competency on the work readiness of vocational students class of 2019, UNY Office Administration study program. The directly proportional relationship between work competency and work readiness is shown by a positive correlation coefficient. In other words, a high work competency score is corelated to high student work readiness, while a low work competency score is corelated to a low level of student work readiness.

Based on the results of this research and relevant research findings that have important managerial implications for educational institutions, UNY Office Administration Study Program and similar vocational programs should be able to collaborate with industry and certification institutions to provide training and certification to students. This will help students obtain work competencies that are more concrete and relevant to job demands in the field. With the end of the Covid-19 pandemic, it is hoped that the study program can improve the quality of practice to hone and apply students' work competencies in real situations. Then students should be able to improve their academic skills, master relevant technological skills, and be active in attending related workshops, seminars, and conferences related to the field of study. This can help students develop interpersonal work, leadership, and time management competencies. These non-academic activities can also add value to a student's CV.

3. The Influence of Students' Self-Concept and Work Competency on Work Readiness

The results of the test conducted found that the F_{count} value is 12.594, which is much greater than the F_{table} value of 3.11, with a significance level of 0.000. F_{count} value is greater than F_{table} ($12.594 > 3.11$), and the coefficient of determination value is 0.246 or 24.6%, they indicate that self-concept and work competence have positive and significant effects on work readiness by 24.6%. The significance value is lower than 0.05 ($0.000 < 0.05$), so the results of this research have succeeded in proving the third hypothesis which states that " Self-Concept (X1) and Work Competence (X2) simultaneously have positive and significant effects on Work Readiness (Y) of students in Office Administration study program at UNY" is accepted.

These results are in line with research conducted by Rachmawati & Sulianti [8] which shows that self-concept and work competence have a positive and significant influence on the work readiness of final year students at Wisnuwardhana University Malang. The result of the present study also shows that self-concept and work competence influence students' work readiness. The better the student's self-concept and work competency, the better the work readiness of the 2019 vocational students in the UNY Office Administration study program.

Based on the results of this research and relevant research findings that have important managerial implications for educational institutions, UNY Office Administration Study Program and similar vocational programs should be able to increase student development regarding self-concept and work competency to increase student work readiness. This efforts can be manifested in conducting training in interpersonal skills and self-understanding as well as developing technical work competencies that meet industry demands. By taking these steps, the UNY Office Administration Study Program can ensure that their students are better prepared to face challenges in the world of work.

4. Conclusions

This research aims to determine the influence of self-concept and work competency on work readiness of students class of 2019, Office Administration study program at UNY.

1. The Influence of Self-Concept on Work Readiness

This research found that there is a positive and significant influence of self-concept on work readiness, which was shown to be 5.9%. This is proven by the value of $t_{count} > t_{table}$ ($2.218 > 1.664$) with a significance value less than 0.05 ($0.029 < 0.05$). These results are consistent and support previous research which shows that the higher students' self-concept, the higher their work readiness. Self-concept can be considered as a factor that influences students' work readiness.

2. The Influence of Work Competencies on Work Readiness

This research also found that there is a positive and significant influence of work competency on work readiness, which was shown to be 9.2%. This is proven by the value of $t_{count} > t_{table}$ ($2.805 > 1.990$) with a significance of less than 0.05 ($0.006 < 0.05$). These results are consistent and support previous research which shows that the higher student work competency, the higher their work readiness. Work competency can be considered as a factor that influences student work readiness.

3. Simultaneous Influence of Self-Concept and Work Competence on the Work Readiness

This research succeeded in proving that there is a positive and significant influence, self-concept and work competence simultaneously on work readiness, which was shown to be 13.9%. It is proven by f_{count} value of 6.209, which far exceeds the f_{table} value of 3.11 with a significance value of less than 0.05 ($0.003 < 0.05$). The values indicate that self-concept and work competence are predictors of work readiness. This shows that both have an important role in shaping students' work readiness.

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