



The Effect of Self Confidence on Job Readiness

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Keywords: *Job readiness, Self-confidence, Human resource management*

Abstract:

Job readiness can be one of the characteristics that show the quality of a worker. Final-year undergraduate students need to prepare themselves to work, and new undergraduate students start from 18. They have entered early adulthood. The research objective was to determine whether there was an effect on undergraduate student self-confidence in the age group during the fourth semester of their lecture on their employability. This research is a survey type quantitative method, with primary data obtained through questionnaires. Determination of the sample using purposive sampling technique with the criteria of undergraduate students taking Personality Development courses in the semester. The number of respondents was 294 students. The results showed an effect of self-confidence on job readiness, amounting to 24.4%. As much as 75.6% of job readiness is influenced by other variables not studied. Educational institutions or practitioners involved in work preparation activities can prepare individual development plans through various programs starting with identifying each individual himself.



Introduction

Trust refers to a person's subjective beliefs about thoughts or judgments about things. The level of confidence varies from very sure to very unsure. Most people think that self-confidence is a valuable part of a person. Bénabou dan Tirole (2002) explain why people value self-confidence and its relationship to strategy formation and decision making at any given time, divided into matters relating to employment, savings and investment, and decisions about education and career.

Confidence begins to be involved when someone interacts, from toddlers to adults. For example, small children show creativity by appearing in public or participating in various competitions. Along with increasing age, a person begins to deal with decisions in life that must be taken and accounted for. Self-confidence can be seen clearly in this period, where the line between doubt and belief is visible.

Psychologists have carried out various studies related to self-confidence for a long time. The survey conducted by Owens (1993) discussed impact analysis to understand the differences between the consequences of negative and positive self-evaluations on emotional well-being and social relationships. However, there is a factor in self-confidence that plays a role in shaping self-esteem. Combining the self-confidence subscale and the self-deprecation subscale helps find theoretical, methodological, and substantive participation to measure self-esteem.

When a person is still studying either primary, secondary, or higher, self-confidence that arises can affect the process of academic achievement. This assumption is supported by a study by Stankov et al. (2014). This study examines the non-cognitive effect on student academic achievement, which provides information that self-confidence has the highest validity. However, the results are obtained from a large-scale survey, so there is still the possibility of not being the right answer for a small number of students who experience difficulties in not only academic matters but in their daily life as well, especially when they have finished with the world of education and started looking for work to support life as an adult.

The relationship of confidence in the extent of one's mastery of science was also investigated, focusing on the job search. Falk et al. (2021) believe that knowing the relationship between self-confidence about ability in the job search process will help explain that the longer a person is unemployed, the more difficult it will be for him to get a job. This experiment showed a decrease in self-confidence, especially for someone who got a lot of rejection after trying to send an application to a job vacancy. This study provides empirical evidence of the processes that lead to discouragement.

After completing education, humans seem to stop getting clues about how life will work afterwards. People get a lot of help when deciding on schooling in kindergarten, elementary school, junior high school, high school, and even college because there is support from parents and educators. External factors that help direct a person in living his life in academia can make a person feel that they are on a safe path. However, after graduating from higher education, people other than oneself can only provide suggestions that will be useful in work.

From then on, one's life becomes one's responsibility. How he applies and goes through a series of selection processes in looking for work, his first job, work environment, duties and responsibilities related to his position or position are the results that the person will get based on the decisions that have been made.

With little or no role of parents or other people to direct, someone may have difficulty in the job search process or while working. Therefore, self-confidence needs to be instilled from an early age because confidence when dealing with an academic environment and the job search process may show one's readiness to work. This is the background of research that will review how the influence of self-confidence on job readiness. Students' beliefs about their abilities need to be studied so that contributing human resources are human beings who are ready to seize opportunities and face challenges in the world of work. Students can be referred to as human beings at the higher education level; generally, they can also be declared prospective workers.

Student job readiness is part of the research topic conducted by Baiti *et al.* (2017). The study emphasized the relationship between career self-efficacy and job readiness of final year students. The variable, the development of the theory of self-efficacy with a focus on the career, is divided into two dimensions, namely when students can show that they can perform tasks at a certain level and students' strengths in facing challenges. Meanwhile, the dimensions of job readiness analyzed consist of career management abilities and skills, knowledge, understanding of acquired knowledge and knowledge, and personal attributes. The results showed that there was a positive relationship between the two variables. This study also states that students who understand their abilities tend to show high job readiness.

Another variable examined concerning job readiness by Agusta (2014) is future orientation and fighting power. The results of the study state that both partially and simultaneously have a positive relationship with the job readiness of final year students. This research's descriptive test produced information that stated that students had the desired job goals. In addition, students are said to not want to take risks beyond their knowledge so that their future orientation and fighting power are concluded to be in the medium category.

Job readiness can be one of the characteristics that show the quality of a worker. Do Not only final year students need to prepare themselves to join the world of work, but also new students because starting at the age of 18, they have entered early adulthood. Adult humans, including the early ones, are expected to be able to start making decisions and accept responsibility. This research leads to a group of students aged 19-21 years who take the Personality Development Course. The study aims to determine whether there is an effect of student self-confidence in the age group during the fourth semester of the lecture period on their job readiness. The study results are expected to provide an overview of the self-confidence and job readiness of prospective undergraduate graduates so that in the remaining semesters, universities can provide additional provisions to help prepare students to become quality human resources when working.

Literature Review

1. Self Confidence

Afiatin dan Martaniah (1998) defines belief as a belief, expectation, or assumption, while the self is a human being or individual. Self-confidence means the belief or assumption that a person has about something related to himself. Several assessments that show self-confidence are sourced from Guilford (1959), Lauster (1978), and Instone (1983), accurately and concisely concluded by Afiatin dan Martaniah (1998). These indicators include three things, namely as follows.

- a. Have a feeling of adequacy: feel qualified (have competence); worthy or adequate to perform a task; achieve goals and complete work with full responsibility.
- b. Have a feeling of being accepted by the group: feeling recognized and liked and gaining recognition.
- c. Having a calm demeanour: showing controlled thoughts and emotions.

2. Job readiness

Readiness is defined by the Language Development and Development Agency (2006) as a state of being ready, alert, and alert, while work is an activity of doing something which is done (done), something that is done to earn a living, a livelihood. Job readiness can be interpreted as a condition that shows someone is ready to do something to make a living or be used as a livelihood.

Pool dan Sewell (2007) add new elements to the four main aspects of job readiness that have been proposed by Hillage and Pollard (1998). This additional aspect relates to one's job satisfaction. Complete job readiness is then stated when a person has a set of skills, knowledge, understanding, and personal attributes that cause that person to prefer and maintain a job that makes him or her get satisfaction and successful at work. Each dimension is described as follows.

- a. Skills: the ability to do something well; skill; skills needed and can support a person both while studying and in the world of work.
- b. Knowledge: facts, information, and skills acquired by a person through experience or education; theoretical or practical understanding of a matter; cleverness; everything is known.
- c. Understanding: the ability to use thought processes in knowing something.
- d. Personal attributes: things related to or owned by someone; that shape an individual's character.

Someone with self-confidence is judged to be more ready to face competition and work more Stankov et al. (2014). People with high self-confidence perceive challenging tasks as opportunities for career development, while someone with self-confidence sees them as an obstacle. In addition, that confidence is much needed for new graduates to understand themselves and determine what actions should be taken in developing their potential for employment (Puad & Desa, 2020). Goel dan Aggarwal (2012) believe that self-confidence is

an attitude that provides a positive and realistic perception of one's ability to do work, characterized by personal attributes to handle criticism and emotions. This high self-confidence gives confidence to someone in their ability to display certain behaviors or achieve certain targets. The higher one's self-confidence, the higher one's work readiness and vice versa; the lower the self-confidence, the lower one's work value. This early belief will give confidence to someone that the skills and knowledge can be used to do a job well. So, the hypothesis proposed in this study is that self-confidence affects job readiness.

Research Method

1. Research Design

This research is included in the survey type quantitative method. This method is used to test the hypothesis about the effect of self-confidence on job readiness in students. The type of data in this study is primary data obtained through the distribution of questionnaires.

2. Data Collection

The population used as the object of research is all fourth-semester students in one of the study programs of a high school. Determination of the sample using a purposive sampling technique with the criteria of students taking the Personality Development Course in that semester. The number of respondents is 294 students.

3. Research Model

The research instrument was in the form of a questionnaire that was compiled based on the dimensions of each variable (Table 1). The meaning of each indicator guides the formulation of questions.

Table 1. Dimensions and indicators of research variables

Variable	Dimension	Indicator	Question
Self Confidence	Have a sense of adequacy (1)	Feeling competent to be responsible at work	Do you feel confident you have the competence to be responsible for a job?(8)
	Have a feeling of being accepted by the group (2)	Feeling recognized by the work environment	Do you feel confident that you will get recognition from the environment when you work later?(9)
	Have a calm attitude (3)	Feeling able to be calm in the face of pressure at work	Do you feel confident that you can be calm in dealing with various work-related situations?(10)

Table 1. Dimensions and indicators of research variables (Continued)

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Variable	Dimension	Indicator	Question
Job readiness	Skills (4)	Have the skills to support work	How do you rate the skills you have that can be used in the world of work? (11)
	Knowledge (5)	Have the provision of knowledge to become an expert in the field of work	How do you rate the provision of knowledge that you get while studying? (12)
Job readiness	Comprehension (6)	Have the ability to use thought processes at work	How do you rate the thought process you use? (13)
	Personal Attributes (7)	Having the character needed as a quality human resource in the world of work	How do you evaluate the character in you and its relation to qualified human resources to work? (14)

Source: Arfiatin and Martaniah (1998); Pool and Sewel (2007)

Measurement of respondents' attitudes or opinions using a Likert Scale with questions (8), (9), and (10) using gradations of Very Confident, Confident, Neutral, Not Confident, and Very Uncertain; question (11) uses a gradation of Very Expert, Expert, Neutral, Not Expert, and Very Unexpert; question (12) uses a gradation of Very Adequate, Fair, Neutral, Not Enough, and Very Not Enough; question (13) uses a gradation of Very Understand, Understood, Neutral, Don't Understand, and Very Don't Understand; and questions (14) using a gradation of Very Appropriate, Appropriate, Neutral, Not Appropriate, Strongly Disagree. The indicators of self-confidence variables (1), (2), and (3) are sourced from Guilford (1959), Lauster (1978), and Instone (1983) in Afiatin and Martaniah (1998); while the indicators of job readiness (4), (5), (6), and (7) are sourced from Pool and Sewell (2007). The translation of the variables produces the model formulation shown in Figure 1.



Figure 1. Research Model

Allegations or quick answers to answer research problems include causal hypotheses, namely hypotheses that question the effectiveness of the self-confidence variable on the job readiness variable. The following is the hypothesis of this study.

H0: There is no effect of self-confidence on job readiness.

Ha: There is an effect of self-confidence on job readiness.

4. Validity and Reliability Test

Validity and reliability tests were carried out on the questions in the questionnaire to ensure that the research instrument could measure the object of research (precisely) and that the measurement results were reliable (reliable) and consistent if repeated. The validity test was conducted by comparing the calculated r numbers and r tables. If the r count is more than the r table, then the question is declared valid, and vice versa. Table 2 shows the validity test results for the seven questionnaire items for 100 respondents, with degrees of freedom (df) 98 and a significance level of 0.05.

Table 2. Validity Test Results

Variable	Items	r count	r table	Description
Self Confidence	P1	0.788	0.165	Valid
	P2	0.734	0.165	Valid
	P3	0.769	0.165	Valid
	P4	0.731	0.165	Valid
Job readiness	P5	0.750	0.165	Valid
	P6	0.644	0.165	Valid
	P7	0.701	0.165	Valid

Source: processed data

All items, both for the variables of self-confidence and job readiness, are declared valid at a significance level of 5%, so they can be used. The reliability of the research instrument is stated by the results of the reliability test in Table 3.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha Value	Description
Self Confidence	0,643	Reliable
Job readiness	0,664	Reliable

Source: processed data

Cronbach's Alpha value was compared with 0.60. The measurement tool is declared reliable if the Cronbach's Alpha value is more than 0.60. The test results show that the research instrument can be trusted.

5. Data Analysis

Simple linear regression analysis using Statistical Product and Service Solutions (SPSS) was conducted to measure the influence of the self-confidence variable (X) on the job readiness variable (Y). The general equation for simple linear regression analysis is $Y = a + bX$. The influence test or hypothesis testing is carried out to determine whether the regression coefficients that appear outside the analysis results are significant. This test compares the significance value (Sig.) with a probability of 0.05. The basis for decision making are:

- a. There is an effect of self-confidence on job readiness if the significance value (Sig.) is less than 0.05 probability.
- b. There is no effect of self-confidence on job readiness if the significance value (Sig.) is more than 0.05 probability.

If the significance value is right at 0.05, the t-test can be used as an alternative test. The basis for making decisions in the t-test is:

- a. There is an effect of self-confidence on job readiness if the t-count value is more than the t-table value.
- b. There is an effect of self-confidence on job readiness if the t-count value is less than the t-table value.

Result and Discussion

1. Respondent Profile

Respondents were described by gender, age, and region of origin. Table 4 shows the distribution of respondents based on these classifications.

Table 4. Results of The Classification of Respondents

No.	Classification	Domination	Other Data
1.	Gender	59.52% female	40.48% male
2.	Age	51.02% 20 years old	29.59% 19 years old; 13.27 % 21 years old; 4.76% over 21 years old; and 1.36% less than 19 years old
3.	Region of origin	59.86% from western Indonesia	22.79% from Central Indonesia and 17.35% from Eastern Indonesia

Source: processed data

The high school in this study is located in the Central part of Indonesia, but the time zone division is still in the western part of Indonesia. Therefore, this can explain that more than half of the total respondents can be reached by a combination of students from the western and central parts of Indonesia. Nevertheless, 51 people (17.35%) were also registered as fourth-semester students at this high school. In addition, in general, fourth-semester students are 20 years old. This is also shown in the questionnaire data collected. Namely, the majority (51.02%) are students aged 20 years.

2. Simple Linear Regression Analysis Results

The measurement of the influence of the self-confidence variable (X) on the job readiness variable (Y) produces a general equation in simple linear regression analysis, namely, $Y = 9.900 + 0.525X$. The endless number of unstandardized coefficients, worth 9.900, is a constant number which means that if there is no self-confidence, then the consistent value of job readiness is 9.900. The regression coefficient value of 0.525 indicates that for every 1% addition to the level of self-confidence, job readiness will increase by 0.525. The regression coefficient value is plus (+). Therefore, it can be said that self-confidence positively affects job readiness.

These results can be input for universities to play more roles in preparing students as graduates ready to become qualified human resources to join the world of work. The first stage is to identify the job readiness of prospective graduates; it is better if it is done when students have completed all courses other than the thesis so that students may feel more confident about indicators of knowledge. This identification aims to realize the extent to which the student's job readiness can help, especially in the areas of self-confidence indicators that are still lacking. The second stage is to provide programs that support increasing student confidence because, as data analysis has shown, job readiness will increase when self-confidence rises. This statement is supported by a study that states that self-confidence training affects job readiness Wijayanti *et al.* (2020) in students (final level) of the Faculty of Psychology, University of August 17 August 1945. The results also state that job readiness is not influenced by gender.

Increasing self-confidence begins with awareness of internal factors in the form of strengths and weaknesses and external factors such as opportunities and threats or abbreviated as Personal SWOT. Universities can provide final-year students programs that can improve skills indicators to face the world of work. One of them is by holding training or seminars by inviting part of its human resources as speakers. Topics that can be submitted include how to compile a Curriculum Vitae (CV) and resume, stress management, social interactions at work, or business ethics. This activity is expected to increase skills and opportunities both when graduates apply for jobs and when they start working so that they can immediately adapt and make the best contribution to work.

Universities can also encourage and provide students with opportunities to participate in the Campus Teaching program, launched in early February 2021. This program is part of the Teaching activities at the Independent Campus School program (Ministry of Education and Culture, 2021). This activity is a good choice, considering that one of the requirements for students who want to register is to be an active student, at least in the fifth semester. Suppose it is associated with college students as objects in this study, namely fourth-semester students who take Personality Development Courses. In that case, this program is a form of follow-up that students can do after identifying and realizing their respective Personal SWOT. This is due to the many benefits that students will get, including developing themselves outside of lectures, especially creativity, ability, and interpersonal skills, and also being able to hone critical thinking and problem-solving skills. Suppose students feel they are

contributing by joining the Ministry of Education and Culture program, supported by the Education Fund Management Institute (LPDP). In that case, it can be one way to increase their confidence.

3. The Effect of Self Confidence on Job Readiness

The regression coefficient on the results of simple linear regression analysis needs to be tested for its significant effect or not. SPSS output results show a significance value (Sig.) which is 0.000 less than 0.05 probability. Therefore, it can be concluded that H_0 is rejected and H_a is accepted. That is, there is an effect of self-confidence on job readiness. The effect test or hypothesis testing does not need to be continued using the t-test alternative test because there is a class difference between the value of significance and probability.

The magnitude of the effect of self-confidence on student work-readiness can be seen by looking at the value of R Square or R^2 on the output of simple linear regression analysis. The summary model shows that the value of R Square in this study is 0.244. This value implies that the effect of self-confidence on student work-readiness in this study is 24.4%, while 75.6% of job readiness is influenced by other variables not examined.

Interestingly, although the effect of self-confidence on job readiness is still below 50%, almost all students who are respondents (97.96%) say they want to work immediately after graduating from college. There is a possibility that this student noted that he was ready, but what influenced his job readiness were other variables besides self-confidence. However, motivation to work also needs to be studied as additional information before making conclusions. Based on the questionnaire results, almost half of the total respondents (48.64%) want to work, with the primary motivation being the goal of earning income to help family finances. This reason can be supported by many things, for example, being the first child who is expected that after graduation, he can increase his parents' income to help or be responsible for the education costs of his younger siblings by working. The motivation in second place (20.41%) is seeking life experience in the world of work.

Furthermore, the motivation to earn an income is to support oneself (13.61%). This means that students do not have any demands or obligations from their families to help in financial matters; maybe you want to learn to be independent by paying for your own life through the income you get by working. However, some students wish to improve their abilities (9.52%). Another student (7.82%) had some combined motivation among the motivations mentioned above.

Self-efficacy reflects the belief in exercising control over one's motivation, behaviour, and social environment (Bandura, 2010). The reason, which is part of self-efficacy and other factors, was found to have a positive relationship with the job readiness of final year student (Baiti *et al.*, 2017). As many as 60% of the self-efficacy variables affect the job readiness variable. This can explain that a student may not have such strong self-confidence. Still, if the motivation is great, then there is a possibility that he will be ready to work and even become a quality human resource in the world of work if accompanied by competency development to increase self-confidence.

The role of self-confidence on job readiness can be explained by the results of research conducted by Stankov et al. (2014). Self-confidence is discussed as the best non-cognitive predictor of one's academic achievement. Although this research focuses on the academic aspect, not work, academics are part of the job readiness dimension in the form of knowledge gained by someone through experience or education. Therefore, this finding supports the statement that there is a relationship or influence of self-confidence on job readiness, although the value is not too large. A sizable contribution (59.9%) to job readiness is from future orientation and fighting power (Agusta, 2014).

Based on the results of studies that are supported or compared with several relevant studies, it can be said that there is indeed an effect of self-confidence on job readiness. However, job readiness is a complex matter because it is not only the individual's responsibility but also requires assistance from various parties, especially the family environment and educational institutions. Pool dan Sewell (2007) mentioned through the CareerEDGE Model (Career development training; Experience work and life; Degree knowledge, understanding, and skills; Generic skills; and Emotional Intelligence) proposed as the key to one's job readiness. The model explains that job readiness (employability) is a link between self-esteem (self-esteem), self-confidence (self-confidence), and self-efficacy (self-efficacy). These three "S" s produce meaningful relationships between CareerEDGE, which goes through reflection and evaluation. Educational agencies or practitioners involved in job preparation activities can prepare individual development plans through various programs starting with identifying each individual himself. Suppose each person knows in detail about himself. Group counselling can be used as part of the individual development program because group counselling functions as social support and a means to make changes (change agents) for adolescents (Afiatin dan Martaniah, 1998).

Conclusion

The results showed an effect of self-confidence on job readiness, amounting to 24.4% of students in the age group while taking the fourth semester of their lectures. As much as 75.6% of job readiness is influenced by other variables not examined. Educational agencies or practitioners involved in job preparation activities can prepare individual development plans through various programs starting with identifying each individual himself. Complete job readiness measurement can use the CareerEDGE Model proposed by Pool dan Sewell (2007).

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