The Effect of Career Planning and Self-Efficacy on Work Readiness of Final Year Students

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ARTICLE INFO	ABSTRACT
	Human resources (HR) must play an active and dominant role in every organizational activity in order to answer all challenges in the future. In addition, they must also be ready and able to compete, therefore they are planners, actors and determinants of the realization of organizational goals. This study aims to examine the effect of Career Planning and Self Efficacy partially and simultaneously on the Work Readiness of Final-Year Students. The researcher used a quantitative descriptive research method with samples from final-year students at the Muhammadiyah - 'Aisyiyah University in Yogyakarta. The sampling was done by purposive sampling technique which got 165 respondents. The researcher used a questionnaire to collect data and then processed it with Multiple Linear Regression Analysis. From the results of the study, it was found that there was a positive and significant partial effect between the Career Planning variable (XI) on the Job Readiness variable (Y), there was a positive and significant partial effect between the Self Efficacy Variable (X2) on the Job Readiness variable (Y) and there is a positive and significant simultaneous effect between Career Planning (XI), Self-Efficacy (X2) variables on Work Readiness (Y). **doi***: https://doi.org/10.31101/imbas.v1i1.4178*

1. Introduction

Unemployment is a global economic problem that is still faced by all countries. Based on the data contained in (Central Bureau of Statistics, 2020) shows that the Open Unemployment Rate in Indonesia in August increased by 1.84% and the open unemployment rate according to higher education completed in 2020 at the University level also increased in February 2020. The importance of work readiness in entering the world of work is very important, therefore in order to have work readiness when graduating from college a student needs to have mature career planning and self-efficacy.

Career planning is needed in entering the world of work, according to Latif et al., (2017) Career planning is a series of actions or activities carried out by individuals regarding the achievement of career goals in accordance with the tendency of the direction of the career or work they will pursue, which includes aspects of self-understanding, exploration, making decisions, and preparing themselves to enter the real world of work.

Not only that, the need to know one's potential is very important According to Sihaloho (2018) Self-efficacy refers to a person's belief or belief in their ability to successfully perform certain tasks, overcome problems, and take the actions needed to achieve certain goals.

This research was conducted on Final Year Students of Muhammadiyah 'Aisyiyah College in Yogyakarta City using 175 samples. PTMA is a university under the auspices of Muhammadiyah with many

students from various regions in it. Based on the existing phenomenon, quite a lot of students are still confused in determining their career direction after graduating from college.

Based on the background described above, the researcher is interested in conducting this research, in line with this, the purpose of this thesis research is to find out whether career planning and self-efficacy partially affect work readiness. And want to know whether career planning and self-efficacy simultaneously affect work readiness.

2. Literature Review

a. Career Planning

According to Afriwinanda (2012) in career planning, self-ability needs to be considered so that it does not merely rely on heart desires or interests. Therefore, it is necessary for a student (teenager) to know and understand himself, adjust to the environment and have high self-confidence so that he can see his strengths and weaknesses to recognize his abilities and talents. According to Brown and Brooks career planning includes 5 aspects, namely: Systematic planning, career development attitudes, decision-making skills, information and reliability.

b. Self-efficacy

According to Bandura, (1997) Self-efficacy is defined as people's beliefs about their ability to produce a specified level of performance that exerts influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four main processes. They include cognitive, motivational, affective and selection processes. The indicators used in this study based on the source of Self-Efficacy from (Bandura, 1997) include 3 dimensions, namely: Magnitude (the level of difficulty that individuals do), Generality (individual confidence in performing certain tasks) and Strengh (individual confidence in their competence in performing certain tasks).

c. Work Readiness

According to Munfaati (2017) work readiness is an ability that shows the harmony between physical, mental maturity, and learning experience that must be possessed by students to achieve the goal of being able to work immediately after school without requiring a long period of adjustment. According to (Fitriyanto, 2006) the characteristics of students who have work readiness will have the following considerations, and this can be used as an indicator to measure work readiness. Have logical and objective considerations, have a critical attitude, have the courage to accept individual responsibility, have the ability to adapt to the environment, have the ambition to progress and try to keep up with the development of their expertise competencies.

3. Research Methods

The population in this study were final year students of Muhammadiyah 'Aisyiyah colleges in the city of Yogyakarta. Sampling in this study used purposive sampling techniques, with sampling characteristics, namely active final year students at Muhammadiyah 'Aisyiyah Colleges (PTMA) in Yogyakarta City from 'Aisyiyah University Yogyakarta (UNISA), Muhammadiyah University Yogyakarta (UMY) and Ahmad Dahlan University (UAD) students, final year students who took S1 (Strata 1) education and final year students at least semester 6 and maximum semester 8. The sample calculation in this study used the Lemeshow formula, so the number of samples in this study was 175 respondents.

4. Results And Discussion
4.1. Validity and Reliability Testing
Validity Test

The validity test is used to test or measure whether a questionnaire is valid or not in research. An instrument or questionnaire can be said to be valid if the 4 statements of the instrument or questionnaire can prove or reveal something that has been measured by the tool, namely the questionnaire (Ghozali, 2018). In this study using 175 respondents with a significance level of 0.05, so that the r table is 0.152. An item is considered valid if r count> r table based on a significance test of 0.05.

Table 1. Validation Test Results

No	Indicator	r Count	r Table	Description
1.	**Career planning**			
	1. X1.1	1. 0,392	0,152	ALL
	2. X1.2	2. 0,638		DATA
	3. X1.3	3. 0,730		VALID
	4. X1.4	4. 0,442		
	5. X1.5	5. 0,523		
	6. X1.6	6. 0,730		
	7. X1.7	7. 0,773		
	8. X1.8	8. 0,716		
	9. X1.9	9. 0,651		
	10. X1.10	10. 0,672		
2.	**Self-efficacy**			
	1. X2.1	1. 0,566	0,152	ALL
	2. X2.2	2. 0,681		DATA
	3. X2.3	3. 0,654		VALID
	4. X2.4	4. 0,736		
	5. X2.5	5. 0,713		
	6. X2.6	6. 0,633		
	7. X2.7	7. 0,716		
	8. X2.8	8. 0,608		
	9. X2.9	9. 0,634		
	10. X2.10	10. 0,647		
3.	**Work readiness**			
	1. Y1.1	1. 0,713	0, 152	ALL
	2. Y1.2	2. 0,754		DATA
	3. Y1.3	3. 0,745		VALID
	4. Y1.4	4. 0,759		
	5. Y1.5	5. 0,815		

Source: Primary Data Processed 2021
Based on Table 1, all data is valid because all data r Count> r Table.

Reliability Test

This instrument reliability test is intended to test and determine the degree of persistence of a measuring instrument. An instrument is said to be reliable if the Cronbach Alpha value is> 0.60 according to (Ghozali, 2018).

Table 2. Reliability Test Results

No	Variabe	Cronbach's Alpha	Standard Value	Description
1.	Career planning	0,832	0,6	Reliable
2.	Self-efficacy	0,854	0,6	Reliable
3.	Work readiness	0,809	0,6	Reliable

Source: Primary Data Processed 20221

Based on the results of the reliability test of the career planning, self-efficacy, and work readiness variables in table 2, it produces Cronbach's Alpha> 60 so it can be concluded that the instruments used are all reliable.

Classical Assumption Test
Normality Test

The normality test aims to test whether the variables in the confounding or residual variable regression model have a normal distribution. the normality test in this study used the *One Sample Kolmogrov-Smirnov Test* (with the SPSS program). Data can be said to be normally distributed if the significance value is> 0.05. (Ghozali, 2018).

Table 3. Kolmogrov Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		165
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.64899010
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.072
Test Statistic		.077
Asymp. Sig. (2-tailed)		.018[c]
Exact Sig. (2-tailed)		.269
Point Probability		.000
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Primary data processed 2021

The Kolmogrov-Smirnov (K-S) test results show the exact value. Sig> 0.05, which is 0.269, so 0.269> 0.05 (0.409 is greater than 0.05), which means that this data is normally distributed.

Multicollinearity Test

This test aims to test whether there is a correlation between *independent* variables in the regression model. To identify the presence or absence of Multicollinearity in the regression model, the tolerance value> 0.10 and the VIF value< 10.00 then there is no Multicollinearity (Ghozali, 2018).

Table 4. Multicollinearity Test Results

MODEL	Colliniearity Statistic		Description
	Tolerance	VIF	
Career planning	,668	1497	No Multicollinearity
Self-efficacy	,668	1497	No Multicollinearity

Source: Primary data processed, 2021

Based on the results in table 4, the independent variables, namely career planning and self-efficacy, have a *tolerance* value of 0.668 and 0.668, which means that the two independent variables have the same value. This value is greater than 0.1, namely 0.668> 0.10. Then the data produces data that does not occur Multicollinearity.

Heterokedasitsitas Test

In this study researchers used the *Spearman Rank* test / *Spearman's Rho* A good model is that heteroscedasticity does not occur.

Table 5. Multicollinearity Test Results

Variable	Significance	Conclusion
Career Planning (X1)	0.325>0.05	No heteros cedasticity occurs
Self-efficacy	0.552>0.05	No heteros cedasticity occurs

Source: primary data processed, 2021

Based on Table 5 above, it can be seen that the significance value is> 0.05, namely 0.325>0.05 for the career planning variable and 0.552 for the Self-Efficacy variable, it can be concluded that there is no Heterokedastisitas.

Hypothesis Testing

The coefficient of determination (R2) essentially measures how far the model's ability to explain the variation in the *dependent variable*. (Ghozali, 2018).

Table 6. Multicollinearity Test Results

Model Summary				
Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731ᵃ	.534	.528	1.659

a. Predictors: (Constant), Self-efficacy, Career Planning

Source: Promer data processed 2021

Based on Table 6 above, the amount of *Adjusted R Square* (R2) is 0.534 or 53.4%. This shows that the *percentage of* influence of career planning variables and self-efficacy on work readiness is 53.4%. and 46.6% is explained by other variables outside the model.

Partial Test (t Test)

The t test is conducted to test whether career planning (X1), and self-efficacy (X2) partially or each have a significant influence on work readiness (Y) on final year students at PTMA.

Based on Table 7, it can be seen the effect of each career planning variable and self-efficacy on work readiness as seen in the t table and significance value. The career planning variable has an effect on work readiness, which means that the first hypothesis is accepted. This can be seen from the significance value <0.05, which is 0.000, which means 0.000 <0.05. Likewise with the second hypothesis, namely the self-efficacy variable has an influence on work readiness, this can be seen from the value.

The significance is 0.000 which means< 0.05, therefore the second hypothesis is also accepted. That means hypotheses 1 and 2 in this study are accepted

H1 : Career planning affects work readiness

H2 : Self-efficacy affects work readiness

Table 7. Multicollinearity Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.012	1.221		4.924	.000
	Career Planning	.141	.030	.309	4.707	.000
	Self-efficacy	.245	.032	.508	7.738	.000

a. *Dependent Variable: Job Readiness*

Source: primary data processed, 2021

F Test (Simultaneous Test)

Simultaneous significance test (F statistical test) aims to test whether the independent variables together (simultaneously) affect the dependent variable.

Table 8. Multicollinearity Test Results

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regressio n	510.965	2	255.483	92.810	.000[b]
	Residual	445.944	162	2.753		
	Total	956.909	164			

a. *Dependent Variable: Job Readiness*

b. *Predictors: (Constant), Self-efficacy, Career Planning*

Source: Primary data processed, 2021

Based on Table 8, it can be seen that the results of the F test show a significance value of 0.000, which means 0.000 <0.05, it can be interpreted that all independent variables, namely career planning and self-efficacy, simultaneously or together have a positive effect on the dependent variable work readiness. That means the hypotheses in this study are all proven.

H3: career planning and self-efficacy affect work readiness.

4.2. Discussion

The comprehensive analysis of the validity, reliability, and classical assumption tests confirms that the data and the regression model used in this study are robust and meet the statistical prerequisites. The instruments were found to be both valid and reliable, ensuring that the measurements accurately reflect the intended constructs and are consistent. The absence of multicollinearity and heteroscedasticity, along with the normality of residuals, further validates the reliability of the regression results. The hypothesis testing provides strong evidence for the significant roles of career planning and self-efficacy in influencing work readiness among final year students at PTMA. Specifically.

Career planning was found to significantly affect work readiness. This finding is highly consistent with recent literature. For instance, Muliasari & Octoria (2024) underscore that better career planning directly leads to improved job readiness among students. Similarly, Damayanti et al., (2024) highlighted that effective career planning is a significant predictor of students' readiness to enter the workforce. This emphasizes that

students who engage in proactive career planning, such as setting clear goals, identifying required skills, and exploring job opportunities, are better equipped to transition from academia to the professional world. Such planning helps them align their academic endeavors with future career demands, thereby bridging the gap between educational output and industry needs.

Self-efficacy also demonstrated a significant positive influence on work readiness, exhibiting a stronger individual effect compared to career planning. This result is strongly supported by various recent studies. Sriulina & Anatan, (2025) found a substantial direct effect of self-efficacy on fresh graduate job readiness, suggesting that belief in one's capabilities is a core determinant. (Fitriyana et al., 2021) also affirmed the positive and significant effect of self-efficacy on student job readiness, particularly for vocational students. Furthermore, Nugroho et al., (2024), in their systematic literature review, identified self-efficacy as a key individual factor influencing vocational school graduates' work readiness. Several previous research findings reinforce that students' confidence in their ability to succeed in job-related tasks, adapt to new challenges, and effectively apply their skills is crucial for their overall work readiness. High self-efficacy empowers individuals to actively seek opportunities, confidently apply for jobs, and navigate the complexities of the labor market.

Furthermore, the F-test confirmed that career planning and self-efficacy together significantly influence work readiness. The model's ability to explain 52.8% of the variance in work readiness suggests that these two factors are substantial contributors. This holistic impact is further supported by Sentinuwo et al., (2025), who concluded that career planning, self-efficacy, and soft skills collectively have a positive and significant influence on student work readiness. This emphasizes that preparing students for the workforce requires a multi-faceted approach, integrating both strategic foresight (career planning) and psychological resilience (self-efficacy). While a substantial portion of work readiness is explained by these variables, the remaining variance (47.2%) implies that other factors, such as digital literacy, organizational experience (Sulistyowati et al., 2025), soft skills (Sentinuwo et al., 2025), or external labor market conditions, also play important roles and warrant further investigation.

5. Conclusion

There is a positive and significant influence between Career Planning and Job Readiness. Which means that the higher the career planning carried out by students, the higher the career planning. In this study, it shows that partially career planning in final year students is high.

There is a positive and significant influence between Self-Efficacy and Work Readiness. Which means that the higher the self-efficacy carried out by students, the higher the work readiness of final year students. In this study, it shows that partially the efficacy of final year students is classified as moderate and needs to be improved.

There is a positive and significant influence between Career Planning and Self-Efficacy on the Job Readiness of Final Year Students simultaneously. This means that the higher the career planning and self-efficacy, the higher the job satisfaction. Simultaneously, it shows that career planning and self-efficacy have a significant influence on the work readiness of final year students.

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