

THE INFLUENCE OF SELF EFFICACY AND COMPETENCE ON JOB READINESS THROUGH ON THE JOB TRAINING FOR STUDENTS MAJORING IN HOUSEKEEPING MEDITERANEAN BALI BANGLI CAMPUS

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ABSTRACT

This study aims to determine the effect of self-efficacy and competence on Work Readiness through On the Job Training on housekeeping students of Mediteranean Bali Bangli Campus. This research is a quantitative descriptive research. The population and sample used were 60 housekeeping students of Mediteranean Bali Bangli Campus using the Total Sampling technique. This study used a Partial Least Square (PLS) as analysis tool. The results showed that self-efficacy and competence had a positive and significant effect on the work readiness of housekeeping students of Mediteranean Bali Bangli Campus. Then, self-efficacy and competence through on the job training also have a positive and significant effect on work readiness of housekeeping students of Mediteranean Bali Bangli Campus.

Keywords: *Self Efficacy; Competence; On the Job Training; Work Readiness*

INTRODUCTION

Unemployment is a social problem caused by the difficulty of the labor force in obtaining the desired job. One of the causes of unemployment is the lack of work readiness of human resources which results in not being accepted or unable to survive in the world of work. In addition, the lack of work readiness also has an impact on job competition. Such is the case with job competition in the hospitality industry in Bali Province. The hospitality industry is an employment field for hospitality workers including the housekeeping department. Currently, there are many universities in Bali that produce students who graduate from the housekeeping department, one of which is Mediteranean Bali Bangli Campus. So it is mandatory for housekeeping students of Mediteranean Bali Bangli Campus to be able to win the job competition by outperforming competitors from students who graduated from other universities.

Housekeeping students must have work readiness after completing their study period. In preparing students' work readiness, the college is responsible for teaching knowledge and skills that students will later use as provisions to enter the world of work. Job readiness according to Bandura in (Wiharja MS et al., 2020) is an individual's feeling of confidence in his or her own abilities that he or she is competent to perform and complete a task or job. In improving the knowledge and skills of housekeeping students, Mediteranean has a program that can help, namely On the Job Training. According to Swasto, (2011: 67) in the (Susanti & Mulyoto, 2020) on the job training is training carried out in the workplace where an individual learns the job directly or actually in the workplace. The table below shows the average score of students during lectures in class and on the job training.:

Table 1 Academic Value of On the Job Training

Academic Year	Academic Grade Point Average	Average Point
2019/2020	79	82,6
2020/2021	77	82,14
2021/2022	81	82,49

The table shows lower academic grades compared to on the Job Training grades. It can be seen that the average value of housekeeping students has only increased after participating in the on the job Training program. Then, the researcher conducted a pre-survey to find out the level of work readiness of housekeeping students of Mediteranean Bali Bangli Campus.

Table 2 Presurvey Results

	Statement	disagree	Undecided	Agree
1	I feel confident in my ability to enter the workforce.	11 (18,33%)	25 (41,67%)	24 (40%)
2	The Diploma Education (D1) study period makes me ready to work after graduation.	6 (10%)	32 (53,33%)	22 (36,67%)
3	I have good competence in improving work readiness.	9 (15%)	25 (41,67%)	26 (43,33%)
4	The on-the-job training program has increased my work readiness level.	6 (10%)	29 (48,33%)	25 (41,67%)
5	I am mentally and physically ready to work immediately after graduating from college.	10 (16,66%)	31 (51,67%)	19 (31,67%)

Source: Pre-survey Questionnaire

Based on the pre-survey data conducted on housekeeping students of Mediteranean Bali Bangli Campus, many students are doubtful of their own ability to do the job. According to (Gunawan et al., 2020) someone who believes in their ability to do a job is a person who has a self efficacy attitude. The data shows that many students are still not confident in their abilities, this shows that the level of self-efficacy in housekeeping students at the Mediteranean Bali Bangli Campus is still not optimal. This self-confidence in one's abilities is called self efficacy which affects one's behavior which determines whether or not one is ready to enter the world of work. (Beaumont et al., 2016; Nurussyifa & Listiadi, 2021).

In addition to self-efficacy, in improving the work readiness of housekeeping students of Mediteranean Bali Bangli Campus, a good level of competence is needed. It is important for housekeeping students to master the various knowledge, skills, and attitudes needed and appropriate to be accepted to work by high-standard villas and hotels. According to (Rosmaini & Tanjung, 2019) competence is knowledge, skills, and values that are reflected in habits of thought and action that make a person competent who can complete a job well. Meanwhile, based on pre-survey data conducted on housekeeping students of Mediteranean Bali Bangli Campus, many students do not have sufficient competence so it is difficult to have a sense of readiness to work.

Mediteranean Bali Bangli Campus housekeeping students have an On the Job Training program that must be followed by all students before they can be declared graduated. The benefits obtained by housekeeping students during the On the Job Training period can be used as additional provisions in increasing self-confidence related to important variables to improve student work readiness, namely self efficacy or self-efficacy. The work experience that has been passed helps increase students' confidence in their abilities and develop emotional conditions with social interactions between students and other individuals in the work environment. The competence of housekeeping students can also be improved through this program because students will deal directly with various activities related to housekeeping that are not obtained from classroom learning activities. Students can practice the knowledge and skills gained during teaching and learning activities in the classroom directly in villas and hotels as On the Job Training locations.

Based on this description, this study aims to determine the effect of self efficacy and competence on work readiness through On the Job Training for housekeeping students of Mediteranean Bali Bangli Campus.

RESEARCH METHOD

This research is a quantitative descriptive study that uses independent variables, namely Self efficacy (X1), Competence (X2), intervening variables, namely On the Job Training (Z) and the dependent variable Work Readiness (Y). To measure each variable in this study, a Likert scale was used. The population in this study were students majoring in housekeeping at the Mediteranean Bali Bangli Campus in the 2022/2023 batch of 60 students. The sampling method used in this study is the total sampling method or saturated sample with a total sample size of 60 people. The data used in this study are primary data and secondary data. Primary data used in the study is data obtained by researchers through questionnaires distributed via Google Form to housekeeping students of the Bangli Campus Mediteranean. Secondary data in this study are data obtained through student academics, journals and articles related to the research topic. As a data analysis tool, researchers used Partial Least Square (PLS). The hypothesis in this study is that it is suspected that self efficacy and competence have a positive and significant effect on work readiness through on the job training for housekeeping students of Mediteranean Bali Bangli Campus.

RESULT AND DISCUSSION

This research uses the SmartPLS analysis tool. The analysis results from SmartPLS produce a conceptual model as shown below:

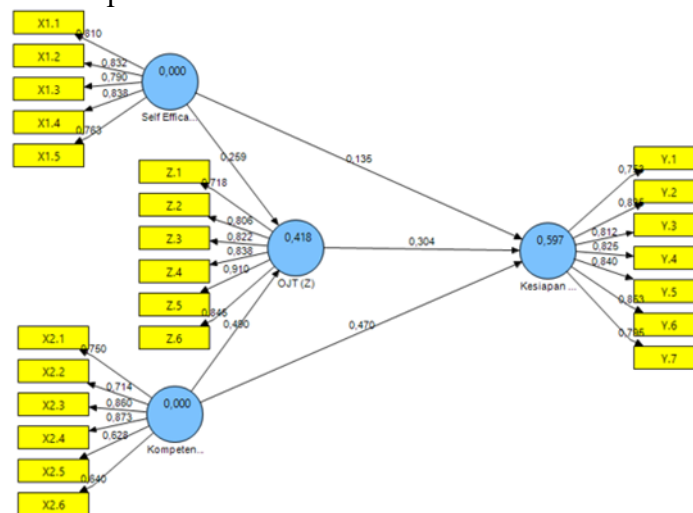


Figure 1 PLS Conceptual Model

From the PLS output image above, it can be seen that the magnitude of the factor loading value of each indicator located between the arrow between the variable and the indicator with the lowest cut off value of 0.5 can be said to have fulfilled its validity, if the factor loading value is below the cut off then it must be eliminated to get good validity, it can also be seen the magnitude of the path coefficients above the arrow line between the exogenous variables and the endogenous variables. In addition, it can also be seen that the amount of R-Square is right inside the endogenous variable circle.

Table 3 R-Square

	R Square
Job Readiness (Y)	0,597319
Competence (X2)	
OJT (Z)	0,417979
Self Efficacy (X1)	

Data source: Processed

Table 3 shows that the R2 value of On The Job Training = 0.417979, it can be interpreted that the model is able to explain the phenomenon of On The Job Training which is influenced by the Self Efficacy and Competency variables by 41.79%, while the remaining 58.21% is explained by other variables outside this study. Then the value of R2 Work Readiness = 0.597319, it can be interpreted that the model is able to explain the phenomenon of Work Readiness which is influenced by the independent variables SelfEfficacy, Competence and On the Job Training with a variance of 59.73% while the remaining 40.27% is explained by other variables outside this study.

Hypothesis Testing

Furthermore, for hypothesis testing, the coefficient results and T-statistic values of the inner model can be seen in table 4 and table 5 below.:

Table 4 Path Coefficients

	Path Coefficients (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STERR)	P Values
Self Efficacy (X1) -> Job Readiness (Y)	0,134534	0,133339	0,051389	2,617982	0,010
Competence (X2) -> Job Readiness (Y)	0,469818	0,470924	0,047024	9,990912	0,000

Source: Data processed

Hypothesis 1

Self efficacy has a positive effect on work readiness can be accepted, with path coefficients of 0.134534, and a T-statistic value of 2.617982 > 1.96 (from the table value $Z\alpha = 0.05$) or P-values of 0.010 < 0.05, then the results are significant (positive). So self efficacy contributes to shaping work readiness.

Hypothesis 2

Competence has a positive effect on work readiness can be accepted, with path coefficients of 0.469818, and a T-statistic value of 9.990912 > 1.96 (from the table value $Z\alpha = 0.05$) or P-values of 0.000 < 0.05, then the results are **significant (positive)**. So competence contributes to shaping work readiness.

As for the hypothesis about the role of mediation (intervening) can be seen in the following Specific Indirect Effect table:

Table 5 Specific Indirect Effect

	Path Coefficients (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STERR)	P Values
Self Efficacy (X1) -> OJT (Z) -> ob Readiness (Y)	0,169324	0,175453	0,087344	2,752331	0,007
Competence (X2) -> OJT (Z) -> ob Readiness (Y)	0,199332	0,204324	0,096323	2,861232	0,005

Source: Data Processed

Hypothesis 3

Self efficacy through on the job training has a positive effect on work readiness can be accepted, with path coefficients of 0.169324, and a T-statistic value of $2.752331 > 1.96$ (from the table value $Z\alpha = 0.05$) or P-values of $0.007 < 0.05$, then the results are significant (positive). It can be interpreted that, On The Job Training is proven to be a mediation (intervening) between Self Efficacy on Job Readiness.

Hypothesis 4

Competence through on the job training has a positive effect on work readiness can be accepted, with path coefficients of 0.199332, and a T-statistic value of $2.861232 > 1.96$ (from the table value $Z\alpha = 0.05$) or P-values of $0.005 < 0.05$, then the results are significant (positive). It can be interpreted that, On The Job Training is proven to be a mediation (intervening) between Competence on Job Readiness.

Discussion

Self Efficacy on Job Readiness

Based on the results of the research that has been done, it can be seen that the level of Self Efficacy has a positive and significant effect on the Work Readiness of housekeeping students of the Mediteranean Bali Bangli Campus. This means that Self Efficacy which includes confidence in completing tasks, motivating oneself, perseverance, persisting in difficulties and problem solving abilities are able to make a positive contribution to the level of student work readiness. With good Self Efficacy, students will reach a state of readiness to work after graduation (Bandura, 2012).

The diploma 1 education system that prioritizes practice over theory makes housekeeping students able and accustomed to facing various levels of work difficulties (Rosser, 2018). In a short period of 1 year, housekeeping students have carried out various practical activities and training in class 32 times according to the number of test subjects. Practical activities carried out in class are carried out within a period of 1 semester or approximately 6 months. Coupled with additional practice during the On the Job Training period directly at hotels and villas which was carried out for 6 months so that Mediteranean Bali Bangli Campus housekeeping students are increasingly accustomed to the various difficulties encountered when doing work so that students are increasingly confident in their abilities. Being accustomed to facing difficulties in work is one sign that students have a high level of Self Efficacy. This statement is in line with (Syandianingrum & Wahjudi, 2021), who in his research stated that students who have a high level of self-confidence tend to be better at dealing with various difficulties. This shows the importance of Self Efficacy as a driving factor for work readiness in facing the world of work. The results of this study are in accordance with research by (Zulaehah et al., 2018) and (Chotimah & Suryani, 2020) which states that self-efficacy has a positive and significant effect on work readiness.

Competence to Job Readiness

Based on the results of the research that has been done, it can be seen that Competence has a positive and significant effect on the Work Readiness of Mediteranean Bali Campus Bangli housekeeping students. Competencies consisting of knowledge, understanding, skills, values, attitudes and interests are able to have a positive impact on student work readiness. Work in the housekeeping department requires the workforce to master good standards of behavior and be adjusted to the regulations of each place of work. The housekeeping department also has basic cleaning principles to be consistent and efficient, cleaning without leaving dirt in guest rooms and public areas and communicating with polite language in both Indonesian and English. So that to get good results, it is necessary to graduate housekeeping students with good values or principles to be implemented in work behavior. In other words, competent housekeeping students are reflected in the behavior shown at work both to superiors, fellow colleagues and visitors to hotels or villas. To produce housekeeping students who are valuable

or principled, these values must be instilled by fostering an attitude of discipline and professionalism at work.

The practical experience taken by housekeeping students is an opportunity used to learn to form a disciplined attitude and professional attitude such as looking neat and polite while working, how to communicate correctly with coworkers and hotel visitors, comply with regulations set by the hotel and so on (Kalargyrou et al., 2019). This statement is supported by (Pangastuti & Khafid, 2019) which in his research states that this value is formed gradually through experiences and tasks taken by students during the study period. The results of this study are in accordance with the opinion of Saputra (2022) which states that competence has a positive and significant effect on students' work readiness in facing the world of work. And reinforced by (Nurussyifa & Listiadi, 2021) with the results of his research where competence has a direct and indirect effect on work readiness.

Self efficacy on Job Readiness through On the Job Training

Based on the results of the research that has been done, it can be seen that On the Job Training is able to mediate between Self Efficacy on Work Readiness. The On the Job Training program that has been carried out for 6 months plays an important role in forming habits, basic skills, confidence and confidence of housekeeping students in their own ability to do work. During the 6 months of practice, students are taught various things with certain difficulties ranging from preparing guest rooms, keeping the work area clean and cleaning public areas such as the lobby, public pool, and other areas. Basic skills are something that cannot be obtained by students optimally if only equipped with theoretical knowledge. This is in accordance with the statement (Pujianto & Arief, 2017) that students who have carried out practice have a positive perception in the application of theoretical lessons. Self-efficacy can be optimized if basic skills are trained and honed continuously so that housekeeping students benefit because the On the Job Training program can be a suitable training ground to achieve good work readiness. This is supported by the statement Arifin et al., (2021) that self efficacy will develop slowly as long as there is an increase in related abilities and experiences.

In relation to work readiness, the basic skills obtained through the practical experience of On the Job Training which is a direct practical activity in workplaces such as villas and hotels can foster the confidence of Mediteranean Bali Bangli Campus housekeeping students to be able to master various basic skills that can later support work. This statement is in line with Nifah (Nifah, 2017) who in his research said that if students already have sufficient basic skills to work, it is expected that students' self-confidence will increase and indirectly increase their readiness to enter the world of work. Hasil tersebut sesuai dengan penelitian yang dilakukan (Paharyani & Kusmuriyanto, 2019) yang menunjukkan *On the Job Training* berperan positif dalam memediasi *Self Efficacy* terhadap kesiapan kerja.

Competence to Job Readiness through On the Job Training

Based on the results of the research that has been done, it can be seen that On the Job Training is able to mediate between the independent variable Competence on Work Readiness. The value that becomes the standard principle of behavior possessed by housekeeping students contributes to the basic skills of students. Qualified basic skills cannot be mastered by housekeeping students instantly but are mastered gradually through practical experience in accordance with the test subjects taught by the teaching staff in the mock up room (practical room equivalent to a star hotel) provided by the campus and most importantly the practical experience of On the Job Training whose training includes communicating effectively and efficiently (Rojhi, 2022), operating laundry facilities in general, how to wash linen and guest clothes, speaking English fluently to foreign guests and responding to instructions given in English. This program is carried out directly in villas and hotels where housekeeping students are in a real work environment and can interact with guests. In classroom learning, students are taught to work in a diverse environment however, direct interaction with a variety of diverse coworkers and guests certainly cannot be obtained in classroom learning (Gamage et al., 2021).

The more experience that is done, the more skills are mastered so that the housekeeping students of Mediteranean Bali Bangli Campus can get used to working and ultimately meet the necessary standards and are ready to work in the housekeeping department. This statement is in accordance with the opinion of (Rosara & Nugroho, 2018) which states that the experience gained by students when carrying out practical activities for a certain period of time has an effect on fostering high work readiness. The results of this study are in accordance with the opinion of (Sunjani & Herianto, 2020) which states that increasing competence through the On the Job Training program has a positive effect on work readiness.

CONCLUSION

From the discussion, it can be concluded that self efficacy and competence contribute significantly and positively to the work readiness of housekeeping students of Mediteranean Bali Bangli Campus. Then, self efficacy and competence through on the job training on the work readiness of Mediteranean Bali Bangli Campus housekeeping students also received significant and positive results. This means that on the job training is able to become a mediating variable.

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