

THE INFLUENCE OF SELF-EFFICACY, SOFT SKILLS, AND FIELD WORK PRACTICE PROGRAMS ON WORK READINESS OF BUSINESS SERVICE OFFICE MANAGEMENT STUDENTS OF SMK NEGERI 10 JAKARTA

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Submitted 13 Juli 2025	Accepted 16 Juli 2025	Published 17 Juli 2025

ABSTRACT

This study aims to determine the effect of self-efficacy, soft skills, and field work practice programs on the work readiness of business service office management students of SMK Negeri 10 Jakarta. This study uses descriptive quantitative methods. The population in this study amounted to 216 students of the Business Services Office Management Department of SMK Negeri 10 Jakarta. The technique in determining the sample in this study used proportional random sampling so that the sample in this study amounted to 140 students. Data were collected through questionnaires and data analysis was carried out using the help of Smart PLS. The results in this study indicate that Self-Efficacy has a positive and significant effect on Work Readiness, Soft Skills have a positive and significant effect on Work Readiness, and the Field Work Practice Program has a positive and significant effect on Work Readiness in Business Services Office Management Department Students of SMK Negeri 10 Jakarta.

Keyword: Self-Efficacy, Soft Skills, Field Work Practice Programs, Student Work Readiness.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Efikasi Diri, Soft Skill, Dan Program Praktik Kerja Lapangan Terhadap Kesiapan Kerja Siswa Manajemen Perkantoran Layanan Bisnis SMK Negeri 10 Jakarta. Pada penelitian ini menggunakan metode kuantitatif deskriptif. Populasi pada penelitian ini berjumlah 216 Siswa Jurusan Manajemen Perkantoran Layanan Bisnis SMK Negeri 10 Jakarta. Teknik dalam penentuan sample pada penelitian ini menggunakan proportional random sampling sehingga sample pada penelitian ini berjumlah 140 siswa/i. Data dikumpulkan melalui kuisisoner dan analisis data dilakukan dengan menggunakan bantuan Smart PLS. Hasil pada penelitian ini menunjukkan bahwa Efikasi Diri berpengaruh positif dan signifikan terhadap Kesiapan Kerja, Soft Skill berpengaruh positif dan signifikan terhadap Kesiapan Kerja, dan Program Praktik Kerja Lapangan berpengaruh positif dan signifikan terhadap Kesiapan Kerja pada Siswa Jurusan Manajemen Perkantoran Layanan Bisnis SMK Negeri 10 Jakarta.

Kata kunci: Efikasi Diri, Soft Skill, Program Praktik Kerja Lapangan, Kesiapan Kerja Siswa.

INTRODUCTION

In times of globalization and competition in the world of work that continues to grow and tighten, work readiness is an essential aspect for students who want to succeed and succeed in their careers. Job readiness includes students' expertise to meet the demands of the job well, such as having great self-efficacy, sufficient soft skills, and experience in relevant field work programs. Therefore, this study aims to explore in depth how self-efficacy, soft skills, and fieldwork programs can contribute to the work readiness of students of SMK Negeri 10 Jakarta. The knowledge of overriding factors that affect the work readiness of students or college students can share new knowledge about the reflection of work readiness with the current context.

Many unemployed people with a vocational education background do not have adequate work readiness, so there are quite a lot of students who have low work readiness both mentally and physically. Student work readiness is influenced by many factors, self-efficacy, soft skills, and field work practice programs, which are very influential in student work readiness at this time, especially since the government has created the Merdeka Curriculum where students must be more active during the learning process. Students have obstacles and difficulties in preparing

for work, such as a lack of confidence in their abilities, so they feel hesitant and not ready to face the world of work. A person is said to be ready to work when he has confidence and self-ability, that the person is ready to do all types of work in accordance with the field placed or the worst possibility is to continue working in a field that is not in accordance with his abilities.

Previous research Nawawi, (2021) suggests that fieldwork practice is an important part of developing work readiness as it allows people to apply their theoretical knowledge, acquire practical skills, and understand the dynamics in an actual work environment. Fieldwork practice also allows people to expand their professional networks, understand industry expectations, and face challenges in the workplace.

In line with the results of pre-research that has been conducted, it shows that the most important form of preparation before entering the world of work is field work practice at 47.2%, followed by soft skills at 19.4% and hard skills and self-efficacy at 16.7%. These results reinforce that by practicing directly and experiencing the world of work directly, it will create an image of what the job will be like after graduating from school and prepare students carefully to be able to hone in terms of their soft skills, hard skills and self-efficacy.

The results of pre-research show that with the Field Work Practice (PKL) students will gain experience as evidenced by the results of 40%. Another thing they also get is new skills from employees who have taught them according to their respective fields of work and taught them how to solve problems, add relationships and form the realization of learning in the classroom.

To improve the quality and relevance of education and prepare people for success in the world of work, it is crucial to have an in-depth understanding of the components that influence work readiness. The purpose of this study is to determine how self-efficacy, soft skills, and fieldwork practice affect work readiness. It is hoped that by thoroughly analyzing these factors, strategies and suggestions will be found that can help educators, HR professionals, and policy makers develop enduring and competitive careers.

LITERATURE REVIEW

WORK READINESS

According to Dewa Ketut Sukardi, work readiness is the ability, skills, and work attitude that are in accordance with the demands of society and in accordance with the potential of students in various types of certain jobs that can be directly applied Nuhkriatin Nazja et al., (2021). Meanwhile, O. Wagner argues that work readiness is a set of skills and behaviors needed to work in any job Muspawi & Lestari, (2020). According to Dirwanto Habibah & Dwijayanti, (2023) explains that every individual needs readiness to face various situations, including work readiness. Work readiness is very important for professional students because they are expected to have skills that are relevant and acceptable in the world of work. Factors from within students themselves and factors from outside or their environment can affect students' work readiness.

All people have different levels of work readiness; however, there are metrics that can be used to measure a person's level of readiness. The indicators of student work readiness according to Brady are as follows Wulandari & Slamet, (2022): (1) Responsibility, Responsibility can be defined as the level of awareness of a person in behavior to carry out and complete tasks at work without the supervision of others. (2) Flexibility, An individual's ability to be flexible means that a person can adjust to changes and demands in the workplace. (3) Skills, Individuals who are ready to work must know their own abilities and have the skills to bring to the new workplace. (4) Communication, individuals who are ready to work have communication skills that can be used to interact with others in the workplace. (5) Self-view, Self-view relates to individuals' intrapersonal processes, such as their beliefs about themselves

and their work. (6) Health and Safety, Work-ready individuals can keep themselves clean and are able to care for themselves, and are physically and mentally healthy.

SELF-EFFICACY

Self-efficacy in general is not related to the skills possessed by individuals, but rather to psychological or individual beliefs Wari, (2020). Meanwhile, self-efficacy according to Ormrod is the belief that a person has that he is able to carry out certain tasks or achieve certain goals. In short, self-efficacy is a component of a person's overall sense of self Oktaviana, (2020). Then according to MGist and Mitchell, self-efficacy can lead to different behaviors among individuals with the same abilities because self-efficacy affects choices, goals, problem solving, and persistence in trying. Someone with high self-efficacy believes that they are able to do something to change the events around them, while someone with low self-efficacy considers himself basically unable to do everything around him Zahara, (2019).

Changes in self-belief or self-efficacy, is the most important behavioral change according to Alwisol's theory. A person's self-confidence or self-efficacy can be gained, changed, increased, or lost from through one source or a combination of four sources. The four sources are Fajri, (2021): (1) Experience of mastering something, The most influential source of self-efficacy is the experience of mastering something, namely past performance. (2) Social modeling, The second source of self-efficacy is social modeling or vicarious experiences. Self-efficacy increases when observing the success of others who have equal competence, but will decrease when seeing peers fail. When observing others who have different abilities from the observer, self-efficacy only increases slightly. (3) Social persuasion, The impact of this source is quite limited, but under the right conditions, persuasion from others can increase or decrease Self-Efficacy. The first condition is that the person must trust the party doing the persuasion words or criticism from a trusted source have more effective power than the same thing from an untrusted source. (4) Physical and emotional conditions, Strong emotions will usually reduce performance, when a person experiences strong fear, acute anxiety, or high levels of stress, it is likely to have low efficacy expectations.

SOFT SKILL

According to Widhiarso, Soft skills are a set of abilities that affect how we interact with others. Soft skills include effective communication, creative and critical thinking, team building, and other abilities related to individual personality capacity Hulu et al., (2020). The purpose of soft skills training is to provide individual opportunities to learn new behaviors and improve relationships between individuals and others. Meanwhile, according to Elfindri, soft skills are defined as skills and life skills, both for themselves, in groups, or in society, as well as with the Creator Rosyid et al., (2022). By having soft skills, one's existence will be more felt in society. Skills will communicate, emotional skills, language skills, group skills, have ethics and morals, polite and spiritual skills.

In this study, soft skill indicators use Sharma's concept which consists of: Wijayanti & Wibowo, (2020): (1) Communication skills, this is the most important part of the job, because with communication employees can express feelings and express ideas and thoughts. (2) Emotional intelligence, This shows that individuals have a very important role in the workplace because emotional intelligence contains very important aspects needed at work. (3) Thinking and problem-solving skills, The ability to identify and analyze problems in difficult situations and justify to understand someone. (4) Ethics, Normative rules that contain a system of values and moral principles that guide employees. (5) Leadership skills, A very important factor in determining the achievement of goals set by the company.

FIELD PRACTICE PROGRAM

According to Nurcahyono, industrial work practice or what is commonly called an internship is a form of professional expertise education, which combines systematically and synchronously education at school and mastery of expertise programs obtained through direct

work activities in the world of work, directed at achieving a certain professional level Riyanti et al., (2021). Field work practice is training organized in the field which aims to provide the skills needed for certain job tasks in accordance with job skill needs Cahya Jendra et al., (2023). Field Work Practices according to Oemar Hambalik in explaining Field work practices or practices in schools are often referred to as on the job training is a training model that aims to provide the skills needed in certain jobs according to the demands of the ability for workers Merta, (2022). This is very useful for students to be able to adapt and be ready to enter the world of work, so that they can match the demands of the world of work when working.

Nolker & Schoenfeldt in Anjum, (2020) mentioned one of the industrial training learning strategies (Training Within Industry/TWI), which is used to teach basic vocational skills, consists of five activity indicators, namely: (1) Preparation Stage, In this stage, the teacher's main tasks are to create job sheets, explain the learning and training objectives, explain the importance of street vendors, and assess and determine students' initial abilities. (2) Demonstration Stage, In this process, the instructor or teacher has started the implementation stage. Consider the use of fixed learning and training strategies at this demonstration stage. The delivery strategy used should match the media available for practical learning and training. (3) Imitation Stage, The imitation stage begins after the demonstration stage is complete. In the imitation stage, students imitate the work activities shown by the teacher. (4) Practice Stage, Practice is carried out after students can imitate the way of working correctly. At this point, students repeat their newly learned work activities until they have truly mastered the skill. (5) Evaluation Stage, The end of any learning and training process is evaluation, which is the most important stage, especially in vocational practical learning. Evaluation is done to find out the students' abilities so that they can correct and improve their learning.

METHOD

This research uses quantitative research that uses survey techniques. According to Creswell, quantitative research methods are methods for testing certain theories by examining the relationship between variables. Variables are usually measured with research instruments so that data consisting of numbers can be analyzed based on statistical procedures, just like qualitative researchers, anyone involved in quantitative research also needs to have assumptions to test theories deductively, prevent biases, control alternative explanations, and be able to generalize and reapply their findings.

The population studied in this study were 216 students of SMK Negeri 10 Jakarta. The sampling technique in this study was the Purposive Proportional Random Sampling Technique, which is a sampling technique with certain considerations so that the sample in this study was 140 students.

The results of this study use the Structural Equational Modeling Partial Least Square (SEM-PLS) method and the software used is SMART PLS ver. 4.0. In this study using SmartPLS because it has a limited number of samples, it is easier to predict the relationship between constructs, and can be used to explain whether or not there is a relationship between latent variables. The data analysis used in this study aims to determine the results of research using the Structural Equational Modeling Partial Least Square (SEM-PLS) method and the software used is Smart PLS version 4.0.

RESULTS AND DISCUSSION

The explanation used to review the data results is called a description of the research data results, providing an example or explanation of the conclusions drawn based on the data collected. In this study there are 3 variables involved as research benchmarks, including Self-Efficacy (X1), Soft Skills (X2), Field Work Practice Program (X3) and Job Readiness (Y). This questionnaire consists of 51 questions. The questionnaire was made and distributed via google

forms to 140 respondents consisting of Business Service Office Management Students of SMK Negeri 10 Jakarta. The data that has been collected in this study is obtained according to field conditions. The next step is data processing such as calculations to test independent variables, related variables and intervening variables.

The data that has been collected is taken through google forms, the results of data collection will be analyzed descriptively and quantitatively, the respondents in this study were 140 Business Service Office Management Students of SMK Negeri 10 Jakarta. The number of female respondents was 76 people (54.3%) and the number of male respondents was 64 people (45.7%). So that the total respondents in this study were 140 respondents. Furthermore, respondents based on grade level consisted of three levels, namely classes X and XI and XII with a total of 140 students. The distribution of class percentages is relatively even, with the highest percentage from class XII MPLB 2 at 19.3% Class X and XII MPLB 2 have the same percentage of 15.7%. This shows that the distribution of respondents is quite proportional in all classes.

Outer Model Analysis

Outer model analysis is an analysis used to test construct validity and instrument reliability. Jamicho et al., (2022) Outer model analysis can be seen to determine the nature of the indicator on the variable whether it is reflective or normative. Indicators are evaluated by looking at the value of the convergent validity test, discriminant validity test and composite reliability.

Convergent Validity

In this study, the Convergent validity test was carried out to determine the validity of each relationship between indicators and their constructs or latent variables. In the study, a loading factor limit of 0.70 was used. An indicator can be declared to meet convergent validity and has a high level of validity when the outer loadings value is > 0.70 .

Tabel 1. Convergent Validity Test Results

	Self-Efficacy (X1)	Soft Skills (X2)	Field Work Practice Program (X3)	Student Work Readiness (Y)
X1.1	0.738			
X1.2	0.779			
X1.3	0.783			
X1.4	0.751			
X1.5	0.784			
X1.6	0.793			
X1.7	0.812			
X1.8	0.789			
X1.9	0.770			
X2.1		0.747		
X2.2		0.767		
X2.3		0.737		
X2.4		0.769		
X2.5		0.760		
X2.6		0.763		
X2.7		0.742		
X2.8		0.733		

X2.9	0.766
X2.10	0.757
X2.11	0.763
X2.12	0.729
X2.13	0.754
X2.14	0.788
X2.15	0.757
X3.1	0.787
X3.2	0.785
X3.3	0.722
X3.4	0.742
X3.5	0.772
X3.6	0.752
X3.7	0.759
X3.8	0.764
X3.9	0.782
X3.10	0.738
X3.11	0.776
X3.12	0.757
Y1	0.801
Y2	0.805
Y3	0.788
Y4	0.799
Y5	0.797
Y6	0.807
Y7	0.815
Y8	0.784
Y9	0.790
Y10	0.821
Y11	0.788
Y12	0.799
Y13	0.794
Y14	0.787
Y15	0.789

Source: Primary Data processed with SmartPLS (2025)

Based on table 1. it can be seen that all outer loading values are > 0.7 , where 0.7 is the limit of an outer loading value. So it can be concluded that all latent indicators in this study have met the validity. Then the results of the convergent validity test by looking at the AVE value in this study are as follows :

Tabel 2. Average Variance Extracted (AVE)

Average variance extracted (AVE)	
Self-Efficacy (X1)	0.605
Student Work Readiness (Y)	0.636
Field Work	0.580

Practice Programs (X3)	
Soft Skills (X2)	0.571

Source: Primary Data processed with SmartPLS (2025)

From table 2. it can be seen that the AVE value on the Self-Efficacy variable (X1) is 0.605, the Work Readiness variable (X2) is 0.636, the Field Work Practice Program variable (X3) is 0.580, and the Soft Skill variable (Y) is 0.571. Based on these results, it shows that all variables in this study have met the requirements for the AVE value > 0.5 and it can be said that the measurement items on the variables of this study have validity in the convergent validity test.

Discriminant Validity

In this discriminant validity test, it is carried out to test the correlation value between latent variables and construct variables with the Fornell - lacker criterion value and cross loading. The requirement in the discriminant validity test is > 0.7. Cross loading can be said to be good if the latent variable has a lower value than the correlation of each latent indicator. The findings of the discriminant validity test with cross loading are as follows:

Cross Loading

Tabel 3. Discriminant Validity – Cross Loading

	Self-Efficacy (X1)	Soft Skills (X2)	Field Work Practice Programs (X3)	Student Work Readiness (Y)
X1.1	0.738	0.488	0.413	0.514
X1.2	0.779	0.567	0.408	0.499
X1.3	0.783	0.628	0.507	0.544
X1.4	0.751	0.533	0.473	0.544
X1.5	0.784	0.568	0.523	0.588
X1.6	0.793	0.595	0.518	0.571
X1.7	0.812	0.573	0.522	0.557
X1.8	0.789	0.525	0.462	0.576
X1.9	0.770	0.574	0.520	0.546
X2.1	0.483	0.747	0.457	0.516
X2.2	0.597	0.767	0.510	0.551
X2.3	0.490	0.737	0.478	0.489
X2.4	0.474	0.769	0.556	0.552
X2.5	0.529	0.760	0.513	0.571
X2.6	0.627	0.763	0.510	0.563
X2.7	0.534	0.742	0.494	0.538
X2.8	0.580	0.733	0.486	0.565
X2.9	0.537	0.766	0.483	0.540
X2.10	0.574	0.757	0.533	0.558
X2.11	0.642	0.763	0.505	0.552
X2.12	0.547	0.729	0.455	0.502
X2.13	0.511	0.754	0.491	0.538
X2.14	0.536	0.788	0.514	0.533
X2.15	0.500	0.757	0.496	0.501
X3.1	0.416	0.432	0.787	0.511
X3.2	0.562	0.540	0.785	0.569

X3.3	0.442	0.526	0.722	0.511
X3.4	0.336	0.390	0.742	0.479
X3.5	0.498	0.523	0.772	0.527
X3.6	0.509	0.589	0.752	0.544
X3.7	0.477	0.457	0.759	0.525
X3.8	0.582	0.617	0.764	0.567
X3.9	0.418	0.458	0.782	0.506
X3.10	0.466	0.503	0.738	0.525
X3.11	0.423	0.496	0.776	0.471
X3.12	0.519	0.480	0.757	0.543
Y1	0.547	0.557	0.547	0.801
Y2	0.578	0.564	0.544	0.805
Y3	0.560	0.594	0.552	0.788
Y4	0.536	0.514	0.509	0.799
Y5	0.547	0.587	0.566	0.797
Y6	0.535	0.522	0.545	0.807
Y7	0.585	0.587	0.572	0.815
Y8	0.527	0.521	0.505	0.784
Y9	0.595	0.600	0.593	0.790
Y10	0.566	0.586	0.551	0.821
Y11	0.554	0.534	0.556	0.788
Y12	0.579	0.576	0.545	0.799
Y13	0.587	0.574	0.542	0.794
Y14	0.610	0.607	0.550	0.787
Y15	0.535	0.593	0.559	0.789

Source: Primary Data processed with SmartPLS (2025)

From the cross loading table above, it can be concluded that in the discriminant validity test by looking at the cross loading value, this study has a variable correlation value that is greater than other variables, because the results of each variable have a value of > 0.50 which is considered sufficient so that this research can be said to be valid.

Furthermore, apart from looking at the cross loading value in the discriminant validity test, it also looks at the value of the fornell - lacker criterion. The following are the findings on the discriminant validity test in the research results based on the fornell - lacker criterion value:

Fornell-lacker Criterion

Tabel 4. Discriminant Validity – Fornell Lacker Criterion

	Self-Efficacy (X1)	Student Work Readiness (Y)	Field Work Practice Programs (X3)	Soft Skills (X2)
Self-Efficacy (X1)	0.778			
Student Work Readiness (Y)	0.707	0.798		
Field Work Practice Programs (X3)	0.623	0.689	0.761	
Soft Skills (X2)	0.722	0.713	0.661	0.756

Source: Primary Data processed with SmartPLS (2025)

From table 4. it can be concluded that in the discriminant validity test with the Fornell-Lacker criterion, this study has a variable correlation value that is greater than other variables.

Reliability Test

Reliability tests are used to show accuracy, consistency and precision in measuring constructs. To measure construct reliability, it can be seen through composite reliability. In this study, apart from looking at composite reliability, this study also looked at the value of Composite Reliability and Cronbach's Alpha. The following are the results of the reliability test in this study:

Tabel 5. Reliability Test

	Composite Reliability (rho_c)	Cronbach's alpha
Self-Efficacy (X1)	0.932	0.918
Student Work Readiness (Y)	0.963	0.959
Field Work Practice Programs (X3)	0.943	0.934
Soft Skills (X2)	0.952	0.946

Source: Primary Data processed with SmartPLS (2025)

Based on table 5. from the reliability test results it can be concluded that each variable has a good value. On composite reliability shows high or reliable results because for each variable it shows numbers > 0.8 . Then the recommended value for Cronbach's alpha is > 0.6 so it can be seen from the table above that the value is appropriate because it has a value > 0.6 . Thus, the variables in this study meet the requirements that the construct can be said to be reliable.

Inner Model Analysis

Inner model or structural model analysis can be evaluated by looking at the r-square (indicator reliability) for the dependent construct and the t-statistic value of the path coefficient test.

R-Square (R^2)

In testing R^2 there are several categories, according to Hair (2013) the r-square category is divided into 0.75, 0.50 and 0.25 indicating a moderate and weak strong model, while according to Chin (1998) the r-square category is divided into 0.67, 0.33 and 0.19 indicating strong, moderate and weak models. The results of the calculation of R in this study are as follows:

Tabel 5. R-Square (R^2) Calculation Results

	R- square	R-square adjusted
Student Work Readiness (Y)	0.635	0.630

Source: Primary Data processed with SmartPLS (2025)

Table 5 shows the R^2 value for the Entrepreneurial Interest variable which is 0.635, it shows that the Entrepreneurial Interest variable affects 63.5% and the rest is influenced by other variables.

F-Square (F^2)

In addition to assessing whether or not there is a significant relationship between variables, a researcher should also assess the magnitude of the influence between variables with Effect Size or F-square (Wong, 2013). F-square values of 0.02 as small, 0.15 as medium, and

0.35 as large. Values less than 0.02 can be ignored or considered no effect (Sarstedt et.al., 2017). So from the results in the table below, the results can be categorized as small.

Tabel 6. F-square (F2) Calculation Results

	Self-Efficacy (X1)	Student Work Readiness (Y)	Field Work Practice Programs (X3)	Soft Skill (X2)
Self-Efficacy (X1)		0.114		
Student Work Readiness (Y)				
Field Work Practice Programs (X3)		0.134		
Soft Skill (X2)		0.092		

Source: Primary Data processed with SmartPLS (2025)

Q² Predictive Relevance (Q²)

Predictive relevance is a test conducted in showing how good the observation value produced using the blindfolding procedure is by looking at the Q square value. If the Q square value > 0 then it can be said to have a good observation value, while if the Q square value < 0 then it can be stated that the observation value is not good. Q-Square predictive relevance for structural models, measures how well the observed values are generated by the model and its parameter estimates. A Q-square value > 0 indicates that the model has predictive relevance. The predictive relevance results in this study are as follows:

Tabel 7. Hasil Perhitungan Q-square (Q2)

	SSO	SSE	Q ² (=1-SSE/SSO)
Self-Efficacy (X1)	1944.000	1944.000	0.000
Student Work Readiness (Y)	3240.000	1957.171	0.396
Field Work Practice Programs (X3)	2592.000	2592.000	0.000
Soft Skills (X2)	3240.000	3240.000	0.000

Source: Primary Data processed with SmartPLS (2025)

Table 4.11 shows that the Q2 value of Work Readiness (X2) in this study is 0.396 which value > 0, it can be concluded that this study shows the Predictive Relevance model.

Variance Inflation Factor (VIF)

The collinearity test is carried out by looking at the value of the variance inflation factor (VIF) which must be less than 5.00 if there is no collinearity problem in the correlation model (Hair, 2013). Multicollinearity or strong intercorrelation between independent variables in this PLS SEM test is shown in the VIF Inner Model value below:

Tabel 4. 1 Hasil Perhitungan Variance Inflation Factor (VIF)

	Self-Efficacy (X1)	Student Work Readiness (Y)	Field Work Practice Programs (X3)	Soft Skills (X2)
Self-Efficacy (X1)		2.264		
Student Work Readiness (Y)				

Field Work Practice Programs (X3)	1.927
Soft Skills (X2)	2.462

Source: Primary Data processed with SmartPLS (2025)

Hypothesis Test

In this study, to see whether a variable has a positive or negative relationship and a significant relationship to other variables, it can be seen by using the path coefficient value (T-statistic and p-values). Testing of each relationship carried out using PLS, will go through bootstrapping on the sample used for simulation use. The bootstrapping test has the aim of minimizing problems related to data abnormalities. The following are the results of the path coefficient that has been processed:

Tabel 4. 2 Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Self-Efficacy (X1) -> Student Work Readiness (Y)	0.307	0.308	0.075	4.123	0.000
Soft Skill (X2) -> Student Work Readiness (Y)	0.288	0.282	0.078	3.701	0.000
Field Work Practice Programs (X3) -> Student Work Readiness (Y)	0.308	0.301	0.068	4.553	0.000

Source: Primary Data processed with SmartPLS (2025)

Based on the data above, the resulting P values show results below 0.05 which can be explained as follows:

H1 : The Effect of Self-Efficacy (X1) on Job Readiness (Y)

Self-efficacy has a positive influence on Job Readiness. Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between Self-Efficacy has a positive influence on Work Readiness. The value of 0.307 shows a positive value so it can be said that Self-Efficacy has a significant positive relationship. Then the first hypothesis is accepted.

H2: Effect of Soft Skills (X2) on Job Readiness (Y)

Soft Skills have a positive influence on Work Readiness. Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between Soft Skills has a positive influence on Work Readiness. The value of 0.288 shows a positive value so that it can be said that Soft Skills have a significant positive relationship. Then the second hypothesis is accepted.

H3: Effect of Field Work Practice Program (X3) on Job Readiness (Y)

The Field Work Practice Program has a positive influence on Job Readiness. Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between the Field Work Practice Program has a positive influence on Job Readiness. The value of 0.308 shows a positive value so that it can be said that the Field Work Practice Program has a significant positive relationship. Then the third hypothesis is accepted.

H4: The Effect of Self-Efficacy (X1), Soft Skills (X2), and Field Work Practice Program (X3) on Job Readiness (Y)

Based on the results of testing the third hypothesis, showing the results with the value of the calculated F value using the formula:

$$F_{hit} = \frac{r^2(n - k - 1)}{(1 - r^2)k}$$

$$F_{hit} = \frac{0,635(140 - 3 - 1)}{(1 - 0,635)2} = 86,36$$

$$= 1.183$$

Based on R Square obtained R² of 0.635 (63.5%). The number of independent variables (k) is 3 and the number of research samples (n) is 140 with a significance level α of 5%, the value can be obtained,

Fhitung and Ftable as follows:

$$F_{table} = f_{\alpha}(k, n - k - 1)$$

$$= F_{0,05}(3, 140 - 3 - 1)$$

$$= 2,67$$

Because Fhitung is $1,199,193 \geq F_{table}$ of 2.67, H₀ is rejected, so it can be concluded that there is an influence on the variables of Self-Efficacy, Soft Skills, and Field Work Practice Programs on the Work Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta.

Discussion

Based on the hypothesis results above, the following discussion is taken:

1. Self-efficacy on job readiness

The results of the first hypothesis show that Self-Efficacy on Work Readiness has a positive and significant effect. These results are in line with research that has been conducted by several researchers, namely based on the research results of Syamsurijal & Tandirerung, (2023) There is a positive and significant effect of self-efficacy on work readiness in PTE students who are preparing a thesis in the Department of Electrical Engineering, FT UNM.

Furthermore, based on research by Hariyati et al., (2022) it was found that Self-Efficacy has a positive and significant effect on Work Readiness, the more self-efficacy increases in oneself, the more it will have an impact on increasing student work readiness. Vice versa, if self-efficacy decreases, it will reduce student work readiness.

And based on research (Sumampouw et al., 2024) the results of testing the first hypothesis show a partial but insignificant influence between Self-Efficacy on Job Readiness. It can be interpreted that the trust and confidence in a student is only able to encourage students to try to prepare themselves in facing the world of work but not necessarily make students ready to face the world of work.

2. Soft Skills to Job Readiness

The results of the second hypothesis show that Soft Skills on Work Readiness have a positive and significant effect. These results are in line with research that has been conducted by several researchers, namely, Syahrini et al., (2023) based on the results of descriptive analysis, on the soft skills variable at Makassar State University, an average actual score of 77 percent was obtained, including in the reverse category. Thus, it can be concluded in this study that the higher the mastery of soft skills, the work readiness will increase. Likewise, on the contrary, the lower the mastery of soft skills, the student's work readiness will decrease.

Furthermore, based on Irfan et al., (2022) there is a significant influence of soft skills on students' work readiness. The effect of soft skills on students' work readiness can be seen from the T test results of $0.02 < 0.05$, so the effect is significant, the magnitude of the influence is 0.175 (seen from the coefficient value).

And based on research Cahyadi Lie & Darmasetiawan, (2017) Soft skills have a significant influence on work readiness in facing the AEC on undergraduate students of the Faculty of Business and Economics, University of Surabaya. The effect is positive, which means that the higher the soft skills possessed, the higher the level of work readiness in facing AEC in undergraduate students of the Faculty of Business and Economics, University of Surabaya.

3. Field Work Practice Program (X3) on Job Readiness

The results of the third hypothesis show that Field Work Practices on Job Readiness have a positive and significant effect. These results are in line with research that has been conducted by several researchers, namely, Rahmawati et al., (2022) the results of the study show that the implementation of field work practices (PKL) during the covid-19 pandemic for UNJ Education management students was carried out by work from home (WFH) and also work from office (WFO), namely adjusting the policies of related agencies. In its implementation, several obstacles were found in the implementation of this blended PKL.

Furthermore, based on research Yantu et al., (2023) The results showed that there was an effect of the Field Work Practice Program on the Work Readiness of XII Accounting and Institution Students at SMK Negeri 1 Gorontalo City. The magnitude of the influence of the field work practice program on student work readiness is 40.1%. And based on research (Adityagana et al., 2018) there is a significant influence of Field Work Practices on the work readiness of class XII Office Administration Expertise Program at SMK Negeri 1 Surakarta in 2016/2017 academic year.

4. Self-efficacy, Soft Skills, and Field Work Practice Program on Job Readiness

The results of the third hypothesis show that Field Work Practices on Job Readiness have a positive and significant influence. These results are in line with research that has been conducted by several researchers, namely, Adityagana et al., (2018) there is a significant effect of Field Work Practices on the work readiness of class XII Office Administration Expertise Program at SMK Negeri 1 Surakarta Academic Year 2016/2017;

Furthermore, based on research Ratuela et al., (2022) shows that hard skills and self-efficacy partially have a significant positive effect on student work readiness, soft skills have an insignificant positive effect on student work readiness, and simultaneously hard skills, soft skills and self-efficacy have a significant effect on student work readiness. And based on research Maulanada et al., n.d. there is a positive and significant effect of industrial work practice variables on the work readiness of students of SMK Negeri 4 Malang, there is a positive and significant effect of self-efficacy variables on the work readiness of students of SMK Negeri 4 Malang.

CONCLUSION AND RECOMMENDATION

CONCLUSION

Based on the results of previous research and discussion regarding the Effect of Self-Efficacy, Soft Skills, and Field Work Practice Programs on Job Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta, it can be concluded that:

1. Self-efficacy has a positive and significant effect on Job Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta, meaning that students with high levels of self-efficacy tend to have confidence in their ability to face the challenges of the world of work, make decisions, and complete tasks independently and responsibly. Self-efficacy contributes to several aspects of work readiness, such as communication skills,

professional attitudes, adaptability, and confidence in facing a dynamic work environment. Thus, increasing self-efficacy through learning activities, soft skills training, and industrial work practices is very important to optimally prepare students to enter the world of work.

2. Soft Skills have a positive and significant effect on the Work Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta, meaning that Soft skills have a very important role in increasing the work readiness of students majoring in Office Management and Business Services at SMK. Skills such as effective communication, teamwork, discipline, responsibility, adaptability, and work ethics are key factors that support students to be able to interact professionally in the world of work. Although technical skills (hard skills) are still needed, students who have good soft skills tend to be better prepared to face work demands, solve problems, and adapt to a dynamic work environment and culture. Therefore, strengthening soft skills through contextual learning, industrial work practices (PKL), and extracurricular activities is needed to improve the competitiveness of SMK graduates in the world of work.
3. The Field Work Practice Program has a positive and significant effect on the Work Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta, the Field Work Practice Program (PKL) has a significant positive impact on the work readiness of students majoring in Business Service Office Management at SMK. Through PKL activities, students gain real experience in the world of work, which not only strengthens the understanding of the theory that has been learned at school, but also trains practical skills such as communication, discipline, time management, and mastery of office technology.
4. The influence of Self-Efficacy, Soft Skills, and Field Work Practice Programs has a positive and significant effect on the Job Readiness of Business Service Office Management Students of SMK Negeri 10 Jakarta, the three variables complement each other and act as determining factors in shaping SMK graduates who are competent and ready to compete in the world of work. This confirms that the approach to learning and coaching students in SMK needs to involve these three aspects in an integrated and sustainable manner.

RECOMMENDATIONS

Based on the results of the study, recommendations for schools with the aim of correcting errors and shortcomings in this study are as follows:

1. Based on the results of the first hypothesis, educational institutions or vocational training institutions need to develop and implement training programs aimed at increasing self-confidence, problem-solving skills, and individual confidence in facing the challenges of the world of work.
2. Based on the results of the second hypothesis, it shows that the higher the soft skills ability, the more prepared the individual is in facing the world of work. Higher education institutions are advised to actively integrate soft skills training into the curriculum, such as communication skills, teamwork, leadership, and problem solving. Practicum or project-based courses can be utilized as a means of developing soft skills.
3. Based on the results of the third hypothesis, schools need to establish strategic partnerships with companies that are relevant to students' fields of study. This will increase the suitability of competencies obtained during PKL with work needs in the industry.
4. Based on the results of the fourth hypothesis, to improve students' work readiness, an integrated approach between increasing self-efficacy, soft skills, and quality PKL programs is highly recommended. All three interact with each other and have a direct or indirect effect on readiness to enter the world of work.

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