

Construction Model in Career Readiness of Malahayati Merchant Marine Polytechnic Cadets

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Construction Model in Career Readiness of Malahayati Merchant Marine Polytechnic Cadets

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The phenomenon that occurs in new vocational graduates who are afraid of failure can actually be one of the trigger to achieve the highest level of achievement, but only a few people who know that the effect of fear of failure can also paralyze a person's enthusiasm and willingness to be able to maximize their potential. The anxieties of job seekers on such fresh graduates are closely related to the problem of lacking individual competence and self-efficacy. Individuals with a fear of failure tend to be afraid of being seen as incompetent and feel that they do not have sufficient abilities to achieve the achievements expected by Hurd (Damayanti, 2008). Several factors that can reduce the feeling of fear of failure in individuals who are looking for work include motivation to achieve success, strong feelings of optimism, good self-efficacy, the name of the alma mater he brings, and full of family support. One of the factors that can reduce the fear of failure in addition to self-efficacy in job seekers is the perception of the alma mater image that job seekers have when looking for work (Fahmi 2011).

This research is an explanatory research with a causal approach. The population used in this research was 249 people and a sample was 170 respondents. The technique of collecting data on training, industrial work practices, locus of control, self-efficacy and parental congress and career readiness is by using an interview approach or in depth interview. The questionnaire data collection instrument is a questionnaire containing statements of the determinant factors of each research variable. Respondents were asked to respond to the statements submitted by choosing alternative answers that had been provided by the researcher in the range of 1 to 10. Inferential analysis used Structural Equation Modeling (SEM) analysis techniques which were processed by using the AMOS program.

The results of empirical tests conducted on the variables of career readiness and career maturity indicate that career readiness is statistically proven to have a significant positive effect on career maturity. This means that the career chosen by the respondent will be more mature if it is supported by a good career readiness.

Keywords: *Construction Model, Career readiness, Career maturity.*

1. Introduction

Indonesia is the country with the highest population in Southeast Asia. The growth of Indonesia's population continues to increase, resulting in the number of the workforce also continuing to increase every year in the midst of limited job opportunities because economic growth has not been able to absorb the labor force into the labor market.

The problem regarding the imbalance between supply and demand for human resources in the company which causes the buildup of the workforce causes further problems. This further problem regarding the workforce occurs when the latest graduates are faced with the fact that they still have to compete tightly with job seekers who graduated from the previous year or even job seekers who have had experience so that many of the latest graduate students or fresh graduates got anxiety and even fear of failure when looking for work. The most recent graduate job seekers will have a fear of failure feeling that they become unemployed, if they fail to compete with other job seekers.

The world of employment in Indonesia faces complex problems. The high unemployment rate, the creation and expansion of limited job opportunities, low worker productivity, minimum salary regulations that have not been implemented optimally, labor strikes, labor disputes, termination of employment (PHK), the problem of child labor is a polemic that is still ongoing. continues to be faced by the world of labor in Indonesia (Widodo, 2014). Therefore, to get away from the polemic of employment, investment in creating quality human resources, with

character and with global competitiveness is a must.

In the end, new graduates will experience anxiety and even fear of failure feeling if they have to compete not only with other job seekers in the field of science and not only from this year's graduates but also from the previous workforce. Usually individuals who tend to experience more fear of failure have several characteristics that can be clearly seen, for example, individuals have defensive goal settings, are not really sure about their potential, are incapable of facing competition, always want positive responses from others, and high performance. bad in certain situations, especially situations that are perceived as stressful or new situations (Conroy, 2002).

Maturity of the workforce with the competencies possessed is the main goal for all educational institutions². Maturity itself has meaning as a condition that reflects the development of maturity or the level of maturity that enables a person to practice something (Chaplin, 2006). Currently, hard skills alone are not enough to declare themselves to have work maturity to enter the world of work. The knowledge gained from formal education, especially vocational education, in fact, it has not been able to provide sufficient guarantees for graduates to be ready to enter the world of work and get a job (Sulistyarini, 2012). Sulistyarini further stated that the difficulty of vocational education graduates to get job vacancies was more due to the low work maturity of vocational education

graduates or the lack of compatibility between the skills of graduates and the needs of the world of work/industry.

Job seekers who have just finished their studies at university, do not have much experience in the world of work, so they feel afraid of failure compared to job seekers who have experienced this before. The phenomenon of fear of failure can actually be one of the driving forces to achieve the highest level of achievement, but not many people know that the effect of fear of failure can also paralyze a person's enthusiasm and will to be able to maximize their potential. The anxieties of job seekers on such fresh graduates are closely related to the problem of lacking individual competence and self-efficacy. Individuals with a fear of failure tend to be afraid of being seen as incompetent and feel that they do not have sufficient abilities to achieve the achievements expected by Hurd (Damayanti, 2008). In fact, self-efficacy is one of the factors that can reduce anxiety and feelings of fear of failure in job seekers with the status of new graduates or fresh graduates.

Several factors that can reduce the feeling of fear of failure in individuals who are looking for work include motivation to achieve success, strong feelings of optimism, good self-efficacy, the name of the alma mater he brings, and full family support. One of the factors that can reduce the fear of failure in addition to self-efficacy in

job seekers is the perception of the alma mater image that job seekers have when looking for work (Fahmi 2011).

2. Methods

This research is an explanatory research with a causal approach, namely research that intends to find an explanation in the form of a cause-effect relationship. The population used in this study was the final semester cadets of the Malahayati Aceh Polytechnic as many as 249 people and a sample of 170 respondents. The technique of collecting data on training, industrial work practices, locus of control, self-efficacy and parental congress and career readiness is by using an interview approach (in depth interview). The questionnaire data collection instrument is a questionnaire containing statements of the determinant factors of each research variable. Respondents were asked to respond to the statements submitted by choosing alternative answers that had been provided by the researcher in the range of 1 to 10. Inferential analysis used Structural Equation Modeling (SEM) analysis techniques which were processed by using the AMOS program.

3. Results and Discussion

The results of the assessment of the assumptions that showed in SEM, the results of hypothesis testing in this study were carried out by analyzing the value of the Critical Ratio (CR) and the probability of a causal relationship.

Table 1**Hypothesis Test**

			Std. Estimate	¹ Estimate	S.E.	C.R.	P
Readiness	<---	Training	,318	,274	,070	3,912	***
Readiness	<---	Job-Training	,245	,242	,083	2,900	,004
Readiness	<---	LOC	,278	,221	,060	3,669	***
Readiness	<---	SE	,166	,200	,088	2,289	,022
Readiness	<---	Career Congruence	,171	,123	,051	2,396	,017
Maturity	<---	Readiness	,301	,388	,146	2,652	,008
Maturity	<---	Training	,194	,215	,104	2,070	,038
Maturity	<---	Career Congruence	,218	,201	,076	2,654	,008
Maturity	<---	SE	,219	,340	,130	2,617	,009
Maturity	<---	LOC	,333	,342	,092	3,703	***
Maturity	<---	Job-Training	,211	,268	,123	2,181	,029

Source: Data processed, 2020

1. Effect of Training on Career Readiness

¹ The parameter estimation for testing the effect of training on career readiness shows a CR value of 3.912 with a probability of 0.000. Therefore, the probability value (0.000) < 0.05, it can be concluded that the training variable is statistically proven to have a significant positive effect on career readiness. That is, if the training provided to respondents is getting better, it will be able to improve and strengthen ² the career readiness of respondents to enter the world of work.

2. The Effect of Job Training on Career Readiness

The estimated parameter for testing the effect of work practices on career readiness shows a CR value of 2.900 with a probability of 0.004. Therefore, the probability value (0.004) < 0.05, it can be concluded that the work practice variable is statistically proven to have a significant positive effect on career readiness. That is, if the work practices provided to the respondents are in accordance with the competency skills, it will be able to improve and strengthen ² respondents' career readiness to enter the world of work.

3. The Effect of Locus of Control on Career Readiness

² The estimated parameter for testing the effect of locus of control on career readiness shows a CR value of 3.669 with a probability of 0.000. Because the probability value (0.000) < 0.05, it can be concluded that the locus of control variable is statistically proven to have a significant positive effect on career readiness. That is, if the respondent has a strong locus of

control, it will be able to improve and strengthen the respondent's career readiness to enter the world of work.

4. The Effect of Self Efficacy on Career Readiness

² The estimated parameter for testing the effect of self-efficacy on career readiness shows a CR value of 2.289 with a probability of 0.022. Because the probability value (0.022) < 0.05, it can be concluded that the self-efficacy variable is statistically proven to have a significant positive effect on career readiness. That is, if the respondent has strong self-efficacy, it will be able to increase and strengthen the respondent's career readiness to enter the world of work.

5. Effect of Parental Career Congruence on Career Readiness

¹ The parameter estimation for testing the effect of parents' career congruence on career readiness shows a CR value of 2.396 with a probability of 0.017. Because the probability value (0.017) < 0.05, it can be concluded that the parental career congruence variable is statistically proven to have a significant positive effect on career readiness. That is, if the respondent has a career choice that is in line with his parents, it will be able to increase and strengthen ² respondent's career readiness to enter the world of work.

6. The Effect of Training on Career Maturity

¹ The parameter estimation for testing the effect of training on career maturity shows a CR value

of 2.070 with a probability of 0.038. Therefore, the probability value (0.038) < 0.05 , it can be concluded that the training variable is statistically proven to have a significant positive effect on career maturity. That is, if the training provided to respondents is getting better, it will be able to increase and strengthen the career maturity of respondents to enter the world of work.

7. The effect of Job Training on Career Maturity

¹ The parameter estimation for testing the effect of work practices on career maturity shows a CR value of 2.181 with a probability of 0.029. Therefore, the probability value (0.029) < 0.05 , it can be concluded that the work practice variable is statistically proven to have a significant positive effect on career maturity. That is, if the work practices given to the respondents are in accordance with the competency skills, it will be able to increase and strengthen the career maturity of the respondents to enter the world of work.

8. The Effect of Locus of Control on Career Maturity.

² The parameter estimation for testing the influence of locus of control on career maturity shows a CR value of 3.703 with a probability of 0.000. Therefore, the probability value (0.000) < 0.05 , it can be concluded that the locus of control variable is statistically proven to have a significant positive effect on career maturity. That is, if the respondent has a strong locus of control, it will be

able to increase and strengthen the career maturity of the respondent to enter the world of work.

9. Effect of Self Efficacy on Career Maturity

²
¹ The parameter estimation for testing the effect of self-efficacy on career maturity shows a CR value of 2.617 with a probability of 0.009. Because the probability value (0.009) < 0.05 , it can be concluded that the self-efficacy variable is statistically proven to have a significant positive effect on career maturity. That is, if the respondent has a strong self-efficacy, it will be able to increase and strengthen the career maturity of the respondent to enter the world of work.

10. The Effect of Parents' Career Congruence on Career Maturity

¹ The parameter estimation for testing the effect of parents' career congruence on career maturity shows a CR value of 2.654 with a probability of 0.008. Therefore, the probability value (0.008) < 0.05 , it can be concluded that the parental career congruence variable is statistically proven to have a significant positive effect on career maturity. That is, if the respondent has a career choice that is in line with his parents, it will be able to increase and strengthen the respondent's career maturity to enter the world of work.

11. The Effect of Career readiness on Career Maturity

¹ The parameter estimation for testing the effect of career readiness on career maturity shows a CR value of 2.652 with a probability of 0.008. Therefore, the probability value

(0.008) < 0.05, it can be concluded that the career readiness variable is statistically proven to have a significant positive effect on career maturity. That is, if the respondent has mature career readiness, it will be able to increase and strengthen

the career maturity of the respondent to enter the world of work.

Based on the results of testing the eight hypotheses, a structural equation model can be formulated mathematically.

Table 2

Structural Equation Model

Career Readiness	=	0,318 Training + 0,245 job training + 0,278 LOC + 0,166 SE + 0,171 Congruence + Z_1
Career Maturity	=	0,194 Training + 0,211 Job Training + 0,333 LOC + 0,219 SE + 0,218 Congruence + 0,301 Readiness + Z_2

Sumber: Data Primer yang Diolah, 2020

The Influence of Mediator

Analysis of the influence of intervening variables was conducted to examine the significance of the effect of training, work practices, locus of control, self-efficacy and parents' career congruence on career maturity mediated by career readiness. Testing the influence of the intervening variable was carried out using the Sobel Test.

1. Effect of Training on Career Maturity Mediated by Career readiness

The Sobel test will be used to test the significance of the coefficient of the influence of the career readiness variable in mediating the effect of training on career maturity.

Table 3

Effect of Training on Career Maturity Mediated by Career Readiness

The effect of variables		Sa	Sb	Sab	t count	t table ($\alpha = 5\%$)
Training → Career Readiness (a)	Career Readiness → Career maturity (b)					
0,318	0,301	0,070	0,146	0,078	1,232	1,968

Source: Processed Data, 2020

From the results of testing career readiness in mediating the effect of training on career maturity, the t-count is 1.232. Because $t_{count} = 1.232$ is smaller than t table with a significance level of 0.05, which is 1.968, it can be concluded that the mediation coefficient of 0.096 is statistically proven to have an insignificant effect, meaning that career readiness is not a variable that mediates the effect of training on career maturity.

2. The Effect of Work Practices on Career Maturity Mediated by Career readiness

The Sobel test will be used to test the significance of the coefficient of the influence of the career readiness variable in mediating the influence of locus of control on career maturity.

Table 4

The Effect of Work Practices on Career Maturity Mediated by Career readiness

The Effect of Variables		Sa	Sb	Sab	t count	t table ($\alpha = 5\%$)
Job training → Career Readiness (a)	Career readiness → Career Maturity (b)					
0,245	0,301	0,060	0,146	0,063	1,178	1,968

Source: Processed Data, 2020

From the results of testing career readiness in mediating the effect of work practices on career maturity, the t-count is 1.178. Because t count = 1.178 is smaller than t table with a significance level of 0.05, which is 1.968, it can be concluded that the mediation coefficient of 0.074 is statistically proven to have an insignificant effect, meaning that career readiness is not a variable that mediates the effect of work practices on career maturity.

3. ² The Effect of Locus of Control on Career Maturity Mediated by Career readiness

The Sobel test will be used to test the significance of the coefficient of the influence of the career readiness variable in mediating the influence of locus of control on career maturity

Table 5

The Effect of Locus of Control on Career Maturity Mediated by Career readiness

The Effect of Variables		Sa	Sb	Sab	t count	t table ($\alpha = 5\%$)
Locus of Control → Career Readiness (a)	Career Readiness → Career Maturity (b)					
0,278	0,301	0,060	0,146	0,067	1,241	1,968

Source: Processed Data, 2020

From the results of testing career readiness in mediating the influence of locus of control on career maturity, it was obtained that the t count was 1.241. Because t count = 1.241 is smaller than t table with a significance level of 0.05, which is 1.968, it can be concluded that the mediation coefficient of 0.084 is statistically proven to have an insignificant effect, meaning that career readiness is not a variable that mediates the influence of locus of control on career maturity.

4. ² Effect of Self Efficacy on Career Maturity Mediated by Career readiness

The Sobel test will be used to test the significance of the coefficient of the influence of the career readiness variable in mediating the effect of self-efficacy on career maturity

Table 6

5 **Effect of Self Efficacy on Career Maturity Mediated by Career readiness**

The Effect of Variables		Sa	Sb	Sab	t count	t table ($\alpha = 5\%$)
Self Efficacy → Career Readiness (a)	Career Readiness → Career Maturity (b)					
0,166	0,301	0,088	0,146	0,064	0,786	1,968

Source: Processed Data, 2020

From the results of testing career readiness in mediating the effect of self-efficacy on career maturity, the t-count is 0.786. Because t count = 0.786 is smaller than t table with a significance level of 0.05, which is 1.968, it can be concluded that the mediation coefficient of 0.050 is statistically proven to have no significant effect, meaning that career readiness **5** is not a variable that mediates the effect of self-efficacy on career maturity.

5. Effect of Career Congruence on Career Maturity Mediated by Career readiness

The Sobel test will be used to test the significance of the coefficient of the effect of the career readiness variable in mediating the effect of career congruence on career maturity.

Table 7

Effect of Career Congruence on Career Maturity Mediated by Career readiness

The Effect of Variables		Sa	Sb	Sab	t count	t table ($\alpha = 5\%$)
Career Congruence → Career Readiness (a)	Career Readiness → Career Maturity (b)					
0,171	0,301	0,051	0,146	0,048	1,078	1,968

Source: Processed Data, 2020

From the results of testing career readiness in mediating the effect of parents' career congruence on career maturity, the t-count is 3.078. Because t count = 1.078 is smaller than t table with a significance level of 0.05, which is 1.968, it can be concluded that the mediation coefficient of 0.051 is statistically proven to have an insignificant effect, meaning that career readiness is not a variable that mediates the effect of parents' career congruence on career maturity.

This study has collected data related to perceived career readiness and career maturity variables through interviews conducted using a questionnaire guide. The data is then used in this study to analyze data related to the effect of career readiness on career maturity. The results of data analysis show that career readiness is statistically proven to have a significant positive effect on career maturity. This finding shows that if the respondent has a strong perception that he is ready to enter the world of work, this will further strengthen the maturity of his chosen career.

Ideally, prospective graduates of higher education should have specific goals, and self-efficacy that is more than adequate, especially in determining the career to be pursued long before he is declared to have graduated in the arena without a specific and clear goal, conditions like this will only hinder and delay his potential. So that prospective graduates will also increasingly not know who they are and what kind of work they need after graduation. Based on these conditions, prospective graduates need to receive guidance so that they can explore their interests and talents in accordance with their future hopes and aspirations. To realize a plan for the future, in addition to prospective graduates need to take steps that bring themselves in readiness to face every challenge that will be faced, it is also necessary to

have a persistent effort to get what he wants. This effort is useful so that prospective graduates have made important breakthroughs so that the success they aspire to become real (Agusta, 2015).

Career readiness of prospective graduates needs to be possessed as an effort to give the skills and skills needed in the world of work, so that prospective graduates after graduation can compete in the world of work. Things that support career readiness, such as attitudes, knowledge, and skills, make it possible for prospective graduates to be more aware of, confident in their roles and responsibilities (Agusta, 2015). When prospective graduates are said to be ready and able to face the world of work, they are assumed to have understood the desired career path and will be pursued later. To be successful in a career, prospective graduates must explore a field of science to improve their personal abilities, and get used to doing activities related to the career itself.

12. Conclusion

The results of empirical tests conducted on the variables of career readiness and career maturity indicate that career readiness is statistically proven to have a significant positive effect on career maturity. This means that the career chosen by the respondent will be more mature if it is supported by good career readiness.

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