

Work Readiness Reviewed From Proactive Personality And Psychological Capital

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ABSTRACT. Several factors, including proactive personality and psychological capital, influence work readiness. This study examines the influence of proactive personality and psychological capital on work readiness with a quantitative approach. The subjects of the study are final-year students from the Faculty of Social and Political Sciences at Mulawarman University, consisting of cohorts from 2016-2021, selected using a random sampling technique. The data are collected through scales of work readiness, proactive personality, and psychological capital. The data analysis technique used is multiple linear regression. The collected data were analyzed using the Statistical Package for Social Science (S.P.S.S.) program version 26.0 for Windows. This study's results indicate a significant influence of proactive personality and psychological capital on work readiness, as shown by the major hypothesis results: $F = 21.291$, $R^2 = 0.428$, and $p = 0.000$. This study concludes that there is a significant influence between proactive personality and psychological capital on work readiness.

Keywords: *Work readiness, Proactive personality, Psychological capital*



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INTRODUCTION

A study is said to be tested and feasible if it has certain objectives and reasons, such as why this study should be conducted. The reasons and objectives of this study are referred to as research gaps (Bakar et al., 2023; Zaini et al., 2023). The urgency of this research is to explore proactive personality and psychological resources in final-year students as one of the first steps in improving students' ability to have good work readiness (Komariah & Nihayah, 2023; Sindermann et al., 2021). This study was also conducted due to the high unemployment rate among *fresh graduates* in Indonesia and the lack of work readiness among students. Students with low work readiness tend to have difficulty getting jobs and become jobless (Putri & Sulistiobudi, 2024).

The large number of unemployed is a major problem in Indonesia; based on data from B.P.S. (Central Statistics Agency), the number of jobless in Indonesia in August 2022 reached 8.42 million (Malentang et al., 2022). The increasing number of unemployed is partly due to the lack of human resources in the available job market. The current job market requires human resources with professional expertise in their fields (Hulu & Rozaini, 2020) (Arifin et al., 2023; Karim et al., 2021; Nor et al., 2024) Companies looking for workers need qualified workers who can compete in various fields. A qualified workforce is ready to face various currents in the world of work (Hasim et al., 2023).

Students can be said to be qualified individuals, so they are expected to be able to master their potential to work (Wijayanti et al., 2020). Students who graduate from college have certain

competencies that can support their careers. However, field facts show that many students who have graduated from college have problems with their work. They have difficulty adapting to the world of work because their abilities do not match their chosen job (Rahayu & Arianti, 2020). As many as 74.5% of students do not have work readiness (Sitio & Roswiyani, 2022). The facts above show that work readiness in final semester students needs to be considered, so it is necessary to review further what factors can influence work readiness in students.

A proactive personality is one factor that influences work readiness (Kusuma et al., 2022). Lukito (2020) said that a proactive personality can help face challenges in the workplace and turn these challenges into opportunities for work success. In addition to a proactive personality, work readiness is also influenced by psychological capital. Psychological capital is a positive psychological condition that can encourage students to progress and develop for the better (Syam & Amri, 2017). Psychological capital reflects a positive individual state (Sari & Yuniarto, 2020) (Musslifah et al., 2024).

Previous research by Pratama and Magistarina (2022) focused on the work readiness of students who took online classes during the COVID-19 pandemic. The study showed that work readiness in students tends to be low, and students often feel anxious and insecure, so they do not have good qualities in preparing themselves to enter the world of work. The study did not discuss in depth what variables influence work readiness in students; in addition, previous research was conducted on students who took online classes during the COVID-19 pandemic, so it is no longer relevant to current conditions. Therefore, researchers conducted a new study, "Work Readiness Reviewed from Proactive Personality and Psychological Capital" to analyze what variables influence students' work readiness formation.

METHOD

The methodology employed in this study is numerical data analysis. The variable that is being measured is work readiness and the factors that influence it, specifically, proactive personality and psychological capital. The data gathering in this research employs a measurement tool or instrument. Three research instruments were used: the work readiness scale, proactive personality, and psychological capital. In this research, the Likert-type scale is utilized. This scale assesses the perceptions, opinions, and attitudes of individuals or groups concerning social issues (Sugiyono & Lestari, 2021). The Likert-type measurement scale has two characteristics: negative (negative does not support the statement) and favorable (positive supports the statement).

The data analysis process in this research commenced with validity and reliability assessments for each variable scale. On the work readiness scale, 21 items fell out of 48 items, exhibiting a reliability coefficient of 0.775. On the proactive personality scale, 6 items fell out of 16 items, exhibiting a reliability value of 0.614. For the psychological capital scale, 7 items fell out of 32 items, exhibiting a reliability value of 0.803.

RESULTS AND DISCUSSION

Results

Descriptive Test

Descriptive statistics are employed to illustrate the condition of data distribution among students in the Faculty of Social and Political Sciences at University X. The empirical mean and theoretical mean are derived from the research sample's responses across three measurement scales: the work readiness purchase scale, proactive personality, and psychological capital.

Table 1. Empirical Mean and Hypothetical Mean

Variables	Empirical Mean	Hypothetical Mean	Status
Work readiness	71.42	67.5	Tall
Proactive personality	26.27	25	Tall
Psychological capital	67.48	62.5	Tall

Table 1 above provides an overview of the data distribution on the research subjects of students of the Faculty of Social and Political Sciences, University of X in Samarinda. According to the work readiness scale measurement findings, the empirical mean value of 71.42 exceeds the theoretical mean of 67.5 with a high category. This proves that the research subjects have work readiness that is included in the high category.

According to the proactive personality scale assessment findings, the empirical mean of 26.27 surpasses the theoretical mean of 25, categorizing it as higher. This result indicates that the subjects in this study have a highly proactive personality. According to the findings from the psychological capital scale completed by the subjects, the empirical mean of 67.48 exceeds the theoretical mean of 62.5, indicating a high category. This result indicates that the subjects in this study have high psychological capital.

rior to conducting further data analysis for hypothesis testing, it is essential to perform an assumption test, which includes a normality test and a linearity test. The results of the assumption tests are as follows:

Normality Test

The rule used is if $p > 0.05$ then the distribution is normal, conversely if $p < 0.05$ then the distribution is not normal (Handayani & Subakti, 2021).

Table 2. Normality Test Results

Variables	z	P	Information
Work readiness	0.136	0.008	Abnormal
Proactive personality	0.107	0.087	Normal
Psychological capital	0.064	0.200	Normal

The normality test results conducted on each variable revealed that the p-value on the work readiness variable < 0.05 , which means that the data distribution on the work readiness variable is not normal. Meanwhile, the p-value results on the proactive personality and psychological capital variables > 0.05 , which means that both variables have normal data distribution.

Linearity Test

The criterion for the linearity test states that if the deviation from the linearity p-value is greater than 0.05 and the calculated F value is less than the F table value at a significance level of 5% or 0.05, the relationship is deemed linear. (Thein et al., 2021).

Table 3. Linearity Test Results

Variables	F Count	F Table	p	Information
Work Readiness - Proactive Personality	2,225	3.16	0.032	Non-Linear
Work Readiness - psychological capital	1,543	3.16	0.122	Linear

The results presented in the table above indicate that there is a relationship between the variables of work readiness - proactive personality there is no linear relationship ($p > 0.05$), and between the variables of work readiness - psychological capital there is a linear relationship ($p < 0.05$). After conducting the assumption test, the researcher conducted a hypothesis test for multiple regression model analysis. The outcomes of the complete regression model test based on the variables of proactive personality and psychological capital on work readiness together yielded the following findings:

Table 4. Results of Full Model Regression Analysis Test

Variables	F-hit	F-tab	R ²	P
Work Readiness (Y)				
Proactive Personality (X1)	21,291	3.34	0.428	0.000
Psychological Capital (X2)				

Referring to Table 29 above, the results indicate that F count $>$ F table, which signifies that proactive personality and psychological capital on work readiness have a significant influence with a value of $F = 21.291$, $R^2 = 0.428$, and $P = 0.000$. This means that the major hypothesis in this study is supported. Subsequently, from the results of the regression analysis in stages, the following can be seen:

Table 6. Results of Stepwise Model Regression Analysis Test

Variables	Beta	T-hit	T-tab	p
Proactive personality (X1)	0.231	1,802	2.08	0.077
Work readiness (Y)				
Psychological capital (X2)	0.481	3.715	2.08	0.000
Work readiness (Y)				

Table 6 above shows that t count $<$ t-table indicates no significant influence between proactive personality on work readiness with beta value = 0.231, t-count = 1.802, and $p = 0.077$ ($p > 0.05$). Psychological capital related to work readiness shows t-count $>$ t table, indicating a significant effect with a beta value of = 0.481, t-count = 3.715, and $p = 0.000$ ($p < 0.05$).

Discussion

Based on the results of the full model regression hypothesis test, it was found that the results of the major hypothesis that had been carried out in this study were accepted, which showed that proactive personality and psychological capital influenced work readiness in students at the Faculty of Social and Political Sciences. This result is proven based on the calculated F value = 21.291 $>$ F table = 3.34, R^2 value = 0.428, and p-value = 0.000 ($p < 0.05$), which means work readiness is 42.8%.

Proactive personality has an indirect relationship with individual work readiness, consistent with the findings from research conducted by Kusuma et al. (2022). Their research findings demonstrated a positive and significant effect between proactive personality and work readiness. In addition to proactive personality, the results of the major hypothesis of this study also show that psychological capital influences work readiness. Previous research conducted by Chandhika and Saraswati (2019) found that psychological capital significantly influences work readiness by 34.8%. Psychological capital is an internal factor that influences work readiness; psychological capital plays a greater role in work readiness than external factors in the individual.

According to Setyawan (2019), one of the aspects that make up psychological capital is optimism and hope; with hope and optimism, individuals have the motivation to complete their work and have the drive to achieve work goals. Encouragement and motivation will form self-confidence or self-efficacy in individuals, and their self-confidence can make them more prepared to navigate the workforce (Akmalia et al., 2023; Ma'arif et al., 2022; Majid et al., 2024). This is

consistent with earlier research conducted by Syarip et al. (2018), which revealed that one of the factors of work readiness is motivation and expectations to enter the world of work.

The results of the descriptive analysis reveal that the distribution of measurement data on the work readiness scale for students at the Faculty of Social and Political Sciences, Mulawarman University, indicates that the subjects have high work readiness, as evidenced by an empirical mean of 71.42, which exceeds the hypothetical mean of 67.5. The findings from prior research conducted by Zunita et al. (2019) also found that work readiness in final-year students was in the high category. This is also supported by the results of research conducted by Fajar et al. (2021), which revealed that final-year students must have work readiness before completing their studies.

Work readiness is important, especially for final-year students. Unpreparedness in work results in students who have completed their studies tending to be vulnerable and have difficulty finding work (Pasmawati, 2018). The theory above includes aspects of proactive personality and psychological capital which show that proactive personality and psychological capital can affect work readiness in students. This is supported by researchers Perkasa et al. (2022), who stated that psychological capital and proactive personality are related to increasing individual success and readiness for a career.

Based on the results of the hypothesis testing for the stepwise regression model analysis, it was found that proactive personality had no significant influence on work readiness. indicates that the minor hypothesis of proactive personality in this study was not accepted with details of t count < t table and p value > 0.05 with beta coefficient value (β) = 0.233, t count = 1.802, and p = 0.077 (p > 0.05). These data indicate that a proactive personality does not influence work readiness.

This does not align with earlier research conducted by Kusuma et al. (2022) which stated that proactive personality has been proven to have significance for work readiness, the difference in the research conducted lies in the use of different dimensions and measurement items. The results of this study can be caused by several factors that prevent a proactive personality from having a positive relationship with work readiness. Sukmajati and Suharnomo (2020) said that individuals with highly proactive personalities tend to be too busy with work because they are too busy taking the initiative so individuals always want to be dominant and in control, this will complicate the welfare of the individual and other employees in the workplace (Azizah & Mardiana, 2024).

The rejected minor hypothesis can also indicate that although proactive personality has a positive coefficient value, it does not affect work readiness. Work readiness in students is not only seen from their personality or character but other encouragement is needed so that students have good work readiness so that a proactive personality does not directly affect work readiness (Azky & Mulyana, 2024).

Based on the results of the hypothesis testing for the stepwise regression model analysis, it was found that psychological capital on work readiness demonstrated a significant impact. This means that the results of the minor the hypothesis regarding the influence of psychological capital on work are accepted with details of t count > t table and p-value < 0.05 with a beta coefficient value (β) = 0.481, t count = 3.751, and p = 0.000 (p < 0.05) which indicates indicates that psychological capital significantly affects work readiness. The findings the findings of this study align with research conducted by Sela et al. (2022), which explains that psychological capital has a positive relationship with students' work readiness with a percentage of 35.5%. This finding shows how important psychological factors are in equipping students to navigate the workforce. In addition, the findings of this study additionally support the findings of previous research conducted by Chandhika and Saraswati (2019), where they found that both psychological capital and motivation have a significant contribution to work readiness. Thus, it can be concluded that the development of psychological capital and motivation in students is very important to increase their readiness to enter the job market.

The outcomes of the descriptive analysis carried out in this study indicate a picture of the distribution of psychological capital scale measurement data on students of the Faculty of Social

and Political Sciences that the subjects of this study have high psychological capital. The current phenomenon is the increasing number of bachelor's graduates who are unemployed for a fairly long period, not infrequently bachelor's graduates have difficulty getting the jobs they want or those that are in their fields. Anthony et al. (2020) revealed that most students admit that they are not ready and not confident to enter the world of work because they feel they do not have enough experience.

Nowadays, large companies do not only prioritize bachelor's degree graduates as the main requirement but also consider the overall ability and potential of the individual. This shows a paradigm shift in the world of work, where work skills and attitudes become more important determining factors. Survey research conducted by Rusdiana and Nasihudin (2019) supports this view, stating that 91% of company executives consider most college graduates to be unprepared to be employed as employees. This problem is the reason researchers chose to raise this theme because it is important to understand what influences work readiness in students. By exploring the factors that influence work readiness, it is hoped that this research can provide useful insights for educational institutions and companies in preparing graduates who are better eady to tackle challenges in the workforce.

According to the findings of this study, it was shown that proactive personality and psychological capital have a significant influence on students' work readiness. A proactive personality, which includes the ability to take initiative and act independently, contributes to increasing individual motivation and readiness to confront the challenges of the workforce. However, although both factors show positive results, there are several other aspects, such as aspects of hope and resilience, which do not have the same effect on the work readiness variable. This finding shows that relying solely on proactive personality and psychological capital is not enough to ensure high work readiness. Research conducted by Hasyim et al. (2023) states that work readiness can be achieved by focusing on various individual competencies contextually. Therefore, more attention is needed on several other factors, such as technical skills, practical experience, and social support, so that students can have optimal work readiness and be more competitive in the job market.

Work readiness in students can be significantly improved through various initiatives, such as providing seminars and workshops related to the skills they must have before entering the workforce. Research conducted by Wandasari (2019) shows that training and development can have an effective influence on individual work readiness. These activities not only provide practical knowledge but also equip students with much-needed interpersonal and professional skills. In addition, organizing internship programs is an effective strategy, because, through direct experience in the field, students can get used to the dynamics and demands of the real world of work.

Furthermore, the academic community should not only focus on teaching theory and skills that cover the study program field but also provide more comprehensive support to students to explore their potential. This can be done by providing career guidance, mentoring, and a platform for broader self-development. With this holistic approach, it is hoped that students can develop an optimistic attitude and strong self-efficacy, which in turn will contribute to increasing their work readiness. Thus, students are equipped not only academically ready but also emotionally and socially ready to face challenges within the professional realm.

This research focuses on work readiness is not free from its limitations. The limitations of this study include the data collection process is quite difficult to collect due to the lack of research subjects, as well as the scale filling process which is only done once using a used test. According to Sugiyono and Lestari (2021), used tests have the potential for fewer failed items and the existence of a program that can combine trial results with research data. Another drawback is that the sentences in the questionnaire are still too standard and difficult to understand.

CONCLUSION

According on the conducted research, it can be concluded that there is a significant relationship between proactive personality and psychological capital on the work readiness of students at the Faculty of Social and Political Sciences, University of X in Samarinda. However, this study also shows that a proactive personality does not significantly influence the quality of work readiness of students at the faculty. On the other hand, psychological capital is proven to significantly influence student work readiness, confirming the importance of psychological factors in preparing individuals to face challenges in the world of work. The research results, supported by comprehensive data, offer substantial contributions to the advancement of scientific theory, particularly in the fields of education and human resource management. These findings can help educators, practitioners, and policymakers understand the challenges and opportunities and formulate more effective strategies to improve the quality of education and human resource management.

The researcher's suggestion for further research is to take detailed characteristics of the subjects, especially in certain cases. In addition, further researchers are expected to carry out the data collection process using the try-out technique on the measuring instrument to assess the validity of the employed scale. Therefore, it is hoped that accurate data can be generated to fulfill future research objectives.

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