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The effect of Self Confidence, Self-Esteem, and Self Concept on the Student's Job Readiness in the Universities through Gerbang Kertasusila Region, Indonesia

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ABSTRACT

Unemployment is one of the macroeconomic problem in Indonesia, one of the contributor to this problem is University alumnus from both undergraduate and vocational program. Whereas, high education plays role to prepare the student readiness before they apply for particular job. This research was designed to identify the effect of variable self confidence, self-esteem and self-concept on the student's job readiness throughput Undergraduate and vocational students at the Department of Management in the three public universities including Airlangga University, Trunojoyo University, and State University of Surabaya. The respondents were focused for the students derived from Gerbang Kertasusila, the unit of city development in east java composed by several city including Gresik, Bangkalan, Mojokerto, Surabaya, Sidoarjo, and Lamongan. The population was 3605 students including undergraduate and vocational students, and the sampling technique was according to Slovin's equation, so there were 97 respondents conducted in this work. The data collection was conducted using questionnaire, which was designed based on Likert Scale, which shows the numbers 1,2,3,4 strongly disagree, disagree, agree, and strongly agree respectively. For each independent variable was described with indicator as parameter. Self confidence was described with self ability, optimistic, responsibility, self dependence, self-esteem was described with self significance, the power of the individual, individual adherence, individual competence, self-concept was described with self-image, ideal self, self-esteem, role, self-identity. While variable job readiness defined with responsibility, flexibility, skills, communication, views on self, health and safety. The linear regression analysis was performed to identify the simultaneous and partial effect of independent variable on dependent variable. Based on the statistical analysis performed in this research resulted the $F_{count} > F_{table}$ can be persuaded in this work, while F_{count} and F_{table} in this work was 53.112 and 2.700 respectively and the p value was 0.000 (<0.05). For partial effect of variable self confidence, self-esteem, and self concept on job readiness used p value as indicatio, while the p value of variable self confidence, self-esteem, and self concept was 0.001, 0.000, 0.002 respectively. The R^2 in this work was 0.631 or 63.1 %. Based on the statistical analysis in this work, it can be concluded that self confidence, self-esteem, and self concept simultaneously affected student's job readiness about 63.1%, so about 36.9 % might be affected by other variables, self confidence partially affected student's job readiness, self-esteem partially affected student's job readiness, and self concept partially affected student's job readiness.

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INTRODUCTION

Indonesia is a developing country has vision for achieving a social welfare, it was based on opening of Indonesia constituent 1945. Therefore, every Indonesian people has opportunity to be a worker or an employee, but they must have competitive advantages for each field. Currently, the low number of available job vacancy for the university alumnus is one of the challenge for university alumnus throughput Indonesia, it can contribute the high percentage of unemployment in Indonesia.

The bachelor and vocational alumnus contributed unemployment in 2004, 2009, 2012 about 529.662 people, 1.115.020 people, 1.500.050 people respectively, and on average 1.500.050 people per year. The previous research reported that unemployment caused stress, because of the financial crisis. High education plays role in the unemployment eradication in Indonesia by exploring human resources potential and preparing

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their readiness for world economic competition atmosphere (Central Bureau of Statistic Republic of Indonesia, 2012).

Job readiness was affected by self confidence, the students who can recognize their ability will pursue their self for getting a competitive job, the self confidence is supported with a positive impression established by them self. Self-esteem is associated with positive self-concept, so that it can accept the facts about himself and does not hesitate to be different from the others (Calhoun and Acocella 1990). Indirectly, the students will be able to find him and take advantage of the decision and responsibility for his career choice.

Based on preeliminary research on job readiness conducted at three Universities including Airlangga University, Trunojoyo University of Madura, and State University of Surabaya. The respondents were focussed for students from Gerbang kertasusila region, the unit of city development in east java composed by several city including Gresik, Bangkalan, Mojokerto, Surabaya, Sidoarjo, and Lamongan. The respondents were student at the department of Management, Faculty of Economic and Bussiness. The results showed that self confidence was more competent than has more attractively roles than academic ability in the job market. A number of students had very poor self confidence to fight in the job market after they were graduated from University. Therefore this research was designed to identify effect of self confidence, self-esteem, and self concept on the student's readiness.

Hypothesis:

According to the previous work, which study on job readiness showed that self confidence has positive correlation on job readiness (Feltz, 1988) like Self-esteem and Self-Concept, therefore this research arranged six hypothesis including

H_{1,1} : Self confidence affects on job readiness

H_{0,1} : self confidence does not affect on job readiness

H_{2,1} : Self-esteem affectson job readiness

H_{2,0} : Self-esteem does not affect on job readiness

H_{3,1} : Variabel konsep diri berpengaruh terhadap kesiapan kerja

H_{3,0} : Variabel konsep diri tidak berpengaruh terhadap kesiapan kerja

Experimentation:

Data and data collection:

The population in this research including 3.605 undergraduate student and vocational student from the Department of Management, Faculty of Economic and Bussiness throughout Airlangga University, Surabaya State University, and Trunojoyo University of Madura. The sampling was determined according to Slovin's equation (Ostle 1963)

$$n = \frac{N}{Ne^2} \quad (1)$$

Description:

n : Sample (people)

N : Population (people)

e : allowance (1%, 5%, 10%)

according to the equation above, there were 97 undergraduate students were targeted for conducting this work.

This research used quantitative approach concerned on the hypothesis test. The data used this work was quantitative data. This work evaluated three independent variables, including self confidence (X₁), self-esteem (X₂), self concept (X₃), and one dependent variable student's readiness (Y). Each variable was defined with parameters. Self confidence was described with self ability, optimistic, responsibility, self dependence, self-esteem was described with self significance, the power of the individual, individual adherence, individual competence, self-concept was described with self-image, ideal self, self-esteem, role, self-identity. While job readiness variables defined responsibility, flexibility, skills, communication, views on self, health and safety.

Data were collected by questionnaire technique, where the measurement of each variable is done by using a scoring according to the Likert scale, which shows the numbers 1,2,3,4 strongly disagree, disagree, agree, and strongly agree respectively.

Validity and reliability test:

Validity test was conducted to measure the questionnaire validity. A questionnaire be valid if the questions on the questionnaire was able to reveal something that will be measured by the questionnaire. This test was conducted using person product moment, a correlation based test which $r_{\text{count}} > r_{\text{table}}$ and the amount of is positive.

Reliability test is performed to measure a questionnaire which is an indicator of the variables or constructs. Reliability tests performed by using an approach that uses the Internal Consistency Reliability Cronbach Alpha to identify how well the items in the questionnaire relate to each other. A factor can be reliable if Alpha coefficients greater than 0.60.

Classical assumption:

Normality test was conducted to test whether the regression model, the independent variables or residuals have a normal distribution and can be used to consider that the sample taken from a normally distributed population. The normality testing in this work used a PP plot of regression standardized residuals.

Multicollinearity test:

Multicollinearity test was conducted to test whether the regression model used was found a correlation between the independent variables (independent) (Imam 2005). Multicollinearity test can be detected by calculating the coefficient of multiple correlation coefficient between membandingkanya with independent variables (Basuki 2006). Multicollinearity test was conducted with regression test, with a benchmark value of VIF (Variance Inflation Factor) and the correlation coefficient between independent variables. The criteria used are

- a. If the VIF value was 1 or close to 1, the data has problems in multicollinearity
- b. If the correlation coefficient between dependent variable less than 0.50, then there is no collinearity problem.

Heteroskedasticity test:

Heteroscedasticity test in (Imam 2005) aimed to test whether the regression model of the residual variance occurs inequality an observation to other observations. Heteroscedasticity detected by looking at the presence or absence of a particular pattern there scatterplot chart between SRESID dsn ZPRED where the Y axis is predicted, and the X axis is the residual (Y predicted - Y actual) which has been in-studentized.

Hypothesis test:

Hypothesis test was conducted to prove the effect of the confidence variable (X_1), self-esteem (X_2), the concept of self (X_3) to variable job readiness variable (Y), both simultaneously and partially. Simultaneous test is done by calculating the value of F, if the F_{count} is greater than F_{table} , the results can be claimed that self confidence, self-esteem, and self concept simultaneously affect on job readiness. Regarding partially influence of independent variable on dependent variable was conducted by calculating the t value for each independent variable. All of statistical analysis in this research was performed using SPSS 18.00.

RESULT AND DISCUSSION

The effect of self confidence on job readiness:

According to Table 1, it can be seen that self confidence significantly affected jobreadiness beacuse the p-Value of this variable was 0.001 (<0.05) and it has positive effect on job readiness indicated with regression coefficient (β) was 0.281 and $H_{1,1}$ was accepted. Hence, the increasing of self confidence followed by job readiness and otherwise. Self confidence could be a good preparation for both undergraduate program and vocational alumnus to seek the competitive job with their soft and hard skills. Self evaluation can be very important for human to explore their potential and adjusting them self as references for their carrier development. Self confidence can be enhanced during class learning at the University, the student who was more active in class might have greather self confidence than the passive one. Otherways to enhance the self confidence were socialization intensifying and practices a kind of physical exercise, both were performed simultaneously (Lupu and Özcan 2014)

Table 1. The results of regression analysis for evaluating the partial effect of each tested varible on job readiness.

Variable	Standardized Coefficients	p.value
Self confidence	0.281	0.001*
Self-esteem	0.376	0.000*
Self-Concept	0.270	0.002*

*) significant at $p < 0.05$

The effect of self-esteem on job readiness:

According to Table 1 can be indicated that self esteem positively and significantly affected job readiness. It was supported by the results of regression analysis, which standardized coefficients and p value was 0.376 and 0.000. Therefore the $H_{2,1}$ was accepted. This phenomenon was ocured because a person's appreciation can stimulate the person's effort and increasing of self-esteem. If a person has a good progress, he will have a good

self esteem and otherwise. Based on previous work performed by Potgieter (2012) resulted the similar results with this work, if the people can explore their positive side in their self, they will have a great self esteem and otherwise. According to Miller (2001) several student were suffer of low self esteem and had some problems in adjusting their existing environment, it resulted the difficulty of career decision making, that work also identified that gender affected the self-esteem, while female may have better coping skills to adjust in their existing environment whereas male have less than female.

The effect of self concept on job readiness:

According to table 1, it can be seen that self concept significantly affected job readiness because the p-Value of this variable was 0.002 (<0.05) and it has positive effect on job readiness indicated with regression coefficient (β) was 0.270 and $H_{3,1}$ was accepted. According to Ahmed and Bruinsma (2006) in his study about the effect of self-concept on academic achievement resulted that self concept have the intermediary role between global self esteem and academic achievement, there is a positive and significant relationship between academic self concept and academic achievement, self concept can predict academic achievement directly and indirectly through learning strategies. Hence, the academic achievement may be one of several factors affecting job readiness.

Overall, self confidence, self-esteem, and self concept simultaneously affected job readiness. It was regarding to the results of F- value calculation in this work. The $F_{count} > F_{table}$ can be persuaded in this work, while F_{count} and F_{table} in this work was 53.112 and 2.700 respectively and the p value was 0.000 (<0.05). The R-square in this work was 0.631 (63.1%), then it was concluded that self confidence, self-esteem, and self concept simultaneously affected job readiness about 63.1%, and about 36.9% might be affected by others variables.

Conclusion:

This work concluded

1. Self confidence, self-esteem, and self concept simultaneously affected student's job readiness
2. Self confidence partially affected student's job readiness
3. Self-esteem partially affected student's job readiness
4. Self concept partially affected student's job readiness

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