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The Contribution of Self Efficacy, Entrepreneurship Attitude, and Achievement Motivation to Work Readiness of Participants of Life Skill Education

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Abstract

Education had the important role for improving the quality of a nation, including non-formal education. One types of nonformal educational program that prepares the workforce that is expected to enter the world of work is LKP. This paper aims to describe self-efficacy, job readiness, and self-efficacy contribution to job readiness of PKH course participants. Based on data collected on 32 PKH trainees analyzed by using simple regression analysis technique, it is obtained the description of the low self-efficacy and the work preparedness of PKH. Thus, it can be concluded that the low self efficacy and job preparation of PKH course participants. Furthermore, self efficacy has a significant contribution to the readiness of training participants.

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INTRODUCTION

The globalization era is characterized by competition quality. Such a matter demands all parties in various fields and sectors of development to constantly improve their competence, especially through educational activities. Education had an important role in improving the quality of a nation, including non-formal education. One type of nonformal educational program that prepares the workforce that is expected to enter the world of work is LKP. Among LKPs managed by the Directorate of Course and Training Development, Directorate General of Childhood Education, Non-formal and Informal, Ministry of Education is the institution of course and training (Lembaga Kursus dan Pelatihan/LKP) that organizes Pendidikan Keterampilan Hidup (PKH) programs.

One of the reasons behind this PKH program, because Indonesia faces significant unemployment problems. In early February 2017, unemployment totaled approximately 8.32 million people, while the new workforce added an average of 1.7 million people a year who did not continue to college, as well as unemployed college graduates (Badan Pusat Statistik, 2017). Therefore, in line with the policy of aligning education with the job sector. Since 2006 the course and training programs are strived to continue to be improved access and quality at least can be seen from the success rate of each program in the placement of graduates to work and/or entrepreneurship.

From the observed phenomenon, it was known that many graduates of the PK program were not working on their basic knowledge. Many of them were working not accordance with the training that has been followed, even many of those who still have not entered to job sector (interview with Pamong Belajar BPKB of West Sumatra, 12-02-2016).

Individual unpreparedness to the job sector had influenced by many factors, including self-efficacy factors. Self-efficacy is a term developed by (Albert Bandura, 1977). Self-efficacy is concerned with individual perceptions. Therefore, self-efficacy is defined as "a person self-perception of competence to enact a behavior or to handle a given type of situation." Bandura states that "self-efficacy is the confidence that one can successfully execute the behavior necessary to produce outcomes" (A. Bandura, 2012). Self-efficacy is individuals' beliefs in their ability to exert control over their lives; feeling of competency (Schunk, 1995).

The self-efficacy as a judgment of a person's abilities for planning and executing actions that lead to the achievement of a particular goal (Albert Bandura, 1977). Self-efficacy terms used by Bandura referred to someone's beliefs about one's ability to organize and implement actions for the achievement of results. In other words, self-efficacy is a self-assessment belief concerning one's competence to succeed in his tasks. Furthermore, self-efficacy beliefs were a key factor of human actions, namely what one thinks, believes, and feels affecting the way they act (Loucks & Pechey, 2016)and that processing of trajectory information is disrupted by inversion. However, observers can also flexibly modulate their attention to spatial trajectory depending on the goal or context of the actor. In Experiments 1(a.

The efficacy beliefs also influence how one's choices of the action, how much effort they were made, how long they would be diligent in the face of obstacles and failures, how strong their resilience faces adversity, how clear their minds are (Pajares, 2003). They are self-imposed barriers or self-help, illustrated by how much pressure and anxiety their experience in copying environmental guidance and how high the level of fulfillment they embody (Zimmerman, 2000) self-efficacy has emerged as a highly effective predictor of students' motivation and learning. As a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers have succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as stu-dents' activity choices, effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement. Educators have long recognized that students' beliefs about their academic capabilities play an essential role in their motivation to achieve, but self-conceptions regarding academic performance initially proved difficult to measure in a scientifically valid way. Initial efforts to study students' self-beliefs gave little attention to the role of environmental influences, such as specific features of performance contexts or domains of academic function-ing. In the late 1970s, a number of researchers began to assess self-beliefs in a more task-specific way, and one of the most important of these efforts focused on self-efficacy. In 1977(a. According to Bandura's social cogni-

tive theory (1997), self-efficacy beliefs influence choice Insiders making and executing the actions they are pursuing. Individuals tend to concentrate on tasks they feel capable of and believe can solve them and avoid tasks they cannot do. The efficacy belief also helps determine the extent to which the effort will be mobilized in an activity, how long they will be persistent when faced with obstacles, and how tenacious they will face an unsuitable situation (Albert Bandura, 1977).

The efficacy belief also affects of stress and individual anxiety experiences, such as when they have occupied themselves in an activity. Explicitly, Bandura (1977), linking self-efficacy with motivation and action, regardless of whether the beliefs are objectively true or not. Thus, behavior can be predicted through perceived self-efficacy, although the behavior can sometimes be different from the actual ability due to the importance of perceived self-efficacy (Benabou & Tirole, 2002)and the strategies employed in its pursuit. Con?dence in one\u2019s abilities generally enhances motivation, making it a valuable asset for individuals with imperfect willpower. This demand for self-serving beliefs (which can also arise fromhedonic or signalingmotives. The belief that one's ability can help determine the expected outcome is due to the individual having confident in anticipating a successful outcome (Cherian & Jacob, 2013). For example, the student who was confident in anticipating writing skills, have a high value in authorship assignment and expect their quality of duty to gain academic benefits. Conversely, a teacher who is hesitant about their writing skills before they were starting to write, got a low score (Pajares, 2003).

The sense of efficacy enhances one's skills and well-being in unimaginable ways. Confident individuals view difficult tasks as challenges to master rather than as threats to avoid (Bitterly et al., 2016). They have a stronger interest and deep preoccupation with activities, develop challenging goals, and maintain strong commitment and enhance and support their efforts in the face of failure. They recover confident faster after a failure or setback.

Self-efficacy helps create a sense of calm in approaching difficult tasks and activities. Conversely, people who doubt their ability, they can believe that something is more difficult than it is. While the sense of ability and self-efficacy motivate individuals to try to transform themselves positively into individuals who can perform. Self-efficacy is a central change mechanism or an epiphenomenon of other changes. A student who has a positive self-efficacy will always try to change the results of his appearance or behavior, which is the result of learning, to be better. Thus, self-efficacy is considered to be a fundamental basis for individuals to change their appearance in a better direction. Individuals who do not have self-efficacy tend to have a negative view of their ability. The individual usually feels unsuccessful before doing something. This is exacerbated when the person has experienced a failure that resulted in him suffering from traumatic disorders in his psychiatric life. Individuals have negative self-attribution (Lane, Devonport, & Horrell, 2004).

Self-efficacy did not just appear. It was growth through a process. As a construct derived from social learning theory, the process of self-efficacy growth could not be separated from the framework of observational learning theory and vicarious learning which views learning is a process of interaction of various variables. The variables that make up the self-efficacy are inseparable from the interaction of behavioral variables, environment, cognitive processes, and personal factors. These four variables interrelate and interact with each other in shaping self-efficacy within the individual (Schwarzer & Hallum, 2008).

The job readiness as an effort to have skills appropriate to the needs of the community so that learners (course participants) after graduation can be absorbed by the world of work (Hill, Summey, & Devance, 2014). Brady (2010), focuses on understanding the readiness of work on personal traits, such as the nature of workers and defense mechanisms needed, not just to get a job, but more than that, to maintain a job. The readiness of the work includes everything that a person possesses, either the skills or the behavior required for each job. In this sense, job readiness refers more to one's factors rather than to external factors or the environment.

It could be concluded that people who had a readiness to work not only people who had worked alone but someone who had not worked can also be said to have readiness work if personal traits that exist in the people. So, people who already had a set of abilities and self-behavior required on each job could be said to be able to work, because it had met the criteria of readiness work (Meschede, Chaganti, & Routhier, 2015).

Based on the explanation above, the purpose this research is for: (1) Obtain an overview of entrepreneurship attitudes of Padang PKH course participants; (2) Describe the work readiness of Padang PKH course participants; (3) Knowing how big is the correlation between entrepreneurship attitudes and work readiness of Padang PKH course participants; and (4) Knowing how

much the entrepreneurial attitude contributes to the work readiness of Padang PKH course participants.

METHOD

The instruments used to collect data about self-confidence (X1), entrepreneurial attitude (X2), and achievement motivation (X3), and work readiness (Y) will be used questionnaires using a Likert model measurement scale with a range of scale 4, with alternative answers Very Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

The validity of an instrument is indicated by the accuracy of the instrument to measure something that must be measured. An instrument can be said to be valid if an instrument can measure and be able to reveal the object to be measured. Strictly speaking, there is the accuracy of the measuring instrument used with the object to be measured.

Content validation is realized by compiling an instrument lattice which refers to the indicator contents of the variable or concept to be measured so that the instrument formulated is adequate to review its contents. To get the content validity, the contents of the variable are translated, then the items are identified. Each instrument item was assessed as relevant to the aspects to be measured.

Furthermore, to test the validity of the items, an instrument was tested on research subjects, not as samples from the study. Data obtained through trials then analyzed empirically by connecting between item scores and total scores using the Pearson Product Moment correlation technique.

The validity test of the instrument is calculated using the SPSS for Window Release 17.0 program. To determine the validity of each item on the questionnaire, then the magnitude of the correlation coefficient that meets the requirements, i.e. if it shows a number ≥ 0.32, it can be said that the instrument items are valid, whereas if the correlation coefficient ≤ 0.32, then the items in the instrument are declared invalid.

Trials on the reliability of the instrument conducted trials on research subjects who are not as research samples. The reliability test is to use the item consistency test which is the consistency of the respondents' answers on an item in the Alpha coefficient measure. If the Alpha coefficient shows ≥ 0.70, then the items in the questionnaire are reliable.

Research Design

This is the ex post facto research, that was explained the incident that happened as it is. The design of this study is correlational research design. The research design used to seen the correlation between self-efficacy (X) as independent variables (predictor) with the work/job readiness (Y) as a dependent variable (criterium). And would found the contribution to the dependent variable.

Before looking at the relationship between self-efficacy (X) and the level of readiness of work (Y) and finding the contribution of self-efficacy (X) to the level of job readiness (Y), first, try to get the self-efficacy variable and the readiness of PK course participants in West Sumatra.

Sample

The population of this research is all participants of PK course participants in Padang in 2015 which numbered as many as 40 people. While the sampling using area random sampling technique (stratified sampling technique) by drawing samples as much as 80% of the population, so the sample amounted to 32 people. This is following the characteristics of trainees from various sub-districts in Padang.

Instrument

In accordance with the needs of the data to be disclosed, the instrument used to collect the data is a questionnaire by using the Likert scale measurement scale with range scale 4, with alternative answers Strongly Agree (Sangat Setujua/ SS), Agree (Setuju/S), Disagree (Tidak Setuju/ TS) and Strongly Disagree (Sangat Tidak Setuju/ STS). Developing and Piloting WorkSheets.

Data Analysis

Following the type of data to be analyzed, the analysis technique used is a simple regression analysis technique (simple regression). The simple linear regression analysis technique is one regression method that can be used as a staging inference tool to determine the influence of independent variables (independent) on the dependent variable (dependent).

For this reason, computer assistance is used with the Statistical Package for Social Sciences (SPSS) for Windows Release 17.0. Following the requirements, before the data were analyzed with multiple regression analysis techniques, the regression assumption test was first performed, namely the normality test, linearity test, homogeneity test, multicollinearity test, autocorrelation test, and heteroscedasticity test.

RESULTS AND DISCUSSION

In this section are presented (1) description of self efficacy of PK course participants in Padang; (2) description of work preparedness of PK course participants in Padang; (3) Correlation between self efficacy with job preparation of PK course participants in Padang; and (4) contribution of self efficacy to job readiness of PK course participants in Padang.

Based on the results of data analysis, it could be obtained the self-efficacy description of PK course participants in Padang, as could be seen in Table 1.

Table 1. The Description of Achievement Motivation of PK course participants in Padang

Score Interval	Criteria	Frequences	Percentace
49-60	Higher	6	19
37-48	High	8	25
25-36	Low	11	34
13-24	Lower	7	22
Total		32	100

Based on Table 1, it could be seen that the self-efficacy of PK course participants in Padang is low. This was evidenced by a large number of respondents, 11 of 32 respondents or by 34% who stated that they agree with the statements that show low self-efficacy. In contrast, only 6 out of 32 respondents or 19% stated that they agree with statements that show low self-efficacy. Thus, it can be said that the self-efficacy of PK course participants in Padang is low.

For more details, then could be considered the self-efficacy description of PK course participants in Padang by following Figure 1.

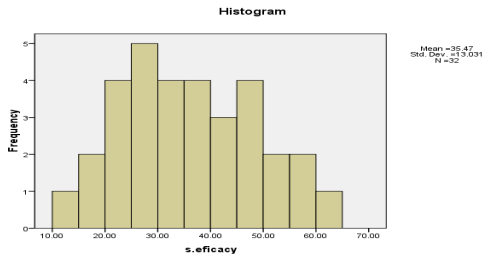

Figure 1. Self Efficacy of PK course participants in Padang

The Job readiness Description of PK course participants in Padang. Based on the results of data analysis, could be obtained the job readiness description of PK course participants in Padang, as could be seen in Table 2.

Table 2. Description of the Readiness of the Course Participants in Padang

Score Interval	Criteria	Frequences	Percentage
49-60	Higher	4	13
37-48	High	9	28
25-36	Low	13	41
13-24	Lower	6	18
	Total	32	100

Based on Table 2, it was illustrated the readiness of the job-readiness description of PK course participants was low. This was evidenced by the small Padang number of respondents, 4 of 32 respondents or by 13% who stated that they agree with statements that show high job readiness. In contrast, only 13 out of 32 respondents or 41% said they agreed with statements indicating low job readiness. Thus it can be said that the job readiness description of PK course participants in Padang was low.

For more details, then could be considered the description of the job-readiness description of PKH course participants in Padang by following Figure 2.

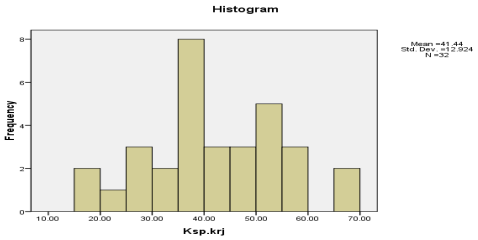

Figure 2. The Description of The Job Readiness Description of PKH Course Participants in Padang

The correlation between Self Efficacy with the description of the job-readiness description of PKH course participants in Padang. In this section would present about assumption results of simple regression requirements and hypothesis

testing.

Test Assumptions Simple Regression Requirements

Before the data is analyzed by using a simple regression analysis technique, the assumption test is used as a requirement in a simple regression analysis technique. The tests are a normality test, linearity test, homogeneity test, multicollinearity test, autocorrelation test, and heteroscedasticity test. Each is described as follows (Liu, Lin, Paul, Deng, & Zhang, 2010).

Homogeneity test is done to detect the presence or absence of homogeneity, used to see the spread of points (points) on the graph. If the points spread and do not form a certain pattern, then it is said the data is homogeneous (Misra & Das, 2003). When viewed from the graph generated random points found, it can be concluded that the distribution of data homogeneous. Thus, the analysis is worth continuing.

The linearity test is done in pairs between each independent variable with the dependent variable. In this case, will be seen the linearity of the relationship between independent variable achievement motivation and dependent variable readiness work. The linearity test is performed by performing compare means analysis by comparing the significance value with the selected alpha level (here 5%). The data is said to be linear because significant for the deviation from the linearity of the specified alpha.

Based on the results of data analysis of the scatter plot, seen the regression line on the graph of each variable pointing to the top right. Thus, it can be concluded that the relationship between the dependent variable with the independent variable is linear. Therefore, the regression analysis can be used.

Results of Hypothetical Test

Simple regression analysis in this research is used to (a) see the relationship between independent variables, namely achievement motivation (X) with job readiness (Y); and (b) Looking at the contribution of independent variables to the dependent variable. For analysis used computer assistance with Statistic Package for Social Sciences (SPSS) for Windows Release 16.0. The hypothesis test results can be put forward as follows.

The hypothesis is formulated in the form of the working hypothesis (Ha) which reads, "There is a significant relationship between achievement motivation with job preparation PK course participants in Padang". To test this hypothesis, the Pearson correlation (r) was used. The results of correlation analysis (r) obtained are 0.794 with a significant level of 0.000 or smaller than the tolerance given 0.05. Based on such calculations, the null hypothesis (Ho) is rejected. This means achievement motivation (X) has a significant relationship with job readiness (Y) PK course participants in Padang. The description of the correlation coefficient of probability can be seen in Table 3.

Table 3. Summary of Independent Variables Correlation Coefficient with Dependent Variables

Variabel	Coeficient Correlation (R)		Probability	Keterangan
X →Y	0,794		0,000	Hubungan Signifikan

The second hypothesis, formulated in the form of a working hypothesis (Ha) which reads, "Self-efficacy (X) has a significant contribution to job preparedness (Y) PK course participants. To see the contribution of independent variable self-efficacy (X) to job readiness (Y) of PK course participants in Padang would be seen from the value of Adjusted R Square on the Summary Model table. To test the amount of donation if the independent variable is more than two, it is better to use the Adjusted R Square value (Sudarmanto, 2005). From the table summary model found Adjusted R Square value is 0.639 with a significance of 0.000. This means that the independent variable self-efficacy (X) gives a significant contribution of 0.618 (61.8%) to the dependent variable of job readiness (Y) PK course participants in Padang.

Test of Regression Equation Coefficients

For test the coefficient of regression equation can be seen on the results of regression analysis is illustrated in table 4. In table 4 test table regression coefficient obtained constant 8,760 coefficients. The coefficient of achievement motivation (X) 0.816. Therefore, the model of the regression equation is Y = 8.760 + 0.816 X. For more details could be seen in table 4.

CONCLUSION

Based on the results of the research, it could be drawn some conclusions, as follows. The research findings were described that the self-efficacy of PK course participants on Sanggar Kegiatan Belajar (SKB) Kota Padang was low. Due to the low self-efficacy, in their learning activities are not encouraged to master the knowledge and skills given to them as a provision to face life in the form of preparedness to face the competition

to gain increasingly tight employment.

The findings of the study were described that the readiness of PK course participants on Sanggar Kegiatan Belajar (SKB) Kota Padang was low. The low readiness of the course participants, in addition to dealing with self-efficacy, as stated in point one, is possible because the course participants learn more to obtain a certificate than to master the knowledge and skills that can be used to navigate life.

Self-efficacy has a significant relationship with the readiness of PK course participants on Sanggar Kegiatan Belajar (SKB) Kota Padang, this is evident from the magnitude of the correlation (r) and magnitude of the significance price (sig) found. That is, if the achievement motivation improved to be better, then the readiness of PK course participants on Sanggar Kegiatan Belajar (SKB) Kota Padang would be better if self-efficacy is low, it would lead to the weakness of job readiness of PK course participants on Sanggar Kegiatan Belajar (SKB) Kota Padang.

Self-efficacy has a significant contribution to the readiness of PK course participants. That is, if you would improve the PK course participant's readiness on Sanggar Kegiatan Belajar (SKB) Kota Padang, then their self-efficacy should be upgraded first. This is because, for increasing job readiness, self-efficacy is a variable that needs to be taken into account, including for PK course participants in Padang.

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