

Work Readiness: The Effect of Teacher Competence, Work Skills and Entrepreneurial Attitude

Agussalim¹, Sitaman Said², Wahyuni³, Burhanuddin⁴, Ahmad Yani⁵

^{1,2,3,4,5} Pendidikan Ekonomi, Universitas Nggusuwaru (Unswa) Bima, Indonesia

Correspondence: agussalimmpd08@gmail.com

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Abstract.

This research aims to analyze the influence of teacher competence, and work skills on work readiness with entrepreneurial attitude as an intervening variable. The research sample was 198 students who graduated from SMK Negeri in Bima City, between 2017-2022. The research instrument is a questionnaire developed from each exogenous and endogenous variable in this research. Data were analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM). The research results show that teacher competence has a significant and positive influence on students' work readiness, but does not have an indirect influence on work readiness through entrepreneurial attitudes as an intervening variable. Work skills have a significant direct and indirect influence on work readiness with entrepreneurial attitude as an intervening variable. Meanwhile, entrepreneurial attitudes do not have a significant effect on students' work readiness. The implications of this research need to be strengthened by increasing teacher competence and work skills so that students have work readiness after graduating from school.

Kata Kunci:

Kompetensi,
Keterampilan,
Kewirausahaan,
Kesiapan Kerja

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru, keterampilan kerja terhadap kesiapan kerja dengan sikap kewirausahaan sebagai variabel intervening. Sampel penelitian sebanyak 198 orang siswa lulusan SMK Negeri se-Kota Bima rentang tahun 2017-2022. Instrumen penelitian adalah kuesioner dikembangkan dari masing-masing variabel eksogen maupun endogen penelitian ini. Data dianalisis dengan menggunakan Partial Least Square Structural Equation Modeling (PLS-SEM). Hasil penelitian bahwa kompetensi guru memiliki pengaruh signifikan dan positif terhadap kesiapan kerja siswa, namun tidak memiliki pengaruh tak langsung terhadap kesiapan kerja melalui sikap kewirausahaan. Keterampilan kerja memiliki pengaruh signifikan secara langsung dan tidak langsung terhadap kesiapan kerja dengan sikap kewirausahaan sebagai variabel intervening. Sedangkan sikap kewirausahaan tidak berpengaruh signifikan terhadap kesiapan kerja siswa. Implikasi penelitian ini perlu diperkuat peningkatan kompetensi guru, dan keterampilan kerja agar siswa memiliki kesiapan kerja setelah lulus sekolah.

INTRODUCTION

Vocational Middle School is a level of secondary school education which aims to develop work skills and work readiness. The current goals of vocational education tend to focus on a single function, namely preparing graduates for work (Santika et al., 2023). It is hoped that vocational education will always be symbiotically aligned with the needs of the world of work, but in reality this is not always the case because the two have dynamic interests that are not always the same; both also have perpetrators whose desires, honor and dignity experience ups and downs; both also have systems that are not always compatible with each other; and both also have cultures that are not easily united (Wati & Murtdlo, 2021). Vocational High Schools have a role as specific human capital in preparing human resources to enter the world of work (Syamsuddin, 2019). The results of the study show that it is inversely proportional to expectations of lower national unemployment rates, vocational school graduates are at the top in producing unemployed graduates as shown in Figure 1 below.

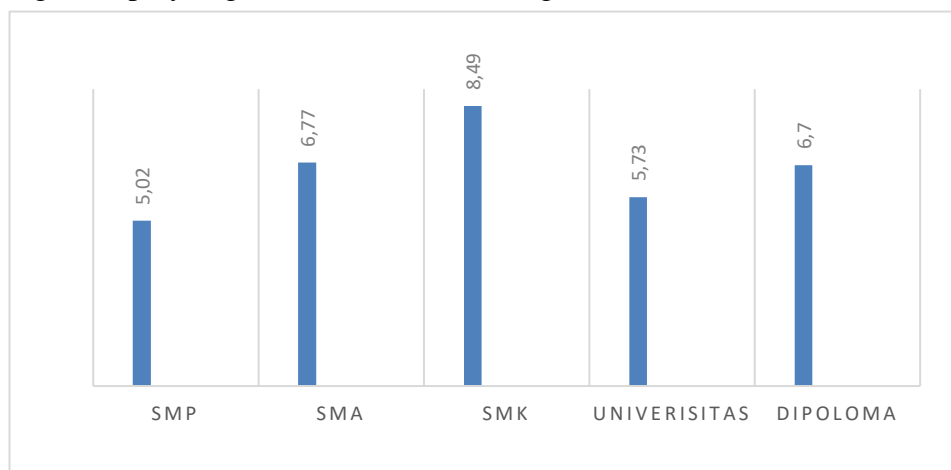


Figure 1. Open Unemployment Based on Education in Indonesia

<https://data.tempo.co/data/887/tingkat-pengangguran-terbuka-berdasarkan-pendidikan-tertinggi-yang-ditamatkan>

The above phenomenon cannot be separated from the determining factor for educational success in schools, namely teachers. Law on Teachers and Lecturers no. 14 of 2005 provides guidelines regarding the principles that teachers must master and teachers should have a minimum of personality competence, social competence, pedagogical competence and professional competence. Vocational schools have three types of teachers, namely adaptive teachers, normative teachers and productive teachers. Adaptive teachers are teachers who teach adaptive lessons, helping to develop lessons according to existing skill competencies, such as mathematics, physics and chemistry. Normative teachers are teachers who teach lessons that are norms, morals such as religion, and citizenship that are mandatory or basic lessons. Meanwhile, productive teachers are teachers who teach vocational subjects (skill competencies) such as chemical engineering and engineerin graphics, electricity, automotive, information and communication technology, and fashion design.

Efforts to reduce the level of open unemployment can be done by increasing teacher competence, namely by becoming professional teachers who have adequate practical skills in accordance with their field of expertise (productive subjects); able to plan the implementation of vocational-oriented learning; and able to carry out learning that is relevant to the needs of

the business or industrial world (Mukhlason et al., 2020). Learning for vocational school students should not only focus on developing hard skills but also soft skills such as entrepreneurial attitudes and work readiness. According to (Nursyirwan et al., 2022), honing students' entrepreneurial attitudes and work readiness is important and is even the first requirement for entering the world of work. An entrepreneurial attitude reflects a person's readiness to respond to the personality traits of an entrepreneur, namely self-confidence, task and results oriented, risk taking and likes challenges, leadership, originality, and future orientation. Students' entrepreneurial competence and attitude are two things that must be present and complement each other in developing and honing students' work skills in accordance with the needs of the business world and the industrial world. Job skills do not guarantee that graduates are ready to enter the new world of work, but they need to be equipped with job readiness. Therefore, learning orientation does not only focus on work skills but needs to be supported by a work readiness mentality and the formation of an entrepreneurial mentality (Ahmid et al., 2023).

Sekolah Menengah Kejuruan (SMK) Negeri in Bima City is a superior vocational school with A accreditation which has several skill programs, namely Design and Production, Clothing, Visual Communication Design, Tourism Service Business, Hotel, and Culinary and Beauty and Spa. This major is a major that focuses more on modern services. Meanwhile, school facilities such as laboratories and places to be active in developing skills according to their field of expertise still need to be developed so that they can have an impact on the quality of graduates. Qualifications and professionalism need to be further improved (Jainuddin, 2022). Another problem is that vocational school graduates in Bima have a low entrepreneurial mentality and work readiness. When observing 81 graduates from 2015-2021, it was found that the average graduate had high work skills according to their field of expertise, but the average entrepreneurial mentality and work readiness were low. The impact on the contribution of vocational school graduates to the high open unemployment rate. The graph below shows the gap between hard skill and soft skill vocational schools.

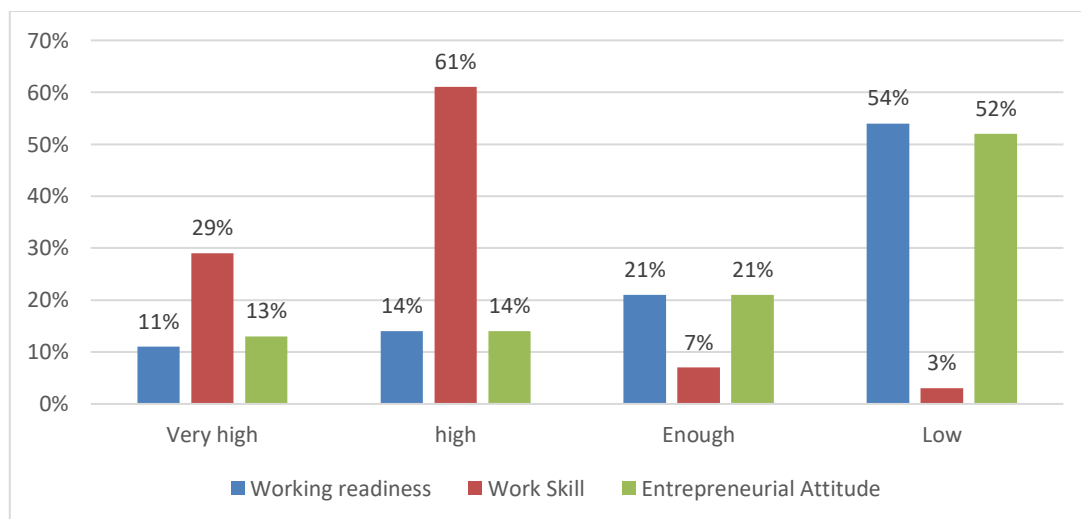


Figure 2. Gap in Soft Skills and Hard Skills for Vocational School Graduates

Research results (Fadhil et al., 2021; Seneviratne, 2021; Stijepic, 2021; Tziora et al., 2016) show that efforts to eradicate unemployment must involve improving work skills through

education and training. Job education and training does not only focus on work skills but develops mental work readiness and entrepreneurial mentality as a partsoft skill student. Research (Djatkika, 2023; Prihatin et al., 2020) requires competent teachers to be able to honehard skill and students so as to produce graduates who not only have work skills but also have a high mental work readiness and entrepreneurial attitude.

METHOD

This research is quantitative research that is associative, namely research that analyzes the causal relationship between the independent variable and the dependent variable. The research sample was 198 students who graduated from SMK Negeri in Bima City, between 2017-2022. The research instrument was a questionnaire that was tested for validation and reliability. The data collection technique was carried out by visiting the research location and then distributing questionnaires directly to respondents. Next, tabulation was carried out and analyzed using Structural Equation Modeling (SEM) analysis with the Partial Least Square (PLS) method. The research paradigm model is as below.

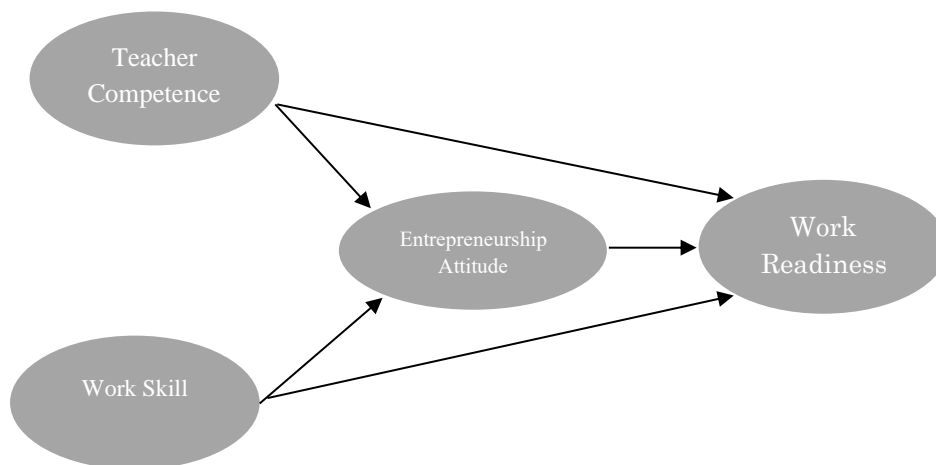


Figure 3. Research Paradigm Model

RESULTS AND DISCUSSION

Results

The results of the external evaluation of the model as well as structural measurements of the model consist of: (1) First Order Construct Evaluation; (2) Construct collinearity; (3) Evaluation of Structural Models; (4) Quality Index and (5) Hypothesis Testing. Table 1 is a description of the demographics of the respondents. Tabel demografi responden menunjukkan bahwa rata-rata reponden adalah berjenis kelamin laki-laki.

Table 1. Respondents Demographic Data

No	Characteristics	Percentage
1	Malle	53%
2	Female	47%

This research also describes validity and reliability estimates. The output presented in Figure 2 shows that the construct is considered valid and reliable in accordance with the terms

of the construct, if the Average Variance Extracted (AVE) is higher than (0.05), and Composite Validity is higher than 0.7 (Ghozali, 2021; Siregar, 2019).

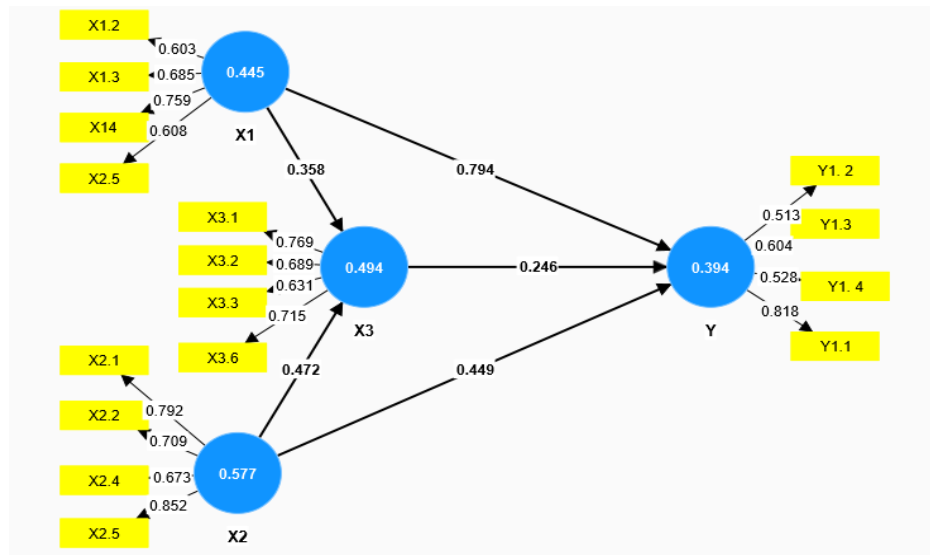


Figure 4. Final Research Model Results (Average Variance Extracted)

Figure 4 shows that all the constructs in this research are reliable as in Figure 5 above. To confirm the validity and reliability of the test results, it is necessary to carry out loading tests and cross-loading tests. In general, if the factor loading is higher than 0.7 on the construct in question and from the figures on the cross loading the variable can be considered valid and reliable (see Table 2).

Tabel 2 . AVE dan CR

Endogenous Laten Variable	Average Variance Extracted (AVE)	Composite Reliability (CR)
Teacher Competence (X1)	0,363	0,760
Work Skill (X2)	0,494	0,844
Entrepreneurship Attitude (X3)	0,374	0,795
Work Readiness (Y)	0,361	0,715

Ghozali (2021) provides criteria that if the R-Squared (R²) is 0.75 then it can be interpreted as a "strong" model, an R² score of 0.50 is classified as "medium", while an R-Squared value of 0.25 is in the "weak" category. Figure 4 shows that the R² value of teacher competence is 0.794, the R-Squared value of work skills is 0.449 (medium), and the R-Squared value of entrepreneurial attitude is 0.246 (weak). It can be interpreted that if teacher competence shifts by 1, it will shift work readiness by 0.794 or 63%, classified as "strong". If job skills shift by 1, it will shift work readiness by 0.449 or 20%, classified as "weak", and if entrepreneurial attitudes shift by 1, it will shift work readiness by 0.246 or 6%, classified as "weak", as in Table 3 below.

Tabel 3 R-Squared Value In Structural Model

Endogenous Laten Variable	R-square	Percen
Teacher Competence (X1)	0,794	60%
Work Skill (X2)	0,449	20%
Entrepreneurship Attitude (X3)	0,246	6%

Calculate the Goodness of Fit Index (GoF), which is a measurement related to a single measurement value for the combined performance validation process based on the existence of a measurement model and a structural model. If the GoF value is 0.1 (poor), 0.25 (medium), and 0.38 (good). The GoF calculation result is 0.153, in other words the GoF model is classified as "not good". Next, carry out path analysis to determine the path coefficient and as a basis for testing research hypotheses as in Table 4 below.

Table 4 . Path Coefficient

Hypothesis	Relationship	β	t-value	Accepted
H1	X1-Y	0,794	8.343	Yes
H2	X2-Y	0,449	1.658	Yes
H3	X3-Y	0,246	0.075	No
H4	X1-X3-Y	0,320	0.415	No
H5	X2-X3-Y	0,270	3.520	Yes

Notes: $t\text{-value} > 1.652$ (one-tailed test)

Tabel 3 memberi informasi dan konfirmasi hipotesis untuk menguji hipotesis penelitian seperti yang telah diajukan sebelumnya:

- H1 Teacher competence has a significant and positive effect on work readiness, accepted because $t\text{-value} = 8.343 > 1.652$
- H2 Work skills have a significant and positive effect on work readiness, accepted because $t\text{-value} = 1.658 > 1.652$.
- H3 Entrepreneurial Attitude has a significant and positive effect on work readiness, rejected because $t\text{-value} = 0.075 < 1.652$
- H4 Teacher competence has a significant and positive effect on work readiness with entrepreneurial attitude as an intervening variable, rejected because $t\text{-value} = 0.415 < 1.652$.
- H5 Work skills have a significant and positive effect on work readiness with entrepreneurial attitude as an intervening variable, accepted because $t\text{-value} = 3.520 > 1.652$.

Discussion

1. The Effect of Teacher Competence on Work Readiness

Teacher competence is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers to be able to carry out their professional duties. The competencies that teachers must master are, pedagogical competence, social competence, professional competence and personality competence. In practice, teachers are required to improve these competencies in accordance with developments in science and technology. Competent teachers will carry out their duties and responsibilities with enthusiasm and fun, and full of meaning, so that students learn new things every time they learn (Agussalim, 2022). The results of this research show that teacher competence has a significant and positive dominant influence on the formation of students' mental work readiness. Research supports research conclusions (Saputra et al., 2023), competent teachers will produce graduates who are ready and successful in their future work. Martha et al., (2021) & Mulyasa (2017) stated that competence is the main requirement to become a professional teacher in order to equip students with skills so that they become graduates who are ready and successful at work. The competencies possessed by teachers will show their quality and suitability for the profession.

This competence will be realized in the form of mastery of knowledge, skills and professional attitudes in carrying out functions as a teacher. Teacher competence is related to professionalism, namely a professional teacher is a teacher who is competent (capable) to be able to become students' future teachers.

2. The Effect of Work Skills on Work Readiness

Vocational school graduates whose curriculum model is dominated by practical activities so that students are not only equipped with cognitive abilities but must be able to apply knowledge according to their major so that they become graduates who have skills in accordance with the needs of the world of work. Students who have work skills can more easily get a job and can even start a business independently. The results of this research show that work skills influence a person's readiness for work. Work readiness is a person's condition that makes him ready to work as a form of response to work and in any situation. Job readiness is related to work attitudes, personal traits and psychological defense mechanisms needed to obtain, maintain and maintain employment (Ardias & Qolbi, 2022). According to Brady (2010) there are six aspects of work readiness, namely responsibility, flexibility and flexibility, skills, communication, self-view, and personal safety and hygiene (Nursyirwan et al., 2022). The research results strengthen previous research that work skills have a significant influence on work readiness (Baharin, 2020; Pratama & Sagala, 2018).

3. The Effect of Entrepreneurial Attitudes on Work Readiness

An entrepreneurial attitude reflects a person's readiness to respond consistently with self-confidence, task and results oriented, risk taking and likes challenges, leadership, originality, and future orientation in entrepreneurship (Solfema et al., 2019). Students need to be equipped with social and work skills but must also be equipped with an entrepreneurial attitude that reflects independence, likes new things, challenges in work. This entrepreneurial attitude is the key for students to be independent and open up new job opportunities. However, the results of this research show that entrepreneurial attitudes have no significant effect on students' work readiness. This could happen that the entrepreneurial attitude is more focused on independent business actors in starting work according to their major. On the one hand, the background and social status of students' families tend not to support students to develop their entrepreneurial attitudes so that their mentality as entrepreneurs is not supported by the environment and family so that Students tend to apply for jobs because starting a business requires relatively large business capital. So the research results are different from the results of research (Nursyirwan et al., 2022) that entrepreneurial attitude determines a person's work.

4. The Effect of Teacher Competence on Work Readiness with Entrepreneurial Attitude as an Intervening Variable

Forming students' work readiness is the duty and responsibility of the family and the formal education environment. Teachers must not only provide work skills but also provide students with an entrepreneurial attitude. Work readiness needs to be supported by a strong entrepreneurial mentality in students. So the educational curriculum, especially vocational schools, must include the instillation of entrepreneurial values. In other words, teacher competence can shape students' work readiness, but it must be through the formation of entrepreneurship. The research results show that teacher competence does not have an indirect

influence on work readiness through entrepreneurial attitudes. Research shows that a person's job will be shaped by teachers without an entrepreneurial mentality. This can happen because the formation of students' entrepreneurial mentality is not only the teacher's responsibility, but many parties must be involved. Research (Budiman, 2020) shows that the process of internalizing entrepreneurial attitudes and skills in students comes from informal education, namely family, community environment, community schools and peers. Forms of internalization of attitudes and business management skills in students include a frugal attitude and productive orientation, being independent, being able to make decisions and bear the consequences, not giving up easily, and completing obligations first before demanding rights. (Nursyirwan et al., 2022) explains that the formation of an entrepreneurial attitude comes from self-efficacy, namely the level of self-confidence in an entrepreneurial act that has an influence on entrepreneurial readiness.

5. The Effect of Work Skills on Work Readiness with Entrepreneurial Attitude as an Intervening Variable

A person's work readiness will emerge when self-confidence is formed in their skills. A person will be motivated to act and do something in accordance with their beliefs, while confidence also comes from their own abilities. Vocational school graduates have important work skills, and what is no less important to have is an entrepreneurial mentality. An entrepreneurial mentality is a requirement for someone to develop independently. Sometimes work skills become working capital or to start a business according to business opportunities and vocational fields, but it is often found that people who fail and give up are not the entrepreneurial type. Therefore, in order to form students' work readiness, it is necessary to form an entrepreneurial attitude as a soft skill at work. The research results show that work skills have a significant effect on work readiness through entrepreneurial attitudes. Another skill needed to prepare students to enter the world is entrepreneurial ability as a mediator in forming work readiness (Lestari et al., 2021; Putra et al., 2021)

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that teacher competence has a significant dominant influence on students' work readiness. Likewise, work skills have a direct influence on students' work readiness. Meanwhile, entrepreneurial attitude does not have a significant effect on students' work readiness, and teacher competence does not have a significant effect on work readiness with entrepreneurial attitude as an intervening variable. Meanwhile, work skills have a significant indirect influence on work readiness with entrepreneurial attitude as an intervening variable. Therefore, it is necessary to strengthen teacher competence and student work skills because an entrepreneurial attitude will have a significant impact if students have work skills so they are ready to work.

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