

VALIDITY AND RELIABILITY OF THE STUDENT WORK READINESS SCALE

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Abstract: Work readiness can be defined as the extent to which individuals are seen to possess the attitudes and characteristics necessary for future success in the workplace. This study aims to assess the Student Work Readiness Scale. Five dimensions and twenty-one items are arranged to measure the construct of student work readiness. The questionnaire survey was administered to 151 students at Universitas Negeri Malang. The correlation of Pearson's Product Moment to test validity and Cronbach's Alpha to test reliability. According to the results, 21 items possessed a high level of validity and reliability.

Keywords: student work readiness; validity, reliability; questionnaire; correlation

higher education institutions are believed to play a modest role in imparting soft skills to pupils (Gunawan, 2018). In recent decades, the topography of the world of labor has undergone enormous transformations. Increasing numbers of businesses are shifting from strict and formal corporate structures to those that are more open and casual (Sultoni et al., 2018). This setting also requires active and adaptable personnel. Meanwhile, this significant transformation is barely evident in the field of education, which provides workers to businesses (Sultoni et al., 2021). Simply expressed, the procedures and methods employed by universities have not altered significantly, such as conforming to the syllabus (lesson plan) designed for students (Andriningrum et al., 2020, 2022; Wardani, et al., 2020a, 2020b) and focusing on the final grade rather than the process of problem-solving (Gunawan et al., 2022; Sumarsono et al., 2019; Yulindasari et al., 2020).

In the modern workplace, the ideal employee is required to acquire the skills of problem analysis, decision making, and solution communication (Pambudi & Gunawan, 2020; Rizky et al., 2020; Sultoni et al., 2020). In addition, they must be able to collaborate with persons from diverse backgrounds. These abilities are not all taught in the classroom, nor are students strongly pushed to develop them. In addition, the standard college curriculum seldom ever emphasizes the fundamental skills required by the future workforce (Apriani et al., 2020; Gunawan, 2017; Nurabadi et al., 2018), such as drafting a strong cover letter or delivering an effective pitch.

What about other disciplines? The bulk of basic courses for specific degrees, such as science and technology, are meant to enable students to analyze problems logically and critically. Moreover, positions that required technical expertise in the past are now dominated by college graduates. Now, however, as the number of non-lecture learning options, such as online classes and courses (Khayroiyyah & Nasution, 2018; Nurabadi et al., 2021; Siska et al., 2020), increases, firms are beginning to consider individuals with more job experience, regardless of their educational background. Does the absence of a soft skills education program for university graduates imply that a bachelor's degree is no longer a guarantee of employment? There is no straightforward answer to the question of whether universities educate their students for entry into the workforce. Not all students have access to the same opportunities to obtain the necessary skills while working (Prastiawan et al., 2019; Sultoni et al., 2021; Taftania et al., 2020).

It is not the case that the current university is wholly unconcerned with preparing future generations of talented individuals. On many campuses, students are expected to receive career guidance from a career center. Additionally, the internship requirement as a graduation requirement is a positive in the student's biodata. In addition to providing opportunities to develop soft skills through extracurricular and organizational activities, the institution also offers a variety of extracurricular and organizational activities. Students who participate in extracurricular activities get the opportunity to practice leadership and time management (Gunawan et al., 2017; Hardika et al., 2018a; Setya et al., 2020). These issues cannot all be delegated to institutions. Many folks are still overly focused on the college majors they are pursuing: basically, which majors provide the most job security and pay? In fact, in today's increasingly flexible work culture, the major picked by future employee prospects is no longer as crucial as work experience and soft skills.

A brilliant educational institution is ineffective if its students lack initiative. By gaining knowledge through organizational experience, extracurricular activities, and internships, individuals can demonstrate their employability. This research attempts to determine the scale of student work readiness, which is extremely important for institutions evaluating their student work readiness.

METHOD

Participants

This research involved 151 students from the Universitas Negeri Malang. The questionnaire survey collected information from eight faculties. When participating in student activities for the 2020-2021 academic year, students will be invited to complete a questionnaire survey. They have volunteered to complete the questionnaire. In total 200 questionnaires were distributed, and 151 valid copies were returned for a response rate of 75.5%. Specifically, the gender ratio of college students was 35.1% male (53) and 64.9% female (98). The majority are from the Faculty of Education (32; 20.98%), followed by the Faculty of Economics (26; 17.48%), the Faculty of Mathematics and Natural Sciences (21; 13.99%), the Faculty of Social Sciences (21; 13.99%), the Faculty of Economics (16; 10.49%), the Faculty of Engineering (14; 9.09%), the Faculty of Sport Science (11; 6.99%), and the Faculty of Psychology (11; 6.99%).

Instruments

We designed 21 measures to assess the student work readiness. We proposed five dimensions for the student work readiness. The first dimension, prior experience, is measured by two items, one of which is that a university education will make it simpler to find a job. The second component, maturity level, is measured by six items, one of which is an interest in tasks requiring great precision and focus. The third component, mental state and emotion, is measured by five items, one of which is being accountable for the completed work. The fourth component, intellect, is measured by four items, such as knowledge and skills that facilitate adaptation to work settings. The fifth component, self-development efforts, is measured by four items, such as increasing knowledge and skills for optimal work performance. Students are instructed to rate each item on a five-point Likert scale ranging from "strongly disagree" to "strongly agree". Each dimension's questionnaire item numbers are listed in Table 1.

Table 1 Student Work Readiness Questionnaire Grid

No	Dimensions of Student Work Readiness	Item Number
1	Previous experience	1, 2
2	Maturity level	3, 4, 5, 6, 7, 8
3	Mental and emotional state	9, 10, 11, 12, 13
4	Intelligence	14, 15, 16, 17
5	Self-development efforts	18, 19, 20, 21

Analysis

IBM SPSS version 24 software is utilized for data analysis. Validity is determined using Pearson's Product Moment Correlation Analysis and reliability is determined using Cronbach's Alpha. An item is considered legitimate if the probability value (α) < .05, and the instrument criteria are deemed reliable if the value of $r\text{-alpha} > r\text{-table}$ (Gunawan, 2019; Hadi et al., 2018), where the value of $r\text{-table}$ for $N = 151$ is .159 (Stevens, 1996). In addition, the minimum score, maximum score, mean, and standard deviation are determined.

RESULT

The validity test with Pearson's Product Moment Correlation formula revealed that all items had values of $\alpha < .05$ (Table 2). This indicates that all items on the student work readiness scale have a high level of validity and may be used to measure student work readiness.

Table 2 Validity of The Student Work Readiness Questionnaire

No	Statement	Pearson Correlation	Sig.	Note
1	University education will make it easier to find employment	.339**	.000	Valid
2	The acquired information and skills will facilitate the completion of the assignment	.468**	.000	Valid
3	Consider a candidate's skills while selecting a job	.434**	.000	Valid
4	Accepting the views of others as input for personal development	.462**	.000	Valid
5	Interested in labor requiring meticulousness and intense concentration	.396**	.000	Valid
6	Concentration is necessary for productive work	.546**	.000	Valid
7	Happy if someone points out my errors at work	.577**	.000	Valid
8	Attempting to be patient in the face of angry coworkers	.438**	.000	Valid
9	Recognizing the ability of others to adapt to the new environment	.613**	.000	Valid
10	Easily adjust to a new environment's culture and norms	.435**	.000	Valid
11	Accountable for the work performed	.635**	.000	Valid
12	Correction of work results if errors are made in the work	.562**	.000	Valid
13	Be prompt in carrying out your duties	.582**	.000	Valid
14	Read books pertinent to the specialty being sought	.502**	.000	Valid
15	Utilize diverse media to stay current in your field of expertise	.602**	.000	Valid
16	Prepared to work anywhere, both outside and inside the office, with the skills acquired at the university	.572**	.000	Valid
17	The knowledge and abilities possessed facilitate adaptation to job settings	.568**	.000	Valid
18	In group work, it is important to strive for efficiency	.536**	.000	Valid
19	I am delighted to receive training in my area of competence	.654**	.000	Valid
20	Enhance knowledge and abilities for best performance	.657**	.000	Valid
21	If outside of university, expand knowledge	.530**	.000	Valid

Note: $N = 151$; ** $p < 0.01$

According to the findings of the reliability test, the Cronbach's Alpha coefficient was .878 (Table 3), indicating that $r\text{-alpha} = .878 > r\text{-table} = .159$. Moreover, the Cronbach's Alpha if Item Deleted coefficient (Table 4) revealed that all items had a value of $\alpha > .159$. This means that all measures produced to measure student work readiness have excellent reliability and consistency.

Table 3 Reliability of Student Work Readiness Questionnaire

Cronbach's Alpha	N of Items
.878	21

Table 4 Item-Total Statistics

No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Note
1	68.14	46.881	.255	.879	Reliable
2	67.83	46.157	.438	.874	Reliable
3	68.08	46.087	.387	.875	Reliable
4	68.11	44.621	.373	.878	Reliable
5	68.37	46.075	.372	.876	Reliable
6	67.93	45.516	.517	.872	Reliable
7	67.85	44.903	.521	.871	Reliable
8	68.25	46.163	.376	.876	Reliable
9	68.03	45.066	.547	.871	Reliable
10	68.34	46.065	.385	.875	Reliable
11	68.01	43.793	.603	.868	Reliable
12	67.93	44.961	.530	.871	Reliable
13	68.00	44.360	.545	.870	Reliable
14	68.44	45.062	.432	.874	Reliable
15	68.44	43.954	.539	.870	Reliable
16	68.21	44.675	.477	.873	Reliable
17	68.08	44.967	.514	.871	Reliable
18	68.03	45.499	.499	.872	Reliable
19	68.09	43.751	.637	.867	Reliable
20	68.06	43.856	.608	.868	Reliable
21	68.11	44.754	.451	.874	Reliable

Each dimension is further calculated minimum score, maximum score, mean, standard deviation, and tested by correlation analysis. The results are presented in Table 5. The data description results showed the previous experience dimension had the highest score ($M = 3.53$; $SD = .45$), followed by mental and emotional states ($M = 3.46$; $SD = .42$), self-development efforts ($M = 3.44$; $SD = .47$), maturity level ($M = 3.42$; $SD = .38$), and intelligence ($M = 3.22$; $SD = .47$). The results of the correlation analysis of the five dimensions showed that: previous experiences had a positive relationship with the degree of maturity ($\beta = .503$; $p = .01$), mental and emotional state ($\beta = .363$; $p = .01$), intelligence ($\beta = .184$; $p = .05$), and self-development efforts ($\beta = .221$; $p = .01$); the degree of maturity has a positive relationship with the mental and emotional state ($\beta = .505$; $p = .01$), intelligence ($\beta = .440$; $p = .01$), and self-development efforts ($\beta = .499$; $p = .01$); mental states and emotions have a positive relationship with intelligence ($\beta = .576$; $p = .01$), and self-development efforts ($\beta = .590$; $p = .01$); and intelligence has a positive relationship with self-development efforts ($\beta = .627$; $p = .01$). This means that the five dimensions of student work readiness developed have a positive relationship and are theoretically acceptable.

Table 5 Correlation Coefficients of Student Work Readiness Dimensions

Dimensions of Student Work Readiness	Min	Max	Mean	SD	1	2	3	4	5
Previous experience	2.50	4.00	3.53	.45	-				
Maturity level	2.00	4.00	3.42	.38	.503**	-			
Mental and emotional state	1.80	5.00	3.46	.42	.363**	.505**	-		
Intelligence	0.75	4.75	3.22	.47	.184*	.440**	.576**	-	
Self-development efforts	0.75	4.00	3.44	.47	.221**	.499**	.590**	.627**	-

Note: N = 151; **p < 0.01; *p < 0.05

DISCUSSION

Among the variables that influence a student work readiness are a person's confidence in their talents, reflection on self-development abilities, work exploration and career control, and social support from family, friends, and influential individuals (Agustina et al., 2018; Sukawati et al., 2020; Sultoni et al., 2021). Possessing company-specific knowledge, ability in computer operation, fluency in many languages, and a courteous, empathetic, and attractive demeanor are required qualifications for needed personnel in general. We proposed five dimensions of student preparation for the workforce. The first dimension, prior experience, such as college education, will make it easier to get a job, and the acquired knowledge and abilities will make it simpler to finish the work. Students' prior experience is beneficial to the adaption process since they have previously acquired understanding of the type of task they are performing at present. Students can acquire this experience through internships with companies. Many employers view internship experience as a prerequisite when recruiting new employees. Applicants can demonstrate their project management skills (Pambudi & Gunawan, 2019; Prestiadi et al., 2019; Zulkarnain et al., 2020) and their capacity to operate in the company's industry by participating in an internship. Internships are essential for launching a career; through internships, you obtain work experience, which is required for all jobs. By gaining experience, a person will be better equipped to deal with the realities of the working world, which frequently differs from the theories taught in the classroom.

The second dimension, maturity level, for instance, takes into account one's abilities and accepts the judgments of others as input for self-improvement while choosing a career. Typically, students who work while studying are mature individuals. They are typically more mature and accustomed to solving challenges. In reality, it is usual to create answers to challenges encountered in the workplace. However, it should be noted that, although studying while working has favorable effects, it should not be used as an excuse not to complete his schoolwork (Hidayah et al., 2017; Sumarsono et al., 2021). On the contrary, one must be disciplined and professional during work hours. College should not be used as an excuse for him to neglect his job responsibilities. Those who attend college while working must have the stamina to manage both responsibilities. Students who work while attending college demonstrate a high level of career maturity and responsibility.

The third dimension, mental state and emotions, for instance, values the ability of others to adapt to a new situation and assume responsibility for their work. A mental state is a condition in which an individual can develop physically, cognitively, spiritually, and socially so that he can discover his own strengths, overcome obstacles, work effectively, and contribute to the community (Benty et al., 2020; Imron et al., 2021). In general, everyone has the ability to regulate their mental health, so that when they are in a terrible circumstance, such as facing stress or a crisis, they can manage their mental health and keep it in excellent condition. The mental state of a person can be affected by numerous variables, including physical health issues, emotions, as well as other people and the surrounding environment. When we are unable to manage stress or a crisis, we may experience anguish, which can lead to the development of a mental condition (Kusumaningrum et al., 2018; Sultoni et al., 2019; Ubaidillah et al.,

2020). Management is also accountable for the emotional well-being of employees (Kusumaningrum et al., 2019; Sobri & Gunawan, 2020), so it does not consider work as a burden. Workers can view every obstacle as a chance for self-improvement, allowing them to work effectively under pressure.

The fourth dimension, intellect, includes activities such as reading literature relating to their field of expertise and monitoring its progress through various media. A person should possess at least two intelligences, intellectual and emotional intelligence (Bafadal et al., 2021; Gunawan, 2020; Prastiawan et al., 2020a; Suminah et al., 2019). Intellectual intelligence consists of intellectual capacity, reasoning, and ratio. The student with a high intellectual intelligence implies that it is impossible for him to receive difficult information because everything can be stored and processed. Intellectual intelligence can be defined as the process of receiving, storing, and reprocessing information, often known as thinking. According to Goleman (2001), examples of academic competence include report card grades and graduation projections. However, it is impossible to forecast a person's work performance or his level of success in life. Emotional intelligence can train students' abilities (Nuraini et al., 2020; Pertiwi et al., 2018a, 2018b; Putri et al., 2019), namely the ability to manage emotions, the ability to motivate themselves, the ability to be tough in dealing with problems, the ability to control impulses, delay momentary satisfaction, regulate reactive moods, and be able to empathize with and cooperate with others. With emotional intelligence, it is possible to develop a person's personality and emotions, but it is difficult to create a person with optimum emotional intelligence, thus patience is required.

The fifth dimension is self-development activities, such as attempting to perform optimum in group tasks and appreciating specialized instruction. Self-development, like seedlings that must first be sown before being planted. Physical, intellectual, emotional, empathic, spiritual, moral, and heart potential exist in the majority of human beings (Budiarti et al., 2020; Gunawan et al., 2021; Hardika et al., 2018b; Kusumaningrum et al., 2016), which must be nourished and, more importantly, developed. Consistent self-development is the proven approach to achieving work-readiness as an adult (Hasibuan, 2014; Pertiwi et al., 2017; Prastiawan et al., 2020b). Through self-development, students should be able to increase their ability to work and more readily adapt to the work environment, since self-development demonstrates the implementation of the learning process through changes in behavior (Apriani et al., 2020; Hartini et al., 2012; Rofiah et al., 2020; Wardani, 2010; Wiyono et al., 2019) that can establish work readiness.

CONCLUSION

According to the study's findings, the student work readiness measure possesses good validity and reliability. In addition, a positive association exists between the five dimensions of the student work readiness. This indicates that the created scale can be utilized to assess student work readiness. It is necessary to conduct more in-depth study on job readiness in the hopes that a deeper knowledge of this notion would contribute to addressing the different obstacles students confront when preparing to enter the workforce.

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