

---

## **Student Work Readiness Viewed from Organizational Activity and Entrepreneur Behavior**

---

**Diina Auliya<sup>1</sup>, Moh Rifqi Khairul Umam<sup>2</sup>**

<sup>1,2</sup>Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia.

Email: auliadina552@gmail.com<sup>1</sup>, rifqi.khairulumam@staff.uinsaid.ac.id<sup>2</sup>

### **ABSTRACT**

*Many fresh graduates are unemployed due to a lack of job readiness. Indonesian Statistics confirm that the number of unemployed diploma and undergraduate graduates continues to grow. This study aimed to determine the effect of organizational activity and entrepreneurial behavior on student work readiness. The population used is students of the Islamic Economics and Business Faculty of UIN Raden Mas Said Surakarta who are still active in college. Data processing applies SPSS version 26. The sampling technique uses convenience sampling to determine the number of samples using the Malhotra formula—data analysis technique using multiple regression analysis. The results showed that organizational activity and entrepreneurial behavior had insignificantly affected readiness in Islamic Faculty of Economics and Business UIN Raden Mas Said Surakarta students.*

*Keywords: Organizational Activeness, Entrepreneurial Behavior, Work Readiness*

### **INTRODUCTION**

Unemployment in Indonesia still needs to be completed. This condition triggers the low quality of human resources, such as a lack of skills. Another factor that causes unemployment is the need for a creative, solutive, and innovative mindset (Winterton & Turner, 2019). Based on data from Indonesian Statistics, 42.13% of the unemployed start from the elementary school level to university. The title of college graduate does not guarantee that someone can work according to expectations. Based on the facts obtained, 5.83% of university graduates are still unemployed. The unemployment rate for university graduates will reach 884,769 in 2022 (Central Bureau of Statistics (BPS), 2022).

Thus, the government needs to make a strategy related to the unemployment rate. The government's attitude can reduce the number of unemployed by optimizing the quality of human resources from prospective workers through education levels. According to Winterton & Turner (2019), improving human resources quality needs to be done immediately, for

example, through formal education in schools or universities and informal ones such as skills course institutions. (Winterton & Turner, 2019)

According to Kapareliotis et al. (2019), there are various internal and external influences on student work readiness. Internal influences such as motivation, goals, intelligence, and skills. In contrast, external influences include the environment, including relatives, friends, places to play, and study (Kapareliotis et al., 2019). An organization is one of the forums that can improve student work readiness because, as an intermediary, students can develop their potential to train in soft skills such as skills, interests, talents, and a sense of responsibility.

The results of research by Saputro et al. (2018) explained that non-academic aspects trigger 80% of success in work, while 20% comes from academic aspects that can affect success in the scope of work. Therefore, balancing academic and non-academic dimensions can form good work readiness. Thus, student activities can maximize students' cognitive, affective, and psychomotor abilities. (Saputro et al., 2018)

In addition, someone with entrepreneurial behavior can establish, manage, and develop his company to create job opportunities for others. Students must have this high creativity to prepare and be competitive in the competition between countries mentally (Pidduck et al., 2023). The phenomenon is that graduate students with bachelor's degrees are more interested in actualizing themselves to become employees. Based on this statement, students must prepare themselves to no longer think of being an employee but try to take one step further, namely entrepreneurship. To instill entrepreneurial spirit and readiness in students, it is necessary to have entrepreneurship training or seminars to stimulate individuals to be interested in entrepreneurship. If optimal, entrepreneurship students can also open jobs to reduce the unemployed population.

Therefore, organizational activity and entrepreneurial behavior can be critical elements in triggering student work readiness. With the behavior of entrepreneurs, it is hoped that it can open students' attitudes, mindsets, and behavior patterns. Meanwhile, the activeness of being in an organization can provide experience in collaboration, an attitude of responsibility, and self-confidence as capital to face the world of work challenges. Based on the description of the problem background above, the researcher is interested in conducting further research to know the effect of organizational activity and entrepreneurial behavior on the work readiness of FEBI students at UIN Raden Mas Said Surakarta.

According to Andika et al. (2018) state that "the activeness instrument consists of two elements namely activity physical and activity psychic". Physical activity is where a person can carry out activities involving the limbs, such as actively moving at work, not just sitting and listening. In contrast, psychological activity involves their souls when they are observing, solving problems, and making decisions so that the activeness of the organization is that the activities that exist within the organization can increase knowledge and experience. (Andika et al., 2018)

Lokuge et al. (2019) explained that the measurement of organizational activity consists of the following indicators: (1) some attendance; (2) submission of opinions, suggestions, proposals, and criticism of the progress of the organization; (3) willingness to sacrifice; (4) attitude of responsibility in carrying out tasks (Lokuge et al., 2019). This statement is by research findings Andika et al., (2018) on Informatics and Computer Engineering students, which stated that the study's results positively and significantly affected organizational activity and student work readiness (Andika et al., 2018).

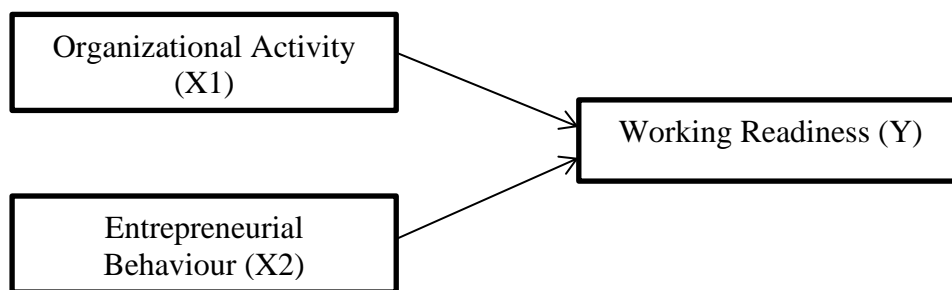
Michaelis et al., (2020) explain that entrepreneurial behavior is a mechanism for applying creativity and innovation that plays a role in solving problems and creating opportunities to improve their lives. Therefore, the role of the entrepreneur can have a positive impact, namely, 1) Opening new business opportunities, 2) Providing jobs, and 3) Increasing national per capita output. With this positive impact, students will prepare themselves to become employees and become roles that open up jobs (Michaelis et al., 2020). Furthermore, according to Calza et al. (2020); Neneh (2019), indicators of entrepreneurial behavior are: (1) achievement-oriented; (2) self-confidence; (3) independence; (4) the courage to take risks. (Neneh, 2019)

The research results of Munir et al., (2019) stated that entrepreneurship and entrepreneurship could reduce high unemployment rates. Entrepreneurship means opening jobs and overcoming unemployment problems. (Munir et al., 2019). This condition is in line with the statement of Lim et al., (2021), which explained that fresh graduates need entrepreneurial skills to earn income that can increase welfare without relying on being an employee in a company. One of the determining factors for these entrepreneurial skills is the behavior of entrepreneurs who grow and develop through learning, experience, and several things that influence them over time (Lim et al., 2021). Individuals with entrepreneurial behavior are ready to work because when they open a business, there needs to be a direct role from the individual himself.

According to Teng et al., (2019), work readiness is a person's ability to complete tasks optimally according to intention without experiencing any obstacles (Teng et al., 2019). The principal capital in entering the world of work is work readiness, including mental maturity and physical learning experience so that individuals can complete their work. Job readiness has several assessments based on achievement and talent interest activities that can add value to oneself. Students can take advantage of adding knowledge and experience, such as optimally developing potential and developing critical, creative, productive, innovative thinking, interests, and talents, namely organizations or a community in tertiary institutions. In addition, entrepreneurial behavior is also an instrument that influences student work readiness (Teng et al., 2019). Teng et al., (2019) stated that there are several indicators in measuring work readiness, namely: (1) motivation; (2) maturity; (3) self-development; (4) problem-solving; (5) adaptability.

Each organization must have various divisions, one of which is entrepreneurship. The entrepreneurship division within an organization plays a role in finding sources of income

and managing finances to realize an organization's independence. Obtaining these funds can be a business by selling snacks, paid promotions, and bouquets during graduation ceremonies. On various campuses, there are intra-campus organizations that play a role in developing student entrepreneurial behavior, which is named student cooperatives and have minimarkets in them. Karimi (2020) states that student activity in organizing can bring out student entrepreneurial behavior (Karimi, 2020). Currently, in an organization, there are many seminars or workshops on entrepreneurship, which will increase knowledge about students and support student work readiness. Thus, it is no longer common for many active students in organizations to have their businesses because they also gain a reasonably broad reach and knowledge.



**Figure 1. Conceptual Framework**

Based on the conceptual framework above, the hypothesis proposed is as follows:

H1: Being active in the organization influences the work readiness of FEBI students at UIN Raden Mas Said Surakarta.

H2: There is an influence of entrepreneurial behavior on work readiness in FEBI students at UIN Raden Mas Said Surakarta.

H3: Organizational activity and entrepreneurial behavior influence the work readiness of FEBI students at UIN Raden Mas Said Surakarta.

## **METHOD**

The independent variables in this study are the activeness of organizing and entrepreneurial behavior. Indicators of activeness in the organization: (1) number of attendances; (2) submission of opinions, suggestions, proposals, and criticism of the progress of the organization; (3) willingness to sacrifice; (4) attitude of responsibility in carrying out tasks. While the entrepreneurial behavior indicators are: (1) achievement-oriented; (2) self-confidence; (3) independent; (4) the courage to accept this risk is used to measure the ability of total assets to generate profits. The dependent variable in this study is work readiness. Indicators of work readiness, namely: (1) motivation; (2) maturity; (3) self-development; (4) problem-solving; (5) adaptability.

This study uses a quantitative approach with secondary data in graphs or tables, with an associative research type. Associative, namely research that questions the causal relationship between the independent and dependent variables that are causal. The population is all objects or subjects in the location and meets the requirements related to the problems in this study.

The population of this study was students of the Faculty of Islamic Economics and Business, UIN Raden Mas Said Surakarta—sampling technique using convenience sampling. According to Sugiyono (2018), convenience sampling is a method of determining a sample by selecting a free sample according to the researcher's wishes based on the time and place the researcher meets and includes sample criteria. Thus, researchers used 26 question indicators derived from 3 variables. Thus, determining the number of samples is calculated by the following formula,  $26 \times 5 = 130$  respondents.

The data collection instrument in this study was a questionnaire, and the answers for each instrument used a Likert scale of 1-5. A questionnaire (questionnaire) is a statement or question posed to respondents to provide answers. This study uses multiple linear regression analysis to overcome the existing problems. Regression analysis is a study to determine the direction and level of dependence of the independent and most assertive variables, which aim to estimate the value or average population of the independent and dependent variables, which are known based on variable values.

## RESULTS AND DISCUSSION

Terms of valid data if the  $r$  count is more significant than the  $r$  table. The  $r$  table is 0.1723, which is more than the value of the Pearson correlation. Based on the table above, organizational activity (X1), entrepreneurial behavior (X2), and work readiness (Y) in this test meet the requirements with a Pearson correlation value  $> 0.30$  and a significance value  $< 0.05$ . So, the questions that measure the variables are valid.

**Table 1. Validity Test Results**

<b>Variable</b>	<b>Correlation Range</b>	<b>Significance</b>	<b>Information</b>
Organizational Activity	0,462 – 0,684	0,000	Valid
Entrepreneurial Behaviour	0,546 – 0,737	0,000	Valid
Working Readiness	0,394 – 0,690	0,000	Valid

*Source: Output SPSS 2023*

**Table 2. Reliability Test Results**

<b>Variable</b>	<b>Cronbach Alpha Based on Standardized Items (<math>\alpha</math>)</b>	<b>Alpha Limit (<math>\alpha</math>)</b>	<b>Information</b>
Organizational Activity	0,721	0,6	Reliabel
Entrepreneurial Behaviour	0,809	0,6	Reliabel
Working Readiness	0,783	0,6	Reliabel

*Source: Output SPSS 2023*

The overall reliability test in this study showed reliable results because the CRPnbach alpha value was more significant than the upper Cronbach alpha value of 0.6. So, all elements of the question related to organizational activity, entrepreneur behavior, and work readiness are reliable.

**Table 3. Normality Test Results**

		<b>Unstandardized Residual</b>
N		130
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	2.57664426
Most Extreme Differences	Absolute	.071
	Positive	.043
	Negative	-.071
Kolmogorov-Smirnov Z		.804
Asymp. Sig. (2-tailed)		.538
a. Test distribution is Normal.		

*Source: Output SPSS 2023*

In Table 3, the normality test results using the One-Sample Kolmogorof-Smirnov Test show that the probability of a significance value of 0.538 is above the significance level of 0.05. This result means that the data is usually distributed.

**Table 4. Heteroscedasticity Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.478	1.552		1.597	.113
	KB	.011	.059	.020	.189	.850
	PE	-.023	.041	-.059	-.558	.578

*Source: Output SPSS 2023*

The results of the glacier test above show that the variables of organizational activity, entrepreneurial behavior, and work readiness have a significance value of more than the minimum limit of 0.05. So the data is free from heteroscedasticity.

**Table 5. Autocorrelation Test Results**

	Unstandardized Residual
Test Value <sup>a</sup>	-.06209
Cases < Test Value	65
Cases >= Test Value	65
Total Cases	130
Number of Runs	63
Z	-.528
Asymp. Sig. (2-tailed)	.597

*Source: Output SPSS 2023*

Table 5 shows the run test results with a significant level above 0.05. Then the data is free of autocorrelation.

**Table 6. Multicollinearity Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.872E-16	2.418		.000	1.000		
	KB	.000	.093	.000	.000	1.000	.709	1.411
	PE	.000	.064	.000	.000	1.000	.709	1.411

*Source: Output SPSS 2023*

Table 6 shows that all variables have a tolerance value of more than 0.1. The results of considering the VIF value also show below 10. Thus, there is no multicollinearity between the independent variables in the regression model.

**Table 7. Results of Multiple Linear Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	16.046	2.418		6.635	.000		
	TOTAL_KB	.256	.093	.201	2.769	.006	.709	1.411
	TOTAL_PE	.526	.064	.595	8.187	.000	.709	1.411

Source: Output SPSS 2023

From the multiple linear regression test results, the regression coefficient for organizational activity (X1) is 0.256, and the regression coefficient for entrepreneur behavior is 0.526, with a constant of 16.046. So, the formula for the multiple linear regression equation is as follows:

$$Y = 16,046 + 0,256X1 + 0,526X2$$

**Table 8. Results of the T-test on Organizational Activity**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.376	2.766		8.453	.000
	KB	.665	.096	.523	6.937	.000

Source: Output SPSS 2023

From Table 8, the results of the t-test showed that the significance value of the influence of activeness in organizations on work readiness is  $0.000 < 0.05$ , and the value of t count is  $6.937 > t$  table is 1.979. So, H01 is rejected, and Ha1 is accepted. This result means that there is a significant influence of organizational activity on work readiness.

**Table 9. Entrepreneur Behavior T Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.916	2.024		9.839	.000
	PE	.623	.056	.704	11.214	.000

Source: Output SPSS 2023

From Table 9 above, the t-test results showed that the significance value of the influence of entrepreneur behavior on work readiness is  $0.000 < 0.05$ , and the t-count value is  $11.214 > t$  table 1.979. So, H02 is rejected, and Ha2 is accepted. This result means that there is a significant influence of entrepreneurial behavior on job readiness.



**Table 10. F Test Results**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	943.864	2	471.932	69.982	.000 <sup>a</sup>
	Residual	856.443	127	6.744		
	Total	1800.308	129			

*Source: Output SPSS 2023*

From Table 10, the results of the f test show that the significance value of the effect of activeness in organizations and entrepreneur behavior on work readiness is  $0.000 < 0.05$ , and the calculated f value is  $69.982 > f \text{ table } 3.07$ . So, this proves that  $H_03$  is rejected and  $H_{a3}$  is accepted. This result means that there is a significant influence of organizational activity and entrepreneurial behavior on work readiness.

**Table 11. Determination Coefficient Value**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.524	.517	2.59685

*Source: Output SPSS 2023*

In Table 4.6, the value of R Square is 0.724 or 72.4%, which indicates that there is a simultaneous influence between the variables of organizational activity (X1) and entrepreneurial behavior (X2) on the work readiness variable (Y) of 72.4%. In contrast, the remaining 27.6% by other factors are not present in this study.

The results of the first hypothesis test show that the organizational activity variable influences student work readiness with a value of  $0.000 < 0.005$ . This result means that if there are more and more FEBI students at UIN Raden Mas Said Surakarta who are active in organizations, the level of work readiness will be higher. Instruments for organizational activity at FEBI UIN Raden Mas Said Surakarta include the level of student attendance at meetings, the attitude of responsibility in carrying out the mandate, giving suggestions and suggestions for solving problems or in terms of organizational progress, and being willing to sacrifice time, energy and thoughts in the organization. This statement is by Wahyudi's research (2016) conducted on Dakwah Management students at UIN Sunan Ampel Surabaya that organizational activity has a positive and significant effect on student work readiness (Wahyudi, 2016). Thus, a student will plan a career choice because of the encouragement of the surrounding environment that shapes perceptions of a job. One of these environmental factors is the scope of the organization.

The results of the calculation of the second hypothesis show that the entrepreneurial behavior variable positively affects the work readiness of FEBI students at UIN Raden Mas Said Surakarta with a value of  $0.000 < 0.005$ . That is, the higher the entrepreneurial behavior will affect student work readiness. One's entrepreneurial behavior can arise based on environmental factors, for example, seminars, activities, and activities in organizations such as bazaars. This result can form a mindset and desire to become an entrepreneur. Entrepreneurial behavior in FEBI students at UIN Raden Mas Said Surakarta can emerge with various programs at the faculty, such as entrepreneurship practicum activities, seminars, and internships. In addition, students who join the KOPMA organization or other organizations included in the entrepreneur division can support the growth of entrepreneurial behavior in students. This condition happens because entrepreneurs can be an option for job-readiness students.

The third hypothesis shows that organizational activity and entrepreneurial behavior affect the work readiness of FEBI students at UIN Raden Mas Said Surakarta. This statement is by the results of the F test; the value of the f count is  $69.982 > f$  table 3.07. Thus, the regression model can predict the influence of organizational activity and entrepreneurial behavior simultaneously affecting the work readiness of FEBI students at UIN Raden Mas Said Surakarta.

## CONCLUSION

Referring to the data analysis from the results of testing the hypothesis that organizational activity and entrepreneurial behavior positively and significantly influence work readiness in students of the Faculty of Islamic Economics and Business, UIN Raden Mas Said Surakarta. As a student, it is appropriate to develop potential during college to face the competition in the world of work after graduation. Universities produce competent graduates with a series of policies and programs that can improve the quality of students while studying. The next researcher can change the research location and the number of research objects to provide more varied information. In addition, future research can add moderating or intervening variables by using new variables outside of this research.

## REFERENCES

- Andika, K. F., Basori, & Efendi, A. (2018). Pengaruh Keaktifan Berorganisasi dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa Program Studi Pendidikan Teknik Informatika dan Komputer. *Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan (JIPTEK)*, 11(2), 69–78. <https://doi.org/https://doi.org/10.20961/jiptek.v11i2.19570>
- Calza, F., Cannavale, C., & Zohoorian Nadali, I. (2020). How do cultural values influence entrepreneurial behavior of nations? A behavioral reasoning approach. *International Business Review*, 29(5), 101725. <https://doi.org/10.1016/j.ibusrev.2020.101725>
- Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019). Internship and employability prospects: assessing student's work readiness. *Higher Education, Skills and Work-Based Learning*, 9(4), 538–549. <https://doi.org/10.1108/HESWBL-08-2018-0086>

- Karimi, S. (2020). The role of entrepreneurial passion in the formation of students' entrepreneurial intentions. *Applied Economics*, 52(3), 331–344. <https://doi.org/10.1080/00036846.2019.1645287>
- Lim, H. E., Soon, J.-J., & Duan, H. (2021). Does Entrepreneurial Career Choice Lessen the Graduate Unemployment Problem? The Case of Malaysian Graduates. *Global Business Management Review (GBMR)*, 13(No 1), 37–56. <https://doi.org/10.32890/gbmr2021.13.1.3>
- Lokuge, S., Sedera, D., Grover, V., & Dongming, X. (2019). Organizational readiness for digital innovation: Development and empirical calibration of a construct. *Information & Management*, 56(3), 445–461. <https://doi.org/10.1016/j.im.2018.09.001>
- Michaelis, T. L., Carr, J. C., Scheaf, D. J., & Pollack, J. M. (2020). The frugal entrepreneur: A self-regulatory perspective of resourceful entrepreneurial behavior. *Journal of Business Venturing*, 35(4), 105969. <https://doi.org/10.1016/j.jbusvent.2019.105969>
- Munir, H., Jianfeng, C., & Ramzan, S. (2019). Personality traits and theory of planned behavior comparison of entrepreneurial intentions between an emerging economy and a developing country. *International Journal of Entrepreneurial Behavior & Research*, 25(3), 554–580. <https://doi.org/10.1108/IJEBr-05-2018-0336>
- Neneh, B. N. (2019). From entrepreneurial alertness to entrepreneurial behavior: The role of trait competitiveness and proactive personality. *Personality and Individual Differences*, 138, 273–279. <https://doi.org/10.1016/j.paid.2018.10.020>
- Pidduck, R. J., Clark, D. R., & Lumpkin, G. T. (2023). Entrepreneurial mindset: Dispositional beliefs, opportunity beliefs, and entrepreneurial behavior. *Journal of Small Business Management*, 61(1), 45–79. <https://doi.org/10.1080/00472778.2021.1907582>
- Saputro, A. R., Indriayu, M., & Totalia, S. A. (2018). Pengaruh Keaktifan Berorganisasi dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa Program Studi Pendidikan Ekonomi Angkatan 2013-2016 Universitas Sebelas Maret. *Jurnal Pendidikan Bisnis Dan Ekonomi*, 4(1), 1–19.
- Teng, W., Ma, C., Pahlevansharif, S., & Turner, J. J. (2019). Graduate readiness for the employment market of the 4th industrial revolution. *Education + Training*, 61(5), 590–604. <https://doi.org/10.1108/ET-07-2018-0154>
- Winterton, J., & Turner, J. J. (2019). Preparing graduates for work readiness: an overview and agenda. *Education + Training*, 61(5), 536–551. <https://doi.org/10.1108/ET-03-2019-0044>