

## The influence of academic motivation and self-confidence on work readiness among students of SMK Wikarya Karanganyar

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### Abstrak

Tingginya angka pengangguran lulusan SMK dibandingkan jenjang pendidikan lainnya mengindikasikan adanya kendala pada penyerapan tenaga kerja yang berakar dari rendahnya tingkat kesiapan kerja siswa. Penelitian ini bertujuan untuk mengetahui: (1) pengaruh motivasi akademik terhadap kesiapan kerja siswa, (2) pengaruh kepercayaan diri terhadap kesiapan kerja siswa, (3) pengaruh motivasi akademik terhadap kepercayaan diri siswa, serta (4) pengaruh motivasi akademik terhadap kesiapan kerja siswa dengan kepercayaan diri sebagai mediasi pada siswa kelas XII SMK Wikarya Karanganyar. Penelitian ini merupakan penelitian kuantitatif kausal. Teknik pengambilan sampel dilakukan dengan *proportional stratified random sampling* yang menghasilkan sampel sebanyak 93 responden dari total populasi 122 siswa kelas XII di SMK Wikarya Karanganyar. Pengumpulan data dilakukan melalui kuesioner penelitian sebagai instrumen utama. Teknik analisis data menggunakan *Structural Equation Modeling (SEM)* berbasis *Partial Least Squares (PLS)* melalui software *SmartPLS4*. Hasil penelitian ini adalah sebagai berikut. Pertama, terdapat pengaruh positif dan signifikan motivasi akademik terhadap kesiapan kerja siswa ( $t = 3,167 > 1,96$ ;  $p = 0,002 < 0,050$ ). Kedua, terdapat pengaruh positif dan signifikan kepercayaan diri terhadap kesiapan kerja siswa ( $t = 6,189 > 1,96$ ;  $p = 0,000 < 0,050$ ). Ketiga, terdapat pengaruh positif dan signifikan motivasi akademik terhadap kepercayaan diri siswa ( $t = 9,745 > 1,96$ ;  $p = 0,000 < 0,050$ ). Keempat, kepercayaan diri secara signifikan memediasi hubungan antara motivasi akademik terhadap kesiapan kerja siswa ( $t = 5,557 > 1,96$ ;  $p = 0,000 < 0,050$ ). Temuan ini mengimplikasikan pentingnya integrasi antara penguatan kurikulum akademik dengan program pengembangan karakter untuk meminimalisir kesenjangan kompetensi lulusan. Pihak sekolah perlu merancang bimbingan karier yang fokus pada penguatan kematangan psikologis siswa guna meningkatkan daya saing di pasar kerja.

Kata kunci : motivasi akademik; kepercayaan diri; kesiapan kerja; bimbingan karier; kematangan psikologis

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### Abstract

The disproportionately high unemployment rate among Vocational High School (SMK) graduates relative to other educational levels indicates persistent barriers to labour market absorption rooted in students' inadequate work readiness. This study aims to examine: (1) the influence of academic motivation on student work readiness; (2) the influence of self-confidence on student work readiness; (3) the influence of academic motivation on student self-confidence; and (4) the influence of academic motivation on work readiness with self-confidence as a mediating variable, among Grade 12 students at SMK Wikarya Karanganyar. A quantitative causal research design was employed. Proportional stratified random sampling yielded a sample of 93 respondents from a total population of 122 Grade 12 students. Data were collected through a research questionnaire as the primary instrument. Structural Equation Modelling based on Partial Least Squares (PLS-SEM) was applied using SmartPLS 4. The findings are as follows. First, academic motivation exerts a positive and significant influence on student work readiness ( $t = 3.167 > 1.96$ ;  $p = .002 < .050$ ). Second, self-confidence exerts a positive and significant influence on student work readiness ( $t = 6.189 > 1.96$ ;  $p < .001$ ). Third, academic motivation exerts a positive and significant influence on student self-confidence ( $t = 9.745 > 1.96$ ;  $p < .001$ ). Fourth, self-confidence significantly mediates the relationship between academic motivation and student work readiness ( $t = 5.557 > 1.96$ ;  $p < .001$ ). These findings imply the importance of integrating academic curriculum reinforcement with character development programmes to minimise the competency gap among graduates. Schools need to design career guidance that prioritises the strengthening of students' psychological maturity in order to enhance their competitiveness in the labour market.

Keywords: academic motivation; career guidance; psychological maturity; self-confidence; work readiness

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### Introduction

The currents of globalisation and the Industry 4.0 transformation increasingly demand that the industrial sector emphasise not only the mastery of technical skills but also the mental readiness and adaptability of individuals in the face of a rapidly changing environment. Vocational High Schools (SMK) fulfil a strategic function in equipping graduates with professional competencies in accordance with the mandate of Law No. 20 of 2003; however, the Open Unemployment Rate (OUR) in Indonesia as of February 2025 was highest among SMK graduates, reaching 9.01% (Badan Pusat Statistik, 2025). This figure demonstrates that not all SMK graduates are directly absorbed into the labour market, indicating that student work readiness has not yet been fully optimised. This condition is further substantiated by preliminary study findings at SMK Wikarya Karanganyar, which revealed impediments in students' internal dimensions — particularly with respect to low academic motivation and insufficient self-confidence in responding to professional challenges. This is consistent with the observation of Budiani et al. (2025) that such gaps may be attributed to deficiencies in work readiness inherent among students as prospective professionals.

The work readiness of vocational education graduates has also attracted international attention. The Organisation for Economic Co-operation and Development (OECD, 2023) notes that vocational graduates across various countries face considerable challenges in adapting to an increasingly dynamic labour market driven by digital transformation and the evolving demand for employability skills. The OECD asserts that the

success of vocational graduates is determined not solely by technical skills but also by adaptability, achievement motivation, communication, and self-confidence in professional environments. International evidence further indicates that deficiencies in soft skills, self-confidence, and academic motivation constitute key sources of the competency gap between vocational graduates and the demands of modern industry — contributing to persistent risks of unemployment, limited competitiveness, and difficulties in adapting to changing workplace demands (OECD, 2023).

Drawing on the gap between industrial demands and empirical realities, prior studies have documented the influence of learning motivation on work readiness (Naim, 2022; Ningsih et al., 2024); however, a research gap remains, as relatively few studies have specifically employed the construct of academic motivation — which encompasses a broader set of dimensions — in relation to work readiness formation. The novelty of the present study lies in its mediation analysis framework, which positions self-confidence as an intervening variable bridging the influence of academic motivation on work readiness — a relationship that has not been examined in this specific context. The central problem addressed in this study is whether academic motivation and self-confidence influence work readiness, both directly and through the mediation of self-confidence, among students of SMK Wikarya Karanganyar.

The study is grounded in theoretical foundations that elucidate the interrelationships among the research variables. Work readiness, as defined by Caballero and Walker (cited in Jafri et al., 2024), refers to the level of maturity that enables an individual to accept and adapt to the behavioural demands of the workplace. Wahyuni et al. (2023) further characterise work readiness as the individual ability or aptitude — commensurate with one's potential — to enter the professional world directly without requiring an extended adaptation period. One key determinant of work readiness is academic motivation, which Blašková et al. (2019) define as the enthusiasm and conviction each individual possesses to fulfil their academic responsibilities optimally. Arslantaş (2021) conceptualises this variable as students' drive or inclination to engage in the learning process and educational experiences. A further critical factor is self-confidence, which Lauster (cited in Halim, 2019) characterises as a behaviour or feeling toward one's own abilities that is not easily influenced by others. Yulianto et al. (2020) explain that self-confidence exerts a substantial influence on how individuals perceive their own capabilities. The synergy between strong academic motivation and healthy self-confidence thus constitutes the foundational combination for ensuring students are professionally prepared to meet the challenges of the workplace — both in fulfilling national competency standards and in competing in the global labour market.

## Method

This study was conducted at SMK Wikarya Karanganyar, located at Jalan Ngalian RT.2/RW.12, Jungke, Karanganyar, Central Java 57713, Indonesia. The research period commenced with the preparation stage in September 2025 and concluded with the final report in July 2026. The research procedure comprised several systematic stages: a preliminary study, proposal development, instrument piloting, field data collection, data analysis, and conclusion drawing.

A quantitative causal research design was applied to examine cause-and-effect relationships among variables. The study involved exogenous variables of academic motivation and self-confidence, an endogenous variable of work readiness, and positioned self-confidence as a mediating variable.

The study population comprised all 122 Grade 12 students at SMK Wikarya Karanganyar for the 2025/2026 academic year, drawn from five academic departments. Proportional stratified random sampling was employed, with the sample size determined using the Slovin formula at a 5% significance level, yielding a sample of 93 students distributed proportionally across classes.

Data were collected using a closed-ended questionnaire with a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The work readiness instrument was adapted from Yusra and Azman (2025), the academic motivation instrument from Al Mamun et al. (2025), and the self-confidence instrument from Rindiasari et al. (2021). Prior to further analysis, the instruments were validated using convergent validity (outer loading  $> .50$  and AVE  $> .50$ ), discriminant validity (HTMT  $< .90$ ), and reliability testing (Cronbach's alpha and composite reliability  $> .70$ ).

Data analysis employed PLS-SEM using SmartPLS 4. Model evaluation proceeded through two stages: outer model assessment to examine instrument validity and reliability, and inner model assessment to evaluate

causal relationships among latent variables. Hypothesis testing was conducted using bootstrapping, with hypotheses accepted when the t-statistic exceeded 1.96 and the p-value fell below .050.

## Results and Discussion

### Research Findings

#### Outer Model Assessment

Validity and reliability testing was conducted directly on the sample using SmartPLS 4. As the instruments were adapted from prior studies — Yusra and Azman (2025) for work readiness, Al Mamun et al. (2025) for academic motivation, and Rindiasari et al. (2021) for self-confidence — testing was performed to ensure the questionnaire remained accurate when administered to SMK Wikarya Karanganyar students, with minimum thresholds of outer loading > .50, AVE > .50, and Cronbach's alpha and composite reliability > .70. Following confirmation of validity and reliability, inner model evaluation was conducted to assess the predictive model through R<sup>2</sup> and Q<sup>2</sup> values, followed by hypothesis testing via bootstrapping.

**Table 1**  
*Outer Model*

Variabel dan Konstruk	Loading factor	Composite reliability	Cronbach's alpha	AVE
Kesiapan Kerja		0.885	0.845	0.563
KK1	0.801			
KK2	0.744			
KK3	0.716			
KK4	0.741			
KK5	0.787			
KK6	0.710			
Motivasi Akademik		0.902	0.873	0.569
MA1	0.763			
MA2	0.783			
MA3	0.780			
MA4	0.639			
MA5	0.679			
MA6	0.806			
MA7	0.813			
Kepercayaan Diri		0.929	0.915	0.569
KD1	0.700			
KD2	0.748			
KD3	0.793			
KD4	0.704			
KD5	0.795			
KD6	0.754			
KD7	0.802			
KD8	0.674			
KD9	0.776			
KD10	0.787			

As shown in Table 1, all outer loading values exceeded the minimum threshold of .50, confirming instrument validity. The highest outer loading was recorded for AM7 at .813. AVE values exceeded .50 for all latent variables, confirming convergent validity. Composite reliability and Cronbach's alpha values exceeded .70 for all constructs, confirming reliability. These results establish that all items are valid and reliable for inclusion in subsequent analysis stages.

**Table 2**  
*Inner model*

Variabel dan konstruk	R <sup>2</sup>	F <sup>2</sup>	Q <sup>2</sup>
Motivasi Akademik		0.557	
Kepercayaan Diri	0.358	0.372	0.338
Kesiapan Kerja	0.535		0.339

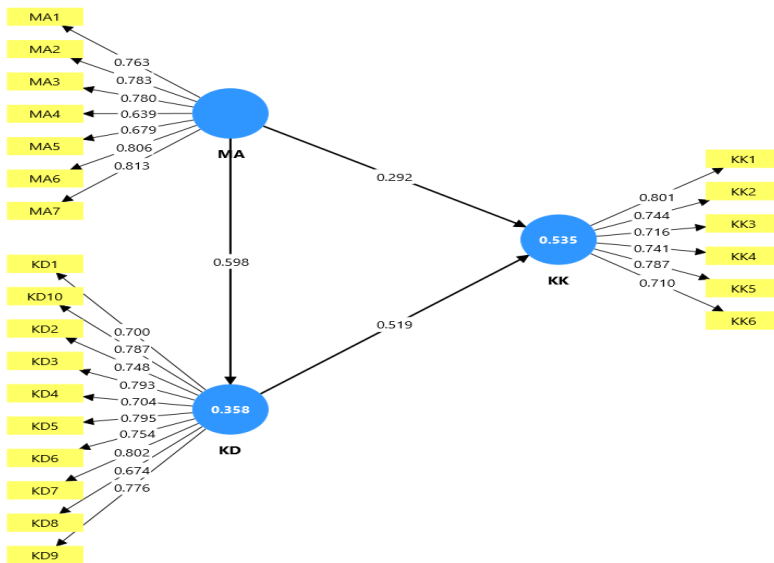
As presented in Table 2, the R<sup>2</sup> value for self-confidence was .358, indicating that 35.8% of its variance was explained by academic motivation. The R<sup>2</sup> value for work readiness was .535, indicating that 53.5% of its variance was explained by the predictor variables. The effect size (f<sup>2</sup>) for academic motivation was .557 and for self-confidence was .372, both classified as large effects. Predictive Relevance (Q<sup>2</sup>) values of .338 for self-confidence and .339 for work readiness — both exceeding zero — confirm the model's predictive relevance.

**Table 3**  
*Uji Hipotesis*

Path	t-statistik	p-value
Kepercayaan Diri -> Kesiapan Kerja	6.189	0.000
Motivasi Akademik -> Kepercayaan Diri	9.745	0.000
Motivasi Akademik -> Kesiapan Kerja	3.167	0.002
Motivasi Akademik -> Kepercayaan Diri -> Kesiapan Kerja	5.557	0.000

Note. Critical t-value = 1.96; significance threshold p < .050. All paths are statistically significant.

**Figure 1**  
*Final Model H1 H2 H3 H4*



As shown in Table 3, all four hypothesised paths yielded t-statistics exceeding 1.96 and p-values below .050. Self-confidence exerted a significant positive effect on work readiness ( $t = 6.189, p < .001$ ). Academic motivation exerted the strongest direct effect in the model, significantly predicting self-confidence ( $t = 9.745, p < .001$ ) and work readiness ( $t = 3.167, p = .002$ ). The indirect path from academic motivation to work readiness through self-confidence was also significant ( $t = 5.557, p < .001$ ), confirming partial mediation. The final structural model is presented in Figure 1.

## Discussion

### Academic Motivation and Work Readiness (H1)

The findings confirm that academic motivation exerts a positive and significant influence on the work readiness of SMK Wikarya Karanganyar students, supporting H1. This indicates that students' internal drive to achieve academic success is capable of shaping their readiness to enter the workforce through the development of discipline, responsibility, and adaptability to professional demands. The highest outer loading for academic motivation ( $AM7 = .813$ ) suggests that the drive to attain one's best performance is the most dominant dimension underpinning work readiness formation. This finding is consistent with Ningsih et al. (2024) and Sari et al. (2022), who similarly demonstrated that academic motivation contributes to work readiness through the development of both academic and non-academic competencies relevant to industry requirements.

### Self-Confidence and Work Readiness (H2)

The results further confirm that self-confidence exerts a positive and significant influence on student work readiness, supporting H2. Self-confidence enables students to hold stronger beliefs in their own capabilities, thereby enhancing their readiness to meet workplace challenges, navigate adaptation processes, and make decisions in professional environments. The indicator SC7 (outer loading = .802) — reflecting the ability to take responsibility for tasks and decisions — emerged as the dominant dimension shaping work readiness. Notably, the t-statistic for self-confidence's effect on work readiness (6.189) was substantially higher than that for the direct effect of academic motivation (3.167), indicating that psychological factors make a stronger contribution to work readiness than academic motivation alone. This finding is consistent with Frahidayah et al. (2024) and Muhammad et al. (2024), and implies that schools need to strengthen soft skill development programmes — such as public speaking training, job interview simulations, and organisational activities — to enhance students' self-confidence in preparation for the workplace.

### Academic Motivation and Self-Confidence (H3)

The study further demonstrates that academic motivation exerts a positive and significant influence on student self-confidence ( $t = 9.745, p < .001$ ), supporting H3 and recording the largest t-statistic in the model. This finding indicates that high learning enthusiasm shapes students' self-confidence through accumulated experiences of academic success during the learning process. When students successfully attain specific academic targets, they develop positive self-perceptions regarding their capacity to confront greater challenges,

including those presented by the professional workplace. This result corroborates Asiyah et al. (2019) and Fartisia and Laily (2022), who similarly found that achievement motivation strengthens individuals' confidence in their own abilities. The strength of this path coefficient further suggests that investment in academic motivation may have cascading benefits for the broader psychological readiness of vocational students.

#### **The Mediating Role of Self-Confidence (H4)**

Finally, the study confirms that self-confidence significantly mediates the relationship between academic motivation and work readiness ( $t = 5.557, p < .001$ ), supporting H4. Given that academic motivation retains a significant direct effect on work readiness even in the presence of the mediator, this constitutes partial mediation. This indicates that academic motivation may enhance work readiness both directly and indirectly, through the formation of self-confidence. The underlying mechanism operates as follows: high learning motivation facilitates students' accumulation of positive academic experiences, which in turn cultivates self-confidence in their own abilities, ultimately resulting in greater work readiness. This finding is consistent with Handayani (2022), who similarly affirmed that the combination of learning motivation and self-confidence plays a critical role in preparing individuals for the professional workplace. The partial mediation pattern further implies that whilst strengthening students' internal academic drives is important, it is not sufficient on its own; targeted psychological development — particularly self-confidence building — remains an indispensable complementary strategy.

## **Conclusion**

The findings of this study demonstrate that academic motivation exerts a significant positive influence on the work readiness of SMK Wikarya Karanganyar students. Self-confidence similarly exerts a significant positive influence on work readiness and significantly mediates the relationship between academic motivation and work readiness. Together, these findings indicate that student work readiness is shaped not only by the drive to achieve academic performance but also by students' self-confidence in their ability to meet professional demands.

In this study, self-confidence demonstrated a stronger influence on work readiness than the direct effect of academic motivation, underscoring the importance of psychological readiness as a foundational factor in preparing students for the labour market. Academic motivation functions by encouraging students to actively develop competencies and accumulate experiences of success during the learning process, whilst self-confidence enables students to apply those competencies optimally in real-world work situations. The combination of academic motivation and self-confidence thus constitutes the primary determinant of work readiness among SMK students, equipping them to adapt and compete in the industrial world.

Theoretically, this study contributes to the vocational education literature by demonstrating the partial mediating role of self-confidence in the academic motivation — work readiness relationship, a mechanism that has received limited attention in the SMK context. Practically, schools are encouraged to integrate academic curriculum strengthening with structured character development programmes, including career guidance focused on psychological maturity, public speaking training, job interview simulations, and participation in organisational activities, as complementary strategies for reducing graduate unemployment.

The limitations of this study include its geographic scope, which is restricted to SMK Wikarya Karanganyar and therefore limits the generalisability of findings to schools with different characteristics. Furthermore, the exclusive use of a quantitative approach means that variables beyond academic motivation and self-confidence — which may also contribute to work readiness — could not be explored in greater depth. Future research is encouraged to broaden the sample scope, incorporate additional mediating or moderating variables, and consider mixed-methods designs to achieve a more comprehensive understanding of the dynamics of work readiness among vocational students.

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