

Career planning and self-esteem as predictors of student work readiness in vocational school

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Abstrak

Penelitian ini mengkaji pengaruh perencanaan karir dan self-esteem terhadap kesiapan kerja siswa kelas XII program Manajemen Perkantoran dan Layanan Bisnis (MPLB) SMK Negeri 3 Surakarta, baik secara parsial maupun simultan. Pendekatan kuantitatif dengan desain penelitian asosiatif kausal digunakan, dengan seluruh 107 siswa sebagai responden melalui teknik total sampling. Data dikumpulkan melalui kuesioner Skala Likert empat poin dan dianalisis menggunakan regresi linear berganda dengan IBM SPSS versi 27. Temuan penelitian mengungkapkan tiga hasil utama: (1) perencanaan karir berpengaruh positif dan signifikan terhadap kesiapan kerja ($t = 3,084 > t_{0.05} = 1,997$; $p = 0,003 < 0,05$); (2) self-esteem berpengaruh positif dan signifikan terhadap kesiapan kerja ($t = 6,235 > t_{0.05} = 1,997$; $p < 0,001$); dan (3) kedua variabel secara simultan menjelaskan 73,7% variansi kesiapan kerja ($R^2 = 0,737$; $F = 145,636$; $p < 0,001$). Self-esteem menjadi prediktor dominan dengan sumbangan relatif sebesar 68%, dibandingkan perencanaan karir sebesar 32%. Temuan ini menegaskan pentingnya penguatan program bimbingan karir dan pengembangan kepercayaan diri siswa sebagai intervensi strategis untuk meningkatkan kesiapan kerja lulusan SMK.

Kata kunci: asosiatif kausal; kemampuan kerja; kematangan karir; kuantitatif; regresi linear berganda

Abstract

This study examines the influence of career planning and self-esteem on the work readiness of Grade XII students in the Office Management and Business Services (MPLB) program at SMK Negeri 3 Surakarta, both individually and simultaneously. Employing a quantitative approach with a causal-associative research design, the study involved all 107 students as participants using total sampling. Data were collected through a four-point Likert scale questionnaire and analyzed using multiple linear regression with IBM SPSS version 27. The findings reveal three key results: (1) career planning exerts a positive and significant influence on work readiness ($t = 3.084 > t_{0.05} = 1.997$; $p = 0.003 < 0.05$); (2) self-esteem exerts a positive and significant influence on work readiness ($t = 6.235 > t_{0.05} = 1.997$; $p < 0.001$); and (3) both variables collectively explain 73.7% of the variance in work readiness ($R^2 = 0.737$; $F = 145.636$;

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$p < 0.001$). Self-esteem emerged as the dominant predictor, accounting for a relative contribution of 68%, compared to career planning at 32%. These findings underscore the critical importance of strengthening career guidance programs and developing students' self-confidence as strategic interventions to enhance the work readiness of vocational school graduates.

Keywords: career maturity; causal-associative; employability; multiple linear regression; quantitative

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Introduction

Globalization and the Fourth Industrial Revolution have brought substantial transformations to the world of work, particularly in terms of human resource competency demands. Business and industrial sectors require not only technical hard skills but also essential soft skills encompassing professional attitudes, self-confidence, career planning, and adaptability (Suparyati & Habsya, 2024). Vocational High Schools (SMK) are designed as a vocational education pathway to produce work-ready graduates, as mandated by Law No. 20 of 2003, Article 15. However, the work readiness of SMK graduates remains a persistent and serious challenge in contemporary Indonesian education.

Data from the Indonesian Central Bureau of Statistics (Badan Pusat Statistik, 2025) indicate that the open unemployment rate among SMK graduates stands at approximately 8.79%, the highest of all educational levels. This figure reflects a significant gap between the stated objectives of vocational education and the actual work readiness of students. Work readiness refers to an individual's capacity to enter the professional workforce, encompassing academic preparation, technical skills, social competencies, and a supportive mental attitude that underpins productivity (Azky, 2022). Work readiness is shaped by both internal and external factors, with internal factors such as career planning and self-esteem playing a particularly formative role in developing students' mental preparedness and professional attitudes (Prasetyo & Hidayat, 2021).

Career planning is a structured process that enables individuals to recognize their own potential, cultivate relevant competencies, and prepare themselves to meet the demands of the labor market (Zunker, 2021). Self-esteem, meanwhile, is defined as an individual's overall evaluation of their own worth and value, which fundamentally shapes attitudes, behaviors, and motivation in confronting life's challenges, including those encountered in the workplace (Orth & Robins, 2022). A preliminary survey conducted among Grade XII MPLB students at SMK Negeri 3 Surakarta revealed that 70.7% of students lacked a clear career plan, and 54.3% acknowledged insufficient preparation for the demands of the working world. Furthermore, 62.9% of students identified career planning as the most influential factor affecting their work readiness, while 22.9% cited self-esteem.

Prior studies, including Ambarwati (2022) and Elfranata et al. (2022), have demonstrated the significant individual effects of career planning and self-esteem on work readiness. However, research examining the simultaneous influence of both variables within the specific context of the Office Management and Business Services (MPLB) program remains limited, constituting a notable research gap. The present study aims to address this gap by empirically testing the simultaneous effects of career planning and self-esteem on the work readiness of Grade XII MPLB students at SMK Negeri 3 Surakarta. Based on the foregoing considerations, three hypotheses are proposed: H₁: career planning has a significant influence on student work readiness; H₂: self-esteem has a significant influence on student work readiness; and H₃: career planning and self-esteem simultaneously have a significant influence on student work readiness.

Research Methods

This study was conducted at SMK Negeri 3 Surakarta from September 2025 to June 2026. The selection of this research site was based on the urgency of low work readiness among Grade XII MPLB students, data availability, and institutional research support.

A quantitative research approach with a causal-associative design was employed to analyze cause-and-effect relationships among the study variables (Sugiyono, 2022). The independent variables consisted of Career Planning (X_1) and Self-Esteem (X_2), while the dependent variable was Student Work Readiness (Y). This design was selected to systematically map the magnitude and direction of each predictor variable's linear contribution using inferential statistical methods. The research instrument was developed by the researchers based on variable indicators grounded in theoretical frameworks and relevant prior studies, with items formulated and adapted to the characteristics of Grade XII MPLB students at SMK Negeri 3 Surakarta.

The study population comprised all 107 active Grade XII MPLB students distributed across three parallel classes (XII MPLB 1: 36 students; XII MPLB 2: 36 students; XII MPLB 3: 35 students). A total sampling method was employed given the limited population size, such that all 107 students served as respondents. This approach minimizes selection bias and generalization error, thereby enhancing the validity of the study's conclusions (Arikunto, 2021).

Primary data were collected through a structured, closed-ended questionnaire administered directly to respondents. Response options were constructed using a modified four-point Likert scale to encourage clear attitudinal responses and eliminate neutral-category bias (Sugiyono, 2022). Scoring was differentiated by item nature: positive items were scored 4 (Strongly Agree) to 1 (Strongly Disagree), and negative items were reverse-scored. Item development was based on operational indicator frameworks: the Work Readiness variable (Y) encompassed responsibility, critical and flexible thinking, skill possession, communication ability, and self-evaluation; the Career Planning variable (X_1) covered self-potential awareness, decision-making ability, career goal clarity, achievement commitment, and barrier management strategies; and the Self-Esteem variable (X_2) was assessed across four dimensions: significance, power, competence, and virtue.

Prior to use, the instrument was piloted with Grade XII AKL students at SMK Negeri 3 Surakarta, outside the study population. Content validity of all 50 items was assessed using the Pearson Product Moment Correlation coefficient. The decision criterion stipulated that an item was valid if r_{005} (calculated) $> r_{005}$ (table) at $\alpha = 0.05$. All 50 items met this criterion and were retained. Reliability was then assessed using Cronbach's Alpha, yielding values of 0.890 for work readiness (20 items), 0.924 for career planning (15 items), and 0.921 for self-esteem (15 items). All values exceeded the 0.60 threshold, confirming adequate instrument reliability.

Quantitative data analysis proceeded through a series of classical assumption tests to ensure the model met Best Linear Unbiased Estimator (BLUE) criteria: (1) normality testing using the One-Sample Kolmogorov-Smirnov test ($p > 0.05$); (2) linearity testing via deviation from linearity ($p > 0.05$); (3) multicollinearity testing using tolerance (> 0.10) and Variance Inflation Factor ($VIF < 10$); and (4) heteroscedasticity testing using the Glejser test ($p > 0.05$). Multiple linear regression was then performed according to the equation $Y = \alpha + \beta_1 X_1 + \beta_2 X_2$. The strength of the collective model was evaluated using the Coefficient of Determination (R^2); partial and simultaneous significance were tested using the t-statistic (H_0 rejected if $p < 0.05$ and $t_{05} > t_{ta}^{bse}$) and F-statistic (H_0 rejected if $p < 0.05$ and $F_{05} > F_{ta}^{bse}$), respectively. The proportional contributions of each independent variable were quantified using Effective Contribution (EC): $EC(X) = \beta_r \times r_{xy} \times 100\%$, and Relative Contribution (RC): $RC(X)\% = EC(X)\% / R^2$.

Methodological limitations of this study include its single-school scope, the cross-sectional design that precludes conclusions based on temporal change, and the restriction to two independent variables. These limitations should be carefully considered when interpreting the findings and constitute important directions for future research.

Results and Discussion

A quantitative approach with a causal-associative design was employed to analyze the influence of career planning (X_1) and self-esteem (X_2) on work readiness (Y) among Grade XII

MPLB students at SMK Negeri 3 Surakarta. All 107 students participated as respondents through total sampling. Data were collected using a four-point Likert scale questionnaire and analyzed using multiple linear regression with IBM SPSS version 27

Research Results

The initial phase of data analysis involved descriptive statistics to profile the distribution characteristics of each research variable prior to inferential hypothesis testing. This approach provided a comprehensive empirical profile of work readiness (Y), career planning (X₁), and self-esteem (X₂) based on measures of central tendency (mean, median, mode) and variability (standard deviation). These indicators are presented in Table 1.

Table 1
Descriptive Statistics of Research Variables

Statistic	Work Readiness (Y)	Career Planning (X ₁)	Self-Esteem (X ₂)
N Valid	107	107	107
Missing	0	0	0
Mean	65,514	49,047	49,757
Std. Error	0,806	0,673	0,704
Median	65,000	48,000	48,000
Mode	62,000	60,000	60,000
Std. Dev.	8,337	6,965	7,280
Variance	69,497	48,517	52,997
Range	37	23	25
Minimum	43	37	35
Maximum	80	60	60
Sum	7010	5248	5324

As presented in Table 1, descriptive analysis of 107 respondents indicates that the work readiness variable (Y) had a mean of 65.514, median of 65.000, mode of 62.000, and standard deviation of 8.337. The career planning variable (X₁) yielded a mean of 49.047, median of 48.000, mode of 60.000, and standard deviation of 6.965. The self-esteem variable (X₂) obtained a mean of 49.757, median of 48.000, mode of 60.000, and standard deviation of 7.280. The frequency distribution of the work readiness variable (Y) is presented in Table 2.

Table 2
Frequency Distribution of the Work Readiness Variable (Y)

Interval	Frequency	Relative Frequency (%)
43–48	4	3,7%
49–54	9	8,4%
55–60	16	15,0%
61–66	20	18,7%
67–72	22	20,6%
73–78	19	17,8%
79–80	17	15,9%
Total	107	100%

As shown in Table 2, the frequency distribution of work readiness (Y) reveals a concentration of respondents in the 61–66 interval (18.7%) and the 67–72 interval (20.6%), indicating that the majority of respondents demonstrated a moderately high to high level of work readiness. The frequency distribution of the career planning variable (X₁) is presented in Table 3.

Table 3*Frequency Distribution of the Career Planning Variable (X_1)*

Interval	Frequency	Relative Frequency (%)
37–40	13	12,1%
41–44	20	18,7%
45–48	23	21,5%
49–52	16	15,0%
53–56	12	11,2%
57–60	23	21,5%
Total	107	100%

As illustrated in Table 3, the frequency distribution of career planning (X_1) reveals two dominant groups at the 45–48 and 57–60 intervals, each comprising 23 respondents (21.5%), indicating a bimodal distribution between intermediate and high score categories. The frequency distribution of the self-esteem variable (X_2) is presented in Table 4.

Table 4*Frequency Distribution of the Self-Esteem Variable (X_2)*

Interval	Frequency	Relative Frequency (%)
35–39	5	4,7%
40–44	22	20,6%
45–49	30	28,0%
50–54	13	12,1%
55–59	22	20,6%
60	15	14,0%
Total	107	100%

As presented in Table 4, the frequency distribution of self-esteem (X_2) shows the highest concentration in the 45–49 interval with 30 respondents (28.0%), followed by the 40–44 and 55–59 intervals, each with 22 respondents (20.6%).

Prior to hypothesis testing, a series of classical assumption tests were conducted to ensure that the regression model was accurate, consistent, and unbiased, satisfying the Best Linear Unbiased Estimator (BLUE) criteria. The results of these prerequisite tests are summarized in Table 5.

Table 5*Results of the Classical Assumption Tests*

Assumption Test	Result	Conclusion
Normality (K-S)	Sig. = 0,200 > 0,05	Data normally distributed
Linearity X_1 on Y	Sig. Deviation = 0,685 > 0,05	Linear relationship
Linearity X_2 on Y	Sig. Deviation = 0,217 > 0,05	Linear relationship
Multicollinearity	Tolerance = 0,278; VIF = 3,593	No multicollinearity
Heteroscedasticity	Sig. X_1 = 0,152; Sig. X_2 = 0,055 (> 0,05)	No heteroscedasticity

As shown in Table 5, the residual data were normally distributed (Kolmogorov–Smirnov Sig. = 0.200, $p > 0.05$). Linearity was confirmed for both X_1 -Y (deviation from linearity Sig. = 0.685 > 0.05) and X_2 -Y (Sig. = 0.217 > 0.05). The model was free from multicollinearity (Tolerance = 0.278 > 0.10; VIF = 3.593 < 10). Glejser heteroscedasticity tests yielded significance values of 0.152 for X_1 and 0.055 for X_2 (both $p > 0.05$), confirming homoscedasticity. With all classical assumption criteria satisfied, the regression model was deemed appropriate for subsequent hypothesis testing.

Following confirmation of all prerequisite assumptions, hypothesis testing was conducted. Individual effects of each independent variable were assessed using the t-statistic, while the collective effect of all variables was evaluated using the F-statistic. Table 6 presents the estimated regression coefficients and their levels of statistical significance.

Table 6*Results of the Partial t-Test*

Variabel	B	Beta	t	Sig.
(Constant)	14,380	-	4,702	<0,001
Career Planning (X ₁)	0,352	0,294	3,084	0,003
Self-Esteem (X ₂)	0,681	0,595	6,235	<0,001

As shown in Table 6, the partial t-test results indicate that career planning (X₁) had a significant effect on work readiness ($t = 3.084 > t_{0.05} = 1.997$; $p = 0.003 < 0.05$); accordingly, H₁ was accepted. Self-esteem (X₂) also demonstrated a significant effect ($t = 6.235 > t_{0.05} = 1.997$; $p < 0.001$); accordingly, H₂ was accepted. The results of the simultaneous F-test are presented in Table 7.

Table 7*Results of the Simultaneous F-Test (ANOVA)*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5428,469	2	2714,235	145,636	<0,001
Residual	1938,260	104	18,637	-	-
Total	7366,729	106	-	-	-

As presented in Table 7, the simultaneous F-test yielded $F = 145.636$ with $p < 0.001$, confirming that both independent variables jointly exert a significant effect on work readiness; consequently, H₃ was accepted.

The regression equation derived from the analysis is: $Y = 14.380 + 0.352X_1 + 0.681X_2$. The constant of 14.380 represents the estimated level of work readiness when both independent variables equal zero. The regression coefficient for career planning (0.352) indicates that each unit increase in career planning is associated with a 0.352-unit increase in work readiness. The coefficient for self-esteem (0.681) reflects a larger contribution, whereby each unit increase in self-esteem corresponds to a 0.681-unit increase in work readiness. Table 8 presents the results of the coefficient of determination analysis.

Table 8*Results of the Coefficient of Determination Analysis*

R	R Square	Adjusted R ²	Std. Error
0,858	0,737	0,732	4,317

As shown in Table 8, the R² value of 0.737 indicates that 73.7% of the variance in students' work readiness is simultaneously explained by career planning (X₁) and self-esteem (X₂). The remaining 26.3% is attributed to other variables outside the present research model.

As a further analytical step, the Effective Contribution (EC) and Relative Contribution (RC) of each independent variable were calculated to identify the most dominant predictor. Table 9 presents these proportional contributions.

Table 9*Effective and Relative Contributions of X₁ and X₂ to Y*

Variable	Beta	r xy	SE (%)	SR (%)
Career Planning (X ₁)	0,294	0,799	23,5%	32%
Self-Esteem (X ₂)	0,595	0,844	50,2%	68%
Total	-	-	73,7%	100%

As presented in Table 9, the effective contribution (EC) of career planning (X₁) was 23.5%, while that of self-esteem (X₂) was 50.2%, yielding a combined EC of 73.7%. In terms of relative

contribution (RC) to the overall model, career planning accounted for 32% and self-esteem for 68%, confirming that self-esteem is the more dominant predictor of student work readiness.

Discussion

The Influence of Career Planning on Work Readiness

The findings of this study demonstrate that career planning exerts a positive and significant influence on the work readiness of Grade XII MPLB students at SMK Negeri 3 Surakarta ($t = 3.084$; $p = 0.003$). This result signifies that the more mature a student's career planning—encompassing the ability to recognize self-potential, set career goals, and formulate achievement strategies—the higher their readiness to enter the workforce. This finding aligns with Super's (1980) Career Development Theory, which posits that career planning is a critical process toward career maturity; individuals with structured career planning demonstrate a greater capacity for sound decision-making and coping with occupational demands. The finding is further corroborated by Susilowati and Fauzan (2022), who reported a positive influence of career planning on SMK students' work readiness, and by Nugroho et al. (2024), who identified career guidance and planning as strategic components in work readiness formation. These findings underscore the need for schools to intensify systematic career guidance services so that students develop a concrete vision of their future career trajectories.

The Influence of Self-Esteem on Work Readiness

Self-esteem was demonstrated to exert a positive and significant influence on students' work readiness ($t = 6.235$; $p < 0.001$), with a larger contribution than career planning. This finding indicates that students with higher self-esteem tend to exhibit greater confidence, demonstrate a greater willingness to face challenges, and adapt more effectively to workplace environments, thereby attaining a higher level of work readiness. This result aligns with Rosenberg's (1965) foundational theory, which defines self-esteem as an individual's self-evaluation reflecting the degree of self-regard and belief in one's own capabilities. The finding is further supported by Frahidayah et al. (2024), who reported a positive and significant influence of self-esteem on SMK students' work readiness, and by Setyaramadani and Rosidah (2024), who identified self-esteem development as a key factor in vocational students' work readiness formation. These findings carry important implications for school practice: institutions need to design programs that strengthen students' self-confidence and self-regard as psychological interventions supporting their readiness for the workforce.

The Simultaneous Influence of Career Planning and Self-Esteem on Work Readiness

Examined simultaneously, career planning and self-esteem jointly exert a positive and significant influence on students' work readiness ($F = 145.636$; $p < 0.001$; $R^2 = 0.737$). This finding indicates that SMK students' work readiness is not solely determined by cognitive career planning capacity but is also shaped by the psychological dimension of self-esteem. Students who possess clear career plans reinforced by strong self-belief and self-regard are better positioned to compete in an increasingly demanding labor market. This result is consistent with Sabrina et al. (2024), who reported that career planning and self-esteem jointly exert a positive influence on SMK students' work readiness, and with Nugroho et al. (2024), who contend that work readiness is formed through the interaction of multiple internal factors including career planning, self-esteem, and individual psychological characteristics. Accordingly, effective work readiness development programs in vocational schools must integrate career guidance services with sustained character development and student confidence-building initiatives.

Conclusion

The present study concludes that career planning and self-esteem exert positive and significant influences on the work readiness of Grade XII MPLB students at SMK Negeri 3 Surakarta, both individually and simultaneously. The coefficient of determination ($R^2 = 0.737$) indicates that 73.7% of the variance in work readiness is explained by these two variables, with self-

esteem emerging as the more substantial contributor relative to career planning. These findings substantiate Super's (1980) Career Development Theory, which emphasizes the centrality of career planning in the formation of career maturity, and Rosenberg's (1965) self-esteem theory, which highlights the role of self-regard in enhancing individuals' readiness to navigate professional environments, particularly within the context of vocational education. From a practical standpoint, these findings indicate that schools must optimize systematic career guidance services and implement self-esteem enhancement programs as strategic measures to improve student work readiness. Nevertheless, this study is limited by its single-school scope, cross-sectional design, and the restriction to two independent variables. Future research is therefore recommended to adopt a broader sampling frame, employ longitudinal designs, and incorporate additional variables that may influence work readiness, in order to yield a more comprehensive and generalizable understanding of this phenomenon.

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