

# J I K A P

**JURNAL INFORMASI DAN KOMUNIKASI ADMINISTRASI PERKANTORAN**



**UNS**  
UNIVERSITAS  
SEBELAS MARET

**PROGRAM STUDI PENDIDIKAN ADMINISTRASI PERKANTORAN  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SEBELAS MARET SURAKARTA**

# JIKAP

## Jurnal Informasi dan Komunikasi Administrasi Perkantoran

Volume 9 Nomor 2, Maret 2025

### SUSUNAN REDAKSI

#### *Editor in Chief*

Anton Subarno, S.Pd., M.Pd., Ph.D. (Scopus ID: 57191828251)

#### *Associate Editors*

Subroto Rapih, S.Pd., M.Pd., Ph.D. (Scopus ID: 57222593421)

#### *Editorial Board Members*

Prof. Dr. Muhyadi

Prof. Dr. Tjutju Yuniarsih, M. Pd. (Scopus ID: 57192806413) Prof.

Dr. Wiedy Murtini, M.Pd (Scopus ID: 57193251856)

Dr. Cicilia Dyah Sulistyanningrum Indrawati, M.Pd (Scopus ID: 57222179659)

Muhammad Choerul Umam, S.PdI., M.Pd.

Nur Rahmi Akbarini, S.Pd., M.Pd.

Sigit Permansah, S.Pd, M.Pd.

Winarno, S.Kom., M.Pd.

#### *Copy Editors*

Chairul Huda Atma Dirgatama, (Scopus ID: 57203089787) Arif

Wahyu Wirawan, S.Pd., M.Pd (Scopus ID: 57214136612)

#### Alamat Redaksi:

Gedung B Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Jalan

Ir . Sutami 36A Surakarta 57126 Telp. /Fax. (0271) 648939, 669124

E-mail: [jikap@fkip.uns.ac.id](mailto:jikap@fkip.uns.ac.id)

|   |               |
|---|---------------|
| Susunan Redaksi   | Halaman<br>ii |
| Daftar Isi  | iii           |
| Entrepreneurship education and social media impact on OTKP students' entrepreneurial Interest<br><i>Silva Sri Tungga Dewi</i>   | 111-118       |
| Locus of control, family support, and entrepreneurial resilience among UNS students<br><i>Atallal Annas Sholihin, Tutik Susilowati</i>  | 119-129       |
| Family environment and learning motivation influence on higher education aspirations among vocational<br><i>Aprilia Sukma Melati Putri, Cicilia Dyah Sulistyaningrum Indrawati</i>  | 130-137       |
| The influence of office administration internship and social environment on work readiness among office administration education students<br><i>Asri Wulandari, Cicilia Dyah Sulistyaningrum Indrawati, Patni Ninghardjanti</i> | 138-146       |
| Self-efficacy and interpersonal communication effects on teaching readiness of pre-service office administration teachers<br><i>Dea Pungky Febriana, Hery Sawiji</i>  | 147-155       |
| The mediating role of self-efficacy in family environment's influence on students' self-leadership<br><i>Robi Maulana, Tutik Susilowati</i>   | 156-163       |
| Impact of learning models on critical thinking with self-efficacy as mediator<br><i>Wildan Purbo Ananda, Tutik Susilowati</i>   | 164-171       |
| The influence of entrepreneurship education and social environment on office administration students' entrepreneurial intentions<br><i>Ahmad Khairrudin</i>   | 172-180       |
| Women's leadership style in public office (a case study at the Surakarta City Health Office)<br><i>Rani Kasih Setianingsih, Cicilia Dyah Sulistyaningrum Indrawati, Susantiningrum Susantiningrum</i>                           | 181-187       |
| The use of ChatGPT in office technology learning for class X MPLB 3 at SMK Negeri 1 Surakarta<br><i>Ana Amalia, Tri Murwaningsih</i>  | 188-198       |
| The impact of work discipline and motivation on job satisfaction at DUKCAPIL Surakarta<br><i>Aismaya Linda Damayanti, Cicilia Dyah Sulistyaningrum Indrawati</i>  | 199-206       |

|  |         |
|--|---------|
| The relationship between family support, school life quality, and career decision-making self-efficacy among vocational students<br><i>Salsabila Anggia Putri, Hery Sawiji</i> | 207-212 |
| The impact of motivation and work environment on job satisfaction at PT. Adhi Karya<br><i>Adinda Khansa Khairunnisa, Tri Murwaningsih</i>                                      | 213-219 |

## Entrepreneurship education and social media impact on OTKP students' entrepreneurial interest

Silva Sri Tungga Dewi\*

Department of Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [silva.std0371@student.uns.ac.id](mailto:silva.std0371@student.uns.ac.id)

### Abstrak

*Penelitian ini bertujuan untuk (1) mengetahui pengaruh pendidikan kewirausahaan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (2) mengetahui pengaruh penggunaan media sosial terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (3) mengetahui pengaruh pendidikan kewirausahaan terhadap penggunaan media sosial siswa jurusan OTKP di SMK Negeri 3 Surakarta. Penelitian ini merupakan penelitian kuantitatif tipe korelasional. Populasi yang ada di dalam penelitian ini terdapat 209 peserta didik Teknik pengambilan sampel dilakukan secara Proportional Stratified Random Sampling dengan sampel sebanyak 137 peserta didik. Sumber data penelitian ini terdiri dari dua jenis data yaitu data primer yang didapat dari angket penelitian dan data sekunder yang berupa data peserta didik. Pengumpulan data dilakukan secara online melalui google form. Teknik uji validitas menggunakan uji outer model dalam metode analisis Structural Equation Modeling (SEM) dengan pendekatan Partial Least Squares SEM (PLS-SEM) Analisis data menggunakan inner model dengan alat pengolah data SmartPLS. Hasil penelitian ini adalah (1) pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (2) penggunaan media sosial berpengaruh secara positif dan signifikan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (3) pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap penggunaan media sosial siswa jurusan OTKP di SMK Negeri 3 Surakarta*

*Kata kunci: media social; minat berwirausaha; pendidikan kewirausahaan*

### Abstract

This study aims to examine (1) the influence of entrepreneurship education on the entrepreneurial interest of Office Administration (OTKP) students at SMK Negeri 3 Surakarta, (2) the influence of social media usage on the entrepreneurial interest of OTKP students, and (3) the influence of entrepreneurship education on social media usage among OTKP students. This research is a quantitative correlational study. The population consists

---

\* Corresponding author

of 209 students. The sampling technique used is Proportional Stratified Random Sampling, with a sample size of 137 students. The data sources are divided into two types: primary data obtained from questionnaires and secondary data in the form of student records. Data collection was conducted online through Google Forms. The validity test used the outer model test within the Structural Equation Modeling (SEM) framework, employing the Partial Least Squares SEM (PLS-SEM) approach. Data analysis utilized the inner model with SmartPLS as the data processing tool. The results of this study are as follows: (1) entrepreneurship education has a positive and significant effect on the entrepreneurial interest of OTKP students at SMK Negeri 3 Surakarta, (2) social media use has a positive and significant effect on the entrepreneurial interest of OTKP students at SMK Negeri 3 Surakarta, and (3) entrepreneurship education has a positive and significant effect on the social media use of OTKP students at SMK Negeri 3 Surakarta.

Keywords: entrepreneurial interest; social media; entrepreneurship education

Received November 05, 2024; Revised November 20, 2024; Accepted February 14, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.94819>

## Introduction

According to the Central Statistics Agency (BPS, 2022), vocational high school (SMK) graduates accounted for the highest percentage (9.42%) of open unemployment in Indonesia. This suggests that SMK graduates face significant challenges in securing employment after completing their education. Databoks reported that Indonesia's total labor force in 2022 comprised approximately 143.7 million people, while available job opportunities numbered only around 133.82 million. This disparity highlights the insufficient employment opportunities relative to the labor force size, making entrepreneurship a viable alternative for addressing unemployment.

Matondang (2018) defined interest as an individual's sense of acceptance toward a relationship between oneself and something external. Entrepreneurial interest, according to Pricilia et al. (2021), refers to an attitude reflecting an individual's attraction and desire to engage in entrepreneurship, accompanied by the courage to take risks in creating a business. Similarly, Kirana et al. (2018) described entrepreneurial interest as the desire, attraction, and willingness to work hard to meet one's needs without fearing the risks involved in starting a business, influenced by personality characteristics. Handayati et al. (2020) identified three key indicators for measuring entrepreneurial interest: (1) self-confidence, (2) willingness to take risks, and (3) future orientation.

Entrepreneurship education represents a significant factor influencing entrepreneurial interest. It aims to foster creative thinking and enhance learners' self-confidence (Hasan et al., 2022). Research by Sukirman and Afifi (2021) demonstrated that higher levels of entrepreneurship education positively impact entrepreneurial motivation. According to Kuratko (as cited in Hasan et al., 2022), the objectives of entrepreneurship education include: (1) teaching individuals to become business owners, (2) promoting entrepreneurial traits and behaviors, and (3) educating learners to think creatively and independently. Al-Qadasi et al. (2024) developed indicators for measuring entrepreneurial interest, including: (1) behavior, (2) overt response, and (3) willingness.

Social media usage also influences students' entrepreneurial interest. Research by Gustina et al. (2022) found that entrepreneurial interest among students is significantly influenced by social media use. Liedfray et al. (2022) defined social media as online platforms that support social interaction and utilize web-based technologies, transforming communication into interactive dialogue. In educational settings, social media serves as a tool to assist in practical marketing lessons within entrepreneurship courses.



Mubarok and Firdaus (2024) outlined the benefits of social media, including: (1) building public trust and interest, (2) expanding target markets, (3) identifying opportunities, and (4) facilitating feedback for evaluation. Mallios et al. (2023) proposed three indicators for measuring social media usage: (1) usefulness, (2) ease of use, and (3) social influence/norms.

This research addresses a gap in the literature by examining the role of entrepreneurship education in shaping patterns of adaptation and social media utilization. Previous studies have predominantly focused on the impact of entrepreneurship education on entrepreneurial interest rather than its influence on social media usage.

Despite the positive impact of entrepreneurship education, interest in entrepreneurship among SMK graduates remains low. Research by Pasaribu and Wakhinuddin (2020) revealed that SMK students often lack interest in entrepreneurship after graduation due to insufficient capital, inadequate motivation, fear of taking risks, and preference for existing employment opportunities. This phenomenon is also observed among OTKP department students at SMK Negeri 3 Surakarta.

Interviews with twelve 11th and 12th-grade OTKP students at SMK Negeri 3 Surakarta revealed minimal interest in entrepreneurship post-graduation. Many students preferred continuing their education at the university level or seeking employment. They believed that working provides opportunities to develop skills directly, while higher education expands knowledge and enhances future job prospects. Students also cited concerns about acquiring sufficient capital as a deterrent to entrepreneurship.

Based on the background discussed above, this study proposes three hypotheses: (1). Entrepreneurship education positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta; (2). Social media usage positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta, and (3). Entrepreneurship education positively and significantly influences social media usage among OTKP students at SMK Negeri 3 Surakarta.

## **Research Method**

This study employed a quantitative approach with a correlational design to examine the influence of independent variables on dependent variables. The research utilized two independent variables (entrepreneurship education and social media usage) and one dependent variable (entrepreneurial interest). All variables were measured using a Likert scale. The Entrepreneurship Education variable was measured using an instrument adapted from Al-Qadasi et al. (2024), the Social Media variable was measured using an instrument adapted from Mallios et al. (2023), and the Entrepreneurial Interest variable was measured using an instrument adapted from Handayati et al. (2020). Data were collected via online questionnaires distributed through Google Forms and WhatsApp.

The population comprised 209 students from grades XI and XII of the OTKP department at SMK Negeri 3 Surakarta. Using the Proportional Stratified Random Sampling technique with the Slovin formula, a sample of 137 students was selected. Data analysis employed Structural Equation Modeling (SEM) with a Partial Least Squares SEM (PLS-SEM) approach using SmartPLS software.

Validity testing utilized construct validity, while reliability testing employed composite reliability. The study conducted an Inner Model Evaluation to determine R-square, Adjusted R-square, and Q-square values, assessing the influence of endogenous constructs and evaluating predictive relevance. Hypothesis testing examined Original Sample values, T-statistics, and P-values to determine the magnitude and significance of influence between variables. A hypothesis was accepted and deemed significant if the T-statistic value exceeded 1.96 and the P-value was less than 0.05.

The research instruments were adapted from previously validated instruments and adjusted to align with the research objectives; therefore, no additional validity testing was conducted prior to questionnaire distribution.

## Results and Discussion

### Research Results

Data collected through Google Forms were processed using SmartPLS software, following stages of data tabulation, inner model design, outer model design, model estimation, and model evaluation. The model evaluation phase examined convergent validity, discriminant validity, and composite reliability.

**Table 1**  
*Construct Reliability*

| Construct                       | Item | Item Loadings | Cronbach's Alpha | CR    | AVE   |
|---------------------------------|------|---------------|------------------|-------|-------|
| Entrepreneurial Interest (MB)   | MB1  | 0,835         | 0,838            | 0,885 | 0,607 |
|                                 | MB2  | 0,793         |                  |       |       |
|                                 | MB3  | 0,763         |                  |       |       |
|                                 | MB4  | 0,710         |                  |       |       |
|                                 | MB5  | 0,789         |                  |       |       |
| Entrepreneurship Education (PK) | PK1  | 0,669         | 0,767            | 0,843 | 0,522 |
|                                 | PK2  | 0,843         |                  |       |       |
|                                 | PK3  | 0,688         |                  |       |       |
|                                 | PK4  | 0,777         |                  |       |       |
|                                 | PK5  | 0,612         |                  |       |       |
| Social Media (MS)               | MS1  | 0,768         | 0,883            | 0,905 | 0,517 |
|                                 | MS2  | 0,758         |                  |       |       |
|                                 | MS3  | 0,748         |                  |       |       |
|                                 | MS4  | 0,770         |                  |       |       |
|                                 | MS5  | 0,691         |                  |       |       |
|                                 | MS6  | 0,654         |                  |       |       |
|                                 | MS7  | 0,681         |                  |       |       |
|                                 | MS8  | 0,735         |                  |       |       |
|                                 | MS9  | 0,650         |                  |       |       |

According to Fornell and Larcker (as cited in Sawiji, 2024), convergent validity can be measured using the Average Variance Extracted (AVE). As shown in Table 1, all AVE values exceeded 0.50, indicating that all construct items related to the same underlying construct met the convergent validity criteria. Additionally, Cronbach's Alpha and composite reliability values for each construct surpassed 0.70. Ghazali (2006) noted that a construct is considered reliable if its composite reliability or Cronbach's Alpha value exceeds 0.70. Therefore, each construct demonstrated good reliability.



**Table 2***Discriminant Validity Using Fornell-Larcker Test*

| Construct | MB    | MS    | PK    |
|-----------|-------|-------|-------|
| MB        | 0,779 |       |       |
| MS        | 0,425 | 0,719 |       |
| PK        | 0,552 | 0,464 | 0,722 |

The study employed the Fornell and Larcker test for discriminant validity, measured by the square root of the AVE value. As shown in Table 2, the square root of AVE values (diagonal elements) were greater than off-diagonal elements. This confirmed that all constructs passed the discriminant validity test.

**Table 3***Heterotrait-Monotrait Ratio (HTMT) Test for Discriminant Validity*

| Construct | MB    | MS    | PK |
|-----------|-------|-------|----|
| MB        |       |       |    |
| MS        | 0,468 |       |    |
| PK        | 0,669 | 0,558 |    |

In addition to the Fornell-Larcker test, this study employed the Heterotrait-Monotrait Ratio (HTMT) to strengthen discriminant validity. According to Henseler et al. (as cited in Lady & Jewell, 2021), a good HTMT ratio value should be less than 0.90. As shown in Table 3, all values between constructs were below 0.90, further confirming discriminant validity.

**Table 4***Model Fit*

|            | Saturated Model | Estimated Model |
|------------|-----------------|-----------------|
| SRMR       | 0,100           | 0,100           |
| d_ULS      | 1,907           | 1,907           |
| d_G        | 0,493           | 0,493           |
| Chi-Square | 376,543         | 376,543         |
| NFI        | 0,708           | 0,708           |

Model fit was assessed using the Standardized Root Mean Square Residual (SRMR) value, which represents the difference between the data correlation matrix and the estimated model correlation matrix. Yamin (2023) suggested that an SRMR value below 0.08 indicates good model fit, while values between 0.08 and 0.100 are considered acceptable. The SRMR value of 0.100 (Table 4) indicated an acceptable model fit.

**Table 5***Structural Model*

| Construct | R2    | Adjusted R2 | Q2    |
|-----------|-------|-------------|-------|
| MB        | 0,341 | 0,331       | 0,190 |
| MS        | 0,215 | 0,210       | 0,076 |

The structural model was evaluated by examining R-square values of endogenous constructs (Entrepreneurial Interest [MB] and Social Media [MS]). Chin (as cited in Yamin, 2023) classified R-square values of 0.67 as high, 0.33 as moderate, and 0.19 as weak. As shown in Table 5, the Entrepreneurship Education (PK) construct explained 34% of the variance in Entrepreneurial Interest (MB), with the remaining 66% explained by variables outside the model. Similarly, PK explained 22% of the variance in MS, with 78% explained by external variables. The Q-square values, obtained through Blindfolding, were greater than 0, indicating that the PK variable had predictive relevance for both MB and MS variables.

**Table 6***Hypothesis Testing*

| Hipotesis | Path     | VIF   | Original Sample | T Statistics | P Value |
|-----------|----------|-------|-----------------|--------------|---------|
| H1        | PK -> MB | 1,275 | 0,452           | 4,394        | 0,000   |
| H2        | MS -> MB | 1,275 | 0,215           | 2,823        | 0,005   |
| H3        | PK -> MS | 1,000 | 0,464           | 3,773        | 0,000   |

Multicollinearity was assessed using Variance Inflation Factor (VIF) values. According to Hair et al. (as cited in Yamin, 2023), VIF values between 3 and 5 suggest potential multicollinearity, while values below 3 are ideal. As shown in Table 6, all VIF values were less than 3, indicating no multicollinearity among constructs.

Hypothesis testing employed the bootstrapping process with 5,000 iterations. A hypothesis was accepted if the T-statistic value exceeded 1.96 and the P-value was less than 0.05. All hypotheses demonstrated T-statistic values greater than 1.96 and P-values less than 0.05, confirming significant relationships between the constructs.

**Discussion****The Influence of Entrepreneurship Education on Students' Entrepreneurial Interest**

Testing of H1 revealed that entrepreneurship education positively and significantly influenced entrepreneurial interest, with a contribution of 45.2%. This suggests that the quality of entrepreneurship education at SMK Negeri 3 Surakarta enhances students' entrepreneurial interest.

Entrepreneurship education, both theoretical and practical, equips students with knowledge and skills necessary for creating independent businesses. By encouraging creative and innovative thinking, entrepreneurship education cultivates entrepreneurial interest. These findings align with research by Yanti (2021), which demonstrated that entrepreneurship education significantly influences entrepreneurial interest. Similarly, Firdaus et al. (2023) identified entrepreneurship education as a key factor influencing entrepreneurial interest.

These results suggest that enhancing entrepreneurship education can increase students' entrepreneurial interest. Educational institutions could develop more effective entrepreneurship curricula by incorporating business simulations, case studies, and mentorship programs with successful entrepreneurs. Additionally, providing initial funding and organizing entrepreneurship seminars could support students' entrepreneurial endeavors.

**The Influence of Social Media Usage on Students' Entrepreneurial Interest**

Testing of H2 demonstrated that social media usage positively and significantly influenced entrepreneurial interest, with a contribution of 21.5%. This indicates that students' entrepreneurial interest increases with greater engagement with entrepreneurship-related content on social media.

Social media enables students to identify various business opportunities and serves as a platform for marketing entrepreneurial products. Leveraging social media for entrepreneurship transforms it from

mere entertainment to a powerful tool supporting modern business practices. These findings corroborate research by Husain (2022), which found that social media positively and significantly influences entrepreneurial interest. Similarly, Kurniawan (2019) identified social media as a factor influencing entrepreneurial interest among management students.

Based on these findings, educational institutions could integrate social media modules into entrepreneurship education, providing motivational and educational content that encourages entrepreneurship among students.

### **The Influence of Entrepreneurship Education on Students' Social Media Usage**

Testing of H3 revealed that entrepreneurship education positively and significantly influenced social media usage, with a contribution of 46.4%. This suggests that entrepreneurship education at SMK Negeri 3 Surakarta shapes how students use social media, particularly for entrepreneurship-related activities.

Technology-driven entrepreneurship education incorporates social media into practical marketing activities, encouraging students to use these platforms to learn about entrepreneurship. This finding aligns with research by Irfan and Astiena (2022), which emphasized that conducive and dynamic learning can be achieved by leveraging information technology in education. Similarly, Harahap et al. (2020) noted the interdependence of scientific progress and technological advancements.

This study reveals a novel finding: entrepreneurship education significantly influences students' social media usage. This demonstrates that entrepreneurship education can shape how students use social media as a business tool. Educational institutions could enhance learning by integrating social media into the entrepreneurship curriculum, teaching students to create content for branding and marketing, and analyze social media data to understand consumer behavior.

### **Conclusion**

Based on data analysis and hypothesis testing, this study concludes that: (1) Entrepreneurship Education positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta, (2) Social Media usage positively and significantly influences entrepreneurial interest among OTKP students, and (3) Entrepreneurship Education positively and significantly influences Social Media usage among OTKP students.

### **References**

- Al-Qadasi, N., Zhang, G., Al-Jubari, I., Al-Awlaqi, M. A., & Aamer, A. M. (2024). Entrepreneurship education and entrepreneurial behaviour: Do self-efficacy and attitude matter? *International Journal of Management Education*, 22(1), 1–17. <https://doi.org/10.1016/j.ijme.2024.100945>
- Firdaus, M. H., Suryokumoro, H., & Hamidah, S. (2023). The effect of entrepreneurship education, family environment, and self-concept on interest in entrepreneurship through the entrepreneurial institution as the meditation variable. *Hong Kong Journal of Social Sciences*, 60(60), 761–772. <https://doi.org/10.55463/hkjss.issn.1021-3619.60.74>
- Gustina, M., Sumiati, A., & Mardi, M. (2021). Pengaruh penggunaan media sosial dan lingkungan keluarga terhadap minat berwirausaha pada mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. *Jurnal Ekonomi Dan Pendidikan*, 18(2), 133–151. <https://doi.org/10.21831/jep.v18i2.41027>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), 1–7. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Harahap, E. H., Istianingsih, N., & Latief, M. (2020). Perkembangan filsafat ilmu dalam perspektif teknologi digital. *Jurnal Administrasi Sosial Dan Humaniora*, 4(1), 9–23.

- Hasan, M., Azis, F., Rahmatullah, Inanna, & Dkk. (2022). *Pendidikan kewirausahaan*. Tahta Media Group.
- Husain, A. (2022). The influence of motivation, social media, and the social environment on interest in entrepreneurship. *Jurnal Economic Resource*, 5(1), 177–186. <https://doi.org/10.57178/jer.v5i1.286>
- Irfan, D., & Astiena, A. K. (2022). Strategi pembelajaran untuk menerapkan pedagogik berbasis teknologi informasi. *Jurnal PTI (Jurnal Pendidikan Teknologi Informasi)*, 9(1), 7–12. <https://doi.org/10.35134/jpti.v9i1.105>
- Kirana, D. G. C., Harini, & Nugroho, J. A. (2018). Pengaruh pendidikan kewirausahaan dan self efficacy terhadap minat berwirausaha (Studi Pada Mahasiswa Program Studi Pendidikan Ekonomi Tahun Angkatan 2014-2016). *Journal of Business and Economics*, 4(1), 244–245.
- Kurniawan, Y. R. (2019). The effect of using social media to entrepreneurial interest in Airlangga university students: Case in management students at Faculty of Economic and Business. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 8(7), 104–107.
- Lady, & Jewell. (2021). Pengaruh perceive information, trust, social media marketing dan brand image terhadap niat beli konsumen pada brand minuman boba di Kota Batam. *Conference on Business, Social Sciences and Technology*, 1(1), 275–285.
- Liedfray, T., Waani, F. J., & Lasut, J. J. (2022). Peran media sosial dalam mempererat interaksi antar keluarga di Desa Esandom Kecamatan Tombatu Timur Kabupaten Tombatu Timur Kabupaten Minahasa Tenggara. *Jurnal Ilmiah Society*, 2(1), 2.
- Mallios, P., Zampetakis, L., & ... (2023). Social media impact on entrepreneurship intention: Lessons learned from business startupper. *Journal of Business & Entrepreneurship*, 32(2), 1–34.
- Matondang, A. (2018). Pengaruh antara minat dan motivasi dengan prestasi belajar. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 24–32. <https://jurnal.uisu.ac.id/index.php/Bahastra/article/view/1215>
- Mubarok, A. N., & Firdaus, N. M. (2024). Jurnal comm-edu pemanfaatan media sosial dalam menunjang kegiatan kewirausahaan karang taruna. *Jurnal Comm-Edu*, 7(1), 2615–1480.
- Pasaribu, M., & Wakhinuddin. (2020). Analisis faktor pembentuk minat kewirausahaan pada jurusan teknik kendaraan ringan SMK. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(3), 499–510. <https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/28679>
- Pricilia, A. A., Yohana, C., & Fidhyallah, N. F. (2021). Faktor-faktor yang mempengaruhi minat berwirausaha pada mahasiswa Universitas di Jakarta. *Jurnal Bisnis, Manajemen, Dan Keuangan*, 2(2).
- Sawiji, H. (2024). Determining factors influencing teachers' intention to use web-based e-learning platforms in vocational secondary schools in Indonesia. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2355830>
- Sukirman, & Afifi, Z. (2021). The improvement of entrepreneurial interest through entrepreneurship education, entrepreneurship sprit and entrepreneurship motivation. *Kinerja*, 25(1), 16–31. <https://doi.org/10.24002/kinerja.v25i1.4353>
- Yamin, S. (2023). *SmartPLS 3, SmartPLS 4, Amos & Stata*. PT Dewangga Energi Internasional. <https://www.smartpls.com/>
- Yanti, A. (2021). The effect of entrepreneurship education and entrepreneurship characteristics in increasing interest in entrepreneurship in first middle school students. *Enrichment: Journal of Management*, 12(1), 664–670.

## **Locus of control, family support, and entrepreneurial resilience among UNS students**

**Atallal Annas Sholihin\*, Tutik Susilowati**

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [atallalannas3@gmail.com](mailto:atallalannas3@gmail.com)

### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui pengaruh (1) locus of control terhadap resiliensi berwirausaha, (2) dukungan keluarga terhadap resiliensi berwirausaha, dan (3) pengaruh tidak langsung dukungan keluarga terhadap resiliensi berwirausaha melalui locus of control pada mahasiswa UNS peserta Wirausaha Merdeka (WMK). Penelitian ini menggunakan pendekatan kuantitatif dengan metode Partial Least Squares-Structural Equation Modeling (PLS-SEM) menggunakan SmartPLS. Sampel penelitian berjumlah 124 mahasiswa yang dipilih dengan teknik sampling jenuh, dan data dikumpulkan melalui kuesioner tertutup menggunakan Google Form. Hasil penelitian menunjukkan bahwa (1) locus of control berpengaruh positif dan signifikan terhadap resiliensi berwirausaha ( $p = 0.000$ ,  $t = 6.385$ ,  $\beta = 0.552$ ). (2) Dukungan keluarga juga berpengaruh positif dan signifikan terhadap resiliensi berwirausaha ( $p = 0.000$ ,  $t = 3.684$ ,  $\beta = 0.319$ ). (3) Dukungan keluarga memiliki pengaruh tidak langsung terhadap resiliensi berwirausaha melalui locus of control ( $p = 0.000$ ,  $t = 3.800$ ,  $\beta = 0.247$ ), dengan efek total sebesar 0.566. Hasil ini menunjukkan bahwa locus of control memiliki peran mediasi parsial dalam hubungan antara dukungan keluarga dan resiliensi berwirausaha. Oleh karena itu, peningkatan resiliensi berwirausaha dapat dilakukan dengan memperkuat locus of control melalui pelatihan serta meningkatkan dukungan keluarga melalui komunikasi dan motivasi.*

*Kata kunci: ketahanan mental; lingkungan sosial; pengendalian diri; PLS-SEM*

### **Abstract**

This study examines the influence of (1) locus of control on entrepreneurial resilience, (2) family support on entrepreneurial resilience, and (3) the indirect effect of family support on entrepreneurial resilience through locus of control among Universitas Sebelas Maret (UNS) students participating in the Wirausaha Merdeka (WMK) entrepreneurship program. The research employs a quantitative approach utilizing Partial Least Squares-Structural

---

\* Corresponding author

**Citation in APA style:** Sholihin, A.A., & Susilowati, T. (2025). Locus of control, family support, and entrepreneurial resilience among UNS students. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 119-129. <https://dx.doi.org/10.20961/jikap.v9i2.99490>

Equation Modeling (PLS-SEM) with SmartPLS software. The sample comprised 124 students selected through saturated sampling technique, with data collected via closed-ended questionnaires administered through Google Forms. The findings demonstrate that (1) locus of control exerts a positive and statistically significant effect on entrepreneurial resilience ( $p = 0.000$ ,  $t = 6.385$ ,  $\beta = 0.552$ ). (2) Family support similarly exhibits a positive and significant influence on entrepreneurial resilience ( $p = 0.000$ ,  $t = 3.684$ ,  $\beta = 0.319$ ). (3) Family support demonstrates a significant indirect effect on entrepreneurial resilience through locus of control ( $p = 0.000$ ,  $t = 3.800$ ,  $\beta = 0.247$ ), with a total effect of 0.566. These results indicate that locus of control serves as a partial mediating variable in the relationship between family support and entrepreneurial resilience. Consequently, enhancement of entrepreneurial resilience may be facilitated through strengthening locus of control via targeted training programs and augmenting family support through effective communication and motivational strategies.

Keywords: mental endurance; social environment; self-control mechanisms; PLS-SEM

Received February 13, 2025; Revised February 20, 2025; Accepted March 14, 2025;

Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.99490>

## Introduction

Entrepreneurship is one of the primary factors driving economic growth in a country. Through innovation and the creation of business opportunities, entrepreneurship contributes to job creation, an increase in Gross Domestic Product (GDP), and poverty alleviation (Bhegawati et al., 2022). In the context of higher education, entrepreneurship has gained increasing attention through programs designed to foster an entrepreneurial spirit among students. One initiative implemented in Indonesia is the Wirausaha Merdeka (WMK) program, which aims to equip students with the skills and experience needed to run businesses. However, the effectiveness of this program still faces challenges, particularly concerning the low levels of entrepreneurial resilience among students after the program concludes.

Resilience is a crucial aspect of business success, given that the world of entrepreneurship is full of uncertainty and challenges. Resilience enables individuals to endure and recover from failure, as well as continue innovating in the face of market changes (Hernández et al., 2024). According to Hall (in Haddoud et al., 2022, pp. 6-7), resilience is generally understood as the ability to bounce back from difficulties and adapt to external changes, making it a critical concept across various fields, including entrepreneurship. Resilience in entrepreneurship refers to the toughness and flexibility that help entrepreneurs survive and thrive amid uncertainty and business competition. This capability allows them to transform challenges into opportunities and keep moving forward despite facing numerous obstacles (Franco et al., 2021). According to Hernández et al. (2024), resilience in entrepreneurship is the capacity of an entrepreneur to confront, overcome, and transform challenges or difficult situations into opportunities. This ability includes adapting to change, maintaining an optimistic attitude, and persevering in the face of various obstacles. According to Grotberg (1995), there are three factors influencing resilience: I Have, I Am, and I Can. The I Have factor refers to the environment and resources accessible to individuals, such as family support, peer support, and local cultural values. The I Am factor pertains to internal attributes, such as having good self-efficacy, optimism, and locus of control. The I Can factor relates to individual skills and abilities, such as problem solving and creative thinking. This factor emphasizes the importance of personal competence in adapting to and overcoming problems. Meanwhile, according to Hartmann et al. (2022), entrepreneurial resilience is influenced by personal factors like self-confidence, locus of control, and self-efficacy, as well as contextual factors that include the environment, cultural values, and family support.

Preliminary study results indicate that the majority of WMK participants at Universitas Sebelas Maret (UNS) do not continue their businesses after the program ends. Most students also report feeling overwhelmed and discouraged when facing failure, along with a pessimistic outlook on the future of their

businesses. These findings confirm that the low level of entrepreneurial resilience is a major obstacle to the sustainability of student businesses.

One factor that plays a role in shaping entrepreneurial resilience is locus of control. This concept refers to the extent to which individuals believe that the outcomes of their actions are influenced by internal or external factors (Rotter, 1966). Individuals with an internal locus of control tend to believe that they have control over the successes or failures they experience, making them more resilient in facing business challenges. Conversely, individuals with an external locus of control rely more on external factors such as luck or fate, making them more vulnerable to failure (Nisula & Olander, 2023). Weiner (1979) linked locus of control with attribution theory, where individuals with an internal locus of control attribute outcomes to their own efforts, while those with an external locus of control tend to associate outcomes with external factors such as luck or external circumstances. Robbins and Judge (in Siregar & Anggina, 2020) argued that locus of control indicates the extent to which individuals believe their life outcomes are determined by their own actions and choices rather than external factors. Meanwhile, according to Levenson (1981), locus of control refers to an individual's belief about the causes of events, whether due to internal factors such as effort and personal ability (internality) or influenced by others (powerful others) and factors of chance. Several studies show that locus of control has a significant influence on entrepreneurs' resilience, although the percentage of its contribution varies across different studies (Bulmash, 2016; Farradina et al., 2019; Oktaviana, 2013; Nugrahini et al., 2021).

In addition to locus of control, family support also plays a vital role in shaping entrepreneurial resilience. Families can provide various forms of support—emotional, instrumental, and informational—that help individuals overcome business challenges (Yulita et al., 2020). Emotional support from the family can boost self-confidence and reduce stress levels, while instrumental and informational support assist entrepreneurs in making strategic decisions and overcoming operational obstacles. According to Sarafino & Smith (2015), family support encompasses emotional, material, and informational assistance that plays a crucial role in enhancing individual well-being and resistance to life pressures. Emotional support includes affection, material support includes physical or financial assistance, and informational support comes in the form of advice. These three aspects help individuals manage stress and adapt to change. Meanwhile, according to Fahrani et al. (2023, p. 144), family support is a dynamic interaction that positively influences individual development, encompassing affection, attention, guidance, and necessary resources. As the first social system, the family instills values, norms, and essential social skills for individuals to adapt to broader environments. According to Taylor (2018), the main purpose of family support is to enhance the psychological and physical well-being of individuals, especially when facing stress or life challenges. This support creates a safe and comfortable environment, making individuals feel valued. Previous studies have found that family support positively influences entrepreneurial resilience, although few studies have examined the indirect relationship between these variables through locus of control as a mediator (Oktaviana, 2013; Rahayuningsih et al., 2023; Zehra & Usmani, 2023).

This research introduces novelty in several aspects. First, it employs the locus of control dimensions based on Levenson's IPC Scale (Internality, Powerful Others, and Chance), which has not been widely used in studies related to locus of control and entrepreneurial resilience. Second, this study not only analyzes the direct effects of locus of control and family support on entrepreneurial resilience but also examines the indirect relationship between family support and resilience through locus of control as a mediator. With this approach, the study aims to provide a more comprehensive theoretical contribution to understanding the factors influencing students' entrepreneurial resilience.

Based on the background above, this research aims to answer several key questions: (1) Does locus of control influence the entrepreneurial resilience of UNS students? (2) Does family support influence the entrepreneurial resilience of UNS students? (3) Is there an indirect effect of family support on entrepreneurial resilience through locus of control as a mediating variable? By addressing these questions, the study hopes to provide deeper insights for academics, practitioners, and policymakers in designing more effective entrepreneurship development strategies within higher education environments.

## Research Methods

This study employs a quantitative approach using the survey method to examine the influence of locus of control and family support on the entrepreneurial resilience of UNS students participating in the WMK program. The research was conducted in six stages: preparation, data collection, data analysis, and the preparation of the research report, spanning from September 2024 to February 2025. The population



for this study consists of all 124 UNS students who participated in the WMK program in 2023. A saturated sampling technique was used, where the entire population was included as the research sample. The study was conducted online using Google Forms for questionnaire distribution.

Data collection was carried out using a closed-ended questionnaire based on a 4-point Likert scale, where respondents selected answers that best reflected their conditions. The entrepreneurial resilience variable was measured using the CD-RISC 10, which has been proven valid and reliable in various previous studies (Connor & Davidson, 2003; Simamora, 2024; Gina & Fitriani, 2022). The locus of control variables was measured using the IPC Scale developed by Levenson, consisting of 12 statements representing three main dimensions: Internality, Powerful Others, and Chance (Levenson, 1981; C.LAO, 1986). Meanwhile, the family support variable was measured using an instrument developed by Shen et al. (2017), which includes three key indicators: emotional support, intellectual support, and economic support. All instruments used in this study have been tested for validity and reliability in prior research.

The data analysis technique employed in this study utilizes Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS software. This analysis aims to test both direct and indirect relationships between the research variables. Instrument validity and reliability were assessed through outer model analysis, including convergent validity, discriminant validity, and composite reliability tests. Subsequently, hypothesis testing was performed using inner model analysis to measure the effects of locus of control and family support on entrepreneurial resilience.

## Results and Discussion

### Research Results

#### *Outer Model Test*

**Table 1**

*Results of the Convergent Validity Test*

| Variable                        | Item  | Loading | AVE   | Explanation |
|---------------------------------|-------|---------|-------|-------------|
| Entrepreneurial Resilience (RB) | CD1   | 0.703   | 0.523 | Valid       |
|                                 | CD2   | 0.740   |       |             |
|                                 | CD3   | 0.702   |       |             |
|                                 | CD4   | 0.734   |       |             |
|                                 | CD5   | 0.740   |       |             |
|                                 | CD6   | 0.716   |       |             |
|                                 | CD7   | 0.731   |       |             |
|                                 | CD8   | 0.729   |       |             |
|                                 | CD9   | 0.726   |       |             |
|                                 | CD10  | 0.707   |       |             |
| Locus of control (LOC)          | IPC1  | 0.721   | 0.531 | Valid       |
|                                 | IPC2  | 0.754   |       |             |
|                                 | IPC3  | 0.727   |       |             |
|                                 | IPC4  | 0.689   |       |             |
|                                 | IPC5  | 0.704   |       |             |
|                                 | IPC6  | 0.704   |       |             |
|                                 | IPC7  | 0.621   |       |             |
|                                 | IPC8  | 0.716   |       |             |
|                                 | IPC9  | 0.736   |       |             |
|                                 | IPC10 | 0.716   |       |             |
|                                 | IPC11 | 0.689   |       |             |
|                                 | IPC12 | 0.706   |       |             |
| Family Support (DK)             | DK1   | 0.736   | 0.545 | Valid       |

|     |       |
|-----|-------|
| DK2 | 0.711 |
| DK3 | 0.735 |
| DK4 | 0.771 |
| DK5 | 0.713 |
| DK6 | 0.760 |

The validity test results in Table 1 show that the majority of items from the three variables meet the convergent validity criteria with a loading factor  $\geq 0.7$  and AVE  $\geq 0.5$  (Rahadi, 2023). For the entrepreneurial resilience variable, all 10 items were retained as they had a loading factor ranging between 0.702–0.740 and an AVE of 0.523. The locus of control variable initially consisted of 12 items; however, three items (IPC4, IPC7, and IPC11) were eliminated due to having a loading factor below 0.70, leaving nine items with an AVE of 0.531. Meanwhile, the family support variable, which consists of six items, has a loading factor ranging between 0.711–0.771 and an AVE of 0.545, allowing all items to be retained. Overall, all variables have met the convergent validity criteria, indicating that the indicators used have been validated in representing their respective latent constructs.

**Table 2***Discriminant Validity Test Results*

| HTMT            | DK    | LOC   | RB    |
|-----------------|-------|-------|-------|
| DK              | -     |       |       |
| LOC             | 0.504 | -     |       |
| RB              | 0.649 | 0.773 | -     |
| Fornell-Larcker | DK    | LOC   | RB    |
| DK              | 0.738 |       |       |
| LOC             | 0.447 | 0.729 |       |
| RB              | 0.566 | 0.695 | 0.723 |

The discriminant validity test results in Table 2 indicate that the research model meets the established criteria. The HTMT values for all variable pairs are below 0.90, confirming that each latent construct is distinctly different. Additionally, the Fornell-Larcker Criterion results show that the  $\sqrt{\text{AVE}}$  of each variable (family support: 0.738, locus of control: 0.729, and entrepreneurial resilience: 0.723) is greater than the inter-construct correlations, indicating adequate discriminant validity. Thus, this model can be used for further analysis.

**Table 3***Results of the Reliability Test*

| Variable | Cronbach's alpha | Composite reliability (rho_a) | Explanation |
|----------|------------------|-------------------------------|-------------|
| DK       | 0.833            | 0.836                         | Reliabel    |
| LOC      | 0.890            | 0.893                         | Reliabel    |
| RB       | 0.899            | 0.899                         | Reliabel    |

The reliability test results in Table 3 show that all constructs in the research model have good internal consistency, with Cronbach's Alpha and Composite Reliability values exceeding the threshold of 0.7. This indicates that the instruments used are reliable.

*Inner Model***Table 4***Multicollinearity Test Results*

|     | DK | LOC   | RB    |
|-----|----|-------|-------|
| DK  |    | 1.000 | 1.250 |
| LOC |    |       | 1.250 |
| RB  |    |       |       |

The multicollinearity test results in Table 4 show that all variables in the model have VIF values ranging from 1.000 to 1.250, which are well below the critical threshold of 5, indicating no multicollinearity issues (Hair et al., 2019). This signifies that the relationships between variables in the study are stable and do not exhibit excessive linear effects. Therefore, the model is suitable for further analysis in the inner model stage and hypothesis testing without the risk of distortion due to multicollinearity.

**Table 5***Result of the Determination Coefficient Test ( $R^2$ )*

|     | R-square | R-square adjusted | Category |
|-----|----------|-------------------|----------|
| LOC | 0.200    | 0.194             | Lemah    |
| RB  | 0.564    | 0.557             | Moderat  |

The results of the coefficient of determination test in Table 5 show that the locus of control variable has an R-square value of 0.200. This indicates that only 20% of its variability is explained by the exogenous variables in the model, while the remainder is influenced by other factors outside the model, categorizing it as weak. Meanwhile, the entrepreneurial resilience variable has an R-square value of 0.564, meaning that 56.4% of its variability can be explained by the exogenous variables in the model, falling into the moderate category. This demonstrates that the model has a fairly significant influence in explaining entrepreneurial resilience.

**Table 6***Effect Size Test Results ( $f^2$ )*

|               | Effect Size ( $f^2$ ) | Upsilon ( $\nu$ ) | Category     |
|---------------|-----------------------|-------------------|--------------|
| DK → LOC      | 0.250                 |                   | Medium-Large |
| DK → RB       | 0.187                 |                   | Medium-Large |
| LOC → RB      | 0.560                 |                   | Large        |
| DK → LOC → RB |                       | 0.436             | Height       |

The results of the effect size test in Table 6 show that family support has a significant influence on locus of control with an  $f^2$  value of 0.250, which falls into the medium-to-large effect category ( $0.15 \leq f^2 < 0.35$ ) (Hair et al., 2022). This indicates that the higher the level of family support, the greater its influence on an individual's locus of control. Meanwhile, the effect of family support on entrepreneurial resilience has an  $f^2$  value of 0.187, also categorized as a medium-to-large effect ( $0.02 \leq f^2 < 0.35$ ), suggesting that family support makes a significant contribution to enhancing entrepreneurial resilience. The influence of locus of control on entrepreneurial resilience has an  $f^2$  value of 0.560, falling into the large effect category ( $f^2 > 0.35$ ), demonstrating that individuals with a higher locus of control tend to exhibit stronger entrepreneurial resilience. Additionally, the Upsilon ( $\nu$ ) value of 0.436, which is well above the threshold of 0.175 for high mediation effects, confirms that locus of control plays a very strong mediating role in the relationship between family support and entrepreneurial resilience (Lachowicz et al., 2018).

**Table 7***Predictive relevance test results ( $Q^2$ )*

| Variable | SSO      | SSE      | $Q^2 (=1-SSE/SSO)$ | Predictive   |
|----------|----------|----------|--------------------|--------------|
| DK       | 744.000  | 744.000  | 0.000              | Not relevant |
| LOC      | 1116.000 | 1009.263 | 0.096              | Small        |
| RB       | 1240.000 | 884.586  | 0.287              | Medium       |

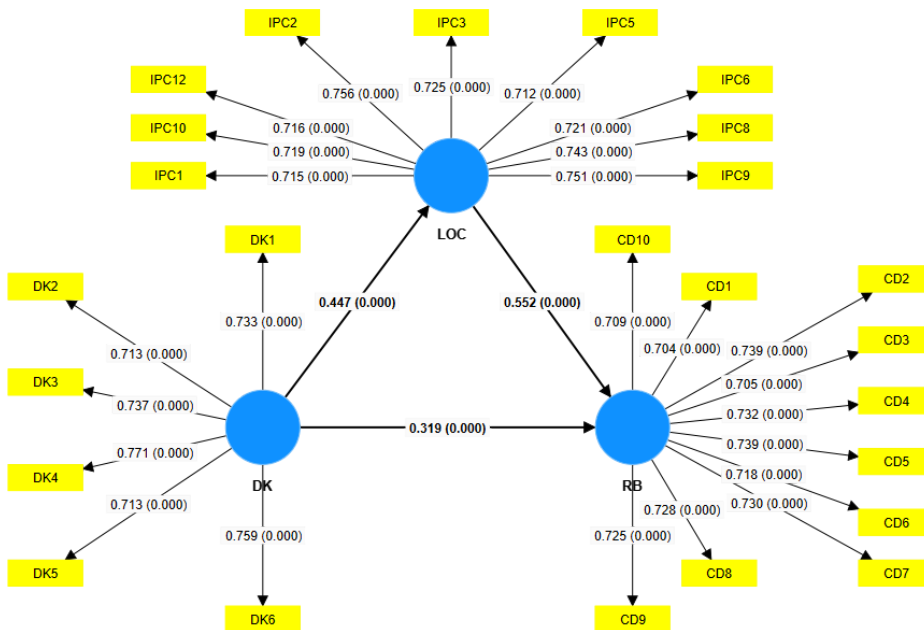
The  $Q^2$  value is used to assess the predictive accuracy of the PLS model, where  $Q^2 > 0$  indicates predictive relevance, categorized as small ( $Q^2 > 0$ ), moderate ( $Q^2 > 0.25$ ), and large ( $Q^2 > 0.5$ ). The results of the test in Table 7 show that the family support variable has a  $Q^2 = 0.000$ , meaning it lacks predictive relevance. The locus of control has a  $Q^2 = 0.096$ , indicating small predictive relevance, meaning the model can only slightly predict this variable. Meanwhile, entrepreneurial resilience has a  $Q^2 = 0.287$ , which falls into the moderate predictive relevance category, showing that the model is reasonably capable of predicting this variable but still has room for improvement. To enhance the predictive accuracy of the model, additional indicators for family support could be included, the full IPC Scale could be utilized for locus of control, and the CD-RISC 25 measurement could be applied to provide a more representative assessment of mental resilience and the ability to face entrepreneurial challenges.

### *Hypothesis Testing*

**Table 8***Result of the Hypothesis Testing*

|                 | $\beta$ | T statistics | P values | Confidence<br>Interval<br>2.5% | tervals<br>97.5% | Explanation |
|-----------------|---------|--------------|----------|--------------------------------|------------------|-------------|
| DK -> LOC       | 0.447   | 5.603        | 0.000    | 0.297                          | 0.611            | Sig         |
| DK -> RB        | 0.319   | 3.684        | 0.000    | 0.143                          | 0.485            | Sig         |
| LOC -> RB       | 0.552   | 6.385        | 0.000    | 0.377                          | 0.715            | Sig         |
| DK -> LOC -> RB | 0.247   | 3.800        | 0.000    | 0.137                          | 0.390            | Sig         |

The hypothesis test results in Table 8 indicate that all hypotheses in this study were accepted. H1: Locus of control has a positive and significant effect on entrepreneurial resilience ( $p = 0.000$ ,  $t = 6.385$ ,  $\beta = 0.552$ ), explaining 55.2% of the variance with an influence range of 0.377–0.715. H2: Family support has a positive and significant effect on entrepreneurial resilience ( $p = 0.000$ ,  $t = 3.684$ ,  $\beta = 0.319$ ), with an influence range of 0.143–0.485. H3: Family support has an indirect effect on entrepreneurial resilience through locus of control ( $p = 0.000$ ,  $t = 3.800$ ,  $\beta = 0.247$ ), with a total effect of 0.566, indicating that locus of control acts as a partial mediator. This means that increased family support not only has a direct impact but also strengthens entrepreneurial resilience through locus of control. Therefore, strategies that combine enhancing family support and strengthening locus of control can be more effective in improving entrepreneurial resilience.

**Image 1***Final Mode*

### Model Fit Evaluation

**Table 9***Model Fit Test Results*

| Fit Index | Model           | Original Sample (O) | Sample Mean (M) | 95% CI | 99% CI |
|-----------|-----------------|---------------------|-----------------|--------|--------|
| SRMR      | Saturated model | 0.075               | 0.063           | 0.074  | 0.079  |
|           | Estimated model | 0.075               | 0.063           | 0.074  | 0.079  |
| d-ULS     | Saturated model | 1.809               | 1.32            | 1.788  | 2.02   |
|           | Estimated model | 1.809               | 1.32            | 1.788  | 2.02   |
| d-G       | Saturated model | 0.779               | 0.587           | 0.773  | 0.885  |
|           | Estimated model | 0.779               | 0.587           | 0.773  | 0.885  |

The model fit results in Table 9 indicate that the model demonstrates a good fit with the data. The SRMR value of 0.075 is below the threshold of 0.08, signifying that the difference between the observed and predicted correlation matrices is acceptable (Narimawati et al., 2022). Additionally, the SRMR confidence interval (0.074–0.079) reflects stable estimations. According to Narimawati et al. (2022), a model is considered to have an adequate fit if the confidence interval values exceed those of d-ULS and dG. In the model fit results, the confidence interval for d-ULS (2.02) is higher than the d-ULS value itself (1.809), and similarly, the d-G fit index (0.885 > 0.779) also meets this criterion. Therefore, overall, the model fit used in this study can be deemed appropriate for the research.

### Discussion

The importance of entrepreneurship in economic development has driven higher education institutions to integrate entrepreneurial education into their curricula. The Wirausaha Merdeka (WMK) program at UNS is part of this effort, equipping students with the skills and knowledge to start businesses while enhancing their resilience—the ability to bounce back from failure.

This study aimed to explore the influence of locus of control and family support on entrepreneurial resilience. Locus of control is a psychological dimension that determines the extent to which individuals

believe they have control over the outcomes they experience (Rotter, 1966). Individuals with an internal locus of control tend to exhibit high motivation and are better able to withstand challenges (Bulmash, 2016; Oktaviana, 2013). Levenson (1981) expanded this concept into three dimensions: Internality, Powerful Others, and Chance. The study's findings indicate that locus of control significantly influences entrepreneurial resilience, contributing 55.2%. The Internality dimension reflects belief in personal effort, Powerful Others highlights the importance of support from influential figures, and Chance represents acceptance of uncertainty.

Family support was also found to significantly influence entrepreneurial resilience, contributing 31.9%. This support encompasses emotional, instrumental, and informational aspects (House, 1981; Sarafino & Smith, 2015). These findings align with Yulita et al. (2020) research, which emphasized that family support helps individuals cope with psychological pressure and boosts self-confidence. Rahayuningsih et al. (2023) reported that family support contributes 59.6% to entrepreneurial resilience.

Furthermore, this study revealed that locus of control acts as a mediator in the relationship between family support and entrepreneurial resilience. Individuals who receive strong family support tend to develop a stronger internal locus of control, ultimately enhancing their ability to face business challenges. This reinforces Ahmed et al. (2022) findings that social support from the family can mitigate the impact of stress in business.

In conclusion, a combination of internal factors (locus of control) and external factors (family support) plays a crucial role in enhancing entrepreneurial resilience. By understanding these mechanisms, educational institutions and policymakers can develop more effective interventions to build student resilience in the world of entrepreneurship.

## Conclusion

The results of this study indicate that locus of control and family support have a positive and significant influence on the entrepreneurial resilience of UNS students. A high locus of control contributes to increased resilience in entrepreneurship, while strong family support, particularly in the form of good communication and emotional support, also strengthens entrepreneurial resilience. Additionally, there is an indirect effect of family support on entrepreneurial resilience through locus of control, where the greater the family support received, the stronger the individual's belief in their control over their life, ultimately enhancing their resilience in facing entrepreneurial challenges. However, this study has several limitations, including the lack of control for individual differences such as gender, age, and economic background, which may influence entrepreneurial resilience. Moreover, the use of a quantitative method with questionnaires limits the exploration of students' subjective experiences in building entrepreneurial resilience. Therefore, future research is recommended to consider qualitative or mixed-method approaches to gain deeper insights.

## References

- Ahmed, A. E., Ucbasaran, D., Cacciotti, G., & Williams, T. A. (2022). Integrating psychological resilience, stress, and coping in entrepreneurship: a critical review and research agenda. *Entrepreneurship: Theory and Practice*, 46(3), 497–538. <https://doi.org/10.1177/10422587211046542>
- Bhagawati, D. A. S., Ribek, P. K., & Verawati, Y. (2022). Pembangunan ekonomi di indonesia melalui peran kewirausahaan. *Jurnal Ilmu Sosial*, 13(2), 21–26.
- Bulmash, B. (2016). Entrepreneurial resilience: locus of control and well-being of entrepreneurs. *Journal of Entrepreneurship & Organization Management*, 05(01), 1–6. <https://doi.org/10.4172/2169026X.1000171>
- C.LAO, R. (1986). Levenson's IPC (Internal-External Control) Scale: A comparison of Chinese and American students. *Journal of Cross-Cultural Psychology*, 503(1), 122–136.

- Connor, K., & Davidson, J. (2003). *Connor-Davidson resilience scale (CD-RISC) © manual*. 2(18), 76-82. <https://doi.org/10.1002/da.10113>
- Fahrani, S., Fuad, M., & Setianingsih, D. (2023). Pengaruh lingkungan keluarga, resiliensi dan self efficacy terhadap minat berwirausaha perempuan single parent di Kota Langsa. *Jurnal Ekonomi Utama*, 2(2), 143–154. <https://doi.org/10.55903/juria.v2i2.63>
- Farradinna, S., Fadhli, T. N., & Azmansyah, D. (2019). Psychological resilience predicted by personality traits, locus of control and self-regulation of young entrepreneurs in Pekanbaru. *GATR Global Journal of Business Social Sciences Review*, 7(1), 75–83. [https://doi.org/10.35609/gjbssr.2019.7.1\(9\)](https://doi.org/10.35609/gjbssr.2019.7.1(9))
- Franco, M., Haase, H., & António, D. (2021). Influence of failure factors on entrepreneurial resilience in Angolan micro, small and medium-sized enterprises. *International Journal of Organizational Analysis*, 29(1), 240–259. <https://doi.org/10.1108/IJOA-07-2019-1829>
- Gina, F., & Fitriani, Y. (2022). Validasi 10-item connor-davidson resilience scale(10-Item Cd-Risc) pada ibu bekerja. *Jurnal Mitra Pendidikan (JMP Online)*, 6(1), 49–57.
- Grotberg, E. H. (Edith H. (1995). *A guide to promoting resilience in children : strengthening the human spirit* (Issue 8). Bernard van Leer Foundation.
- Hair, J. F., Michigan, G. T. M. H., Ringle, C. M., & Sarstedt, M. (2022). A primer on partial least squares structural equation modeling (PLS-SEM). In *SAGE Publications, Inc* (3rd Edition). SAGE Publications, Inc. <https://doi.org/10.1201/9781032725581-7>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). The Results of PLS-SEM Article information. *European Business Review*, 31(1), 2–24.
- Hartmann, S., Backmann, J., Newman, A., Brykman, K. M., & Pidduck, R. J. (2022). Psychological resilience of entrepreneurs: A review and agenda for future research. *Journal of Small Business Management*, 60(5), 1041–1079. <https://doi.org/10.1080/00472778.2021.2024216>
- Hernández, M. D. F., Chamberg, E. J. S., Sir, V. M. V., Castillo, M. M. F., Cuadra, Y. M. L., del Pilar Contreras Portocarrero, J., Zúñiga, C. P. L. G., & Farroñán, E. V. R. (2024). Resilience as a key factor in the success of women-led entrepreneurship: a systematic literature review. *Journal of Educational and Social Research*, 14(3), 182–194. <https://doi.org/10.36941/jesr-2024-0065>
- House, J. S. (1981). *Work Stress and Social Support*. Addison-Wesley. <http://www.jstor.org/stable/2069001?origin=crossref>
- Lachowicz, M. J., Preacher, K. J., & Kelley, K. (2018). A novel measure of effect size for mediation analysis. *Psychological Methods*, 23(2), 244–261. <https://doi.org/10.1037/met0000165>
- Levenson, H. (1981). Differentiating among powerful others, internality and chance. In *Selected Publications*. <http://www.hannalevenson.com/publications.html>
- Narimawati, U., Sarwono, J., & Sarwono, J. (2022). Kajian Tentang indeks kecocokan model dalam pemodelan persamaan struktural berbasis kovarian dalam lisrel dan amos serta berbasis partial least square dalam pls sem. *Majalah Ilmiah UNIKOM*, 20(2), 85–94. <https://doi.org/10.34010/miu.v20i2.9497>
- Nisula, A.-M., & Olander, H. (2023). The role of motivations and self-concepts in university graduate entrepreneurs' creativity and resilience. *Journal of Small Business Management*, 61(2), 265–294. <https://doi.org/10.1080/00472778.2020.1760030>
- Oktaviana, A. (2013). Hubungan locus of control dan dukungan sosial dengan resiliensi pada remaja penyandang tuna rungu. *Psikoborneo: Jurnal Ilmiah Psikologi*, 1(1), 1–5. <https://doi.org/10.30872/psikoborneo.v1i1.3272>
- Rahadi, D. R. (2023). *Pengantar Partial Least Squares Structural Equation Model (PLS-SEM) 2023*. In CV. Lentera Ilmu Madani (Issue Juli).
- Rahayuningsih, T., Armalita, R., Sari, L., Febtriko, A., & Rahmattulaila, S. (2023). *A Pilot Study: The Role of Family Social Support in Entrepreneurial Resilience* (Issue Icelbi 2022, pp. 520–529). Atlantis Press International BV. [https://doi.org/10.2991/978-94-6463-350-4\\_51](https://doi.org/10.2991/978-94-6463-350-4_51)
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1–28. <https://doi.org/10.1037/h0092976>
- Sarafino, E. P., & Smith, T. W. (2015). *Health Psychology: Biopsychosocial Interactions* (Seventh Ed). Wiley.
- Nugrahini, R. I. S, Matulesy, A., & Rini, R. A. P. (2021). Dukungan sosial dan internal locus of control dengan resiliensi pada karyawan yang terkena pemutusan hubungan kerja akibat pandemi Covid-19. *PSIKOLOGI KONSELING*, 18(1), 849. <https://doi.org/10.24114/konseling.v18i1.27819>
- Shen, T., Osorio, A. E., & Settles, A. (2017). Does family support matter? The influence of support factors on entrepreneurial attitudes and intentions of college students. *Academy of Entrepreneurship Journal*, 23(1), 24–43. <https://doi.org/10.5465/AMBPP.2017.10901abstract>



- Simamora, M. R. (2024). Validity of the Indonesian version of the 10-item connor davidson resilience scale (CD-RISC) among First-Year Theological Students. *ABARA: Jurnal Konseling Pastoral*, 2(1), 11–19. <https://doi.org/10.1177/0265407520983467.11>
- Siregar, E., & Anggina, R. N. (2020). Pengaruh kepribadian, self efficacy dan locus of control terhadap kinerja karyawan. *Jurnal Manajemen Universitas Satya Negara Indonesia*, 5(11), 1–10.
- Taylor, S. E. (2018). Health Psychology. In *Health Psychology in Australia* (Tenth Edit). McGraw-Hill Education.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71(1), 3–25. <https://doi.org/10.1037/0022-0663.71.1.3>
- Yulita, Muhamad, S., Kulub Abdul Rashid, N., Hussain, N. E., Mohamad Akhir, N. H., & Ahmat, N. (2020). Resilience as a moderator of government and family support in explaining entrepreneurial interest and readiness among single mothers. *Journal of Business Venturing Insights*, 13(January), e00157. <https://doi.org/10.1016/j.jbvi.2020.e00157>
- Zehra, K., & Usmani, S. (2023). Not without family: refugee family entrepreneurship and economic integration process. *Journal of Enterprising Communities: People and Places in the Global Economy*, 17(1), 158–181. <https://doi.org/10.1108/JEC-03-2020-0044>

## Family environment and learning motivation influence on higher education aspirations among vocational

Aprilia Sukma Melati Putri\*, Cicilia Dyah Sulistyaningrum Indrawati

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: asukma934@gmail.com

### Abstrak

*Penelitian ini bertujuan untuk menguji pengaruh (1) lingkungan keluarga terhadap minat melanjutkan pendidikan ke perguruan tinggi; (2) motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi pada; (3) lingkungan keluarga dan motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi. Penelitian ini merupakan jenis penelitian kuantitatif deskriptif. Populasi dalam penelitian ini adalah 131 siswa kelas XII SMK Wikarya Karanganyar TA 2023/2024. Sampel diambil dengan teknik probability sampling yang menghasilkan sampel sebanyak 99 responden. Penelitian ini menggunakan teknik pengumpulan data dengan kuesioner. Hasil penelitian menunjukkan (1) terdapat pengaruh positif dan signifikan antara lingkungan keluarga terhadap minat melanjutkan pendidikan ke perguruan tinggi dibuktikan dengan nilai signifikansi  $0,002 < 0,05$  dan nilai  $t_{hitung} > t_{tabel}$  ( $3,261 > 1,9850$ ); (2) terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi dengan nilai signifikansi  $0,001 < 0,05$  dan nilai  $t_{hitung} > t_{tabel}$  ( $7,177 > 1,9850$ ); (3) terdapat pengaruh positif dan signifikan antara lingkungan keluarga dan motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi dibuktikan dengan nilai  $f_{hitung}$  yaitu 56,286 dengan  $f_{tabel} = 3,0902$ .*

*Kata kunci: kuantitatif; minat; pendidikan; universitas*

### Abstract

This research aims to examine the influence of (1) family environment on students' interest in continuing education to higher education institutions; (2) learning motivation on students' interest in continuing education to higher education institutions; and (3) family environment and learning motivation simultaneously on students' interest in continuing education to higher education institutions. This study employs a descriptive quantitative research design. The population comprises 131 twelfth-grade students of SMK Wikarya Karanganyar in the 2023/2024 academic year. The sample, consisting of 99 respondents, was selected using probability sampling techniques. Data were collected through questionnaires. The findings reveal that (1) there is a positive and significant influence of family environment on students' interest in continuing education to higher

---

\* Corresponding author

education institutions, evidenced by a significance value of  $0.002 < 0.05$  and  $t\text{-calculated} > t\text{-table}$  ( $3.261 > 1.9850$ ); (2) there is a positive and significant influence of learning motivation on students' interest in continuing education to higher education institutions, with a significance value of  $0.001 < 0.05$  and  $t\text{-calculated} > t\text{-table}$  ( $7.177 > 1.9850$ ); (3) there is a positive and significant simultaneous influence of family environment and learning motivation on students' interest in continuing education to higher education institutions, demonstrated by an  $F\text{-calculated}$  value of 56.286 with  $F\text{-table} = 3.0902$ .

Keywords: quantitative; interest; education; university

Received July 22, 2024; Revised September 11, 2024; Accepted March 14, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.90960>

## Introduction

Education is also a process of learning and teaching aimed at developing the potential and abilities of individuals so that they can contribute positively to society. According to Law No. 20 of 2003 (p. 2) on the National Education System:

Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual, religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state.

Formal education consists of three levels: basic education, secondary education, and higher education. Secondary education is the continuation of basic education and includes educational units such as Senior High Schools (SMA), Islamic Senior High Schools (MA), Vocational High Schools (SMK), and Vocational Islamic Senior High Schools (MAK). Secondary education generally prepares students to advance to higher education or directly enter the workforce.

A student's desire to continue to higher education or enter the workforce can be influenced by interest. Each student has varying levels of interest in pursuing higher education. Sofiyanti & Sukirman (2019, p. 455) stated that interest is an individual's attraction to something; when someone feels attracted, they will exhibit behaviors indicating genuine interest in the object of their attraction. A high level of interest in pursuing higher education will drive students to make efforts to attend college.

Field evidence shows that the interest in continuing education to higher education among Vocational High School (SMK) students remains relatively low. This is because SMK students are more oriented toward entering the workforce. Vocational High School students feel they already have sufficient skills to enter the workforce directly without continuing to higher education. Diah and Christian (2023), through interviews with Vocational High School students, found that most students are reluctant to pursue higher education due to concerns about not being able to compete with Senior High School (SMA) students for university seats and the higher cost of college compared to vocational schooling. Additionally, research by Edi Mulyanto (2021) revealed that the majority of Vocational High School students in his study did not consider pursuing higher education.

The Indonesian Central Statistics Agency (BPS) reported that the Open Unemployment Rate (TPT) in January 2023 showed that graduates of Vocational High Schools had the highest unemployment rate among all educational levels, at 9.42%. Thus, Vocational High School graduates contribute significantly to unemployment in Indonesia. This trend contrasts with the current era where attending higher education is considered essential and important for promoting individual social mobility (Reddy, 2019). Although Vocational High School students possess technical skills, the highly advanced global conditions make it crucial for Vocational High School graduates to continue their education to further develop themselves and compete globally (Farwitawati & Masirun, 2021).

Issues related to Vocational High School students' interest in pursuing higher education also occur at Wikarya Vocational High School in Karanganyar. Based on graduate tracking data, it can be concluded that the interest in continuing education to higher education among students at Wikarya Vocational High School is relatively low. Moreover, the skills of Wikarya Vocational High School

graduates have not been adequately absorbed according to their respective fields of expertise. This situation may be due to several factors. Madjid Qory Abidin's (2020) research noted a positive and significant influence between family environment and learning motivation on students' interest in pursuing higher education.

According to Nina et al. (2021), the family environment can be understood as the entirety of elements within a small social group consisting of father, mother, and children who share blood ties and mutual affection. The family environment plays a vital role in guiding a child's future, allowing parents to directly influence their children's aspirations (Kurniawan et al., 2016). Therefore, it can be concluded that the family environment serves as the first educational institution where children learn from their parents how to become good individuals within society.

Based on Prihartanta's (2015) perspective, motivation is a psychological drive that consciously pushes individuals to take action for a specific purpose. Rahman (2021) defines learning motivation as a condition within an individual that drives them to do something to achieve a goal. Laka et al. (2020) describe learning motivation as a psychological factor unrelated to intelligence but playing a role in fostering an individual's enthusiasm for learning.

From the above theories, it can be concluded that learning motivation is a critical aspect that encourages, directs, and drives students to learn.

## **Research Methods**

This research was conducted at SMK Wikarya Karanganyar among Grade XII students. The study employed a quantitative research approach because it aimed to test the hypothesis regarding the influence of independent variables, namely the family environment ( $X_1$ ) and learning motivation ( $X_2$ ), on the dependent variable, which is the interest in pursuing higher education ( $Y$ ).

The population for this study consisted of 131 Grade XII students from SMK Wikarya Karanganyar during the 2023/2024 academic year. Grade XII students were selected as the population because they are considered to have a clearer perspective on their educational continuation and are expected to provide data with high validity. The sample size for this study was 99 students, determined using probability sampling with a proportionate random sampling model.

Data collection in this study utilized a closed-ended questionnaire based on a Likert scale with four response options: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Before collecting the research data, the questionnaire underwent instrument testing using validity and reliability tests. These tests were conducted on 30 respondents outside the study sample.

In this study, the collected data were subjected to prerequisite analysis tests, including normality tests, linearity tests, and multicollinearity tests. Hypothesis testing was performed using multiple linear regression analysis, t-tests, F-tests, coefficient of determination analysis, and calculations of relative and effective contributions.

## **Results and Discussion**

### **Research Results**

The data in this study aims to provide an overview of the questionnaire responses collected from the respondents. The respondents consisted of 99 Grade XII students from SMK Wikarya Karanganyar. The questionnaire distributed contained 46 statements. The measurement of the questionnaire used a Likert scale ranging from 1 to 4. Data collection was conducted by distributing research questionnaires to Grade XII students at SMK Wikarya Karanganyar.

The normality test was conducted to determine whether the data were normally distributed. Data can be considered normally distributed if the significance value is greater than 0.05 ( $>0.05$ ). The significance value obtained from the One-Sample Kolmogorov-Smirnov Test for normality was 0.200, which is greater than 0.05 ( $0.200 > 0.05$ ). Therefore, it can be concluded that the data are normally distributed.

The linearity test assumes that if the significance value (sig.) of deviation from linearity is greater than 0.05 ( $>0.05$ ), there is a linear relationship between the independent and dependent variables. The sig. deviation from linearity for  $X_1$  (family environment) and  $Y$  (interest in pursuing higher

education) was 0.133, which is greater than 0.05 ( $0.133 > 0.05$ ). This indicates a linear relationship between the family environment and interest in pursuing higher education. Similarly, the sig. deviation from linearity for  $X_2$  (learning motivation) and Y was 0.955, which is also greater than 0.05 ( $0.955 > 0.05$ ). This confirms a linear relationship between learning motivation and interest in pursuing higher education.

The multicollinearity test examines the tolerance and variance inflation factor (VIF) values. If the tolerance value is greater than 0.10 ( $>0.10$ ) and the VIF value is less than 10 ( $<10$ ), there is no multicollinearity issue. Based on the multicollinearity test results, the tolerance value for the family environment variable was 0.757, and for the learning motivation variable, it was also 0.757, both of which are greater than 0.10 ( $>0.10$ ). Additionally, the VIF value for both variables was 1.321, which is less than 10 ( $<10$ ). Therefore, it can be concluded that there is no multicollinearity issue in the data.

The t-test in this study was conducted to determine the partial influence of the independent variables on the dependent variable. The results of the t-test analysis can be seen in Table 1.

**Table 1**  
*T-test Results*

| Variable            | B    | Std. Error | Beta | B | t     | Sig. |
|---------------------|------|------------|------|---|-------|------|
| Family Environment  | .321 | .099       | .259 |   | 3.261 | .002 |
| Learning Motivation | .639 | .089       | .571 |   | 7.177 | .000 |

In Table 1, the t-test results show that the family environment variable obtained a  $t_{\text{count}}$  value of 3.261 and a  $t_{\text{table}}$  value of 1.9850. This means that the  $t_{\text{count}} > t_{\text{table}}$ , with a significance level of  $0.002 < 0.05$ . Therefore, it can be interpreted that there is a significant partial influence of the family environment ( $X_1$ ) on the interest in pursuing higher education (Y). In the "sig." column, the value is 0.000, which is less than 0.05, and the  $t_{\text{count}}$  value of 7.177 is greater than the  $t_{\text{table}}$  value of 1.9850. Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This indicates that there is a significant partial influence of learning motivation ( $X_2$ ) on the interest in pursuing higher education (Y).

The F-test in this study aims to determine whether there is a simultaneous or combined influence of the independent variables on the dependent variable. The results of the F-test analysis can be seen in Table 2.

**Table 2**  
*F-test Result*

| Sum of Squares | Df       | Mean Square | F        | Sig.                     |
|----------------|----------|-------------|----------|--------------------------|
| Regression     | 2618.760 | 2           | 1309.380 | 56.286 .000 <sup>b</sup> |
| Residual       | 2233.260 | 96          | 23.263   |                          |
| Total          | 4852.020 | 98          |          |                          |

Based on Table 2, it is known that the probability in the "sig." column is 0.000, which is smaller than 0.05, and the  $F_{\text{count}}$  value of 56.286 is greater than the  $F_{\text{table}}$  value of 3.0902. Therefore, it can be concluded that there is a simultaneous influence of the family environment and learning motivation on the interest in pursuing higher education among Grade XII students at SMK Wikarya Karanganyar.

The coefficient of determination is used to measure and assess the ability of the model to explain the percentage contribution of the independent variables to the dependent variable simultaneously.

**Table 3**  
*Results of the Determination Coefficient Test*

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .735 <sup>a</sup> | .540     | .530              | 4.82319                    |

Based on Table 3, the R-square value of 0.540 indicates that family environment ( $X_1$ ) and learning motivation ( $X_2$ ) account for 54% of the variance in students' interest in continuing to higher education ( $Y$ ), while the remaining 46% ( $100\% - 54\% = 46\%$ ) is influenced by factors outside the scope of this study.

**Table 4**  
*Results of the Multiple Regression Analysis Test*

| Variables           | B     | Std. Error | Beta | T     | Sig. |
|---------------------|-------|------------|------|-------|------|
| Constant            | 6.163 | 4.517      |      | 1.364 | .176 |
| Family Environment  | .321  | .099       | .259 | 3.261 | .002 |
| Learning Motivation | .639  | .089       | .571 | 7.177 | .000 |

Table 4 shows that the regression coefficient results for each variable can be observed in the B value. The regression equation generated from the multiple regression analysis is  $Y = 6.163 + 0.321X_1 + 0.639X_2$ . This equation can be interpreted such that the constant value of 6.163 systematically indicates that if the family environment variable ( $X_1$ ) and learning motivation variable ( $X_2$ ) are equal to 0, then the value of the interest in continuing education variable ( $Y$ ) is 6.163. The regression coefficient value for the family environment variable ( $X_1$ ) is 0.321, meaning that every 1% increase in the family environment variable ( $X_1$ ) will result in a 32.1% increase in interest in continuing education ( $Y$ ). The regression coefficient value for the learning motivation variable ( $X_2$ ) is 0.639, meaning that every 1% increase in the learning motivation variable ( $X_2$ ) will result in a 63.9% increase in interest in continuing education ( $Y$ ).

## Discussion

Based on the multiple regression test results, it is evident that the significance value of the family environment variable is  $0.002 < 0.05$ , and the t-value exceeds the t-table value ( $3.261 > 1.9850$ ). Thus, the family environment variable has a significant influence on students' interest in pursuing higher education. These findings indicate that H1 of this study is accepted, meaning there is a significant positive influence of the family environment on students' interest in continuing their education to higher education among twelfth-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. A positive influence implies that if  $X_1$  increases,  $Y$  will also increase, and conversely, if  $X_1$  decreases,  $Y$  will decrease. These results emphasize the importance of the family environment in fostering students' interest in pursuing higher education.

Research by Rohmah (2019) also suggests that the family environment significantly influences students' interest in pursuing higher education. This aligns with the perspective of Vita et al. (2023), who argue that the family plays a crucial role in motivating children to pursue higher education, and that the family environment can inspire students to aspire to continue their education at the university level. Similarly, research by Cahyati & Muchtar (2019) explains that the family environment is one of the factors influencing students' interest, and thus, improving students' interest in pursuing higher education can be attributed, in part, to the family environment. The family's role in supporting higher education includes providing motivation, information, and freedom for students to choose their desired majors (Wanti et al., 2023).

The results of the multiple regression test also reveal that the significance value of the learning motivation variable is  $0.001 < 0.05$ , and the t-value exceeds the t-table value ( $7.177 > 1.9850$ ). Therefore, the learning motivation variable significantly influences students' interest in pursuing higher education. Based on these findings, H2 of this study is accepted, indicating a significant positive influence of

learning motivation on students' interest in continuing their education to higher education among twelfth-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year.

The acceptance of H2 is highly relevant to the views of Arifin & Ratnasari (2017), who state that learning motivation affects students' interest in continuing their education. Consequently, a lower interest in pursuing higher education correlates with lower learning motivation. This is supported by research conducted by Mayang (2018), which found a positive relationship between learning motivation and students' interest in pursuing higher education at SMA Negeri 1 Long Bagun. Similarly, Makalalag et al. (2023) highlight that learning motivation plays a critical role in enhancing students' interest in pursuing higher education. Students with high learning motivation are more likely to develop an interest in continuing their education at the university level. Learning motivation enables students to realize their aspirations and encourages them to strive for personal growth in achieving their educational goals. Research by Arifin & Ratnasari (2017) also notes that motivation arises from needs, much like interest. Therefore, motivation and interest are closely intertwined in the context of pursuing higher education.

Based on the regression test results, the linear function obtained is  $Y = 6.163 + 0.321X_1 + 0.639X_2$ . This function indicates that the constant value of the equation is 6.163, meaning that if the family environment ( $X_1$ ) and learning motivation ( $X_2$ ) are equal to zero, then  $Y$  equals the constant value. The regression coefficient for variable  $X_1$  is 0.321, and for variable  $X_2$ , it is 0.639. This implies that if  $X_1$  and  $X_2$  each increase by one unit,  $Y$  will increase proportionally.

The regression test results also examined the simultaneous influence of the family environment ( $X_1$ ) and learning motivation ( $X_2$ ) on students' interest in pursuing higher education ( $Y$ ). The F-value obtained was 56.286, while the F-table value was 3.0902, indicating that  $F\text{-value} > F\text{-table}$  ( $56.286 > 3.0902$ ). Additionally, the significance value was 0.001, which is less than 0.05 ( $0.001 < 0.05$ ), confirming the influence of  $X_1$  and  $X_2$  on  $Y$ . Thus, H3, which states, "There is an Influence of Family Environment and Learning Motivation on Interest in Pursuing Higher Education Among Twelfth-Grade Students at SMK Wikarya Karanganyar," is accepted.

This demonstrates that both the family environment and learning motivation collectively influence students' interest in pursuing higher education after graduating from vocational high school. The family environment exerts an external influence, while learning motivation stems from the students themselves.

These findings are supported by the questionnaire results, which identified the highest-scoring indicators of interest in pursuing higher education: "I am happy if I am accepted into a university after graduating from vocational school," "I am happy when my parents encourage me to pursue higher education," and "I am happy to enter university because it will lead to a brighter future." These responses indicate that students' interest in pursuing higher education is influenced by the family environment and their awareness of the benefits of higher education, which is a key aspect of learning motivation.

The analysis reinforces previous studies by Andriani (2021), Mar'ati (2018), and Alfarizi et al. (2022), which concluded that both internal and external factors, including the family environment and learning motivation, influence students' interest in pursuing higher education.

However, this study has limitations. Although the family environment and learning motivation collectively influence students' interest in pursuing higher education, the magnitude of this influence is 54%, meaning that 46% of the influence comes from unexamined factors.

## Conclusion

Based on the results of statistical analysis, the following conclusions can be drawn: (1) There is a significant influence between the family environment variable and students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This conclusion is based on the t-test result ( $3.261 > 1.9850$ ) with a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ); (2) There is a significant influence between the learning motivation variable and students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This conclusion is based on the t-test result ( $7.177 > 1.9850$ ) with a significance level of 0.05, leading to the rejection of  $H_0$  and the acceptance of  $H_a$ ; (3) There is a significant influence between the family environment and learning motivation variables on students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This



conclusion is based on the F-test result ( $56.286 > 3.0902$ ) with a significance level of 0.05, leading to the rejection of  $H_0$  and the acceptance of  $H_a$ . The calculated adjusted R-square value is 54%, meaning that  $X_1$  and  $X_2$  together explain 54% of the variance in Y, while the remaining 46% (100%-54%) is influenced by external factors outside the regression model that were not examined. Based on these conclusions, several recommendations can be formulated in this study for teachers and the principal of SMK Wikarya Karanganyar to play a more active role in building relationships with parents or guardians of students attending SMK Wikarya Karanganyar. Collaboration should focus on fostering and understanding students' learning motivation, and it is also expected that the school will provide support to students interested in pursuing higher education. Additionally, parents or guardians of students at SMK Wikarya Karanganyar are encouraged to improve communication and provide support in the form of verbal appreciation or rewards when their children achieve commendable accomplishments. Attention should be given to children by consistently monitoring their academic progress and providing them with learning facilities to ensure a comfortable study environment. Furthermore, parents should guide their children regarding suitable higher education options aligned with their talents and interests. Such support will encourage students to develop a stronger interest in pursuing higher education.

## References

- Abidin, M. Q. (2020). Pengaruh lingkungan keluarga dan motivasi belajar terhadap minat melanjutkan studi ke perguruan tinggi pada siswa kelas XI SMA Muhammadiyah 3 Surakarta [The influence of family environment and learning motivation on interest in continuing studies to higher education among class XI students of SMA Muhammadiyah 3 Surakarta]. Eprint Universitas Muhammadiyah Surakarta.
- Alfarizi, M., Nurul, R., & Wulandari, A. (2022). Pengaruh status perekonomian orang tua, efikasi diri, dan motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi pada siswa OTKP di SMKN 10 Surabaya [The influence of parents' economic status, self-efficacy, and learning motivation on interest in continuing education to higher education among OTKP students at SMKN 10 Surabaya]. *Jurnal Pendidikan Tambusai*, 6(1), 3638–3648.
- Arifin, A. A., & Ratnasari, S. (2017). Hubungan minat melanjutkan pendidikan ke perguruan tinggi dengan motivasi belajar siswa [The relationship between interest in continuing education to higher education and student learning motivation]. *Jurnal Konseling Andi Matappa*, 1, 77–82. <http://download.garuda.kemdikbud.go.id/article.php?article=938226&val=14517&title=Hubungan%20Minat%20Melanjutkan%20Pendidikan%20Ke%20Perguruan%20Tinggi%20Dengan%20Motivasi%20Belajar%20Siswa>
- Cahyati, R., & Muchtar, B. (2019). Pengaruh lingkungan keluarga, teman sebaya, dan prestasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi siswa SMK Negeri Bisnis dan Manajemen Kota Padang [The influence of family environment, peers, and learning achievement on interest in continuing education to higher education among students of SMK Negeri Business and Management Padang City]. *Jurnal Ecogen*, 2(3), 483. <https://doi.org/10.24036/jmpe.v2i3.7420>
- Farwitawati, R., & Masirun, M. (2021). Menumbuhkan minat melanjutkan studi ke perguruan tinggi siswa Sekolah Menengah Kejuruan (SMK) Perpajakan [Fostering interest in continuing studies to higher education among Taxation Vocational High School (SMK) students]. *COMSEP: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 21–26. <https://adaindonesia.or.id/journal/index.php/comsep/article/view/38>
- Kurniawan, A., Khafid, M., & Pujiati, A. (2016). Pengaruh lingkungan keluarga, motivasi, dan kepribadian terhadap minat wirausaha melalui self efficacy [The influence of family environment, motivation, and personality on entrepreneurial interest through self-efficacy]. *Journal of Economic Education*, 5(1), 100–109.
- Laka, B. M., Burdam, J., & Kafiari, E. (2020). Role of parents in improving geography learning motivation in Immanuel Agung Samofa High School. *Jurnal Inovasi Penelitian*, 1(2), 69–74. <https://doi.org/10.47492/jip.v1i2.51>
- Makalalag, D., Arham, M. A., Saleh, S. E., & Sudirman, S. (2023). Pengaruh kondisi sosial ekonomi keluarga dan motivasi belajar terhadap minat melanjutkan studi mahasiswa angkatan 2022 [The influence of family socioeconomic conditions and learning motivation on interest in continuing

- studies among 2022 cohort students]. *Journal of Economic and Business Education*, 1(2), 211–224. <https://doi.org/10.37479/jebe.v1i2.19770>
- Mar'ati, F. (2018). Faktor-faktor yang mempengaruhi minat melanjutkan studi ke perguruan tinggi siswa SMK Muhammadiyah 1 Bantul Tahun Ajaran 2017/2018 [Factors affecting interest in continuing studies to higher education among students of SMK Muhammadiyah 1 Bantul Academic Year 2017/2018]. *Jurnal Pendidikan Ekonomi*, 7, 367–374.
- Mayang, Y. (2018). Hubungan dukungan orangtua dan motivasi belajar dengan minat melanjutkan studi ke perguruan tinggi [The relationship between parental support and learning motivation with interest in continuing studies to higher education]. *Psikoborneo: Jurnal Ilmiah Psikologi*, 6(3), 352–358. <https://doi.org/10.30872/psikoborneo.v6i3.4649>
- Mulyanto, E. (2021). Penyuluhan motivasi minat siswa untuk melanjutkan pendidikan ke perguruan tinggi - SMK FAJAR Ciseeng Bogor [Counseling on student interest motivation to continue education to higher education - SMK FAJAR Ciseeng Bogor]. *Jurnal Komunitas*, 3(2).
- Nina, F., Lusia, N., & Agus, P. (2021). Pengaruh lingkungan keluarga terhadap minat berwirausaha siswa SMA Aisyiyah I Palembang [The influence of family environment on entrepreneurial interest among students of SMA Aisyiyah I Palembang]. *Jurnal Kompetitif*, 10(2), 58–71. <http://www.journal.walisongo.ac.id/index.php/Phenomenon/article/view/122/103>
- Prihartanta, W. (2015). Teori-teori motivasi prestasi [Achievement motivation theories]. *Universitas Islam Negeri Ar-Raniry*, 1(83), 1–11.
- Rahman, S. (2021). Pentingnya motivasi belajar dalam meningkatkan hasil belajar [The importance of learning motivation in improving learning outcomes]. *Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar*, 289–302.
- Reddy, D. C. R. (2019). The role of higher education in social mobility. *Journal of Critical Review*, 6(07), 845–858. <https://doi.org/10.1353/foc.2006.0015>
- Sofiyanti, U., & Sukirman. (2019). Minat melanjutkan pendidikan ke perguruan tinggi: Studi empiris tentang pengaruh mediasi prestasi belajar [Interest in continuing education to higher education: An empirical study on the mediating effect of learning achievement]. *Economic Education Analysis Journal*, 8(1), 454–469. <https://doi.org/10.15294/eeaj.v8i2.3150>
- Undang-Undang (UU) Tentang Sistem Pendidikan Nasional [Law on the National Education System], LN.2003/NO.78 (2003).
- Vita, D., Nainggolan, Y., & Utara, U. S. (2023). Pengaruh lingkungan keluarga terhadap keinginan siswa/i kelas XII IPA SMA Negeri 1 Panombeian Panei [The influence of family environment on the desire of class XII Science students of SMA Negeri 1 Panombeian Panei]. *Jurnal Ekonomi dan Bisnis*, 2(8), 2559–2566.
- Wanti, M., Wesselink, R., Biemans, H., & den Brok, P. (2023). The role of social factors in access to and equity in higher education for students with low socioeconomic status: A case study from Indonesia. *Equity in Education & Society*, 2(1), 43–60. <https://doi.org/10.1177/27526461221140570>

## **The influence of office administration internship and social environment on work readiness among office administration education students**

**Asri Wulandari\*, Cicilia Dyah Sulistyaningrum Indrawati, Patni Ninghardjanti**

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [asriwulandari4521@gmail.com](mailto:asriwulandari4521@gmail.com)

### **Abstrak**

*Tujuan penelitian ini untuk: 1) mengetahui pengaruh magang administrasi perkantoran terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret; 2) mengetahui pengaruh lingkungan sosial terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret; dan 3) mengetahui pengaruh magang administrasi perkantoran dan lingkungan sosial secara bersama-sama terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret. Penelitian ini menggunakan teknik kuantitatif dengan metode korelasional. Adapun populasi dalam penelitian ini ialah seluruh mahasiswa Prodi Pendidikan Administrasi Perkantoran angkatan 2021 yang berjumlah sebanyak 86 mahasiswa. Adapun analisis data menunjukkan bahwa: 1) terdapat pengaruh magang administrasi perkantoran terhadap kesiapan bekerja dibuktikan dengan  $t_{hitung} > t_{tabel}$  (1,998) > (1,988); 2) terdapat pengaruh lingkungan sosial terhadap kesiapan bekerja dibuktikan dengan  $t_{hitung} > t_{tabel}$  (2,409) > (1,988); dan 3) terdapat pengaruh magang administrasi perkantoran dan lingkungan sosial secara bersama-sama terhadap kesiapan bekerja dibuktikan dengan  $F_{hitung} > F_{tabel}$  (21,813) > (3,11). Hasil penelitian juga menunjukkan magang administrasi perkantoran dan lingkungan sosial dapat mempengaruhi kesiapan bekerja sebesar 64,2% sedangkan 35,8% lainnya dipengaruhi oleh variabel lain.*

*Kata kunci: magang administrasi perkantoran; lingkungan sosial; kesiapan bekerja*

### **Abstract**

This research aims to: 1) determine the influence of office administration internship on work readiness among Office Administration Education (PAP) students at Universitas Sebelas Maret; 2) examine the influence of social environment on work readiness among PAP students at Universitas Sebelas Maret; and 3) investigate the simultaneous influence of office administration internship and social environment on work readiness among PAP students at Universitas Sebelas Maret. This study employed a quantitative approach with

---

\* Corresponding author

**Citation in APA style:** Wulandari, A., Indrawati, C.D.S., & Ninghardjanti, P. (2025). The influence of office administration internship and social environment on work readiness among office administration education students. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9 (2), 138-146.

<https://dx.doi.org/10.20961/jikap.v9i2.98950>

a correlational method. The population comprised all 86 students from the 2021 cohort of the Office Administration Education study program. Data analysis revealed that: 1) office administration internship has a significant influence on work readiness, as evidenced by  $t\text{-calculated} > t\text{-table}$  ( $1.998 > 1.988$ ); 2) social environment has a significant influence on work readiness, as evidenced by  $t\text{-calculated} > t\text{-table}$  ( $2.409 > 1.988$ ); and 3) office administration internship and social environment simultaneously influence work readiness, as evidenced by  $F\text{-calculated} > F\text{-table}$  ( $21.813 > 3.11$ ). The findings further indicate that office administration internship and social environment account for 64.2% of the variance in work readiness, while the remaining 35.8% is influenced by other variables not examined in this study.

Keywords: office administration internships; social environment; work readiness

Received January 28, 2024; Revised March 10, 2024; Accepted March 14, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.98950>

## Introduction

The competition for obtaining jobs in this era of globalization is becoming increasingly intense. This is due to the significant disparity between the availability of job opportunities and the number of job seekers. As a result, unemployment has risen, which poses a major challenge for the country. Human resources are one of the contributing factors to the high unemployment rate. According to Nagel (2020), the average workforce in Indonesia possesses low-quality skills. Similarly, Baviga et al. (2023) noted that job seekers in Indonesia still exhibit limited knowledge, skills, and competencies. This issue is undoubtedly a critical concern for the sustainability of the nation, especially as it approaches Indonesia's Golden Vision 2045.

Human resources are the key to a nation's success. Improving the quality of human resources can be an effective strategy to address the growing issue of unemployment, particularly among new graduates. The enhancement of human resource quality can be achieved through various means, with education being one of the primary methods (Tambak & Lubis, 2022). Education serves as a platform to prepare individuals with the knowledge and skills required by the labor market. Sanyal (2024) explains that the higher the quality of human resources, the greater the likelihood of securing employment.

Higher education institutions are expected to produce highly qualified human resources. Given the current state of human resources in Indonesia, which lags behind those of developed nations, universities must produce graduates who possess high value and can compete in the workforce. However, according to Pangestu et al. (2022), the quality of human resources is influenced not only by academic factors but also by non-academic factors. If these two factors are aligned, they will foster work readiness within individuals, enabling them to compete effectively in the job market.

Work readiness serves as a benchmark for the workforce to enter the labor market. It is a crucial foundation for transitioning into employment. Work readiness is shaped within higher education institutions, where both academic and non-academic factors must harmonize to create strong work readiness. Fauzi et al. (2020) emphasize that higher education institutions act as agents of development, tasked with preparing high-quality human resources. Such resources are expected to compete fairly through their acquired abilities and skills (Mardhiyah et al., 2021). Chotimah and Suryani (2020) explain that an individual's work readiness is significantly influenced by their self-belief in preparing themselves for a career, as self-efficacy reflects the implementation of the learning process students undergo, leading to behavioral changes that shape work readiness.

Office administration internships are one of the factors influencing work readiness. Broadly speaking, office administration internships are training programs that allow students, university students, or job seekers to gain practical experience in office administration (Adzhani et

al., 2024). This is supported by Yuniar's (2023) research titled "The Influence of Internship Experience, Work Interest, and Work Motivation on Work Readiness," which states that internships significantly affect students' work readiness, specifically in the context of office administration internships.

In addition, another factor influencing work readiness is the social environment. The social environment refers to all groups, relationships, and social contexts that influence individuals in their daily lives. A supportive social environment fosters work readiness by shaping skills, knowledge, and attitudes, while an unsupportive environment can hinder preparation for the workforce. A poor social environment negatively affects an individual's mindset and behavior (Pakaya et al., 2021).

The Office Administration Education program at Universitas Sebelas Maret is one of the academic programs striving to improve the quality of human resources in Indonesia by producing graduates who are prepared to face the workforce. In addition to equipping students with theoretical knowledge in the classroom, this program helps students transition into the workforce through internships in businesses and industries. These internships provide students with the opportunity to apply the theories learned during their studies, developing practical skills and competencies valuable in the workplace.

However, based on preliminary observations conducted by the researcher among Office Administration Education students who have completed internships in businesses and industries, 70% of students still feel unprepared to face the competitive job market. Many students lack confidence due to the increasingly intense competition in the workforce. A significant number of students remain uncertain about their interests, making it difficult for them to identify jobs that align with their abilities and skills. Additionally, 80% of students express a stronger interest in becoming practitioners rather than educators, which contributes to their lack of readiness to enter the workforce.

Based on the background outlined above, the researcher is interested in further exploring the topic: "The Influence of Office Administration Internships and Social Environment on the Work Readiness of PAP Students at Universitas Sebelas Maret." This study addresses three research questions: (1) Is there an influence of office administration internships on the work readiness of PAP students at Universitas Sebelas Maret?; (2) Is there an influence of the social environment on the work readiness of PAP students at Universitas Sebelas Maret?; (3) Is there a combined influence of office administration internships and the social environment on the work readiness of PAP students at Universitas Sebelas Maret?

## **Research Methods**

To achieve the research objectives, a relevant method aligned with the intended goals is necessary. Based on the research problem, this study employs a quantitative research design with a correlational approach. According to Sugiyono (2013), quantitative research can be defined as a research method based on positivist philosophy, used to investigate specific populations or samples. Data collection utilizes research instruments, and data analysis is quantitative or statistical, aiming to test predefined hypotheses. Furthermore, Sugiyono (2013) defines causal associative research as a type of study aimed at determining the influence or relationship between two or more variables. In this study, the associative method is used to examine the influence of the independent variables—Office Administration Internship ( $X_1$ ) and Social Environment ( $X_2$ ) on the dependent variable, Work Readiness ( $Y$ ), among PAP students of Universitas Sebelas Maret from the 2021 cohort.

This research is planned to commence in August 2024 and conclude in January 2025, divided into two stages. The first stage involves research preparation, which includes drafting the research proposal, developing the questionnaire, analyzing pilot test results, revising the questionnaire, and finalizing and duplicating it. The second stage constitutes the core phase of the research: its implementation. This phase will span three months, starting with data collection in October and concluding with data processing in December.

According to Sugiyono (2013), a population refers to a generalization area consisting of objects or subjects possessing specific qualities and characteristics determined by the researcher

for study and subsequent conclusion drawing. The population in this study comprises 86 PAP students from the 2021 cohort at Universitas Sebelas Maret. As part of the population, the sample provides an accurate representation of it. The sample used in this study encompasses the entire population. According to Arikunto (2013), if the number of subjects in the population is fewer than 100 individuals and the researcher uses a questionnaire for data collection, it is advisable to include the entire population. Hence, this study is a population-based study.

During the data collection phase, questionnaires serve as the medium for conveying variables to respondents. According to Sugiyono (2013:199), a questionnaire is a data collection technique conducted by providing respondents with a set of written questions or statements to answer. The questionnaire is used to uncover data on Office Administration Internships (independent variable) and Social Environment (independent variable) concerning Work Readiness (dependent variable). These variables are measured using an interval scale based on the Likert Scale model.

## Results and Discussion

### Research Results

In this study, there are two types of variables: independent variables, namely Office Administration Internship ( $X_1$ ) and Social Environment ( $X_2$ ), and the dependent variable, Work Readiness ( $Y$ ). A comprehensive description of the data is presented in Table .

**Table 1**  
*Data Description*

|                | Office Administration Internship | Social Environment | Readiness to Work |
|----------------|----------------------------------|--------------------|-------------------|
| N              | 86.00                            | 86.00              | 86.00             |
| Mean           | 37.10                            | 37.98              | 33.50             |
| Median         | 38.00                            | 38.00              | 33.00             |
| Mode           | 37.00                            | 43.00              | 33.00             |
| Std. Deviation | 5.58                             | 7.06               | 4.50              |
| Variance       | 31.18                            | 49.88              | 20.23             |
| Range          | 25.00                            | 31.00              | 27.00             |
| Minimum        | 25.00                            | 25.00              | 23.00             |
| Maximum        | 50.00                            | 56.00              | 50.00             |

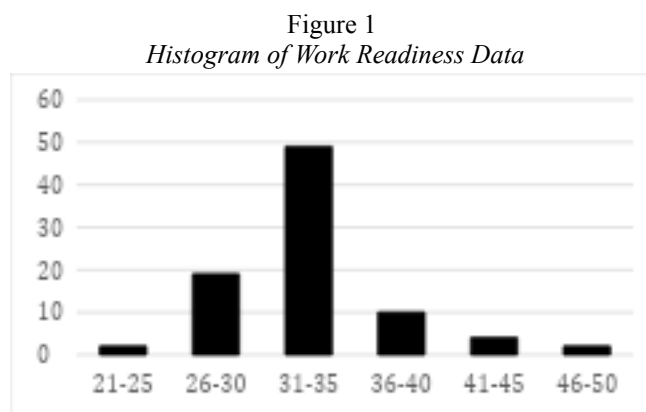
The data for the Work Readiness variable ( $Y$ ) was obtained from a questionnaire consisting of 10 statement items, measured using a 5-point Likert scale with scores ranging from 1 to 5. Based on the collected and processed data, the table above shows that the maximum score is 50, the minimum score is 23, the mean score is 33.50, and the standard deviation is 4.497. The results of the questionnaire data are further elaborated into percentage outcomes for the Work Readiness variable, as presented in Table 2 .

**Table 2**  
*Distribution of Work Readiness Variable Data (Y)*

| Interval Class | Frequency | Percentage |
|----------------|-----------|------------|
| 21-25          | 2         | 2%         |
| 26-30          | 19        | 22%        |
| 31-35          | 49        | 57%        |
| 36-40          | 10        | 12%        |
| 41-45          | 4         | 5%         |
| 46-50          | 2         | 2%         |

|        |    |      |
|--------|----|------|
| Amount | 86 | 100% |
|--------|----|------|

Based on the table above, it can be seen that the variable of work readiness is divided into 6 class intervals with an interval length of 5. The mode is found in the class interval 31-35 with a frequency of 49 or 57%, and the median is 33. Figure 1 shows the histogram of the data distribution for the work readiness variable.



The data processing for the office administration internship variable was obtained from a questionnaire containing 12 statement items with 5 answer options using a Likert scale ranging from 1 to 5. Based on the data collected and processed, the table above shows that the highest value is 50, the lowest value is 25, the mean value is 37.10, and the standard deviation is 5.583.

Based on the data obtained from the questionnaire, the percentage results for the office administration internship variable can be elaborated in Table 3.

**Table 3**  
*Distribution of Data Variables for Office Administration Internships*

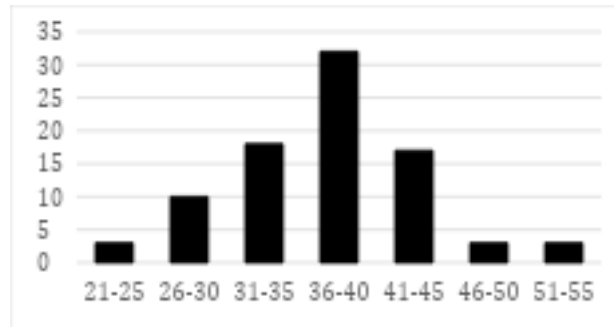
| Interval Class | Frequency | Percentage |
|----------------|-----------|------------|
| 21-25          | 3         | 3%         |
| 26-30          | 10        | 12%        |
| 31-35          | 18        | 21%        |
| 36-40          | 32        | 37%        |
| 41-45          | 17        | 20%        |
| 46-50          | 3         | 3%         |
| 51-55          | 3         | 3%         |
| Amount         | 86        | 100%       |

Based on the table 3 above, it can be seen that the office administration internship variable is divided into 7 class intervals with an interval length of 5. The mode is found in the class interval 36–40 with a frequency of 32, or 37%, and the median is 38. Figure 2 shows the histogram of the data distribution for the office administration internship variable.

The data for the social environment variable ( $X_2$ ) consists of 12 statement items measured using 5 answer options scored from 1 to 5. Based on the data collected and processed, the table above shows that the highest value is 56, the lowest value is 25, the mean value is 37.97, and the standard deviation is 4.497.



Figure 2  
*Histogram Data Internship in Office Administration*



Based on the data obtained from the questionnaire, the percentage results for the social environment variable can be elaborated in Table 4..

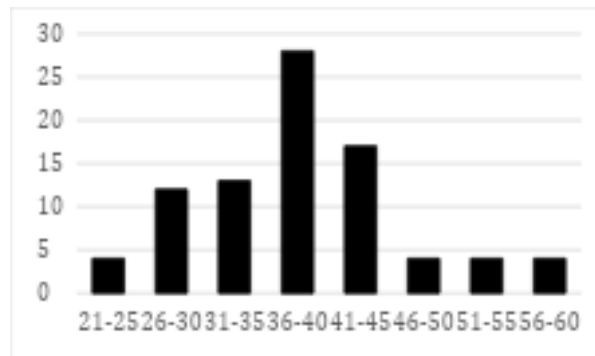
**Table 4**  
*Distribution of Social Environment Variable Data*

| Interval Class | Frequency | Percentage |
|----------------|-----------|------------|
| 21-25          | 4         | 5%         |
| 26-30          | 12        | 14%        |
| 31-35          | 13        | 15%        |
| 36-40          | 28        | 33%        |
| 41-45          | 17        | 20%        |
| 46-50          | 4         | 5%         |
| 51-55          | 4         | 5%         |
| 56-60          | 4         | 5%         |
| Amount         | 86        | 100%       |

Based on the table above, it can be seen that the social environment variable is divided into 8 class intervals with an interval length of 5. The mode is found in the class interval 36-40 with a frequency of 28, or 33%, and the median is 89. Figure 3 shows the histogram of the data distribution for the social environment variable.

Based on the normality test results using the One-Sample Kolmogorov-Smirnov Test above, the significance value of Asymp. Sig. (2-tailed) is 0.080. Therefore, it can be concluded that the data in this study are normally distributed. The results of the linearity test in this study indicate that the office administration internship variable ( $X_1$ ) has a linear relationship with the work readiness variable ( $Y$ ). This is evidenced by the significance value obtained (Deviation from Linearity) of  $0.099 > 0.05$ . The linearity test for the social environment variable ( $X_2$ ) against work readiness ( $Y$ ) shows a significance value (Deviation from Linearity) of  $0.502 > 0.05$ . Based on these results, it can be concluded that the office administration internship variable ( $X_1$ ) has a linear relationship with the work readiness variable ( $Y$ ).

Figure 3  
*Histogram of Social Environment Data*



Based on the multicollinearity test results, the Tolerance values for the office administration internship and social environment variables are 0.982 and 0.982, respectively, and the VIF values are 1.018 and 1.018, respectively. The results of the Tolerance and VIF values indicate that there is no multicollinearity issue among the independent variables because the Tolerance value of  $0.982 > 0.10$  and the VIF value of  $1.018 < 10$ . Therefore, it can be concluded that there is no multicollinearity issue among the independent variables in the regression model.

**Table 5**  
*Results of Prerequisite Tests and Hypothesis Tests*

| Model          | Unstandardized Coefficients |            | Standardized Coefficient | t     | Sig. | Collinearity Statistics |       |
|----------------|-----------------------------|------------|--------------------------|-------|------|-------------------------|-------|
|                | B                           | Std. Error | Beta                     |       |      | Tolerance               | VIF   |
| (Constant)     | 26.633                      | 3.915      |                          | 6.802 | .000 |                         |       |
| X <sub>1</sub> | .156                        | .087       | .754                     | 1.998 | .077 | .982                    | 1.018 |
| X <sub>2</sub> | .028                        | .069       | .241                     | 2.409 | .683 | .982                    | 1.018 |

The results of the t-test calculation in Table 5 show that the  $t_{\text{count}}$  for the office administration internship is 1.998, and the  $t_{\text{count}}$  for the social environment is 2.409. To determine whether there is an influence between variables X and Y, the  $t_{\text{count}}$  must be greater than the  $t_{\text{table}}$  value. The  $t_{\text{table}}$  value for this study at a 5% significance level is 1.988. Since the  $t_{\text{count}}$  for the office administration internship ( $1.998 > t_{\text{table}}$  (1.988)),  $H_0$  is rejected, and  $H_1$  is accepted. Therefore, it can be concluded that in this study, the office administration internship has a positive influence on work readiness. Similarly, the  $t_{\text{count}}$  for the social environment ( $2.409 > t_{\text{table}}$  (1.988)), so  $H_0$  is rejected, and  $H_2$  is accepted. Thus, it can be concluded that in this study, the social environment has a positive influence on work readiness.

The results of the F-test calculation in the table above show an  $F_{\text{count}}$  of 21.813. The criterion for determining the F-test is that if the  $F_{\text{count}} > F_{\text{table}}$ , then  $H_3$  is accepted, indicating a simultaneous influence. The  $F_{\text{table}}$  value for this study, using a 5% significance level for two independent variables and a total sample size of 86 ( $n-k = 86-2$ ), is 3.11. Since the  $F_{\text{count}}$  ( $21.813 > F_{\text{table}}$  (3.11)),  $H_0$  is rejected, and  $H_3$  is accepted. Therefore, it can be concluded that in this study, the office administration internship and the social environment jointly influence work readiness.

The coefficient of determination or  $R^2$  (R Square) in this study is 0.107, or 10.7%. The resulting  $R^2$  value indicates that the office administration internship and the social environment jointly influence work readiness by 64.2%, while the remaining 35.8% is influenced by other variables not explained in this study.

## Discussion

Based on the results of the data analysis described above, the following discussion can be presented:

### **The Influence of Office Administration Internships on Work Readiness**

The first hypothesis of this study suggests that there is a significant influence of office administration internships on students' work readiness in the Office Administration Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret. This is because office administration internships provide students with opportunities to directly practice technical skills they have learned, such as the use of office software, document management, and business communication. In addition to technical skills, internships also help students develop soft skills that are highly valued in the workplace, such as communication, teamwork, problem-solving, and adaptability to new work environments. Through internships, students can acquire the skills, experience, and confidence needed to succeed in their careers. This clearly demonstrates that office administration internships can enhance the confidence of students in the Office Administration Education (PAP) Study Program at Universitas Sebelas Maret in terms of their work readiness.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, one of which is practical experience—in this case, office administration internships. Consistent with this theory, research conducted by Yuniar (2023) found a positive influence between internship experience and work readiness.

### **The Influence of Professional Teaching Attitudes on Teaching Readiness**

The second hypothesis of this study suggests that there is an influence of the learning environment on learning motivation in the Office Administration Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret. This hypothesis was tested using a t-test, yielding a  $t_{\text{count}}$  of 2.409, which is greater than the  $t_{\text{table}}$  value (1.988), with a significance value of 0.068, which is less than 0.05. Based on these results,  $H_0$  is rejected, and  $H_2$  is accepted, indicating a significant influence of the social environment on work readiness. This is because strong social support can boost students' confidence in facing challenges in the workplace. The social environment plays a crucial role in shaping an individual's work readiness. Strong social support from family, friends, and the community can enhance an individual's confidence and motivation to enter the workforce. Encouragement and enthusiasm from the surrounding environment can serve as a powerful motivator for individuals to develop skills required in the workplace. The social environment also provides individuals access to extensive social networks. These networks can serve as sources of information about job opportunities, skills required in the labor market, and the latest trends in the business world. Additionally, social networks can help individuals obtain job recommendations and build valuable professional relationships. This clearly indicates that the better the social environment of the students, the higher their work readiness will be, particularly among students in the Office Administration Education Study Program at Universitas Sebelas Maret.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, one of which is the social environment. Consistent with this theory, research conducted by Mastur and Pramusinto (2020) found a positive influence of the social environment on work readiness.

### **The Combined Influence of Interest in Becoming a Teacher and Professional Teaching Attitudes on Teaching Readiness**

Office administration internships and the social environment simultaneously influence work readiness. This is evidenced by the results of the ANOVA or F-test, which yielded an  $F_{\text{count}}$  of 21.813, greater than the  $F_{\text{table}}$  value (3.11). Based on these results, since  $F_{\text{count}} > F_{\text{table}}$ ,  $H_0$  is rejected, and  $H_3$  is accepted, meaning that the regression model can be used to predict work readiness. It can therefore be concluded that the variables of office administration internships and the social environment together (simultaneously) have a positive and significant influence on work readiness.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, including internship experience and the social environment. Consistent with this theory, research conducted by Yuniar (2023) found a positive influence between internship experience and work readiness. Similarly, Mastur and Pramusinto (2020) found a positive influence of the social environment on work readiness in their study.



## Conclusion

The administrative office internship undertaken by students and the social environment of student life have a positive influence on work readiness. This is evident from the research findings, which demonstrate that internships supporting student abilities, along with the support of their social environment, enhance students' work readiness. These results are supported by the theory developed by Kirani and Chusairi (2022), which explains that factors influencing teaching readiness include personal, external, and educational factors—in this study represented by administrative office internships and the social environment. Based on the data analysis conducted, the following conclusions can be drawn: 1) there is an influence of administrative office internships on work readiness, evidenced by  $t_{\text{calculated}} > t_{\text{table}}$  ( $1.998 > (1.988)$ ); 2) there is an influence of the social environment on work readiness, evidenced by  $t_{\text{calculated}} > t_{\text{table}}$  ( $2.409 > (1.988)$ ); and 3) there is a combined influence of administrative office internships and the social environment on work readiness, evidenced by  $F_{\text{count}} > F_{\text{table}}$  ( $21.813 > (3.11)$ ). This study provides information that the variables of administrative office internships and the social environment influence work readiness by 64.2%. This indicates that work readiness is also influenced by other variables not examined in this study. Therefore, future research is encouraged to explore additional factors affecting work readiness, such as interest and talent.

## References

- Adzhani, N., Indri Lestari, V., & Anwar, K. (2024). Pelatihan administrasi perkantoran bagi mahasiswa. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 5(2), 2151-2159.
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta
- Baviga, R., Irvianti, L. S. D., Napisah, S., Adhikara, C. T., & Boari, Y. (2023). *Manajemen UMKM: mengelola sdm untuk meningkatkan produktivitas UMKM di Indonesia*. PT. Sonpedia Publishing Indonesia.
- Chotimah, K., & Suryani, N. (2020). Pengaruh praktek kerja lapangan, motivasi memasuki dunia kerja, dan efikasi diri terhadap kesiapan kerja. *Economic Education Analysis Journal*, 9(2), 391-404.
- Fauzi, H., Aprianto, I., Amiruddin, A., & Zulqarnain, Z. (2020). Strategi pengembangan mutu perguruan tinggi. *Jurnal Ilmu Manajemen Terapan*, 1(5), 416-424.
- Kirani, F. F., & Chusairi, A. (2022). Tinjauan sistematis: faktor-faktor yang mempengaruhi kesiapan kerja. *Jurnal Abdi Insani*, 9(3), 821-828.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya keterampilan belajar di abad 21 sebagai tuntutan dalam pengembangan sumber daya manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29-40.
- Mastur, M. R. L., & Pramusinto, H. (2020). Pengaruh praktik kerja industri (prakerin), efikasi diri, dan lingkungan keluarga terhadap kesiapan kerja siswa. *Economic Education Analysis Journal*, 9(3), 789-802.
- Nagel, J. (2020, September). Peningkatan SDM Indonesia yang Berdaya Saing melalui Pendidikan di Era Transformasi Digital dan Teknologi yang Berkelanjutan. In *Prosiding Seminar Nasional Sains Dan Teknologi Terapan*, 1,(1), 31-38.
- Pakaya, I., Posumah, J., & Dengo, S. (2021). Pengaruh lingkungan sosial terhadap pendidikan masyarakat di Desa Biontong I Kecamatan Bolangitang Timur Kabupaten Bolaang Mongondow Utara. *Jurnal Administrasi Publik*, 7(104).
- Pangestu, R. N., Rani, D. S., Tyas, T. S. N., Farhah, Z., & Afifah, Z. N. (2022). Faktor-faktor yang mempengaruhi kinerja karyawan: perencanaan, kualitas dan kepemimpinan (literature review manajemen kinerja). *Jurnal Ilmu Manajemen Terapan*, 4(2), 215-228.
- Sanyal, B. C. (2024). *Higher education and employment: An international comparative analysis*. Taylor & Francis.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tambak, A. B. S., & Lubis, Y. (2022). Potensi pendidikan dan teknologi dalam meningkatkan kualitas sumber daya manusia di desa ulumahuam. *Jurnal Edukasi Nonformal*, 3(2), 20-30.
- Yuniar, V. Z. P. Y. (2023). *Pengaruh pengalaman magang, minat kerja, dan motivasi kerja terhadap kesiapan kerja*. Velixna Zefira Permata Yuniar (Doctoral dissertation, Universitas Negeri Malang).

# Self-efficacy and interpersonal communication effects on teaching readiness of pre-service office administration teachers

Dea Pungky Febriana\*, Hery Sawiji

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [deapungky@student.uns.ac.id](mailto:deapungky@student.uns.ac.id)

## Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh self efficacy dan komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Program Studi Pendidikan Administrasi Perkantoran FKIP UNS Angkatan 2021 baik secara simultan maupun parsial. Penelitian ini menggunakan pendekatan kuantitatif kausalitas. Populasi berjumlah 81 mahasiswa. Sampel penelitian menggunakan teknik sampling jenuh. Teknik pengumpulan data menggunakan angket. Teknik Analisis data menggunakan teknik analisis regresi linear berganda dengan bantuan IBM SPSS Statistic 26. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan self efficacy terhadap kesiapan mengajar mahasiswa PLP dengan nilai  $t_{hitung} > t_{tabel}$  ( $6,143 > 1,665$ ) dan nilai signifikansi pada self efficacy sebesar  $0,00 < 0,05$ ; (2) terdapat pengaruh yang positif dan signifikan komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP dengan nilai  $t_{hitung} > t_{tabel}$  ( $6,750 > 1,665$ ) dan nilai signifikansi pada komunikasi interpersonal sebesar  $0,00 < 0,05$ ; (3) terdapat pengaruh positif dan signifikan self efficacy dan komunikasi interpersonal secara bersama-sama terhadap kesiapan mengajar mahasiswa PLP dengan nilai  $F_{hitung} > F_{tabel}$  ( $229,47 > 3,11$ ) dan nilai signifikansi sebesar  $0,00 < 0,05$ . Persamaan regresi penelitian adalah  $\hat{Y} = 0,207 + 0,487 X_1 + 0,500 X_2$  dengan nilai  $R^2$  sebesar 0,855. Kontribusi self efficacy dan komunikasi interpersonal secara bersama-sama sebesar 85,5% dan sisanya dipengaruhi variabel lain yang tidak termasuk dalam penelitian.

**Keywords:** efikasi diri; komunikasi interpersonal; kesiapan mengajar

## Abstract

This research aims to determine the influence of self-efficacy and interpersonal communication on teaching readiness among Pengenalan Lingkungan Persekolahan (PLP) students of the Office Administration Education Program, Faculty of Teacher

---

\* Corresponding author

**Citation in APA style:** Febriana, D.P., & Sawiji, H. (2025). Self-efficacy and interpersonal communication effects on teaching readiness of pre-service office Administration Teachers. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 147-155.  
<https://dx.doi.org/10.20961/jikap.v9i2.100106>

Training and Education, Universitas Sebelas Maret (UNS), Class of 2021, both simultaneously and partially. The study employed a quantitative causal approach. The population consisted of 81 students. Saturated sampling technique was utilized for sample selection. Data were collected through questionnaires and analyzed using multiple linear regression analysis with IBM SPSS Statistics 26. The results indicate that: (1) there is a positive and significant influence of self-efficacy on teaching readiness among PLP students, evidenced by  $t\text{-calculated} > t\text{-table}$  ( $6.143 > 1.665$ ) with a significance value of  $0.00 < 0.05$ ; (2) there is a positive and significant influence of interpersonal communication on teaching readiness among PLP students, evidenced by  $t\text{-calculated} > t\text{-table}$  ( $6.750 > 1.665$ ) with a significance value of  $0.00 < 0.05$ ; (3) there is a positive and significant simultaneous influence of self-efficacy and interpersonal communication on teaching readiness among PLP students, evidenced by  $F\text{-calculated} > F\text{-table}$  ( $229.47 > 3.11$ ) with a significance value of  $0.00 < 0.05$ . The regression equation is  $\hat{Y} = 0.207 + 0.487X_1 + 0.500X_2$  with an  $R^2$  value of 0.855. Self-efficacy and interpersonal communication together contribute 85.5% to teaching readiness, while the remainder is influenced by other variables not included in this study.

Keywords: self efficacy; interpersonal communication; teaching readiness

Received March 05, 2025; Revised March 13, 2025; Accepted March 16, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.100106>

## Introduction

In the current digital era, education plays a crucial role in enhancing the quality of human resources, including creating competent teachers who not only master the subject matter but also possess professional teaching readiness. Prospective educators must have teaching readiness to face students in the classroom during learning activities. According to Slameto, readiness is a state where an individual is prepared to respond to a situation or react to circumstances in a particular way (Syabrus, 2015). Meanwhile, teaching, as defined by (Rasna et al., 2023), is the effort of an individual to apply knowledge, develop skills, and instill attitudes and beliefs in others. Teaching readiness refers to the maturity or condition necessary to create an effective learning environment, establishing the teacher as a facilitator to assist students in the learning process.

Research conducted by (Kurniasari & Rahmawati, 2016) states that students pursuing education to become professional teachers by enrolling in Education programs are required to practice becoming teachers. Therefore, the teaching readiness of prospective teacher students must be trained and developed during their studies. Prospective teacher students undergoing education are not only equipped with theoretical knowledge but also need to engage in educational practices such as the School Field Introduction Program (PLP). (Azizah & Rahmi, 2019) state that the teaching readiness of students during the School Field Introduction Program (PLP) is an activity that influences the interaction between teachers and students in the learning process. Hence, adequate preparation is necessary for undertaking the School Field Introduction Program (PLP). In carrying out PLP practices at schools, prospective teacher students must prepare themselves thoroughly, both mentally, in terms of ability, and knowledge. The experience gained from the School Field Introduction Program (PLP), supported by teaching readiness, will shape the professionalism and competence of future teachers.

Students from the Faculty of Teacher Training and Education (FKIP) at Universitas Sebelas Maret Surakarta (UNS) are required to participate in the School Field Introduction Program (PLP) as one of the steps in preparing them to become competent teachers. However, during its implementation, students encounter challenges, particularly their lack of teaching readiness when directly interacting with students in classroom learning, supported by preliminary study data collected by researchers beforehand.

The researcher conducted a preliminary study to gain further insight into the field conditions among students from the Office Administration Education Study Program, Class of 2021, who were undertaking the School Field Introduction Program (PLP), regardless of their assigned educational institution.

Based on the results of the preliminary study, it was found that students faced challenges in teaching readiness in the classroom. The findings revealed that 71.4% were not ready to teach during PLP, and 76.2% lacked sufficient mental readiness to teach in the classroom. Additionally, 66.7% struggled to find effective techniques and methods to explain materials to students, and 66.7% were unable to manage classroom conditions effectively. The pre-research results also showed that 57.1% still required guidance from lecturers and supervising teachers before teaching independently. These challenges were influenced by students' lack of self-preparation in communication and confidence management in the classroom, insufficient mastery of classroom management and varied teaching methods, and personal abilities that did not align with expectations regarding facilities, learners, and the school environment they would encounter.

Various factors contribute to improving teaching readiness, encompassing internal and external factors. Without diminishing the role of each factor, the researcher focuses on internal factors, namely self-efficacy and interpersonal communication, which are established as variables in this study. Self-efficacy is considered vital as it can influence students' confidence in managing classroom learning, while interpersonal communication plays a role in building effective interactions between teachers and learners. This aligns with previous research conducted by (Putra & Ahyanuardi, 2022), which found that self-efficacy has a positive and significant impact on teaching readiness for a career in education. Another factor that enhances teaching readiness is interpersonal communication. (Safitri et al., 2019) stated in their findings that for students to understand the subject matter being taught, prospective teacher students must communicate effectively.

According to (Kurniawan & Devi, 2023), self-efficacy represents an individual's assessment of their ability to plan and execute a series of steps needed to achieve a goal or predetermined performance level. Self-efficacy is the result of a cognitive process that takes the form of evaluations, beliefs, or expectations about how well someone believes they can perform specific activities or take the necessary steps to achieve desired outcomes. By understanding an individual's level of self-efficacy, one can gauge how well they can overcome difficulties they face.

Self-efficacy is essential for educators in their ability to manage and resolve obstacles and issues encountered during the learning process. Bandura identified four main factors influencing self-efficacy and shaping an individual's belief in their capabilities, as noted by (Wulandari et al., 2022): (1) mastery experiences; (2) vicarious experiences; (3) social persuasion; and (4) physiological and emotional conditions. Three indicators of self-efficacy used in (Purnomo et al., 2024) include: (1) Magnitude, referring to the difficulty level of tasks an individual believes they can perform and complete; (2) Strength, assessing the level of confidence individuals have in their ability to complete specific tasks; and (3) Generality, referring to the scope of self-confidence across various situations.

Besides self-efficacy, interpersonal communication also enhances teaching readiness. The exchange of information between individuals or groups, with feedback provided during the transmission process, is known as interpersonal communication. (Aziz, 2017) emphasized that good communication is a prerequisite for students to acquire and understand the information provided. Interpersonal communication involves the personal exchange of ideas, opinions, and information between teachers and students (Dahlan et al., 2023). According to (Zahrudin, 2015), students' mastery of subject matter is significantly influenced by teachers' communication skills.

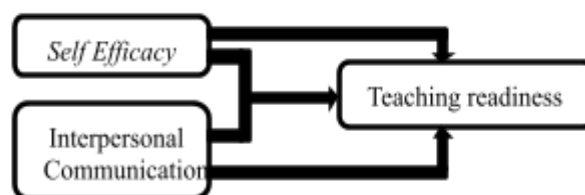
The success of interpersonal communication is influenced by several factors. According to (Ridwan et al., 2022), interpersonal communication is affected by the following factors: (1) self-image; (2) perception of others; (3) physical environment; (4) social environment; and (5) nonverbal cues and conditions. Meanwhile, the indicators of interpersonal communication used in this study, according to Devito in (Nabila et al., 2023), include: (1) openness; (2) empathy; (3) support; (4) positivity; and (5) equality.

Teachers lacking adequate teaching readiness will struggle to manage classrooms, deliver materials effectively, and build positive relationships with learners. Consequently, learners will face difficulties in understanding the material, ultimately leading to a decline in the quality of education in schools. The indicators of teaching readiness used in this study, according to (Kurniasari & Rahmawati,



2016), include: (1) planning and preparing teaching and learning activities (TLA); (2) managing TLA; (3) conducting learning evaluations; and (4) implementing the four pillars of education. Prospective teacher students with mature readiness before teaching in the School Field Introduction Program (PLP) will deliver high-quality work. Therefore, it is essential to conduct further research on the influence of self-efficacy and interpersonal communication on the teaching readiness of PLP students so appropriate solutions can be found to enhance students' teaching readiness before entering the actual education field. Image 1 below illustrates the conceptual framework of this study:

**Image 1**  
*Framework of thinking*



Based on the conceptual framework in Figure 1 above, the research hypotheses can be formulated as follows: (1) There is an influence of self-efficacy on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021; (2) There is an influence of interpersonal communication on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021; (3) There is a combined influence of self-efficacy and interpersonal communication on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021.

## Research Method

The research was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta, involving students from the 2021 cohort. The study took place over six months, starting from September 2024 to February 2025.

The method employed in this research is a quantitative causal approach. The independent variables in this study are self-efficacy and interpersonal communication, while the dependent variable is teaching readiness. The population of this study consists of 81 students from the Office Administration Education Program, FKIP UNS, Class of 2021. The sampling technique used was saturated sampling, meaning that the entire population was included as the sample.

Data analysis in this study utilized SPSS Statistics 26. The process began with data tabulation, which involved entering the obtained data into tables to facilitate calculations. This was followed by data conversion and conducting prerequisite analysis tests, which included tests for normality, linearity, multicollinearity, and heteroscedasticity. Subsequently, hypothesis testing was performed, consisting of t-tests, F-tests, multiple linear regression analysis, coefficient of determination, and the calculation of effective and relative contributions.

In conducting research, data plays a crucial role in determining the results or validating the research hypotheses. Therefore, it is essential to employ research instruments that meet feasibility criteria, namely validity and reliability tests. In this study, validity and reliability tests were carried out through a trial on 30 students from other study programs at FKIP UNS who had already completed the School Field Experience Program (PLP). From the validity test of the three variables, the following results were obtained: for the teaching readiness variable, 10 statements were valid and 2 were invalid; for the self-efficacy variable, all 10 statements were valid; and for the interpersonal communication variable, 10 statements were valid and 1 was invalid. Reliability tests were then conducted on the 10 valid statements

for each variable, yielding the following reliability values: 0.838 for teaching readiness ( $> 0.60$ ), 0.865 for self-efficacy ( $> 0.60$ ), and 0.830 for interpersonal communication ( $> 0.60$ ). Based on these results, it can be concluded that the research instruments used are both valid and reliable.

## Results and Discussion

Based on the descriptive data analysis, the teaching readiness variable showed a minimum value of 14, a maximum value of 41, a mean of 28.75, and a standard deviation of 6.58. The total score for the teaching readiness variable based on the collected data was 2,329. This variable consists of 10 statement items, with measurements using a modified Likert scale ranging from 1 to 4. Meanwhile, the self-efficacy variable had a minimum value of 11, a maximum value of 40, a mean of 28.07, and a standard deviation of 6.24. The total score for the self-efficacy variable based on the collected data was 2,273, also consisting of 10 statement items. Furthermore, the interpersonal communication variable had a minimum value of 13, a maximum value of 42, a mean of 29.66, and a standard deviation of 6.67. The total score for the interpersonal communication variable based on the collected data was 2,240, also consisting of 10 statement items.

The prerequisite tests used in this study included normality, linearity, multicollinearity, and heteroscedasticity tests. The normality test results showed that the Asymp. Sig. (2-tailed) value was  $0.20 > 0.05$ , indicating that the data in this study were normally distributed. The linearity test between self-efficacy ( $X_1$ ) and teaching readiness (Y) revealed a Deviation from Linearity value of  $0.222 > 0.05$ , concluding that self-efficacy and teaching readiness have a linear relationship. Similarly, the linearity test between interpersonal communication ( $X_2$ ) and teaching readiness (Y) showed a Deviation from Linearity value of  $0.642 > 0.05$ , indicating that interpersonal communication and teaching readiness also have a linear relationship.

The multicollinearity test results showed that the Tolerance value for the independent variables was  $0.329 > 0.10$ , and the VIF value was  $3.035 < 10$ . Based on these results, it can be concluded that there is no multicollinearity issue among the independent variables. The heteroscedasticity test, conducted using Spearman's rho, showed significance values of  $0.391 > 0.05$  for the self-efficacy variable and  $0.539 > 0.05$  for the interpersonal communication variable, indicating that there is no evidence of heteroscedasticity in this study.

**Table 1**

*t-test Result*

| Model                       | T test | Sig. |
|-----------------------------|--------|------|
| (Constant)                  | ,152   | ,433 |
| Self-Efficacy               | 6,143  | ,000 |
| Interpersonal Communication | 6,750  | ,000 |

(Source: Data processed by the researcher, 2025)

Based on Table 1 above, the t-test was conducted to determine the individual or partial effect of the independent variables on the dependent variable. Based on the t-test results between self-efficacy ( $X_1$ ) and teaching readiness (Y) in the table above, it can be seen that the self-efficacy variable obtained a  $t_{\text{count}}$  value of  $6.143 > t_{\text{table}} 1.665$  and a significance value of  $0.00 < 0.05$ . From the results of  $t_{\text{count}} > t_{\text{table}}$  and significance value  $< 0.05$ ,  $H_0$  is rejected, and  $H_1$  is accepted, meaning that there is a significant influence of the self-efficacy variable ( $X_1$ ) on teaching readiness (Y).

Furthermore, the t-test results between the interpersonal communication variable ( $X_2$ ) and teaching readiness (Y) show that the interpersonal communication variable obtained a  $t_{\text{count}}$  value of  $6.750 > t_{\text{table}} 1.665$  and a significance value of  $0.00 < 0.05$ . From the results of  $t_{\text{count}} > t_{\text{table}}$  and significance value  $< 0.05$ ,  $H_0$  is rejected, and  $H_2$  is accepted, meaning that there is a significant influence of the interpersonal communication variable ( $X_2$ ) on teaching readiness (Y).

**Table 2***F-test Result*

| Model      | Sum of Squares | df | Mean Square | F      | Sig. |
|------------|----------------|----|-------------|--------|------|
| Regression | 2961,46        | 2  | 1480,749    | 229,47 | ,000 |
| Residual   | 503,32         | 78 | 6,453       |        |      |
| Total      | 3464,81        | 80 |             |        |      |

(Source: Data processed by the researcher, 2025)

Based on Table 2 above, the F-test in this study was conducted to determine the simultaneous or combined effect of the independent variables on the dependent variable. The F-test results in the table above show a significance value of  $0.00 < 0.05$  and an  $F_{\text{count}}$  value of  $229.472 > F_{\text{table}} 3.14$ . Based on these results, it can be concluded that  $H_0$  is rejected, meaning that there is a significant simultaneous or combined influence of the self-efficacy ( $X_1$ ) and interpersonal communication ( $X_2$ ) variables on teaching readiness ( $Y$ ).

**Table 3***Results of Multiple Linear Regression Analysis*

| Model                       | B    | Std. Error | Beta |
|-----------------------------|------|------------|------|
| (Constant)                  | ,207 | 1,363      |      |
| Self Efficacy               | ,487 | ,079       | ,462 |
| Interpersonal Communication | ,500 | ,074       | ,508 |

(Source: Data processed by the researcher, 2025)

Based on Table 3 above, the regression equation obtained in this study is:

$$\hat{Y} = 0,207 + 0,487 X_1 + 0,500 X_2$$

Based on Table 3 above, the following can be explained: (1) The constant value of 0.207 is positive, indicating that if the values of the self-efficacy variable ( $X_1$ ) and the interpersonal communication variable ( $X_2$ ) are equal to 0, then the value of  $\hat{Y}$  will be 0.207; (2) The coefficient value of  $X_1$  is 0.487, which is positive, showing that the self-efficacy variable has a positive influence on the teaching readiness of students in the School Field Experience Program (PLP) of the Office Administration Education Study Program, FKIP UNS, Class of 2021. If there is a 1-point increase in the self-efficacy variable, it will increase teaching readiness by 0.487, assuming other variables remain constant; (3) The coefficient value of  $X_2$  is 0.500, which is positive, indicating that the interpersonal communication variable has a positive influence on the teaching readiness of students in the School Field Experience Program (PLP) of the Office Administration Education Study Program, FKIP UNS, Class of 2021. If there is a 1-point increase in the interpersonal communication variable, it will increase teaching readiness by 0.500, assuming other variables remain constant.

**Table 4***Results of the Determination Coefficient Analysis*

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| ,925 <sup>a</sup> | ,855     | ,851              | 2,540                      |

(Source: Data processed by the researcher, 2025)

The analysis of the coefficient of determination in Table 4 aims to determine the extent to which the variables of self-efficacy interest and interpersonal communication influence the teaching readiness variable. Based on the results presented in the table above, it can be seen that the coefficient of determination (R Square) is 0.855. This indicates that the variables of self-efficacy and interpersonal communication have an influence on the teaching readiness variable to the extent of 85.5%. The remaining 14.5% is influenced by other factors or variables that were not examined in this study.

#### **The Influence of Self-Efficacy on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021**

Self-efficacy has a positive and significant influence on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021. Based on the data analysis conducted, the self-efficacy variable in the t-test showed a significance value of  $0.00 < 0.05$  and a  $t_{\text{count}} > t_{\text{table}}$  ( $6.143 > 1.665$ ). Based on these two results from the t-test—namely the significance value and the  $t_{\text{count}}$  value—it can be concluded that  $H_0$  is rejected, and  $H_1$  is accepted for the first hypothesis, which states that there is a positive and significant influence of self-efficacy on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021.

Self-efficacy refers to an individual's belief in their ability to complete specific tasks. In the context of education, particularly for prospective teacher students, self-efficacy reflects confidence in planning, implementing, and evaluating the learning process. This belief influences how prospective teacher students manage classrooms, complete instructional tasks, and affect student learning outcomes during PLP practice. Therefore, self-efficacy becomes a key determinant of teaching effectiveness and learning success. In other words, strong self-efficacy among prospective teacher students enhances their readiness to fulfill their roles as teachers during PLP practice.

The results of this study align with previous research conducted by Nabila et al. (2023), which found that self-confidence significantly influences teaching readiness among students. Similarly, research by Putra and Ahyanuardi (2022) demonstrated that self-confidence positively and significantly affects teaching readiness.

#### **The Influence of Interpersonal Communication on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021**

Interpersonal communication has a positive and significant influence on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021. Based on the data analysis conducted, the interpersonal communication variable in the t-test showed a significance value of  $0.00 < 0.05$  and a  $t_{\text{count}} > t_{\text{table}}$  ( $6.750 > 1.665$ ). Based on these two results from the t-test—namely the significance value and the  $t_{\text{count}}$  value—it can be concluded that  $H_0$  is rejected, and  $H_2$  is accepted for the second hypothesis, which states that there is a positive and significant influence of interpersonal communication on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021.

Interpersonal communication involves conveying messages to individuals or groups and receiving various reactions and feedback. In the educational context, interpersonal communication refers to the exchange of ideas or opinions between students and teachers during the learning process. During PLP implementation, the ability of prospective teacher students to communicate clearly and listen actively significantly influences the quality of interactions with students. Good interpersonal communication also plays a role in building positive relationships between students and teachers, which can support success in the learning process.

The results of this study are consistent with previous research conducted by Damayanti and Puspasari (2022), which found that interpersonal communication positively and significantly influences teaching readiness during PLP practice. Additionally, research by Safitri et al. (2019) stated that prospective teacher students with strong interpersonal communication skills are better prepared for teaching and learning.

#### **The Combined Influence of Self-Efficacy and Interpersonal Communication on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021**

The third hypothesis confirms a significant positive influence of self-efficacy and interpersonal communication together on the teaching readiness of PLP students in the Office Administration

Education Study Program, Class of 2021. The F-test calculation results showed a significance value of  $0.00 < 0.05$  and an  $F_{\text{count}} > F_{\text{table}}$  ( $229.47 > 3.11$ ). Based on these two results from the F-test—namely the significance value and the  $F_{\text{count}}$  value—it can be concluded that  $H_0$  is rejected, and  $H_3$  is accepted for the third hypothesis, which states that there is a positive and significant influence of self-efficacy and interpersonal communication together on the teaching readiness of PLP students in the Office Administration Education Study Program, FKIP UNS, Class of 2021.

Self-efficacy plays a crucial role in shaping the teaching readiness of PLP students in the Office Administration Education Study Program, FKIP UNS. Students with high self-efficacy are more confident in designing lessons, managing classrooms, and facing challenges during teaching practice, while those with low self-efficacy tend to experience anxiety and difficulties in teaching. These findings align with previous studies showing that self-efficacy influences teaching effectiveness, adaptability to classroom conditions, and managerial skills in learning. Therefore, enhancing self-efficacy through practical experience, reflection, and intensive mentoring is essential to improve the teaching readiness of PLP students.

Interpersonal communication also plays a role in the teaching readiness of FKIP UNS students during School Field Experience Program (PLP) practice. This form of communication includes openness in creating a pleasant learning atmosphere, empathy through the use of language easily understood by students, support that encourages enthusiasm for learning among both students and learners, and equality in building two-way communication and close relationships with students.

The results of this study align with previous research, such as that by Nabila et al. (2023), which found that self-confidence positively and significantly influences teaching readiness. Similarly, Damayanti and Puspasari (2022) found a positive and significant influence of interpersonal communication on teaching readiness during PLP practice. However, no prior research has examined the combined influence of self-efficacy and interpersonal communication on teaching readiness, making the results of this study a valuable addition to the existing body of research.

## Conclusion

Based on the data collected and the analysis conducted, the following conclusions can be drawn: (1) There is a positive and significant influence between the self-efficacy variable and the teaching readiness variable of students in the 2021 cohort of the School Field Introduction Program (PLP) in the Office Administration Education Study Program at FKIP UNS. This is evidenced by the t-test results, with a significance value for the self-efficacy variable of  $< 0.05$ , specifically 0.00, indicating a significant influence between the two variables. Additionally, the calculated t-value ( $t_{\text{count}} > t_{\text{table}}$  value, i.e.,  $6.146 > 1.665$ ). Based on these results, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted in this study; (2) There is a positive and significant influence between the interpersonal communication variable and the teaching readiness variable of students in the 2021 cohort of the PLP program. This is supported by the t-test results, which show a significance value for the interpersonal communication variable of  $< 0.05$ , specifically 0.00, indicating a significant relationship between interpersonal communication and teaching readiness. The calculated t-value ( $t_{\text{count}} > t_{\text{table}}$  value, i.e.,  $6.750 > 1.665$ ). Based on these findings, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_2$ ) is accepted; (3) There is a positive and significant influence between the self-efficacy and interpersonal communication variables on the teaching readiness variable of students in the 2021 cohort of the PLP program. This is evidenced by the F-test results, where the calculated F-value ( $F_{\text{count}} > F_{\text{table}}$ , i.e.,  $229.47 > 3.14$ , with a significance value of  $0.00 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_3$ ) is accepted. The regression equation model for this study is  $\hat{Y} = 0.207 + 0.487 X_1 + 0.500 X_2$ . The coefficient of determination ( $R^2$ ) is 0.855, meaning that collectively, self-efficacy ( $X_1$ ) and interpersonal communication ( $X_2$ ) influence teaching readiness ( $Y$ ) by 85.5%.

## References

- Aziz, A. (2017). Komunikasi pendidik dan peserta didik dalam pendidikan islam. *Mediakita*, 1(2), 173–184. <https://doi.org/10.30762/mediakita.v1i2.365>
- Azizah, N., & Rahmi, E. (2019). Persepsi mahasiswa tentang peranan mata kuliah micro teaching terhadap kesiapan mengajar pada mahasiswa Pendidikan Ekonomi UNP. *Jurnal Ecogen*, 2(2), 197. <https://doi.org/10.24036/jmpe.v2i2.7312>
- Dahlan, A., Septiyani, D., Munawaroh, A., & ... (2023). Pengaruh komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Universitas Islam Negeri Fatmawati Sukarno Bengkulu. ... *Education Journal*, 4, 270–283. <https://www.siducat.org/index.php/ghaitsa/article/view/745>
- Damayanti, R., & Puspasari, D. (2022). Pengaruh komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Prodi Administrasi Perkantoran Universitas Negeri Surabaya. *Journal of Office Administration : Education and Practice*, 2(2), 115–131. <https://doi.org/10.26740/joaep.v2n2.p115-131>
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro.
- Kurniasari, I. D., & Rahmawati, D. (2016). Pengaruh minat menjadi guru dan praktik pengalaman lapangan (PPL) terhadap kesiapan mengajar. *Jurnal Kajian Pendidikan Akuntansi Indonesia*, 1–14. <http://journal.student.uny.ac.id/ojs/index.php/kpai/article/view/5680>
- Kurniawan, R. Y., & Devi, H. R. P. (2023). Analisis faktor-faktor yang mempengaruhi kesiapan calon guru ekonomi. *Jurnal Pendidikan Ekonomi*, 16(2), 96. <https://doi.org/10.17977/um014v16i22023p096>
- Nabila, F. A., Indriayu, M., & Octoria, D. (2023). Pengaruh kepercayaan diri dan komunikasi interpersonal terhadap kesiapan mengajar praktik pengenalan lapangan persekolahan (PLP) pada Mahasiswa FKIP UNS. *Journal on Education*, 06(01), 6790–6800.
- Putra, A., & Ahyanuardi, A. (2022). Pengaruh metoda mengajar khusus, praktik lapangan kependidikan dan efikasi diri terhadap kesiapan menjadi guru. *Jurnal Pendidikan Teknik Elektro*, 3(2), 218–225. <https://doi.org/10.24036/jpte.v3i2.239>
- Safitri, R. D., Mayangsari, M. D., & Erlyani, N. (2019). Pengaruh komunikasi interpersonal terhadap kesiapan kerja mahasiswa praktik pengalaman lapangan (PPL) dalam memasuki dunia kerja di STKIP PGRI Banjarmasin the effect of interpersonal communication on work readiness of students practical field experience i. *Jurnal Kognisia*, 2(2), 102–110.
- Sari, D. P., Ferdiansyah, M., Surtiyoni, E., & Arizona, A. (2022). Kemampuan komunikasi interpersonal guru bimbingan konseling dalam menumbuhkan self-efficacy siswa di sekolah menengah pertama. *Bulletin of Counseling and Psychotherapy*, 4(2), 533–539. <https://doi.org/10.51214/bocp.v4i2.277>
- Sari & Krismiyati. (2021). Exploring source of self-efficacy of informatics and computer engineering teacher education students during their teaching practicum. *International Journal of Active Learning*, 6(2), 100–110. <https://journal.unnes.ac.id/nju/index.php/ijal/article/view/31671>
- Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif, dan r&d*. Alfabeta.
- Wijarini, F. (2021). Keterampilan mengajar mahasiswa pendidikan biologi melalui kegiatan pengenalan lapangan persekolahan (PLP) ditinjau dari aspek penggunaan media pembelajaran. *Borneo Journal of Biology Education (BJBE)*, 3(2), 125–129. <https://doi.org/10.35334/bjbe.v3i2.2337>
- Yulianto, A., & Khafid, M. (2016). Pengaruh praktik pengalaman lapangan (ppl), minat menjadi guru, dan prestasi belajar terhadap kesiapan mahasiswa menjadi guru yang profesional. *Economic Education Analysis Journal*, 5(1), 100–114.
- Zahrudin. (2015). Peningkatan Kemampuan Komunikasi Guru Dalam Rangka Menciptakan Professional Learning. *Seminar Nasional Professional Learning Untuk Indonesia Emas*, 1–640.

## The mediating role of self-efficacy in family environment's influence on students' self-leadership

Robi Maulana\*, Tutik Susilowati

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [robim4ul4n4@student.uns.ac.id](mailto:robim4ul4n4@student.uns.ac.id)

### Abstrak

*Tujuan penelitian ini untuk mengetahui: (1) pengaruh lingkungan keluarga terhadap kemampuan self-leadership siswa, (2) pengaruh efikasi diri terhadap kemampuan self-leadership siswa, dan (3) pengaruh lingkungan keluarga terhadap kemampuan self-leadership siswa dengan efikasi diri sebagai mediasi. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan teknik analisis data PLS-SEM. Populasi dalam penelitian ini berjumlah 248 siswa SMK Kristen 1 Surakarta 2024. Teknik pengambilan sampel menggunakan stratified random sampling dengan sampel sebanyak 153 siswa. Hasil penelitian ini menunjukkan: (1) terdapat pengaruh signifikan lingkungan keluarga terhadap kemampuan self-leadership siswa ( $t_{\text{-statistic}} 6,815 > 1,96$  dan  $p\text{-value } 0,000 < 0,050$ ). Hal ini menunjukkan bahwa semakin baik lingkungan keluarga maka kemampuan self-leadership siswa juga akan semakin baik. (2) terdapat pengaruh signifikan efikasi diri terhadap kemampuan self-leadership siswa ( $t_{\text{-statistic}} 8,206 > 1,96$  dan  $p\text{-value } 0,000 < 0,050$ ). (3) Terdapat pengaruh yang signifikan lingkungan keluarga terhadap efikasi diri yang selanjutnya efikasi diri terhadap kemampuan self-leadership ( $t_{\text{-statistic}} 7,525 > 1,96$  dan  $p\text{-value } 0,000 < 0,050$ ). Hal ini menunjukkan bahwa lingkungan keluarga yang baik akan meningkatkan efikasi diri pada siswa yang kemudian meningkatkan kemampuan self-leadership siswa. Dengan demikian, hasil penelitian ini memberikan konfirmasi bahwa lingkungan keluarga yang baik dan efikasi diri yang tinggi berperan penting dalam peningkatan kemampuan self-leadership pada siswa.*

*Kata kunci: kuantitatif pls sem; lingkungan keluarga; efikasi diri; self-leadership*

### Abstract

This research aims to determine: (1) the influence of family environment on students' self-leadership abilities, (2) the effect of self-efficacy on students' self-leadership abilities, and (3) the influence of family environment on students' self-leadership abilities with self-efficacy as a mediating variable. This study employs a quantitative approach using Partial Least Squares-Structural Equation Modeling (PLS-SEM) for data analysis. The population consists of 248 students from SMK Kristen 1 Surakarta in 2024. Sampling was conducted using stratified random sampling, resulting in a sample of 153 students.

---

\* Corresponding author

**Citation in APA style:** Maulana, R., & Susilowati, T. (2025). The mediating role of self-efficacy in family environment's influence on students' self-leadership. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 156-163. <https://dx.doi.org/10.20961/jikap.v9i2.99478>

The findings demonstrate that: (1) family environment has a significant influence on students' self-leadership abilities (t-statistic  $6.815 > 1.96$  and p-value  $0.000 < 0.050$ ). This indicates that a more supportive family environment corresponds to enhanced self-leadership abilities among students. (2) Self-efficacy significantly influences students' self-leadership abilities (t-statistic  $8.206 > 1.96$  and p-value  $0.000 < 0.050$ ). (3) There is a significant influence of family environment on self-efficacy, which subsequently affects self-leadership abilities (t-statistic  $7.525 > 1.96$  and p-value  $0.000 < 0.050$ ). This suggests that a positive family environment enhances students' self-efficacy, which in turn improves their self-leadership abilities. Consequently, this research confirms that a supportive family environment and high self-efficacy play crucial roles in developing students' self-leadership capabilities.

Keywords: quantitative pls-sem; family environment; self-efficacy; self-leadership

Received February 13, 2025; Revised February 20, 2025; Accepted March 18, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.99478>

## Introduction

Self-leadership ability represents a fundamental competency in the era of globalisation and advancing technology. This ability is significant for every individual as it is considered a distinctive human skill that can be cultivated and consistently contributes to human resource development (Khotimah, 2022). Yulianti (2021) demonstrates that self-leadership ability exerts considerable influence on students' learning process activities. According to Robins (as cited in Hirzi & Khairun, 2024), self-leadership ability comprises a series of processes employed by individuals to regulate their own behaviour, enabling them to assume responsibility, develop awareness, and exercise initiative without internal or external constraints, laws, or specific regulations. Handayani et al. (2016) conceptualise self-leadership ability as a person's behaviour influenced by motivation, strategy, and cognition that effectively shapes mindset and conduct. Additionally, Barus (as cited in Hirzi & Khairun, 2024) defines self-leadership ability as factors affecting an individual's self-assessment in forming self-stimulation and self-organisation, thereby enabling appropriate action under expected circumstances. The indicators of self-leadership ability utilised in this study include: the capacity to focus on awareness in managing behaviour and self-discipline (Behaviour-focused strategy); the ability to naturally reward oneself to foster a belief in one's competence (Natural reward strategy); and the individual's capacity to perceive themselves positively (Constructive thought strategy).

The issue of insufficient self-leadership remains prevalent in Indonesia. Yulianti (2021) notes that self-leadership ability among students is relatively low. This deficiency is observable in general patterns of student behaviour during the learning process, exemplified by limited self-control, minimal teacher-student interaction, low self-confidence, and inadequate self-awareness regarding the learning process. Research by Hirzi and Khairun (2024) further identifies weaknesses in self-leadership ability among certain students at Sultan Ageng Tirtayasa University's Counselling Guidance programme. Similarly, Ruhansih's (2017) findings indicate that students at SMA Negeri 1 Jawilan exhibit low self-leadership abilities. Barus's (2022) research also reveals relatively low self-leadership ability among Sanata Dharma University students in the Counselling Guidance Study Program.

Based on preliminary investigations at SMK Kristen 1 Surakarta, students demonstrate relatively low capacity for self-direction, limited understanding of post-graduation objectives, and difficulty making basic decisions regarding their studies. During learning activities, students at SMK Kristen 1 Surakarta frequently appear disengaged and lethargic, submit assignments beyond established deadlines, and engage in extraneous social interactions or become absorbed in electronic devices. The preliminary study results indicate self-leadership deficiencies among the student population: 75.9% of students struggle to establish personal objectives, 72.4% lack initiative in completing tasks without



external direction, and 79.3% demonstrate inadequate ability to complete assignments punctually.

Multiple factors influence self-leadership ability. Mirfani (2011) identifies two primary categories: internal and external factors. Internal factors encompass work structure, work climate, peer pressure, support systems, personal character, openness, and self-efficacy. External factors include environmental aspects (work, community, and family environments), situational context, and personal skills and experiences. Among these factors, family environment and self-efficacy emerge as the most significant influences on self-leadership abilities at SMK Kristen 1 Surakarta. The family constitutes the primary environment for child development and functions as the foundational educational institution where individuals are born and develop toward maturity. The family plays a crucial role in developing children's abilities, including self-leadership capabilities, by cultivating independence, courage, and responsibility. The family represents an essential social domain with profound influence on personality development (Samsudin, 2019). Siti (2021) demonstrates the influence of the family environment on leadership abilities among NU Grogol Sawoo Ponorogo students. Furthermore, Nasution and Sangkot (2020) affirm the family's substantial impact on children's character development, including leadership capacity. Family environment indicators employed in this study include family educational techniques or strategies, harmonious relationships among family members, and conditions within the family environment.

The second significant factor is self-efficacy—an individual's self-belief regarding their capacity to act according to their intentions. Self-efficacy enables conviction in one's ability to engage in activities, make decisions, and resolve problems. According to Bandura (as cited in Wahyuni & Kholiq, 2024), self-efficacy constitutes an aspect of the self-system, comprising attitudes, abilities, and skills that significantly influence responses to environmental stimuli. Individuals with high self-confidence typically demonstrate enhanced self-leadership capacity. Neck and Hughton (as cited in Sulistyowati & Rahayu, 2012) assert that general self-efficacy influences self-leadership ability. Research by Kim (2017) further establishes a positive correlation between self-efficacy and self-leadership, with critical thinking serving as a mediating disposition. Self-efficacy indicators utilised in this study include: an individual's ability to complete tasks they perceive themselves capable of (magnitude); persistence in task completion with determination and tenacity (strength); and the capacity to complete tasks using diverse approaches (generality).

Based on the identified issues regarding low self-leadership ability among students at SMK Kristen 1 Surakarta, various concerns related to this deficiency, and explanation of influential factors such as the family environment (external) and self-confidence levels (internal), the researcher has developed an interest in investigating self-leadership ability challenges among students at this institution. Consequently, this research is entitled "The Effect of Family Environment and Self-Efficacy on Self-Leadership Ability of Students of SMK Kristen 1 Surakarta." The novelty of this research lies in examining the influence of the family environment on students' self-leadership abilities with self-efficacy as a mediating variable. Through this investigation, the researcher aims to contribute significantly to educational quality improvement and student self-development at SMK Kristen 1 Surakarta, particularly regarding self-leadership abilities—a critical component for future success.

## Research Methods

This research was conducted at SMK Kristen 1 Surakarta from September 2024 to February 2025, encompassing research preparation, proposal seminar, implementation, report preparation, thesis examination, and revision. The study employs a quantitative approach with a correlational methodology to determine potential influences between exogenous and endogenous variables. Sugiyono (2013) characterises quantitative research methods as an approach grounded in positivist philosophy with specific populations or samples as research subjects.

The research population comprised all 248 students at SMK Kristen 1 Surakarta, from which 153 students were selected as the study sample. The sampling technique utilised probability sampling with a stratified random sampling method. Data were collected through closed questionnaires distributed via Google Forms using a 5-point Likert scale. The research variables consist of exogenous variables (family environment and self-efficacy) and the endogenous variable (self-leadership ability).

Data processing and analysis were conducted using Smart PLS 4 software. Instrument validity tests employed measurement models including convergent validity tests, discriminant validity tests, and

reliability tests. The analysis prerequisite test utilised the SEM PLS method with an outer model aligned with research instrument validation and a structural model incorporating R-square tests, effect size tests, collinearity tests, and predictive relevance tests using the blindfolding method. Upon confirmation that the data satisfied the prerequisite analysis tests, hypothesis testing was performed using the Bootstrapping method to determine T-statistics and p-values.

## Results and Discussion

### Research results

A pilot test of the research instrument was conducted prior to full implementation. Data analysis through PLS-SEM was executed in three sequential stages: measurement model (outer model), structural model (inner model), and hypothesis testing.

**Table 1**  
*Measurement Model*

| Variables and constructs   | Loading factor | Composite Reliability | Cronbach's alpha | AVE   |
|----------------------------|----------------|-----------------------|------------------|-------|
| Family Environment         |                | 0,866                 | 0,846            | 0,618 |
| X1.1                       | 0,826          |                       |                  |       |
| X1.2                       | 0,689          |                       |                  |       |
| X1.3                       | 0,859          |                       |                  |       |
| X1.4                       | 0,768          |                       |                  |       |
| X1.5                       | 0,787          |                       |                  |       |
| Self-efficacy              |                | 0,870                 | 0,862            | 0,645 |
| X2.1                       | 0,836          |                       |                  |       |
| X2.2                       | 0,829          |                       |                  |       |
| X2.3                       | 0,845          |                       |                  |       |
| X2.4                       | 0,785          |                       |                  |       |
| X2.5                       | 0,715          |                       |                  |       |
| Self-leadership capability |                | 0,861                 | 0,857            | 0,636 |
| Y1                         | 0,806          |                       |                  |       |
| Y2                         | 0,820          |                       |                  |       |
| Y3                         | 0,836          |                       |                  |       |
| Y4                         | 0,799          |                       |                  |       |
| Y5                         | 0,724          |                       |                  |       |

(Source: Primary data processed, 2024)

Table 1 presents the outer loading values for each statement item of the analysed constructs, all of which exceed 0.500. This indicates that each outer loading value meets the requirements for model measurement (Hair et al., 2021). Furthermore, each construct demonstrates a composite reliability value greater than 0.708 and Cronbach's alpha exceeding 0.600, indicating minimal bias and satisfactory reliability levels. The Average Variance Extracted (AVE) value for each construct exceeds 0.50, thus establishing that all constructs in this study possess sufficient validity for analytical purposes (Hair et al., 2021).

**Table 2***Structural Model*

| Variables and constructs<br>H1 and H2 | R <sup>2</sup> | F <sup>2</sup> |    |       | Q <sup>2</sup> |
|---------------------------------------|----------------|----------------|----|-------|----------------|
|                                       |                | ED             | LK | SL    |                |
| Family Environment                    |                |                |    | 0,436 |                |
| Self-efficacy                         |                |                |    | 0,271 |                |
| Self-leadership capability            | 0,686          |                |    |       | 0,419          |

(Source: Primary data processed, 2024)

Table 2 presents the R-square value, wherein self-leadership ability as an endogenous variable exhibits a value of 0.686 (68.6%). This demonstrates that self-leadership ability effectively explains the causal relationship between family environment and self-efficacy with substantial strength. The effect size of the family environment as an exogenous variable is 0.436 (43.6%), indicating a moderate influence on self-leadership ability. Conversely, the effect size of self-efficacy as the second exogenous variable is 0.271 (27.1%), suggesting a comparatively weaker influence on self-leadership ability. The predictive relevance value, represented by  $Q^2 > 0$  (Garson, 2018), for the self-leadership ability endogenous variable is 0.419, substantiating its robust predictive capacity regarding family environment and self-efficacy variables.

**Table 3**

| Variables and constructs<br>H3 | R <sup>2</sup> | F <sup>2</sup> |    |       | Q <sup>2</sup> |
|--------------------------------|----------------|----------------|----|-------|----------------|
|                                |                | ED             | LK | SL    |                |
| Family Environment             |                | 0,890          |    |       |                |
| Self-efficacy (mediation)      | 0,471          |                |    | 1,510 | 0298           |
| Self-leadership capability     | 0,602          |                |    |       | 0,366          |

(Source: Primary data processed, 2024)

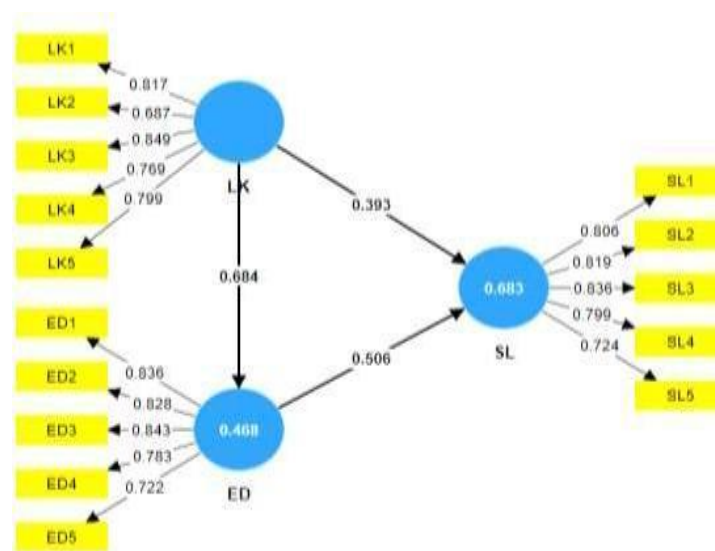
Table 3 presents R-square values for endogenous variables, with self-efficacy as mediation exhibiting a value of 0.471 (47.1%) and self-leadership ability demonstrating a value of 0.602 (60.2%). These findings indicate that self-efficacy effectively explains the causal relationship with the family environment, while self-leadership ability similarly explains its causal relationship with self-efficacy. The effect size of the family environment as an exogenous variable is 0.890 (89%), indicating its substantial influence on self-efficacy as a mediating variable. Furthermore, self-efficacy as mediation demonstrates an effect size of 1.510 (151%), signifying its significant and robust influence on self-leadership ability. The predictive relevance values, where  $Q^2 > 0$  (Garson, 2018), for self-efficacy as mediation ( $Q^2 = 0.298$ ) and self-leadership ability ( $Q^2 = 0.366$ ) both exceed zero, confirming their strong predictive capacities regarding family environment and self-efficacy variables, respectively.

**Table 4***Hypothesis Test*

| Path  | t-statistic | p-value |
|---|-------------|---------|
| Family environment=> Self-leadership ability                                  | 6,815       | 0,000   |
| Self-efficacy=> Self-leadership ability                                       | 8,206       | 0,000   |
| Family environment => Self-efficacy (mediation) => Self-leadership capability | 7,525       | 0,000   |

(Source: Primary data processed, 2024)

Table 4 presents t-statistics and p-values as hypothesis testing parameters. The hypothesis testing criteria employ t-statistic  $> 1.96$  and p-value  $< 0.05$  (Ghozali, 2016). The analytical results confirm that: (1) family environment significantly affects self-leadership ability (t-statistic = 6.815  $> 1.96$  and p-value = 0.000  $< 0.05$ ), supporting hypothesis H1; (2) self-efficacy significantly affects self-leadership ability (t-statistic = 8.206  $> 1.96$  and p-value = 0.000  $< 0.05$ ), supporting hypothesis H2; and (3) family environment significantly affects self-efficacy, which subsequently significantly affects self-leadership ability (t-statistic = 7.525  $> 1.96$  and p-value = 0.000  $< 0.05$ ), supporting hypothesis H3.



## Discussion

The family environment constitutes the primary and essential educational context for children, with its continued influence affecting their developmental processes. Concurrently, self-efficacy represents a necessary belief within individuals when performing duties, enabling effective problem-solving and judicious decision-making. By examining these two exogenous variables in conjunction, this study aims to demonstrate the extent to which they influence self-leadership ability levels among students, particularly those attending SMK Kristen 1 Surakarta.

The findings indicate that the family environment exerts a significant influence on self-leadership ability. This suggests that improvements in a child's family environment correspond with enhancements in their self-leadership characteristics. This correlation exists because the family environment fundamentally serves as the primary and initial context whose sustained influence affects various child characteristics, including self-leadership ability (Nurmaliza & Safrul, 2022). Research by Oliver et al. (2011) identifies a significant relationship between family environment and leadership ability conceptualisation. These findings contribute prospective data supporting the proposition that a positive childhood family environment generates beneficial effects on a child's leadership or self-leadership abilities throughout development into adulthood. Consequently, this study concludes that the family environment plays a crucial role in developing students' self-leadership skills. A healthy family environment with effective parental roles influences a child's capacity to implement self-leadership skills optimally.

The research results further establish that self-efficacy significantly affects self-leadership ability. This demonstrates that higher individual efficacy levels correspond with enhanced self-leadership ability. Wahyuni and Kholiq's (2024) research indicates a significant effect of efficacy among MA Darussalam Nganjuk scout students on leadership ability improvement, preparing them as future leaders with positive character attributes. Additionally, Kim's (2017) research demonstrates a positive correlation between self-efficacy and self-leadership ability, with critical thinking serving as a dispositional mediator. Thus, it can be concluded that higher efficacy levels among students correspond with increased self-leadership ability. This pattern is commonly observed wherein leaders with high self-leadership ability typically demonstrate increased confidence in decision-making processes.

Regarding the study's novel contribution, the findings support that family environment significantly influences self-leadership ability with efficacy functioning as a mediating variable. This implies that improvements in a child's family environment correspond with increased confidence in determining life goals—a characteristic interpretable as high efficacy. When children develop within healthy environments, they demonstrate greater confidence in establishing life objectives. A healthy family environment enhances children's self-efficacy, resulting in increased confidence regarding judicious decision-making throughout their lives. Sari and Karneli's (2021) research establishes that the family environment serves as a context for developing children's future confidence. High self-efficacy subsequently encourages children to regulate, process, and direct themselves, facilitating identification of positive developmental trajectories. When individuals maintain self-confidence, they experience greater ease in establishing personal objectives—a manifestation of self-leadership ability. Research by Neck and Hughton (as cited in Sulistyowati & Rahayu, 2012) confirms that general self-efficacy influences human self-leadership ability.

Consequently, it can be elucidated that a positive family environment affects children's self-efficacy. Children developing within healthy family environments experience enhanced self-efficacy. When children possess high self-efficacy, they subsequently develop elevated self-leadership skills. Alternatively stated, the family environment influences self-efficacy, which subsequently affects children's self-leadership ability. While self-leadership ability represents a frequently encountered issue, relatively few researchers have investigated this phenomenon comprehensively. Therefore, it is anticipated that future research, particularly regarding hypothesis H3, will expand and validate these findings, contributing to a novel research area with increased utility for readers.

## Conclusion

Based on the research findings, several conclusions can be drawn: (1) there exists a significant influence of family environment on self-leadership ability among students of SMK Kristen 1 Surakarta ( $t$ -statistic = 6.815 > 1.96 and  $p$ -value = 0.000 < 0.050); (2) there exists a significant influence of self-efficacy on self-leadership ability among students of SMK Kristen 1 Surakarta ( $t$ -statistic = 8.206 > 1.96 and  $p$ -value = 0.000 < 0.050); and (3) there exists a significant influence of family environment on self-efficacy that subsequently affects self-leadership ability ( $t$ -statistic = 7.525 > 1.96 and  $p$ -value = 0.000 < 0.050). Based on these conclusions, several recommendations can be proposed. Students should reflect on their self-management, self-direction, and self-regulation processes to enhance decision-making capacities. Educational institutions should implement diverse training programs to improve leadership skills, enhance counselling service centres, and establish communication forums connecting schools, students, and parents. This study acknowledges certain limitations that may affect the research outcomes. The respondent population is limited to students of SMK Kristen 1 Surakarta, restricting generalisability. Information provided by respondents may exhibit varying degrees of subjectivity. Additionally, there exists a limitation regarding the number of exogenous variables tested as factors influencing human self-leadership ability. Future research should address these limitations to advance understanding in this important domain.

## References

- Barus. (2022). Menakar kemampuan self leadership mahasiswa assessing student ' s self. *Jurnal Dinamika Pendidikan*, 15(1), 62–74. <https://doi.org/10.51169/ideguru.v6i2.229>
- Ghozali, I. (2016). *Aplikasi analisis multivariate dengan program IBM SPSS 23 (8th Ed.)*. Universitas Diponegoro
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Evaluation of formative measurement models by partial least squares structural equation modeling (PLS-SEM) Using R: A Workbook* (J. F. Hair Jr., G. T. M. Hult, C. M. Ringle, M. Sarstedt, N. P. Danks, & S. Ray (eds.); pp. 91–113). Springer International Publishing. [https://doi.org/10.1007/978-3-030-80519-7\\_5](https://doi.org/10.1007/978-3-030-80519-7_5)
- Hirzi, A. T., & Khairun, D. Y. (2024). Profil self leadership mahasiswa. *Guiding World Jurnal Bimbingan Dan Konseling*, 7(1), 25-31.
- Handayani, P. W., Asrowi, & Wijayanti, S. (2016). Consilium implementasi bimbingan self confidence

- untuk meningkatkan. *Consilium: Jurnal Program Studi Bimbingan Dan Konseling*, 4(1), 41–47.
- Khotimah, A. I. K. (2022). Pengaruh kepemimpinan diri, pemecahan masalah, dan komunikasi efektif terhadap kinerja volunteer Asean Para Games Solo 2022 Disusun. *Jurnal Keolahragaan Uny*, 19(5), 1-23.
- Kim, M. S. (2017). the influence of self-leadership and critical thinking disposition on college adaptation among nursing students. *The Journal Of Korean Academic Society Of Nursing Education*, 23(2), 184–193. <https://doi.org/10.5977/Jkasne.2017.23.2.184>
- Mirfani, A. M. (2011). Faktor kepemimpinan dalam strategi. *Jurnal Fip-Upi*, 1-12
- Nasution, & Sangkot. (2020). Pendidikan lingkungan keluarga. *Tazkiya: Jurnal Tarbiyah Uinsu*, 8(1), 115–124.
- Nurmaliza, S. K., & Safrul. (2022). Pengaruh kondisi lingkungan keluarga terhadap minat belajar siswa kelas V Sekolah Dasar. Pionir: *Jurnal Pendidikan*, 11(3), 69–81.
- Oliver, P. H., Gottfried, A. W., Guerin, D. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Adolescent family environmental antecedents to transformational leadership potential: a longitudinal mediational analysis. *Leadership Quarterly*, 22(3), 535–544. <https://doi.org/10.1016/J.Leaqua.2011.04.010>
- Ruhansih, D. S. (2017). Efektivitas strategi bimbingan teistik untuk pengembangan religiusitas remaja (penelitian kuasi eksperimen terhadap peserta didik kelas X SMA Nugraha Bandung tahun ajaran 2014/2015). *Quanta: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 1(1), 1–10. <https://doi.org/10.22460/Q.V1i1p1-10.497>
- Samsudin. (2019). Pentingnya peran orangtua dalam membentuk kepribadian anak samsudin Institut Agama Islam Sunan Giri ( Insuri ) Ponorogo. *Jurnal Pendidikan Islam Dan Multikulturalisme*, 1(2), 50–61.
- Sari, I. P., & Karneli, Y. (2021). Peran lingkungan keluarga terhadap kepercayaan diri anak dengan model konseling psikologi individual. *Schoulid: Indonesian Journal Of School Counseling*, 6(3), 239. <https://doi.org/10.23916/08859011>
- Sugiyono, D. (2019). *Metode penelitian kuantitatif kualitatif dan R&D*. In Penerbit Alfabeta.
- Sulistiyowati, E., & Rahayu, E. (2012). Analisis pengaruh pengembangan kepemimpinan diri kepala puskesmas terhadap kinerja puskesmas analysis influence self leadership development of the head of public health centers on performance of public health centers. *Jurnal Administrasi kebijakan Kesehatan*. 10(3), 165–168.
- Wahyuni, S., & Kholiq, A. (2024). Analisis pengaruh pelatihan dasar kepemimpinan terhadap peningkatan self-efficacy anggota pramuka di MA Darussalam Krempyang Tanjung Anom Nganjuk. *Jiem: Journal of Islamic Education Management*, 4(2), 9–19.
- Yulianti, M. (2021). Peningkatan self leadership dalam merencanakan karir melalui layanan informasi daring model cooperative learning. *Ideguru: Jurnal Karya Ilmiah Guru*, 6(2), 199–206. <https://doi.org/10.51169/Ideguru.V6i2.229>

# Impact of learning models on critical thinking with self-efficacy as mediator

**Wildan Purbo Ananda\*, Tutik Susilowati**

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [wildanananda@student.uns.ac.id](mailto:wildanananda@student.uns.ac.id)

## Abstrak

*Penelitian ini bertujuan untuk (1) mengetahui pengaruh model pembelajaran terhadap kemampuan berpikir kritis siswa (2) mengetahui pengaruh self-efficacy pada siswa, serta (3) mengetahui pengaruh penerapan model pembelajaran terhadap kemampuan berpikir kritis siswa dengan self-efficacy sebagai variabel mediasi pada siswa MPLB SMKN 1 Surakarta. Penelitian ini merupakan penelitian kuantitatif dengan sampel dalam penelitian ini terdiri dari 138 siswa jurusan MPLB SMKN 1 Surakarta kelas 10 dan 11 yang melaksanakan pembelajaran di dalam kelas. Hasil penelitian menunjukkan (1) terdapat pengaruh signifikan model pembelajaran terhadap kemampuan berpikir kritis siswa ( $t$ -statistic 7,145 > 1,96 dan  $p$ -value 0,000 < 0,050) Hal ini menunjukkan bahwa jika semakin interaktif dan bervariasi model pembelajaran oleh guru maka kemampuan berpikir kritis siswa akan semakin tinggi. (2) terdapat pengaruh signifikan self-efficacy terhadap kemampuan berpikir kritis siswa ( $t$ -statistic 7,097 > 1,96 dan  $p$ -value 0,000 < 0,050). (3) terdapat pengaruh signifikan penerapan model pembelajaran terhadap self-efficacy ( $t$ -statistic 15,066 > 1,96 dan  $p$ -value 0,000 < 0,050) yang selanjutnya self-efficacy terhadap kemampuan berpikir kritis ( $t$ -statistic 19,203 > 1,96 dan  $p$ -value 0,000 < 0,050). Hal ini menunjukkan bahwa semakin tinggi self-efficacy siswa, maka kemampuan berpikir kritis akan semakin meningkat. Dengan demikian, penelitian ini menegaskan pentingnya peran guru dalam memilih model pembelajaran dan self-efficacy siswa juga terbukti sebagai faktor yang berkontribusi dalam memperkuat hubungan antara model pembelajaran dan kemampuan berpikir kritis.*

*Kata kunci: keterampilan berpikir kritis; metode pembelajaran; pendidikan kejuruan; psikologi pendidikan; self-efficacy*

## Abstract

This study aims to (1) determine the effect of learning models on students' critical thinking skills, (2) examine the effect of self-efficacy on students, and (3) investigate the effect of learning models on students' critical thinking skills with self-efficacy as a mediating variable among MPLB students of SMKN 1 Surakarta. This quantitative

---

\* Corresponding author

**Citation in APA style:** Ananda, W.P., & Susilowati, T. (2025). Impact of learning models on critical thinking with self-efficacy as mediator. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 164-171. <https://dx.doi.org/10.20961/jikap.v9i2.996418>



research sampled 138 students from grades 10 and 11 in the MPLB department of SMKN 1 Surakarta. Results showed that (1) learning models significantly influenced students' critical thinking skills (t-statistic = 7.145, p-value < .001), indicating that more interactive and varied teaching approaches led to higher critical thinking abilities; (2) self-efficacy significantly affected students' critical thinking skills (t-statistic = 7.097, p-value < .001); and (3) learning models significantly influenced self-efficacy (t-statistic = 15.066, p-value < .001), which in turn affected critical thinking abilities (t-statistic = 19.203, p-value < .001). These findings demonstrate that higher student self-efficacy corresponds with increased critical thinking skills. This research emphasizes the importance of teachers' roles in selecting appropriate learning models and confirms self-efficacy as a significant factor strengthening the relationship between learning models and critical thinking abilities.

Keywords: critical thinking skills; educational psychology; self-efficacy; teaching methods; vocational education

Received February 18, 2025; Revised March 18, 2025; Accepted March 26, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.99641>

## Introduction

Critical thinking represents one of the essential 21st-century skills that students must develop (Roudlo, 2020). Critical thinking involves making rational decisions directed at determining whether to believe or act on something through a persistent, active, and thorough process. An individual's critical thinking ability can be recognized through specific indicators or characteristics (Haryani, 2017). Critical thinking helps students analyze information deeply and evaluate information sources wisely. When facing global challenges, critical thinking skills enable students to solve problems effectively and innovatively. Education that emphasizes critical thinking encourages students to ask relevant questions and seek valid evidence-based answers.

Wahyudin et al. (2012) define critical thinking as a way of thinking that involves the processes of criticizing, choosing, solving, and making decisions with rational and accountable reasons. Similarly, Johnson (as cited in Yaumi, 2012) states that critical thinking is a structured process that can evaluate facts, assumptions, logic, and language underlying others' questions (Noviyanto & Wardani, 2020). Students who think critically demonstrate advantages in various educational aspects. They can analyze information thoroughly and evaluate information sources wisely. Generally, critical thinking means the ability to analyze, evaluate, and synthesize information objectively and logically. It involves making decisions based on sound evidence and reasoning, as well as identifying, understanding, and addressing hidden biases and assumptions.

Critical thinking skills are important for developing the ability to make logical and coherent arguments, both in writing and orally. Critical thinking prepares students better for the rapidly changing workplace by improving their adaptation to complex, dynamic situations (Rahmadani et al., 2023). Education that encourages critical thinking supports the development of collaboration and communication skills, as students learn to listen to and consider different perspectives. Critical thinking also plays an important role in shaping active and responsible citizens who can participate constructively in democracy. Thus, students who master critical thinking skills are better equipped to face life's challenges (Darmawan et al., 2018).

In reality, many students have not yet developed the ability to think critically during the learning process. According to a 2018 survey by the Program for International Student Assessment (PISA), Indonesian students generally only reached levels 1 and 2 out of 6 possible levels, indicating that thinking ability among Indonesian students remains very low. Students often struggle to analyze information deeply and evaluate information sources wisely. The low level of students' critical thinking skills may be attributed to daily learning processes that are considered ineffective in developing students' interests, talents, and potential (Tamara, 2017). Additionally, this is caused by the underdeveloped education system



in Indonesia, as students' interest in proving concepts remains low. Research by Suratno (2017) shows that students' interest in proving principles or concepts, generalizing, and investigating remains significantly lacking.

In the context of this research, critical thinking deficiencies also occur at SMKN 1 Surakarta, particularly among students in the Office Management and Business Services (MPLB) competency. Teacher interviews revealed that students primarily rely on memorization, demonstrate limited ability to answer questions, and often struggle with Higher Order Thinking Skills (HOTS) questions. Preliminary studies based on questionnaires distributed to respondents indicated that 84.1% of students only sometimes ask questions when teachers present material, 65.9% rarely provide thoughtful opinions on information received, and 56.8% only sometimes analyze information they receive.

Several factors influence students' critical thinking, including classroom learning models and self-efficacy. Research by Nurhidayati (2022) demonstrates that teachers' selection of learning models significantly affects students' critical thinking skills. Beyond learning models, self-efficacy also influences students' critical thinking. Research by Yofika and Nanang (2021) indicates that self-efficacy relates to students' belief in their ability to complete school assignments. Self-efficacy affects the use of skills that students possess, including their critical thinking abilities. Additionally, preliminary studies showed that students identified several factors influencing their critical thinking: learning models (86.4%), self-efficacy (75%), anxiety (18.2%), and physical condition (20.5%).

The learning model comprises a series of teaching and learning processes from beginning to end, encompassing teacher and student activities within a particular learning design using specific teaching materials and interactions between teachers, students, and teaching materials (Muhadab, 2010). Research by Ulya et al. (2024) indicates that interactive learning models encourage students to discuss and express opinions, thereby improving their critical thinking skills. This aligns with research by Prasetyo and Kristin (2020), which emphasizes the teacher's crucial role during the learning process. The expected teacher role is that of a facilitator, providing guidance to students who have difficulty performing assigned tasks. Students are gradually directed to develop their critical thinking skills.

Based on the aforementioned issues, this research aims to examine more deeply the "Effect of Learning Models and Self-Efficacy on Critical Thinking Ability of MPLB Students of SMKN 1 Surakarta." This research is important considering that critical thinking ability represents an essential skill students must possess to face global challenges and an increasingly complex workforce. Additionally, critical thinking ability constitutes one of the key 21st-century skills needed in various fields of work and daily life. This research offers novelty by exploring the relationship between learning models and students' critical thinking with self-efficacy as a mediating variable, an area not widely studied in educational research. Unlike previous studies that focus primarily on the direct relationship between learning models and critical thinking, this study highlights how self-efficacy plays an intermediary role in enhancing the effectiveness of learning models on students' critical thinking skills. The findings are expected to provide new insights for developing more effective learning strategies to improve students' academic confidence and critical thinking skills.

## Research Methods

This research was conducted at SMKN 1 Surakarta, located at Jalan Sungai Kapuas No. 28, Kedung Lumbu, Kec. Ps. Kliwon, Surakarta City, Central Java 57113, from September 2024 to February 2025. The implementation was divided into four stages: preparation, implementation, report preparation, and examination.

This study employed quantitative research methods. According to Sugiyono (2022), quantitative research follows a design based on positivist philosophy with specific populations and samples, using research instruments that are statistically measured to test hypotheses. This approach was selected to test the hypothesis regarding the influence of exogenous and endogenous variables. Exogenous variables affect the values of other variables in the model, while endogenous variables are directly or indirectly influenced by exogenous variables. In this study, learning models ( $X_1$ ) and self-efficacy ( $X_2$ ) served as exogenous variables affecting critical thinking skills ( $Y$ ) as the endogenous variable.

The study involved 211 respondents from 10th and 11th grade students majoring in MPLB who participated in classroom learning activities, excluding 12th grade students who were completing Field Work Practices (PKL). Sampling utilized probability sampling techniques, specifically stratified random sampling. This technique divides the population randomly into more organized groups or strata. The final

sample comprised 138 respondents representing all students in their respective classes.

Data processing and analysis employed Smart PLS 4 software. The instrument validity test used a measurement model including a measurement test (outer model) and a structural stage (inner model). The outer model stage included convergent validity, discriminant validity, and reliability tests. The inner model stage involved r-square ( $R^2$ ), path coefficients, effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ) tests. After the data met the prerequisite analysis tests, hypothesis testing was conducted using the Bootstrapping method to determine the t-statistic and p-value.

## Results and Discussion

### Research results

A pilot test of the research instrument was conducted. Data analysis through PLS-SEM proceeded in three stages: measurement model (outer model), structural model (inner model), and hypothesis testing.

**Table 1**  
*Measurement Model*

| Variables and constructs | Loading factor | Composite Reliability | Cronbach's alpha | AVE   |
|--------------------------|----------------|-----------------------|------------------|-------|
| Critical Thinking        |                | 0,844                 | 0,839            | 0,609 |
| Y.1                      | 0.792          |                       |                  |       |
| Y.2                      | 0.819          |                       |                  |       |
| Y.3                      | 0.811          |                       |                  |       |
| Y.4                      | 0.764          |                       |                  |       |
| Y.5                      | 0.712          |                       |                  |       |
| Learning Model           |                | 0,873                 | 0,841            | 0,612 |
| X1.1                     | 0.835          |                       |                  |       |
| X1.2                     | 0.703          |                       |                  |       |
| X1.3                     | 0.870          |                       |                  |       |
| X1.4                     | 0.720          |                       |                  |       |
| X1.5                     | 0.768          |                       |                  |       |
| Self-efficacy            |                | 0,889                 | 0,869            | 0,660 |
| X2.1                     | 0.840          |                       |                  |       |
| X2.2                     | 0.857          |                       |                  |       |
| X2.3                     | 0.874          |                       |                  |       |
| X2.4                     | 0.806          |                       |                  |       |
| X2.5                     | 0.666          |                       |                  |       |

(Source: Primary data processed, 2024)

Based on Table 1, the highest loading factor value was item SE3 at 0.874, and all statement items met the minimum outer loading threshold, thus confirming validity. The Average Variance Extracted (AVE) value of each latent variable was then tested. The AVE value must be  $\geq 0.50$  to be declared valid. Based on the findings, the AVE values for exogenous and endogenous variables exceeded the AVE threshold. Therefore, all statement items met the confirmatory requirements and were considered valid for use.

**Table 2***Structural Model*

| Variables and constructs<br>H1 and H2 | R <sup>2</sup> | F <sup>2</sup> | Q <sup>2</sup> |
|---------------------------------------|----------------|----------------|----------------|
| Learning model                        |                | 0,294          |                |
| Self-efficacy                         |                | 0,335          |                |
| Critical thinking                     | 0,618          |                | 0,358          |

(Source: Primary data processed, 2024)

Table 2 presents the R square value, where critical thinking as an endogenous variable has a value of 0.618 or 61.8%. This indicates that critical thinking can strongly explain the causal relationship of learning models and self-efficacy. The effect size value of the learning model variable on critical thinking ability is 0.294, which falls into the moderate influence category. Meanwhile, the effect of the self-efficacy variable on critical thinking shows a value of 0.335, also categorized as a moderate influence. The predictive relevance value, indicated by  $Q^2 > 0$ , shows a value of 0.358 for the critical thinking variable. This value exceeds 0, meaning the model has good predictive ability for the critical thinking variable.

**Table 3**

| Variables and constructs<br>H3 | R <sup>2</sup> | F <sup>2</sup> | Q <sup>2</sup> |
|--------------------------------|----------------|----------------|----------------|
| Learning Model                 |                | 0,596          |                |
| Self-efficacy (mediation)      | 0,374          | 0,995          | 0,241          |
| Critical thinking              | 0,499          |                | 0,287          |

(Source: Primary data processed, 2024)

Table 3 presents the R square values for endogenous variables, where self-efficacy as mediation has a value of 0.374 (37.4%) and critical thinking has a value of 0.499 (49.9%). This demonstrates that self-efficacy can strongly explain the causal relationship with the learning model, and the learning model can also strongly explain the causal relationship with self-efficacy. Furthermore, the effect size of the learning model on self-efficacy is 0.596 (59.6%), classified as a large influence. Meanwhile, the effect of self-efficacy on critical thinking has a value of 0.995 (99.5%), also classified as a large effect. The predictive relevance ( $Q^2$ ) value for self-efficacy is 0.241 and for critical thinking is 0.287. Both values exceed 0, indicating that the model has good predictive ability for both variables. Specifically, the model explains 24.1% of the variability in self-efficacy and 28.7% of the variability in critical thinking, suggesting the model is quite effective in predicting both variables.

**Table 4***Hypothesis Test*

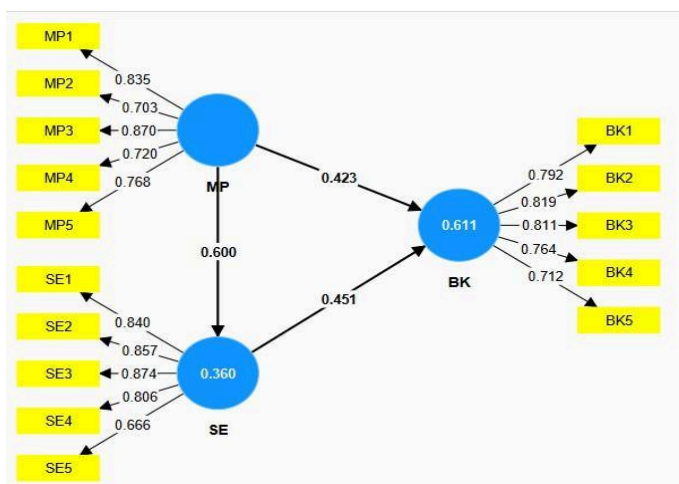
| Path   | t-statistic | p-value |
|--|-------------|---------|
| Learning model=> Critical thinking             | 7,145       | 0,000   |
| Self-efficacy => Critical thinking             | 7,097       | 0,000   |
| Self-efficacy (mediation) => Critical thinking | 19,253      | 0,000   |
| Learning model => Self-efficacy (mediation)    | 15,066      | 0,000   |

(Source: Primary data processed, 2024)

Table 4 presents the hypothesis testing results. The t-statistic value for the relationship between learning model variables and critical thinking is 7.145, while the t-statistic value for the relationship between self-efficacy and critical thinking is 7.097, both exceeding the threshold value of 1.96.

Additionally, both p-values of 0.000 are smaller than 0.05, indicating statistical significance. These results demonstrate a positive and significant influence between learning models and critical thinking, as well as between self-efficacy and critical thinking. These findings support the theory that learning models and self-efficacy play important roles in critical thinking development.

The mediation variable test results show that learning models significantly affect self-efficacy as mediation, with a t-statistic value of 15.066 (exceeding the 1.96 threshold) and a p-value of 0.000 (less than 0.050). Furthermore, self-efficacy significantly affects critical thinking skills with a t-statistic value of 19.253 (far above 1.96) and a p-value of 0.000.



## Discussion

Critical thinking represents an essential ability that students need to develop when facing modern-era challenges. Critical thinking skills encompass the ability to analyze, evaluate, and create solutions based on a deep understanding of problems. In learning contexts, critical thinking indicates educational success because it helps students understand concepts deeply and apply them to real situations. However, Indonesian students' critical thinking skills remain suboptimal, as evidenced by the 2018 PISA survey results showing low analytical skills among Indonesian students. Critical thinking provides more precise direction in thinking and working, helping to determine relationships between concepts more accurately. Therefore, critical thinking skills are necessary for problem-solving and finding solutions (Saputra, 2020).

Based on this research, learning models applied by teachers significantly influence students' critical thinking skills because the methods facilitate higher-order thinking processes. Activities like group discussions, case studies, and projects help students develop critical thinking skills. Research also shows that applying appropriate learning models can increase students' confidence and motivation to think analytically. Thus, learning models serve not only as tools to channel knowledge information but also as means to shape students' critical thinking patterns.

The results showed that statement item MP3, "I always feel encouraged to actively participate in the learning process," had the highest value among other statement items at 0.873. This aligns with research by Mazna et al. (2024), which demonstrates that applying interactive learning by involving students actively has proven effective in developing students' critical thinking skills. Through various learning models such as problem-based learning, role-playing, and inquiry learning, students not only acquire knowledge but are also invited to think critically, evaluate information, and make decisions based on trusted sources.

Results also indicated that statement item SE3, "I always see the positive side of the challenges I face," had the greatest value at 0.877. This aligns with research by Melyana and Pujiastuti (2020), which shows that students with high optimism or self-confidence demonstrate higher critical thinking skills. Students with high optimism tend not to fear taking risks in the learning process and typically generate many ideas when tackling problems. The importance of the SE3 statement is further supported by

research from Nurul et al. (2021), which states that good student self-efficacy positively impacts critical thinking ability, and vice versa.

Based on the novelty results, self-efficacy serves as a mediating factor that strengthens the relationship between learning models and critical thinking skills. Students with high self-efficacy tend to be more confident when facing challenges in the learning process. For example, during problem-based learning, students with high self-efficacy demonstrate greater confidence in completing tasks. With strong self-efficacy, students not only understand material but can also evaluate and apply it critically in real situations.

Research by Pratiwi (2022) indicates that both classroom learning models and self-efficacy influence students' critical thinking skills. Appropriate learning models provide students with deeper learning experiences and greater involvement in the learning process, while self-efficacy strengthens student confidence and motivation when facing academic challenges. This combination results in improved critical thinking skills. This research demonstrates that students with strong self-efficacy better analyze, evaluate, and solve problems critically. Thus, integrating effective learning models with self-efficacy as mediation can improve overall learning outcomes. Therefore, developing students' self-efficacy represents an important component in educational processes aimed at improving critical thinking skills.

## Conclusion

Based on the study results, it can be concluded that there is a significant effect of the learning model on critical thinking among SMKN 1 Surakarta students with a t-statistic value of 7.145 and p-value of 0.000; there is a significant effect of self-efficacy on critical thinking with a t-statistic value of 7.097 and p-value of 0.000; and there is a significant effect of learning models on self-efficacy, which subsequently affects critical thinking with a t-statistic of 19.253 and p-value of 0.000. Based on these conclusions, researchers recommend that students actively participate in learning by taking advantage of every opportunity to discuss, ask questions, and complete tasks independently or in groups. Students should build confidence by practicing and facing challenges in the learning process without fearing mistakes, as these are part of learning. Additionally, teachers should develop more creative approaches in selecting or creating interesting and interactive learning media, such as videos, simulations, or educational games, to better motivate students. This study has several limitations. First, the research was conducted only at SMKN 1 Surakarta, so the results may not be generalizable to schools with different conditions. Second, the methodology was limited to quantitative analysis, which did not explore in depth other factors affecting students' critical thinking. Finally, the effectiveness of applied learning models may vary depending on individual learning styles, which were not fully analyzed in this study.

## References

- Adnyana, I. M. D. M. (2021). Populasi dan sampel. *Metode Penelitian Pendekatan Kuantitatif*, 14(1), 103-116.
- Bentar, A., Purbangkoro, M., & Prihartini, D. (2020). Analisis pengaruh kepemimpinan, motivasi, disiplin kerja dan lingkungan kerja terhadap kinerja karyawan Taman Botani Sukorambi (TBS) Jember. *Jurnal Manajemen Dan Bisnis Indonesia*, 3(1), 1-17. <http://dx.doi.org/10.32528/jmbi.v3i1.780>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Evaluation of formative measurement models*. [https://doi.org/10.1007/978-3-030-80519-7\\_5](https://doi.org/10.1007/978-3-030-80519-7_5)
- Haryani, D. (2017). Pembelajaran matematika dengan pemecahan masalah untuk menumbuhkembangkan kemampuan berpikir kritis siswa. *Prosiding Seminar Nasional Penelitian, Pendidikan Dan Penerapan MIPA, Fakultas MIPA, Universitas Negeri Yogyakarta*, 1980, 121-126.
- Mazna, U., Nazirah, F., Farhana, I., & Marsitah, I. (2024). Perencanaan pembelajaran yang interaktif dalam menumbuhkan critical thinking siswa. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(4), 10. <https://doi.org/10.47134/pgsd.v1i4.793>
- Melyana, A., & Pujiastuti, H. (2020). Pengaruh kepercayaan diri terhadap kemampuan berpikir kritis matematis siswa SMP. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 3(3), 244. <https://doi.org/10.22460/jpmi.v3i3.239-246>
- Muhadab, A. (2010). Pengaruh penerapan model pembelajaran inquiry terhadap prestasi belajar siswa

- pada mata pelajaran fiqh. *Jurnal Pendidikan Universitas Garut*, 04(01), 60-65.
- Muhammad, N. I., Amran, M., & Dh, S. (2021). Hubungan antara efikasi diri dengan kemampuan berpikir kritis IPA siswa. *Jurnal Pendidikan Dasar Dan Menengah (Dikdasmen)*, 1(1), 12-20. <https://doi.org/10.31960/dikdasmen-v1i1-1060>
- Noviyanto, N., & Wardani, N. S. (2020). Penerapan model pembelajaran discovery learning untuk meningkatkan keterampilan berpikir kritis dan hasil belajar matematika. *Jurnal Basicedu*, 4(2), 434–440. <https://doi.org/10.31004/basicedu.v4i2.378>
- Prasetyo, F., & Kristin, F. (2020). Pengaruh model pembelajaran problem based learning dan model pembelajaran discovery learning terhadap kemampuan berpikir kritis siswa kelas 5 SD. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 13. <https://doi.org/10.30997/dt.v7i1.2645>
- Purwanto, A., & Sudargini, Y. (2021). Partial least squares structural equation modeling (PLS-SEM) analysis for social and management research: a literature review. *Journal of Industrial Engineering & Management Research*, 2(4), 114-123.
- Rahmadani, P. N., Arthur, R., & Maulana, A. (2023). Integrasi konsep literasi vokasional untuk mengembangkan berpikir kritis pada siswa SMK: Sebuah Kajian Pustaka. *Jurnal Pendidikan West Science*, 1(12), 817-826. <https://doi.org/10.58812/jpdws.v1i12.859>
- Rati, N. W., Kusmaryatni, N., & Rediani, N. (2017). Pengaruh model pembelajaran berbasis proyek terhadap kreativitas dan hasil belajar pendidikan IPA Sd Mahasiswa PGSD Undiksha UPP Singaraja. *JPI (Jurnal Pendidikan Indonesia)*, 6(1), 60-71. <https://doi.org/10.23887/jpi-undiksha.v6i1.9059>
- Roudlo, M. (2020). Kemampuan berpikir kritis dan kemandirian belajar melalui model pembelajaran flipped classroom dengan pendekatan STEM. *Seminar Nasional Pascasarjana 2020*, 20, 292-297. <https://proceeding.unnes.ac.id/snpasca/article/view/602/520>
- Sugiyono, D. (2022). *Metode penelitian kuantitatif kualitatif dan R&D*. Penerbit Alfabeta.
- Tamara, T. (2017). Pengaruh penerapan metode think-pair-share and group investigation terhadap kemampuan berpikir kritis siswa. *Universitas Pendidikan Indonesia*, 1(2), 1-12.

# The influence of entrepreneurship education and social environment on office administration students' entrepreneurial intentions

Ahmad Khairrudin\*

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [Khairuddin.ahmad16@student.uns.ac.id](mailto:Khairuddin.ahmad16@student.uns.ac.id)

## Abstrak

*Tujuan penelitian ini untuk: 1) mengetahui pengaruh pembelajaran kewirausahaan terhadap minat berwirausaha mahasiswa program studi Pendidikan Administrasi Perkantoran Universitas Sebelas Maret; 2) mengetahui pengaruh lingkungan sosial terhadap minat berwirausaha mahasiswa program studi Pendidikan Administrasi Perkantoran UNS; dan 3) mengetahui pengaruh pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama terhadap minat berwirausaha mahasiswa Pendidikan Administrasi Perkantoran UNS. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Adapun populasi dalam penelitian ini ialah seluruh mahasiswa Program Studi Pendidikan Administrasi Perkantoran angkatan 2019 dan 2020 yang berjumlah sebanyak 113 mahasiswa. Penelitian ini menggunakan teknik propotionate stratified random sampling untuk pengambilan sampelnya. Adapun analisis data dalam penelitian ini menggunakan teknik analisis regresi linier berganda dengan bantuan program IBM SPSS 24.0. Hasil penelitian menunjukan bahwa: 1) terdapat pengaruh yang positif pembelajaran kewirausahaan terhadap minat berwirausaha dibuktikan dengan nilai  $t$  hitung (1,712) >  $t$  tabel (1,658). 2) terdapat pengaruh yang positif lingkungan sosial terhadap minat berwirausaha dibuktikan dengan nilai  $t$  hitung (2,099) >  $t$  tabel (1,658). 3) terdapat pengaruh yang positif pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama terhadap minat berwirausaha dibuktikan dengan nilai  $F$  hitung (6,287) >  $F$  tabel (3,08). Hasil penelitian juga menunjukan bahwa pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama dapat mempengaruhi minat berwirausaha sebesar 10,3% sedangkan 89,7% lainnya dipengaruhi oleh variabel lain. Maka dari itu, keseluruhan hasil analisis data ini mendukung hipotesis yang ada.*

*Keywords : motivasi akademis; keterampilan kejuruan; orientasi karir; kemandirian ekonomi; inovasi pendidikan*

## Abstract

The objectives of this research were to: 1) determine the influence of entrepreneurship education on entrepreneurial intentions among students in the Office Administration Education program at Sebelas Maret University; 2) determine the influence of social environment on entrepreneurial intentions among students in the Office Administration

---

\* Corresponding author

**Citation in APA style:** Khairrudin, A. (2025). The influence of entrepreneurship education and social environment on office administration students' entrepreneurial intentions. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 172-180. <https://dx.doi.org/10.20961/jikap.v9i2.89641>

Education program at Sebelas Maret University; and 3) determine the combined influence of *entrepreneurship* education and social environment on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University. This research employed a quantitative approach with correlational methods. The population consisted of all students from the 2019 and 2020 cohorts of the Office Administration Education Program, totaling 113 students. This research utilized proportionate stratified random sampling for sample selection. Data analysis was performed using multiple linear regression techniques with IBM SPSS 24.0 software. The results revealed that: 1) entrepreneurship education positively influenced entrepreneurial intentions, as evidenced by the calculated t-value (1.712) > t-table (1.658); 2) social environment positively influenced entrepreneurial intentions, as evidenced by the calculated t-value (2.099) > t-table (1.658); and 3) entrepreneurship education and social environment together positively influenced entrepreneurial intentions, as evidenced by the calculated F-value (6.287) > F-table (3.08). The findings also indicated that entrepreneurship education and social environment together accounted for 10.3% of the variance in entrepreneurial intentions, while the remaining 89.7% was influenced by other variables. Therefore, the overall results of this data analysis support the existing hypotheses.

**Keywords:** academic motivation; vocational skills; career orientation; economic independence; educational innovation

Received March 07, 2025; Revised March 26, 2025; Accepted March 26, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.89641>

## Introduction

Entrepreneurial intention refers to the curiosity toward entrepreneurial activities that will establish a venture beneficial to both the individual and the surrounding environment. Entrepreneurial intention is characterized by feelings of interest and attraction accompanied by the desire to learn more and subsequently engage in all activities related to entrepreneurship. Unemployment and poverty remain significant challenges in Indonesia. These issues arise due to the imbalance between job supply and demand, which is disproportionate to the number of graduates or new workforce entrants across all educational levels. Unemployment has become a serious problem that requires immediate attention, as the currently high unemployment rate is an inhibiting factor for national economic development.

According to the Central Statistics Agency (2022), the Open Unemployment Rate (TPT) in February 2022 was 5.83 percent, reflecting a decrease of 0.43 percentage points compared to February 2021. The employed population reached 144.01 million people, an increase of 4.20 million from February 2021. The sector experiencing the largest percentage increase was Agriculture, Forestry, and Fisheries (0.37 percentage points), while the sector with the largest decrease was Other Services (0.51 percentage points). Approximately 81.33 million people (59.97 percent) were employed in informal activities, representing an increase of 0.35 percentage points compared to February 2021.

Contributors to unemployment figures include educated unemployment among university graduates. Graduates tend to seek employment as employees, whether in private companies, civil service, or state-owned enterprises after completing their education. One solution to address unemployment in Indonesia is through creating entrepreneurs (Ali, 2021). Entrepreneurs are individuals who operate business ventures. Beyond generating income, entrepreneurship can also assist the government in reducing unemployment by creating new employment opportunities.

The development of entrepreneurial intentions cannot be achieved without education and training that can stimulate an individual's entrepreneurial spirit. Individuals with limited education may be reluctant to assume the risks associated with entrepreneurship. This can inhibit their development in entrepreneurial endeavors. With the increasing unemployment rate, Sebelas Maret University's Office Administration program, as an educational and training institution, is expected to prepare students to



become prospective entrepreneurs. Teaching entrepreneurship to students can build their self-confidence and foster their independence.

Independence motivates individuals to achieve and create, encourages productivity and efficiency, and drives progress. Therefore, entrepreneurial intentions among students must be cultivated. By fostering entrepreneurial intentions among students, potential entrepreneurs will emerge, which is expected to reduce unemployment rates.

Based on interviews with 15 students from the 2018 cohort of the Office Administration Education Program at Sebelas Maret University, 25% of students had already initiated entrepreneurial ventures, and 15% expressed interest in entrepreneurship but had not yet attempted or practiced it. Meanwhile, 60% of students indicated a preference for seeking employment rather than establishing their own business. Students reported a lack of social environmental support from family, peers, and the campus environment itself. Limited knowledge about entrepreneurship education provided during their studies was also cited as a reason by several students.

Numerous factors can enhance students' intentions to become entrepreneurs, including entrepreneurship education and social environment factors. Entrepreneurship education represents a deliberate effort by educators to teach students about entrepreneurship, thereby enhancing their creative and innovative abilities to identify business opportunities (Ahmad, 2018). Entrepreneurship education is expected to provide not only theoretical foundations regarding entrepreneurship concepts but also to shape the attitudes, behaviors, and mindset of entrepreneurs, thereby helping to reduce high unemployment rates, particularly among educated individuals (graduates). This is supported by research from Darwis et al. (2021) and Zimmerer (Adhitama, 2014), which states that one of the factors driving entrepreneurial growth in a country lies in the role of universities through the implementation of entrepreneurship education. Entrepreneurship education is categorized as very good, students' entrepreneurial intentions are very good, and based on data analysis results, there is an influence of entrepreneurship education on students' entrepreneurial intentions.

The Office Administration Education program is one of the programs at Sebelas Maret University that implements entrepreneurship education. However, despite the presence of entrepreneurship education, which is expected to encourage students to establish their own businesses as a means of reducing unemployment in Indonesia, many students still prefer seeking employment rather than starting their own business. Based on interviews with 15 students from the Office Administration Program, 65% of students complained that entrepreneurship education appeared to require considerable time, making it difficult for students to manage their time amidst the demands of entrepreneurial production. Additionally, although students were equipped with knowledge and practical experience during entrepreneurship education, some did not utilize the knowledge they had acquired or continue the entrepreneurial production they had undertaken.

Another factor influencing entrepreneurial intentions is the social environment. The social environment is one factor that can influence an individual or group to perform certain actions and behavioral changes (Oktaviani et al., 2021). The social environment serves as a medium for students to interact with others, shaping their personality and influencing their behavior, and is expected to enhance students' entrepreneurial intentions. This aligns with research conducted by Koranti (2013) and Periansya (2018), which found that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions. This indicates that when the social environment is highly supportive, an individual's entrepreneurial intentions will increase.

However, based on interviews with 15 students from the Office Administration Education Program, 67% of students predominately reported that the social environment tended to be less supportive of entrepreneurial activities. Family environments often preferred their children to become employees in a company or civil servants rather than establishing their own business. Another issue within the social environment was the limited time students had to meet with peers due to managing their businesses, which tended to diminish students' intentions to start their own ventures.

## Research Methods

This research, titled "The Influence of Entrepreneurship Education and Social Environment on Entrepreneurial Intentions among Students of the Office Administration Education Program," was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education,

Sebelas Maret University, located at Jalan Ir Sutami No. 36 A, Jebres, Jebres District, Surakarta City, Central Java.

The determination of the research location was based on the following considerations:

1. Relevance to the research problem under investigation.
2. Availability of required data related to the issues raised by the researcher.
3. The Office Administration Education Program at Sebelas Maret University has established entrepreneurship as a mandatory course.
4. The Program administration was willing to grant permission for research on the related issues.

The research timeline, from proposal preparation to research report writing, was planned from April 2022 to March 2024, as outlined in the following table 1:

**Table 1.**  
*Research Implementation Schedule*

| Kegiatan                                   | 2022 |              | 2023        |              |             | 2024 |     |     |
|--|------|--------------|-------------|--------------|-------------|------|-----|-----|
|  | Apr  | Mei -<br>Des | Jan<br>-Jun | Jul<br>-Agst | Sep<br>-Des | Jan  | Feb | Mar |
| 1. Persiapan Penelitian:                   |      |              |             |              |             |      |     |     |
| a. Pengajuan Judul                         |      |              |             |              |             |      |     |     |
| b. Menyusun Proposal                       |      |              |             |              |             |      |     |     |
| c. Mengurus Perijinan                      |      |              |             |              |             |      |     |     |
| 2. Pelaksanaan:                            |      |              |             |              |             |      |     |     |
| a. Pengumpulan Data                        |      |              |             |              |             |      |     |     |
| b. Pengolahan Data                         |      |              |             |              |             |      |     |     |
| 3. Tahap Akhir:                            |      |              |             |              |             |      |     |     |
| a. Penyusunan Laporan                      |      |              |             |              |             |      |     |     |
| b. Pelaksanaan Ujian<br>Skripsi dan Revisi |      |              |             |              |             |      |     |     |

(Source: FKIP UNS Thesis Writing Guidelines 2021)

This research is a type of Ex-Post Facto research, which investigates an event that has already occurred and then traces backward to identify factors that may have caused the occurrence of that event. This research is classified as descriptive correlational research with a quantitative approach.

The population in this research consisted of all students from the 2019 and 2020 cohorts of the Office Administration Education Program at FKIP UNS who had completed entrepreneurship courses, totaling 160 students.

When the population is large, and researchers cannot study all individuals in the population due to limitations in funding, manpower, and time, researchers can use a sample drawn from that population. Therefore, samples must be truly representative (Sugiyono 2013). In this study, the sample size was determined using the Slovin formula as follows:

$$n = 160 / (1 + 160(0.05)^2)$$

$$n = 160 / (1 + 0.4)$$

$$n = 113.28, \text{ rounded to } 113$$

Thus, the researcher selected a sample of 113 students, with the following distribution:

$$\text{a. } 2018 \text{ Cohort} = (81/160) \times 113 = 57.20, \text{ rounded to } 57$$

$$\text{b. } 2019 \text{ Cohort} = (79/160) \times 113 = 56.28, \text{ rounded to } 56$$

## Results and Discussion

The following are the results and discussion of the data analysis that has been obtained.

## Research Results

### 1. Data Description

This research includes 3 research variables consisting of 2 independent variables and 1 dependent variable. The independent variables are entrepreneurship education (X1) and social environment (X2), while the dependent variable is entrepreneurial intentions (Y).

The instruments used in this research were questionnaires consisting of 12 statement items for the entrepreneurship education variable (X1), 14 statement items for the social environment variable (X2), and 18 statement items for the entrepreneurial intentions variable (Y).

The following is a table 2 of descriptive statistical analysis in this research, which includes the influence of entrepreneurship education and social environment on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University:

**Table 2.**  
*Data Description*

|                |         | Statistics   |   |                              |
|----------------|---------|--|---|------------------------------|
|                |         | Pembelajaran<br>Kewirausahaan<br>(X <sub>1</sub> ) | Lingkungan<br>Sosial<br>(X <sub>2</sub> ) | Minat<br>Berwirausaha<br>(Y) |
| N              | Valid   | 113  | 113                                       | 113                          |
|                | Missing | 0  | 0   | 0                            |
| Mean           |         | 42.30  | 47.94                                     | 64.14                        |
| Median         |         | 42.00  | 48.00                                     | 65.00                        |
| Mode           |         | 40 <sup>a</sup>                                    | 50  | 65                           |
| Std. Deviation |         | 4.353  | 5.645                                     | 5.493                        |
| Variance       |         | 18.944   | 31.862                                    | 30.176                       |
| Range          |         | 22   | 29  | 32                           |
| Minimum        |         | 33   | 34  | 51                           |
| Maximum        |         | 55   | 63  | 83                           |

a. Multiple modes exist. The smallest value is shown

(Source: Data processed by the researcher, 2023)

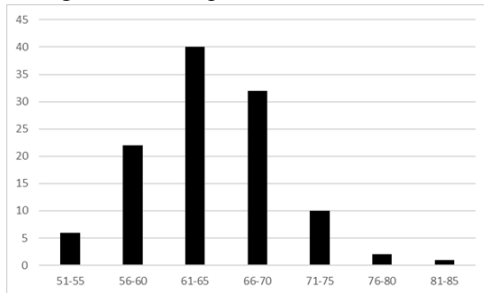
### 2. Data Tabulation

#### a. Entrepreneurial Intentions Variable (Y)

Data for the Entrepreneurial Intentions (Y) variable were obtained from questionnaires with 18 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Entrepreneurial Intentions (Y) variable used indicators of feelings of pleasure, interest, and involvement. Based on the data in Table 3, the maximum value is 83, the minimum value is 51, the mean is 64.14, and the standard deviation is 5.493. Based on the data obtained from the questionnaires, the histogram for entrepreneurial intentions is presented as follows in figure 1:

**Figure 1**

Histogram of Entrepreneurial Intentions Variable (Y)

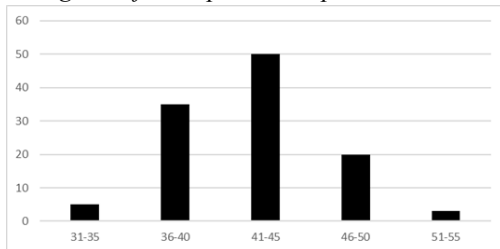


b. Entrepreneurship Education Variable (X1)

Data for the Entrepreneurship Education (X1) variable were obtained from questionnaires with 12 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Entrepreneurship Education (X1) variable used indicators of feelings, knowledge, training, and skills. Based on the data in Table 4.1, the maximum value is 55, the minimum value is 33, the mean is 42.30, and the standard deviation is 4.353. Based on the data obtained from the questionnaires, the histogram for entrepreneurship education is presented as follows in figure 2:

**Figure 2**

Histogram of Entrepreneurship Education Variable (X<sub>1</sub>)

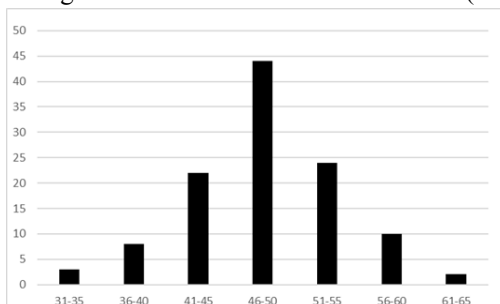


c. Social Environment Variable (X2)

Data for the Social Environment (X2) variable were obtained from questionnaires with 14 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Social Environment (X2) variable used indicators of family, school, and community. Based on the data in Table 4.1, the maximum value is 63, the minimum value is 34, the mean is 47.94, and the standard deviation is 5.645. Based on the data obtained from the questionnaires, the histogram for social environment is presented as follows in figure 3:

**Figure 3**

Histogram of Social Environment Variable (X<sub>2</sub>)



Based on the calculations performed, the following conclusions can be drawn:

- 1) The effective contribution of entrepreneurship education (X1) to entrepreneurial intentions (Y) is 4.40%.
- 2) The effective contribution of social environment (X2) to entrepreneurial intentions (Y) is 5.90%.
- 3) The relative contribution of entrepreneurship education (X1) to entrepreneurial intentions (Y) is 42.72%.
- 4) The relative contribution of social environment (X2) to entrepreneurial intentions (Y) is 57.28%.

## Discussion

Based on the results of data analysis and processing presented above, the following discussion can be formulated: (1) The Influence of Entrepreneurship Education on Entrepreneurial Intentions. Based on the results of data processing and analysis in this research, it can be concluded that entrepreneurship education has a positive influence on entrepreneurial intentions. This is demonstrated by the results of the t-test where  $t\text{-calculated} (1.712) > t\text{-table} (1.658)$ , leading to the conclusion that  $H_0$  is rejected and  $H_1$  is accepted, indicating a positive influence of entrepreneurship education on entrepreneurial intentions. Entrepreneurship education is implemented through both theory and practice, where students can directly engage in entrepreneurial activities. If these activities are well-executed and successful, they can cultivate entrepreneurial intentions within students. Therefore, if entrepreneurship education is further developed, it can enhance students' entrepreneurial intentions. This certainly indicates that as the quality of entrepreneurship education improves, entrepreneurial intentions among Office Administration Education students at Sebelas Maret University will also increase.

From the data collection, the statement item receiving the lowest score was item number 1, with a score of 327 on the feeling indicator, where the content of the statement was "The instructor provides motivation to students to perform better." This indicates that students perceive that instructors in the Office Administration Education program at Sebelas Maret University provide insufficient motivation to students, particularly regarding entrepreneurship, where entrepreneurial intentions within students have not yet been established.

Conversely, from the data obtained, the statement item with the highest score was item number 8, with a score of 463 on the knowledge indicator, where the content of the statement was "I feel that entrepreneurship education is not important for starting a business." This statement item is negatively worded, so the high score indicates that with entrepreneurship education, Office Administration Education students at Sebelas Maret University are able to actively engage as prospective entrepreneurs with the education provided by instructors, both in theory and practice.

Based on this analysis, it is reinforced by the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that many factors influence entrepreneurial intentions, one of which is the extrinsic factor of opportunity and education, which in this case is entrepreneurship education. In addition to this theory, there is also research conducted by Ahmad (2018), who stated that entrepreneurship education is a deliberate effort made by educators to teach students about entrepreneurship to enhance their creative and innovative abilities to create business opportunities, including entrepreneurial intentions.

(2) The Influence of Social Environment on Entrepreneurial Intentions. Based on the results of data processing and analysis in this research, it can be concluded that the social environment has a positive influence on entrepreneurial intentions. This is demonstrated by the results of the t-test where  $t\text{-calculated} (2.099) > t\text{-table} (1.658)$ , leading to the conclusion that  $H_0$  is rejected and  $H_2$  is accepted, indicating a positive influence of social environment on entrepreneurial intentions. Social environment in this context includes family, school, and community environments. If within these environments there are many entrepreneurs and significant positive support for entrepreneurship, it will cultivate intentions within students to either continue existing businesses or establish their own ventures. This certainly indicates that as positive support from the social environment increases, entrepreneurial intentions among Office Administration Education students at Sebelas Maret University will also increase.

From the data collection, the statement item receiving the lowest score was item number 2, with a score of 269 on the family indicator, where the content of the statement was "I spend time with family members to exchange ideas about the businesses they operate." This indicates that within the family environment, there are not many discussions regarding entrepreneurship. Some parents prefer their

children to work in a corporate institution or become civil servants, and therefore, entrepreneurial intentions within students have not yet been established.

Conversely, from the data obtained, the statement item with the highest score was item number 10, with a score of 461 on the school indicator, where the content of the statement was "Entrepreneurial facilities and equipment available on campus are insufficient to support entrepreneurial activities." This statement item is negatively worded, so the high score indicates that facilities and equipment are adequately provided, such as honesty canteens and canteens where food can be consigned, as well as other businesses that are positively supported by the institution, in this case, Sebelas Maret University.

Based on this analysis, it is reinforced by the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that many factors influence entrepreneurial intentions, one of which is the extrinsic factor of family and community environment, which in this case is the social environment. In addition to this theory, there is also research conducted by Koranti (2013) and Periansya (2018), who stated that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions.

(3) The Combined Influence of Entrepreneurship Education and Social Environment on Entrepreneurial Intentions. Entrepreneurship education and social environment together influence entrepreneurial intentions. This is demonstrated by the results of the F-test, which yielded an F-calculated value ( $6.287 > F\text{-table } (3.08)$ ), leading to the conclusion that  $H_0$  is rejected and  $H_3$  is accepted. Therefore, the regression model can be used to predict entrepreneurial intentions, or it can be stated that the variables of entrepreneurship education and social environment together have a positive influence on entrepreneurial intentions.

This analysis reinforces the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that entrepreneurial intentions are influenced by many factors, one of which is the extrinsic factor consisting of family and community environment, as well as opportunity and education, which in this case are social environment and entrepreneurship education. In addition to this theory, there is also research conducted by Ahmad (2018), who stated that entrepreneurship education is a deliberate effort made by educators to teach students about entrepreneurship to enhance their creative and innovative abilities to create business opportunities, including entrepreneurial intentions. Koranti (2013) and Periansya (2018) in their research also stated that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions.

## Conclusion

Based on the data collected and the analysis performed, this study demonstrated that entrepreneurship education has a positive and significant influence on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University, as evidenced by  $t\text{-calculated} > t\text{-table}$  ( $1.712 > 1.658$ ), thus rejecting  $H_0$  and accepting  $H_1$ . Similarly, the social environment was found to have a positive and significant influence on entrepreneurial intentions, with  $t\text{-calculated} > t\text{-table}$  ( $2.099 > 1.658$ ), leading to the rejection of  $H_0$  and acceptance of  $H_2$ . When considered together, entrepreneurship education and social environment exhibited a positive and significant combined influence on entrepreneurial intentions, as demonstrated by  $F\text{-calculated} > F\text{-table}$  ( $6.287 > 3.08$ ), thus rejecting  $H_0$  and accepting  $H_3$ . The multiple linear regression analysis yielded the equation  $Y = 45.297 + 0.215 X_1 + 0.203 X_2$ , with a coefficient of determination ( $R^2$ ) value of 0.103. This indicates that entrepreneurship education ( $X_1$ ) and social environment ( $X_2$ ) together account for 10.3% of the variance in entrepreneurial intentions ( $Y$ ), while the remaining 89.7% is influenced by variables not examined in this research. In terms of contribution analysis, entrepreneurship education ( $X_1$ ) provided an effective contribution of 4.40% and a relative contribution of 42.72% to entrepreneurial intentions ( $Y$ ). The social environment ( $X_2$ ) demonstrated a slightly higher impact with an effective contribution of 5.90% and a relative contribution of 57.28% to entrepreneurial intentions ( $Y$ ). These findings highlight the importance of both educational factors and social context in fostering entrepreneurial intentions among students, with the social environment appearing to exert a somewhat stronger influence within the parameters of this study.

## References

- Adhitama, P. P. (2014). *Factors influencing entrepreneurial intentions: Study of students at the Faculty of Economics and Business, Diponegoro University, Semarang* [Unpublished undergraduate thesis]. Diponegoro University.
- Ahmad, N. F. (2018). *The influence of entrepreneurship education and social environment on entrepreneurial intentions of Economics Education students at Makassar State University* [Doctoral dissertation]. Makassar State University.
- Aidha, Z. (2017). The effect of motivation on entrepreneurial intentions of students at the Faculty of Public Health, Islamic State University of North Sumatra. *Jurnal Jumanik*, 1(1), 42-59.
- Ali, I. (2021). Efforts to develop entrepreneurship among students. *Jurnal Muftadiin*, 7(02), 154-172.
- Anggraeni, B., & Harnanik. (2015). The influence of entrepreneurial knowledge and family environment on entrepreneurial intentions of class XI students at Islam Nusantara Comal Vocational School, Pemalang Regency. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, 10(1), 42-52.
- Baharuddin. (2017). *Educational psychology*. Ar-Ruzz Media.
- Koranti, K. (2013). Analysis of the influence of external and internal factors on entrepreneurial interest. *Jurnal PESAT*, 5, 1-8.
- Kusminarti, A., Rijawanti, N. I., & Sadani, A. (2017). Entrepreneurial attitudes mediate the influence of entrepreneurship education on entrepreneurial intentions. *Jurnal Riset dan Aplikasi: Akuntansi dan Manajemen*, 2(4), 119-134.
- Madji. (2012). The influence of entrepreneurship learning, internalization of entrepreneurial values in the family and motivation of entrepreneurial interests. *Jurnal Education*, 7, 1-25.
- Oktaviani, R., Ritonga, N., Ayla, S., Razy, M. A., Levianti, R. A., & Ritonga, S. I. (2021). The influence of entrepreneurial knowledge and social environment on entrepreneurial interests of the community in Dusun Sidodadi C, Kampung Padang Village, Labuhanbatu Regency. *Kapital: Jurnal Ilmu Manajemen*, 3(2), 73-78.
- Periansya, P. (2018). Analysis of effect of education entrepreneurship and family environment towards interest students entrepreneurs. *Jurnal Terapan Manajemen dan Bisnis*, 4(1), 25-32.
- Purnomo, M. T. (2015). *The influence of entrepreneurial knowledge and social environment on entrepreneurial interests of light vehicle engineering students at SMK Negeri 1 Seyegan* [Undergraduate thesis]. Yogyakarta State University.
- Ranto, D. W. P. (2016). Building entrepreneurial behavior in students through education. *Jurnal Bisnis Manajemen dan Akuntansi*, 3(1), 11-21.
- Sugiyono. (2013). *Quantitative, qualitative, and R&D research methods*. Alfabeta.
- Suryana. (2013). *Entrepreneurship: Tips and processes to success*. Salemba Empat.

## Women's leadership style in public office (a case study at the Surakarta City Health Office)

**Rani Kasih Setianingsih\*, Cicilia Dyah Sulistyaningrum Indrawati, Susantiningrum Susantiningrum**

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [Kashrani99@gmail.com](mailto:Kashrani99@gmail.com)

### **Abstrak**

*Penelitian ini bertujuan untuk mengkaji gaya kepemimpinan perempuan di Dinas Kesehatan Kota Surakarta, menganalisis peran pemimpin perempuan berdasarkan gaya kepemimpinan dalam jabatan publik, dan mengidentifikasi tantangan yang dihadapi pemimpin perempuan dalam jabatan publik. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Sumber penelitian meliputi tindakan dan praktik Kepala Dinas Kesehatan Kota Surakarta yang diperoleh melalui observasi lingkungan kerja Dinas Kesehatan Surakarta, wawancara mendalam dengan berbagai narasumber yang relevan, serta dokumentasi berupa biografi dan media sosial. Keabsahan penelitian ini diuji dengan menggunakan triangulasi metode dan sumber data. Hasil penelitian menunjukkan bahwa, pertama, Kepala Dinas Kesehatan Surakarta menunjukkan berbagai unsur gaya kepemimpinan, meliputi pendekatan feminin, maskulin, transformasional, dan transaksional. Hal tersebut terlihat dalam tindakan dan kebijakannya dalam memimpin instansi. Hasil temuan tersebut menunjukkan tidak terdapat korelasi antara jenis kelamin dengan preferensi gaya kepemimpinan. Kedua, Kepala Dinas Kesehatan Surakarta berperan penting dalam memotivasi dan menjadi panutan bagi instansi tersebut, sehingga menjadikan Dinas Kesehatan Surakarta sebagai instansi unggulan dalam pemerintahan Kota Surakarta. Ketiga, sebagai seorang perempuan, Kepala Dinas Kesehatan Kota Surakarta tidak menemui kendala atau hambatan yang bersumber dari perbedaan gender. Hasil ini menunjukkan bahwa tidak ada perbedaan yang kentara dalam tantangan yang dihadapi oleh pemimpin laki-laki maupun perempuan.*

*Kata kunci: keberagaman gender; tata kelola administrasi; efektivitas organisasi; kompetensi manajemen; kinerja birokrasi*

### **Abstract**

This research aims to examine the leadership style of women in the Surakarta City Health Office, analyze the role of women leaders based on leadership style in public office, and identify the challenges faced by women leaders in public office. This study employed qualitative research methods with a case study approach. The research sources included the actions and practices of the Head of the Surakarta City Health Service, which were

---

\* Corresponding author

**Citation in APA style:** Setianingsih, R.K., Indrawati, C.D.S., & Susantiningrum, S. (2025). Women's leadership style in public office (a case study at the Surakarta City Health Office). *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 181-187. <https://dx.doi.org/10.20961/jikap.v9i2.89790>



obtained through observations of the work environment of the Surakarta Health Service, in-depth interviews with various relevant sources, and documentation from biographies and social media. The validity of this research was tested using triangulation of methods and data sources. The results revealed that, first, the Head of the Surakarta Health Service demonstrates various elements of leadership styles, including feminine, masculine, transformational, and transactional approaches. This is evident in her actions and policies in leading the agency. These findings indicate that there is no correlation between gender and leadership style preference. Second, the Head of the Surakarta Health Service plays a significant role in motivating and serving as an exemplary role model for the agency, which has contributed to the Surakarta Health Service becoming the premier agency in the Surakarta City government. Third, as a woman, the Head of the Surakarta City Health Service does not encounter problems or obstacles stemming from gender differences. These results demonstrate that there are no discernible differences in the challenges faced by male or female leaders.

Keywords: gender diversity; administrative governance; organizational effectiveness; management competencies; bureaucratic performance

Received March 07, 2025; Revised March 26, 2025; Accepted March 26, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.89790>

## Introduction

The ability to guide and direct members determines a leader's effectiveness. A leader's success in managing an organization is influenced by their attitude and behavior in performing their duties. A leader's style can be observed through their methods of giving orders, encouraging task completion, making decisions, and providing direction. Leaders can influence motivation, job satisfaction, security, quality of work life, and organizational achievement. Leadership is inextricably linked to the individual serving as the leader.

The leadership role has traditionally been associated with male figures characterized by toughness, assertiveness, and courage, aligned with the persistent patriarchal culture in Indonesia (Devi, 2019). Within organizations, stereotypes suggesting male dominance in leadership positions remain prevalent (Fitriani, 2015). Women often become secondary options when male leadership is unavailable. Companies or institutions must begin to transform this perspective. According to research by McKinsey (2018), there are three significant aspects of women's leadership in organizations or institutions. First, women are considered capable of creating healthier organizations by driving financial improvement. Second, the presence of women in executive positions establishes more egalitarian leadership and motivates female employees. Third, women can contribute different perspectives to decision-making processes.

Gender equality campaigns in Indonesia have been continuously advocated since the era of R.A. Kartini to the present, resulting in nearly equivalent status for women across various sectors. This is evident in education levels, with comparable numbers of men and women holding undergraduate degrees. However, in the professional realm, only approximately 20% of middle management positions are filled by women, and merely 5% of women occupy Chief Executive Officer (CEO) positions (Kata Data, 2019). Beyond the business sector, women remain underrepresented in public offices compared to men. In the current 2019-2023 period, the Indonesian Parliament (DPR) has only 117 female representatives out of a total 575 members, representing just 20% female participation.

Male leadership also predominates in Surakarta City government institutions. Among 26 institutions in Surakarta City, 16 are led by men and 10 by women. One of these 10 female-led institutions is the Health Office. The Surakarta City Health Office is a public service institution with substantial female involvement in its organizational structure; the Head of the Surakarta City Health Office is a woman, Dr. Siti Wahyuningsih, M.Kes. According to data from the Surakarta City Central Bureau of Statistics (2020), the Health Office has one of the highest proportions of female civil servants compared

to males: out of 612 civil servants, 462 are women and 150 are men. This situation aligns with women's traditional domestic roles in healthcare and wellness maintenance. Therefore, as women, the Head of the Health Office and her staff are responsible for executing governmental functions in public service delivery.

Based on the intriguing phenomenon of significant female involvement in leadership positions at the Surakarta City Health Office, the authors are interested in analyzing women's leadership styles at the Surakarta City Health Office, as well as examining the roles and challenges faced by women leaders in public office.

## **Research Methods**

This research employed qualitative research methods with a case study approach. The research sources were the actions and practices of the Head of the Surakarta City Health Office, obtained through observation of the Surakarta Health Office work environment, in-depth interviews with various relevant sources, and documentation from biographies and social media. Validity testing to verify the reliability of this research utilized method triangulation and data source triangulation.

## **Research Results and Discussion**

### **Results**

#### **1. Leadership Style of the Head of Surakarta Health Office**

The Surakarta City Health Office, under the leadership of a female general practitioner, is tasked with optimizing healthcare services to the community with adequate resources. For the past 14 years, the Office Head has addressed various health issues in the city. Adhering to the Mayor's Structural Task Guidelines, she implements 22 primary duties, including coordination, development, and supervision of health programs. The Office Head also directs the formulation of strategies and work plans. Female leadership characteristics are examined through the actions and policies implemented in managing health issues in Surakarta City. To describe the leadership style of the Head of the Surakarta Health Office, there is a classification of female leadership style characteristics assessed from the actions, policies, and social interactions conducted by the Head of the Surakarta City Health Office, as follows:

##### **a. Feminine Leadership Style**

This research analyzes the characteristic dimensions of the feminine leadership style of the Head of the Surakarta City Health Office, namely charismatic, team-oriented, and self-protective. In the charismatic dimension, leadership is evident through visionary qualities in providing direction and mission to advance the institution. Innovations such as mobile vaccine buses also demonstrate the leader's openness to subordinates' ideas. Conversely, the team-oriented dimension is reflected in the Office Head's collaboration and loyalty in decision-making, considering input from subordinates. Additionally, in the self-protective dimension, the leader demonstrates total commitment in prioritizing institutional needs over personal interests. In conclusion, the Head of the Surakarta City Health Office represents a democratic figure who is not self-centered, aligning with the characteristics of a feminine leadership style. These qualities have contributed to her being widely admired.

##### **b. Masculine Leadership Style**

This research analyzes the leadership style of the Head of the Surakarta City Health Office with assertive and task-oriented characteristics. The Office Head, Dr. Siti Wahyuningsih, M.Kes., M.H., demonstrates herself as a firm, disciplined, and results-oriented leader. She provides motivation, supports her subordinates, and establishes communication forums to achieve common goals. Furthermore, she offers appreciation and sanctions to employees, such as praise and rewards for high-performing civil servants. The task-oriented leadership style of the Office Head illustrates her commitment and dedication in executing her duties. Consequently, she has effectively led in accordance with the characteristics of a masculine leadership style.

c. Transactional Leadership Style

This research analyzes the transactional leadership style of the Head of the Surakarta City Health Office through the characteristics of (a) Contingent reward, (b) Active management by exception, and (c) Passive management by exception. The Office Head provides recognition to high-achieving employees, offers motivation and correction to subordinates, and implements sanctions for those who fail to fulfill their duties. This research indicates that the Office Head establishes strong relationships consistent with the transactional leadership style by providing appreciation, motivation, correction, and sanctions to her subordinates. These actions are implemented to create a conducive and effective work environment.

d. Transformational Leadership Style

This research analyzes the leadership style of the Head of the Surakarta City Health Office based on transformational leadership characteristics such as charisma, intellectual stimulation, individual consideration, and inspirational motivation. The Office Head is regarded as a role model by her subordinates, who follow her vision and mission. Additionally, she provides opportunities for subordinates to innovate and make decisions. Moreover, she demonstrates attention to her subordinates by creating a supportive environment. Inspirational motivation also constitutes an essential component of her leadership style, providing motivation and guidance to employees in implementing the vision and mission. Based on informant explanations, the Office Head is recognized as a charismatic, attentive, and inspirational leader, consistent with transformational leadership characteristics.

2. Leadership Role at the Surakarta Health Office

Leaders must serve as exemplars, advisors, guides, and motivators for their subordinates. Gender equality has progressed in Indonesia since the era of R.A. Kartini. Female leadership at the Surakarta City Health Office is exemplified by Dr. Siti Wahyuningsih, who has served as the Office Head for 14 years. This female leadership is reflected in successful task performance and responsibility fulfillment. She is firm, disciplined, and results-oriented. A disciplined culture is emphasized to achieve institutional objectives. In developing subordinates, Dr. Siti consistently motivates them. Supervision is conducted to provide direction and correction when necessary. She also involves subordinates in decision-making processes. To overcome challenges, Dr. Siti implements innovation and collaboration with her staff. Evidence of her female leadership role is apparent in the communication and coordination forums and consolidation activities conducted. Institutions can achieve optimal results with strong and collaborative leadership. Dr. Siti Wahyuningsih exemplifies a successful leader who has guided her organization through various challenges with solid innovation and collaboration. These elements highlight the significance of a leader's role, particularly for organizational success.

3. Challenges for Women Leaders in Public Office

Challenges represent difficult impediments that can obstruct goal achievement, including for leaders such as village heads. Women possess substantial potential and roles in political, economic, and socio-cultural development. Research indicates an absence of gender stereotypes in the leadership of the Surakarta City Health Office, with women having equal opportunities to become leaders. Leadership challenges primarily originate from the individuals themselves. Informants acknowledge that female office heads may even outperform their male counterparts in their positions. Leadership potential is not contingent on gender but on individual willingness to assume responsibility and work diligently.

## Discussion

1. Women's Leadership Style in the Surakarta City Health Office

Based on the research results presented above, it is concluded that Dr. Siti Wahyuningsih, M.Kes., M.H., as the Head of the Surakarta City Health Office, incorporates various elements from all leadership styles including feminist, masculine, transactional, and transformational approaches. This finding aligns with research by Wu in Place and Winter (2018), which explains that gender does not restrict leadership style determination, allowing leadership styles to be adopted by anyone regardless of gender. Leadership style selection is based on individual competence and work capacity; thus, leadership between men and women is not fundamentally different. Research conducted by Werder and Holtzhausen

(2009) also found that in leadership style preferences, men also associate themselves with transformational leadership styles, which are considered more communal. Jin (2010) research discovered that women also utilize transactional leadership styles characterized by action or masculinity, as demonstrated by Dr. Siti Wahyuningsih, M.Kes., M.H., who consistently provides sanctions for employees who do not perform their duties effectively.

Leadership styles can develop due to several factors including personality, superior behavior, characteristics, task requirements, policies, and subordinate behavior (H. Joseph Reitz in Rahayu et al., 2017). The leadership style of Dr. Siti Wahyuningsih, M.Kes., M.H. is also influenced by several of these factors, such as regulations where subordinate appreciation must not violate government regulations in state institutions. Additionally, personal characteristics of total commitment and discipline, both within and outside her work, foster masculine leadership characteristics in her leadership style.

## 2. Women's Leadership Role at the Surakarta Health Office

This research demonstrates that Dr. Siti Wahyuningsih, M.Kes., M.H.'s leadership role is manifested through influential power displayed in building bonds with employees, such as through communication forms, motivation provision, and exemplary behavior. This aligns with Yulianti et al. (2018) perspective that leaders have roles in providing strategic influence on organizational performance, as organizational quality is evident from collaboration among its members. As a leader, she also plays a role in developing innovation within the institution, both through herself and through employee suggestions. According to Musoli (2021), a leader's role in implementing discipline enhances employee performance. Previous studies on transformational leadership explain that leadership not only influences organizational characteristics (such as culture, strategy, structure, resources, and reward systems) but also motivates member creativity, builds organizational culture, influences organizational climate, and develops capacity for change and innovation (Henriyani, 2020; Jyoti & Dev, 2015; Woszczyna, 2015).

Male and female leadership roles are considered different in various aspects such as conflict handling, relationship building, environment and culture, and decision-making (Musa et al., 2023). According to Carli (2001), women and men have different conflict handling approaches, with women preferring peaceful and consensual conflict resolution, while men are more action-oriented and aggressive. In relationship building, differences can be observed in leadership patterns where women possess empathy, thus prioritizing group interests over personal interests in decision-making, while men focus more on formal relationships and tend to prioritize personal interests in decision-making (Northouse, 2016). Environmental and cultural differences can influence male and female leadership. Previous research indicates that more inclusive and diverse environments support women's leadership capabilities comparable to men's (Powell et al., 2002).

## 3. Challenges for Women Leaders in Public Office

This research's findings, which indicate an absence of leadership obstacles due to the Surakarta City Health Office Head's gender, contradict Smirles et al. (2020) findings, which examined stereotypes of female leadership in Japan. Their results showed that Japanese women continuously face gender stereotype pressure supported by strong cultural, family, and institutional factors. This finding also aligns with research by Abalkhail (2017), where Arab women's status in Saudi society in public spaces, including managerial life, is defined in relation to institutional power. Consequently, men are privileged over women and assigned economic and social leadership and guardianship of women.

Challenges for women in leadership are often associated with gender stereotypes suggesting women are unsuited for leadership roles closely linked to masculinity. Gender-relevant stereotypes depicting leadership characterize women as guardians and men as takeover agents, according to Hoyt and Murphy (2016). This stereotype explains female traits associated with communal characteristics emphasizing care for others. Meanwhile, men are perceived as possessing rationality and agentic characteristics emphasizing self-confidence, dominance, and independence. According to Koenig et al. (2011), quality aspects describing men match quality aspects describing effective leaders, suggesting men are better suited for leadership than women.

The inferior perspective of female leadership embedded in gender stereotypes threatens women and results in reduced female contribution to leadership across various employment sectors (Block et al., 2011). These stereotypes have damaging effects leading to performance declines that accumulate over time, resulting in disengagement and decreased leadership aspirations. According to Shapiro and

Williams (2012), effects produced by these stereotypes can prevent women from identifying with all professions, leaving few women with leadership ambitions.

## Conclusion

From the research results and discussion regarding Women's Leadership Style in Public Office (A Case Study at the Surakarta City Health Office), it can be concluded that the Head of the Surakarta City Health Office incorporates all elements of feminist, masculine, transactional, and transformational leadership styles in general leadership. These results align with previous research indicating that an individual's leadership style is not determined by gender but by individual capabilities and competencies. Each leadership style can be implemented by individuals to create comfortable work environments for achieving predetermined goals. A leader's role is not restricted by gender differences. Results from this research demonstrate that the Head of the Surakarta Health Office effectively fulfills her duties and responsibilities as a leader. The leadership role possessed by Dr. Siti Wahyuningsih, M.Kes., M.H. introduces values of discipline and innovation that can enhance employee performance. The final research findings address the challenges of women in public office leadership. Results indicate that as a woman, the Head of the Surakarta Health Office does not encounter obstacles due to gender issues. According to informants, challenges and obstacles arise not from gender but from individual personalities.

## References

- Abalkhail, J. M. (2017). Women and leadership: challenges and opportunities in Saudi higher education. *Career Development International*, 22(2), 165–183. <https://doi.org/10.1108/CDI-03-2016-0029>
- Block, C., Koch, S., Liberman, B., Merriweather, T., & Roberson, L. (2011). Contending with stereotype threat at work: a model of long-term responses. *The Counseling Psychologist*, 570-600.
- Devi, P.L.M.D. (2019). Analisis gaya kepemimpinan perempuan bupati. *CITIZEN CHAPTER*, 1-7.
- Fitriani, A. (2015). Gaya kepemimpinan perempuan. *TAPIS Vol.11 No.2*, 3-5.
- Henriyani, E. (2020). Peran pemimpin visioner dalam mewujudkan inovasi pelayanan publik. *Jurnal Moderat*, 6(2), 436–443. <https://jurnal.unigal.ac.id/index.php/moderat/article/view/3427>
- Hoyt, C. L., & Murphy, S. E. (2016). Managing to clear the air: Stereotype threat, Women, And leadership. *Leadership Quarterly*, 27(3), 387–399. <https://doi.org/10.1016/j.leaqua.2015.11.002>
- Jin, Y. (2010). Emotional leadership as a key dimension of public relations leadership: A national survey of public relations leaders. *Journal of Public Relations Research*, 159-181.
- Jyoti, J., & Dev, M. (2015). The impact of transformational leadership on employee creativity: The role of learning orientation. *Journal of Asia Business Studies*, 9(1), 78–98. <https://doi.org/10.1108/JABS-03-2014-0022>
- Koenig, A., Eagly, A., Mitchell, A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological Bulletin*, 616-642.
- McKinsey. (2018, October 6). *Women in the workplace 2018*. <https://www.mckinsey.com/featured-insights/gender-equality/women-in-the-workplace-2018>
- Musoli. (2021). Peran kepemimpinan perempuan, motivasi dan disiplin kerja dalam meningkatkan kinerja karyawan. *JPIIM (Jurnal Penelitian Ilmu Manajemen)*, 6(1), 64–88.
- Musa, A. E., Latiep, I. F., & Herlina, A. (2023). *Peran kepemimpinan perempuan dalam birokrasi*. PT. Nas Media Indonesia.
- Northouse, P. G. (2016). *Leadership: theory and practice* (7th ed.). Sage Publication.
- Place, K. R., & Winter, J.V. (2018). Where are the women? an examination of research on women and leadership in public relations. *Public Relations Review*, 44(1), 165–173.
- Powell, G. N., Butterfield, D. A., & Parent, J. D. (2002). Gender and managerial stereotypes: have the times changed?. *Journal of Management*, 28(2), 177–193. <https://doi.org/10.1177/014920630202800203>
- Shapiro, J. R., & Williams, A. M. (2012). The role of stereotype threats in undermining girls' and women's performance and interest in STEM field. *Sex Roles: A Journal of Research*, 175-183.
- Smirles, K. E. S., Basile, K. A., Aughenbaugh, A., Nasser, S., Logue, S., & Arteaga, L. (2020). Japanese women's perceptions of gender roles and leadership and the effects of a women & leadership

- course: a qualitative analysis. *Women's Studies International Forum*, 80(March).  
<https://doi.org/10.1016/j.wsif.2020.102359>
- Werder, K. P., & Holtzhausen, D. (2009). An analysis of the influence of public relations department leadership style on public relations strategy use and effectiveness. *Journal of Public Relations Research*, 404-427.
- Woszczyna, K.S. (2015). Leadership and Organizational Culture as the Normative Influence of Top Management on Employee's Behaviour in the Innovation Process. *Procedia Economics and Finance*, 34(15), 396–402. [https://doi.org/10.1016/s2212-5671\(15\)01646-9](https://doi.org/10.1016/s2212-5671(15)01646-9)
- Yulianti, R., Putra, D. D., & Takanjanji, P. D. (2018). Women leadership: telaah kapasitas perempuan sebagai pemimpin. *Politik Dan Sosial Kemasyarakatan*, 10(2), 14–29.

## The use of ChatGPT in office technology learning for class X MPLB 3 at SMK Negeri 1 Surakarta

Ana Amalia\*, Tri Murwaningsih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [anaamalia@student.uns.ac.id](mailto:anaamalia@student.uns.ac.id)

### Abstrak

*Penelitian ini bertujuan untuk mengetahui (1) mendeskripsikan penggunaan ChatGPT pada pembelajaran Teknologi Perkantoran kelas X MPLB 3 di SMK Negeri 1 Surakarta, (2) mengetahui hambatan, serta (3) mengetahui solusi yang dilakukan guru dan siswa untuk mengatasi hambatan. Jenis penelitian menggunakan deskriptif kualitatif dengan pendekatan fenomenologi. Teknik pengambilan sampel secara purposive dan snowball sampling. Pengumpulan data menggunakan analisis dokumen, wawancara, dan observasi. Teknik uji validitas yang digunakan adalah triangulasi sumber data dan teknik. Analisis data dengan menggunakan teknik analisis interaktif. Hasil penelitian menunjukkan bahwa: (1) penggunaan ChatGPT pada pembelajaran teknologi perkantoran dinilai mudah, cepat dan praktis. Penggunaan ChatGPT dapat meningkatkan aksesibilitas pembelajaran dan sebagai alat bantu alternatif yang lebih terjangkau. Peningkatan literasi digital dirasakan dan siswa memiliki suasana belajar baru yang lebih menantang. Chat GPT dapat meningkatkan kepercayaan diri siswa dalam memahami materi, (2) hambatan yang dialami adalah kurangnya motivasi dan disiplin belajar siswa dalam bidang teknologi, kendala akses internet dan kompatibilitas perangkat, kesulitan dalam memilih prompt yang tepat, penurunan tingkat berpikir kritis dan penafsiran informasi, dan (3) solusi yang dilakukan yaitu dengan membebaskan anak mencari sumber belajar lain, menambah jaringan internet dan wifi yang dapat diakses oleh siswa dalam kegiatan pembelajaran, memasukkan prompt yang berbeda, dan meningkatkan kemampuan literasi informasi.*

*Kata kunci: teknologi pendidikan; literasi digital; inovasi pembelajaran; keterlibatan siswa; pelatihan kejuruan*

### Abstract

This study aims to (1) describe the use of ChatGPT in Office Technology learning class X MPLB 3 SMK Negeri 1 Surakarta, (2) identify the obstacles, and (3) find solutions implemented by teachers and students. This research is a qualitative descriptive method with phenomenological approach. Sampling techniques used are purposive and snowball sampling. Data collection methods include document analysis, interviews, and observations. The validity testing technique used is source and technique triangulation. Data analysis employs interactive analysis. The results of the research analysis: (1) the

---

\* Corresponding author



use of ChatGPT in office technology learning is considered easy, fast, and practical. The use of ChatGPT can enhance learning accessibility and serves as a more affordable alternative learning tool. There is an improvement in digital literacy, and new students experience, more challenging learning environment. ChatGPT can boost students confidence in understanding the material, (2) the obstacles include lack of student motivation and discipline in field of technology, internet access and device compatibility issues, difficulty selecting the right prompts, a decrease in critical thinking and information interpretation, and (3) the solutions include allowing students to seek other learning sources, enhancing internet wifi networks accessible to students, inputting different prompts, and improving information literacy skills.

Keywords: educational technology; digital literacy; learning innovation; student engagement; vocational training

Received July 18, 2024; Revised July 07, 2024; Accepted March 26, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.90601>

## Introduction

Advancing technological development necessitates that individuals follow and master various forms of technology (Amala et al., 2023). Technological advancements in the digital era have brought significant changes across various aspects of life, including education. Technological progress and digitalization serve as key drivers in the industrial revolution 4.0, influencing how students learn and develop skills necessary to address future challenges. One approach to assist students in adapting to the industrial revolution 4.0 is by integrating technology into learning processes (Alimuddin et al., 2023).

Angraini (2022) explains that the development of Information and Communication Technology (ICT) and its facilities in Indonesia remains uneven. Teachers are required to adapt quickly to these conditions. They must master various technology-based applications and platforms for use in the learning process. Teachers no longer merely transfer knowledge but collaborate with students to utilize technology-based learning media relevant to the subject matter (Manik et al., 2023). The utilization of technology and digitalization assists educators in creating increasingly creative and innovative classroom learning spaces integrated with technology (Alimuddin et al., 2023).

To enhance educational quality in the increasingly evolving industrial revolution 4.0 era, the education sector is required to follow current media and technological developments (Putriani & Hudaidah, 2021). In Indonesia, this effort is supported by Law No. 14 of 2005 concerning Teachers and Lecturers, which states that in carrying out professional duties, teachers are obligated to improve and develop their academic qualifications and competencies continually in line with developments in science, technology, and arts. Therefore, integrating technology into the learning process is essential to enhance educational quality and relevance.

One innovation attracting attention in the industrial revolution 4.0 era within the education sector is Artificial Intelligence (AI). The world is now living in an artificial intelligence era that plays a crucial role across various fields of life (Kennedy, 2023). AI represents a contemporary technology emerging as a revolutionary technology (Iriyani et al., 2023). In the educational context, AI can offer alternative roles by enhancing human intelligence and assisting humans in performing learning tasks effectively (Rubini & Herwinsyah, 2023). The primary objective of AI is to enable computers to understand, respond to, and interact with humans in intelligent and natural ways (Setiawan et al., 2023). AI can also customize content for each student and provide rapid and relevant feedback (Anas & Zakir, 2024).

There are four fundamental concepts in AI definition as explained by John Paul Mueller (2018) in Kennedy (2023): (1) acting like humans: meaning computers behave like humans, (2) thinking like humans: meaning performing tasks requiring intelligence to succeed, which depend on introspection, psychological testing, and brain imaging, (3) thinking rationally: referring to how humans think using specific standards, and (4) acting rationally: referring to how humans act in certain situations under certain constraints. AI is generally used as a paradigm involving the use of intelligent techniques and



algorithms to enable computers to perform specific tasks. This AI technology has given rise to an increasingly popular application, namely ChatGPT (Chat Generative Pre-Trained Transformer).

ChatGPT (Chat Generative Pre-Trained Transformer) is an AI-based technology developed by OpenAI and designed to mimic human conversation using Natural Language Processing (NLP) technology (Setiawan & Luthfiyani, 2023). ChatGPT is a platform developed with the method of Reinforcement Learning from Human Feedback (RLHF) that responds to almost all words or sentences input into it (Supriyadi, 2022). This technology is becoming increasingly popular across various fields, including research and education, due to its ability to learn from large amounts of data and provide quality results (Diantama, 2023). In the industrial revolution 4.0 era, ChatGPT plays a crucial role in education. Education and AI represent important topics in discussions about the future. Integrating ChatGPT into education exemplifies the technological shift toward artificial intelligence (Javaid et al., 2023).

This technological transition can transform learning and teaching methods. By leveraging AI, learning activities can become more effective and interactive, creating a more responsive learning environment (Anas & Zakir, 2024). This can be observed from the benefits provided by ChatGPT, such as language translation, providing recommendations, increasing productivity, serving as an interactive learning resource, and assisting students in completing tasks and problem-solving (Pontjowulan H.I.A., 2023). The development of AI technologies like ChatGPT has the potential to completely transform students' approaches to academics and their educational fields (Setiawan et al., 2023).

One potential benefit of using ChatGPT is enhancing the accessibility and availability of information, facilitating users' access to various needed information anytime and anywhere (Sholihatin et al., 2023). The use of ChatGPT in the industrial revolution 4.0 era as a learning medium is highly recommended. The application of ChatGPT in education offers potentially significant benefits, such as increasing learning efficiency, providing individual support for students, and assisting educators in delivering more personalized learning (Diantama, 2023). ChatGPT has become an artificial intelligence tool that has attracted over 100 million monthly active users in a relatively short time (Diantama, 2023).

Hadian and Rahmi (2023) reveal that the implementation of ChatGPT in education, particularly in learning, brings significant changes to how students and teachers interact and collaborate in the classroom. Traditional learning that positions the teacher as the center is shifting to student-centered approaches. This represents one of the principles of the Merdeka Curriculum implementation, which emphasizes differentiated and student-centered learning. The presence of ChatGPT in learning constitutes a change as a form of educational transformation in this AI technology era.

Sakti et al. (2023) explain that Vocational High Schools (SMK) are formal educational institutions that conduct vocational education at the secondary level, equivalent to SMA/MA/MK. SMK represents secondary education aimed at enhancing knowledge and skills and requiring students to be able to work according to their respective fields. Therefore, schools need to prepare for and follow workforce trends. Amid these dynamics, Office Technology learning becomes increasingly relevant in preparing students for the workforce. Office activities are inseparable from the use of AI technology.

Khoiriyah and Puspasari (2021) reveal that Office Technology is a subject in the Office Management and Business Services Vocational program that is synonymous with office technology and studies how to utilize and use such technology. This includes methods of usage, processing, collecting, recording, calculating, sending, and duplicating. Widiananda and Rosy (2021) also state that Office Technology examines information from the virtual world as an effort to complete office activities. Students have the opportunity to integrate learning resources in completing office work and responsibilities. Technological advancements reinforce the importance of Office Technology in vocational education, preparing students for careers in modern office environments.

The implementation of new technologies like ChatGPT in Office Technology learning becomes relevant. However, to ensure successful usage, a deep understanding of the subjective experiences of students and teachers in interacting with ChatGPT is essential. Therefore, this research aims to comprehensively explore these experiences. First, this research will help identify factors influencing the success or failure of ChatGPT usage, such as resistance to change or skills gaps. Second, by understanding user perspectives, educational institutions can gain insights into ways to enhance ChatGPT usage in learning. This includes developing training, curriculum adjustments, or necessary technical changes.

This research will also reveal practical obstacles faced by students and teachers in using ChatGPT, which can then serve as a basis for designing appropriate and practical solutions. By enhancing

the relevance and effectiveness of learning, the use of ChatGPT can help vocational education remain at the forefront in addressing the demands of a dynamic work environment. This research will assist in aligning the development of AI technologies like ChatGPT with user needs and expectations, ensuring that this technology provides optimal benefits in the context of Office Technology learning.

Research by Kharis and Zili (2024) shows that the use of ChatGPT in learning provides opportunities for interactive, flexible learning experiences and introduces students to technology, particularly artificial intelligence. This aligns with 21st-century learning competencies. However, the use of ChatGPT also poses several challenges, such as academic integrity issues, social interaction concerns, and dependence on technology that may reduce students' critical thinking skills. Based on observations conducted by the researcher, it is known that there are several issues in the use of ChatGPT in Office Technology learning: (1) uneven technology access. Not all students have adequate access to technological devices such as smartphones and stable internet connections. This results in inequality that creates gaps in optimal educational access. (2) diverse digital skills among students. Not all students possess adequate digital skills to effectively utilize ChatGPT. This results in reduced effectiveness of ChatGPT usage as a learning aid. (3) dependence on AI. The use of ChatGPT raises concerns about students becoming overly reliant on ChatGPT to complete tasks. This results in a lack of critical thinking and problem-solving skills development.

This research will make a significant contribution to enriching understanding of ChatGPT usage in Office Technology learning, as well as assist in designing more effective strategies for implementing this technology in vocational education. How to use ChatGPT for learning, increase student engagement, and enhance material understanding. Additionally, researchers can promote the development of new ideas and practices in education that can enhance the student learning experience. This research will attempt to review the use of ChatGPT in Office Technology learning, identify learning obstacles, find solutions to these obstacles, and draw conclusions. Based on the background and previous research, the researcher will conduct a study titled: "The Use of ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta."

## **Research Method**

This research employs a qualitative descriptive method to understand phenomena and identify descriptive data in depth regarding the research subject. Qualitative research methodology is based on post-positivist philosophy, used to investigate natural object conditions (Sugiyono, 2013). This research was conducted at SMK Negeri 1 Surakarta, specifically focusing on class X MPLB 3.

Data collection techniques used were document analysis, interviews, and observation. The data collection procedure in this research was obtained through primary and secondary data searches. Primary data were derived from observations and interviews with informants regarding ChatGPT usage in Office Technology learning. Secondary data in this research were obtained from learning materials, photographs, and literature studies related to research issues.

Informants in this research were the Head of the Office Management and Business Services Competency who also serves as the teacher for Basic Subjects of Office Management and Business Services Vocational Elements of Office Technology for class X and Students of class X MPLB 3 SMK Negeri 1 Surakarta for the 2023/2024 academic year. This research employed two sampling techniques: purposive sampling by selecting sources considered to have a deep understanding of research issues and snowball sampling by seeking other informants to complement required data sources.

This research utilized data validity tests through technique triangulation and source triangulation, by differentiating data obtained from main informant interviews with supporting informants to obtain valid data, as well as conducting observations to strengthen data obtained from interview results. This research used Miles and Huberman's theory analyzed using interactive descriptive techniques, data collection, data reduction, data presentation, and conclusion drawing.

## **Results and Discussion**

Data collection techniques included interviews with the Head of the Office Management and Business Services Competency who also serves as the teacher for Basic Subjects of Office Management and Business Services Vocational Elements of Office Technology for class X and Students of class X

MPLB 3 SMK Negeri 1 Surakarta for the 2023/2024 academic year. Based on these data collection techniques, the following research results and discussions were obtained:

## **Research Results**

The use of ChatGPT in education offers significant benefits in enhancing the efficiency and effectiveness of the learning process. This is evidenced by several facts, including ChatGPT's ability to assist in creating learning materials, answering student questions, developing assessments, and aiding in understanding difficult concepts by providing easily comprehensible explanations. ChatGPT usage supports the teacher's role in the learning process. ChatGPT can develop ideas and enhance student assignments, allowing teachers to identify that students have attempted to generate ideas and develop new ones.

The phenomenon of ChatGPT usage has attracted substantial public attention worldwide, including in the education sector. The presence of ChatGPT assists teachers and students in learning to generate new ideas quickly. Beyond education, ChatGPT can assist in worship activities. Students use ChatGPT for problem-solving and as an interactive learning resource. Another potential offered by ChatGPT is to enhance user productivity. ChatGPT provides strategies that can be applied to maximize efficiency and effectiveness in completing daily tasks.

Teachers' and students' perceptions regarding ChatGPT usage are deemed helpful and beneficial for learning as a reference for teaching materials and an additional technology-based learning medium. Student enthusiasm is reflected in their positive reactions. Additionally, this technology is free and easy to use. Compared to other search engines, ChatGPT is more effective and efficient because the answers produced are logical and accompanied by explanations for each point. This is what student learners need. There are numerous reference materials beneficial for teachers in preparing learning materials. However, its weakness is that if the required material is new, the answers produced may be incomplete because not many people have researched the topic.

If the answers produced by ChatGPT do not meet needs, students use different keywords that are more relevant to the problem. Students are fully aware not to consume information uncritically. They continue to read and seek other references, then verify all sources. However, some concerns arise when students are reluctant to read. Although students still seek other references, this could reduce users' critical thinking levels. ChatGPT usage is considered easy, clear, detailed, and comprehensive compared to other search engines. ChatGPT provides answers that meet user requirements with non-monotonous explanations and developed points. Another potential is a personalized and effective learning experience according to needs.

ChatGPT provides teacher and student experiences in learning that integrates technology in the current era. Students can exchange ideas, experiences, and learning with peers, thus enhancing technology usage by adopting new technologies. Regarding student-teacher interactions, some students continue to ask questions to verify answers, while others do not ask because they find ChatGPT's explanations clear. Therefore, to reduce data bias, teachers must continue to provide understanding to students.

There is an increase in student confidence and understanding of learning after using ChatGPT. The answers produced are logical and easily understood by users. Understanding of learning material occurs when students encounter problems such as lack of focus and unclear teacher explanations. Teacher assessments of student understanding must still be adjusted to assessment criteria. An example criterion is the extent of student analysis in selecting obtained information. The improvement in student learning outcomes quality is not significantly different, but differences are still apparent.

The use of ChatGPT in learning can help reduce technological disparities among students. By providing equal access for students to use advanced technology in learning, teachers can help reduce gaps in technological skills that may exist among students. This will help ensure that all students have equal opportunities to learn and develop in the digital era.

Based on the use of ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta, it is known that obstacles exist. The obstacles in using ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta include lack of student motivation and discipline in the technology field, internet access and device compatibility issues, difficulty in selecting appropriate prompts, and decreased critical thinking and information interpretation abilities.

Solutions to address obstacles in using ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta include teachers allowing students to seek alternative learning sources, enhancing internet and WiFi networks accessible to students during learning activities, inputting different prompts, and improving information literacy skills.

## **Discussion**

The phenomenon of ChatGPT usage represents the development of digital era skills that educators and learners can utilize. Enhanced efficiency and ease of interaction with technology are readily available to humans today. This technology provides ease in finding information that was previously only available from literature sources; however, now even unexplored subjects can be broadly accessed without limitations. This creates attraction for users to utilize ChatGPT.

The use of ChatGPT as a learning tool offers significant benefits in enhancing student interaction in the learning process. Additionally, ChatGPT provides ease of access and speed in delivering information to students. Another advantage is ChatGPT's ability to provide real-time feedback. In the educational context, ChatGPT usage can increase efficiency and effectiveness in the learning process. This is evidenced by ChatGPT's capability to assist in creating learning materials, answering student questions, developing assessments, and helping students understand difficult concepts through easily comprehensible explanations. Furthermore, the artificial intelligence possessed by ChatGPT can also assist in scholarly writing, simplifying the academic writing and publishing process, and helping scientists organize materials, create initial drafts, and perform corrections (Nita et al., 2023).

The Office Management and Business Services (MPLB) Skills Program is a program that equips students with skills, knowledge, and attitudes to be ready to enter the real work environment. One of the subjects in this skills program is Office Management with Office Technology Elements. The digital era does not limit Office Technology Elements to traditional learning concepts but provides students with new learning experiences by implementing AI technology in the learning process. Students have a new learning atmosphere and style that can enhance learning quality. This aligns with research by Auna et al. (2024), which suggests that combining skills programs and AI technology makes a valuable contribution to shifting focus toward AI development focused on improving overall educational quality and student empowerment.

The rapid and significant advancement and development of artificial intelligence (AI) has formed new habits; society currently uses AI to simplify daily human activities. However, concerns arise because society does not yet understand what AI does to address problems. Subsequently, society begins using AI, and researchers have created chatbots, artificial intelligence, and ChatGPT, offering various conversation types tailored to human needs (Maulana et al., 2023).

Based on Misnawati (2023) research findings, ChatGPT enhances user productivity and creativity. This corresponds with the researcher's findings that in the learning process, ChatGPT is used in searching for materials to prepare presentation materials for oneself and leadership. This is not significantly different from previous research findings conducted by Sahabudin (2023), which show that using ChatGPT as a learning aid provides various benefits to users. Thus, users can foster productivity and creativity by benefiting from this AI technology.

Student enthusiasm for ChatGPT is very high. The potential for individual student learning experiences increases with greater accessibility to learning resources (Fitrianinda et al., 2024). This accessibility provides ease in completing tasks because the information presented is accompanied by appropriate, complete, and easily understandable explanations. Teachers use ChatGPT as a reference in preparing teaching materials. Students need this technology because it can be accessed easily, anytime, and anywhere according to needs. Students compare ChatGPT with Google and state that ChatGPT is easier, more detailed, and clearer. There are no difficulties encountered in its use; the answers produced are not monotonous and are accompanied by explanations that make it easier for students to understand learning material. ChatGPT usage is considered to enhance learning effectiveness and efficiency.

The primary role of ChatGPT is to provide more interactive and engaging learning facilities (Harmin et al., 2024). Based on research conducted by Merentek et al. (2023), the presence of ChatGPT provides support to teachers and students in learning, enabling them to obtain information quickly and accurately. The information provided is explained comprehensively and in detail according to user needs. This aligns with Suharmawan (2023) research that ChatGPT enables its users to personalize learning by

synchronizing materials according to needs quickly and providing relevant guidance according to comprehension levels.

One aspect to remember is that this technology still has limitations in understanding and is not yet able to distinguish between facts and opinions (Suharmawan, 2023). Although it can be used as an additional aid, human creativity cannot be replaced by technology. Recent information that has not been widely researched will be difficult to obtain, because ChatGPT's operation uses autoregressive language modeling techniques. According to Rachbini et al. (2023), this technique predicts subsequent text and processes repeatedly until coherent sentences and paragraphs are formed.

Based on Pontjowulan (2023) research, full awareness of technology usage in learning must note that it is only an aid that cannot replace the educator's role. This is consistent with the researcher's findings that students still need the teacher's role to provide good direction. Students compare teacher explanations with ChatGPT. This represents an appropriate and effective integration of technology in learning and the development of educator competencies in managing technology-based learning.

Pontjowulan (2023) research suggests that ChatGPT usage in learning provides an alternative for educators who serve as facilitators in facilitating student learning. This aligns with the researcher's findings that when teachers have not yet explained learning material, students can learn independently using ChatGPT facilities. Sometimes teachers are unclear in explaining, and students are not focused on learning; students can use ChatGPT to help deepen their understanding. This is consistent with Pontjowulan (2023) research, which suggests that ChatGPT can serve as an aid for students to ask difficult-to-understand questions; this technology will provide answers in simple language.

The use of ChatGPT in learning has changed classroom dynamics by providing a significant boost to students' confidence levels in understanding learning material. Students often feel doubtful or uncertain about the answers they produce before using ChatGPT. The presence of ChatGPT helps students as a tool to provide answer certainty. ChatGPT positively impacts anxiety felt by students (Diantama, 2023). The answers produced by ChatGPT are based on strong logic and reasoning. This gives students confidence that they understand the material correctly. This makes students feel more confident in participating in class discussions, answering questions, and even asking in-depth questions.

Assessment is the process of determining student competency achievement during and after the learning process. This assessment is conducted by teachers by providing different criteria from the previous assessment criteria using ChatGPT. This aligns with research by AlAfnan et al. (2023), which suggests that teachers are advised to change assessment criteria by providing detailed guidelines based on topics that should be added according to given directions to complete tasks. Changing assessment criteria provides teachers with an understanding of the extent of students' analytical abilities and critical thinking. Teachers also need to have the ability to evaluate and provide accurate assessments of student abilities (Ausat et al., 2023).

With awareness of the importance of a world increasingly connected through digitalization, these teachers will view ChatGPT usage as part of learning outcomes. The use of technologies like ChatGPT is not just an aid but also a skill that needs to be taught to students to be proficient in facing a world increasingly connected to technology. This aligns with research by Rahman et al. (2023) that students need to have skills and knowledge relevant to their field of study to compete in the work environment. Therefore, in the long term, it is expected that technology teachers will continue to use ChatGPT in learning because it is one role in equipping students with knowledge and technological skills relevant to the future.

The long-term impact of ChatGPT usage in education will help create teachers who are accustomed to integrating technology in teaching and preparing to face continuing technological changes in the education world. Therefore, ChatGPT usage in learning not only enhances teaching efficiency but helps shape the future for more inclusive, innovative education ready to face upcoming technological challenges. This aligns with research by Sumarlin et al. (2024), which suggests that technology plays a role in school learning to enhance quality learning, create an inclusive and student-oriented learning atmosphere, and prepare students to become skilled and competitive global citizens in the current digitalization era.

Obstacles in using ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta include: (1) lack of student motivation and discipline in the technology field. Students face several obstacles in using ChatGPT that can be categorized into technical and operational difficulties. The main technical difficulty is the login process, where students often forget their personal email account

passwords. This indicates students' lack of experience in password management and insufficient learning about effective information management. Additionally, students also experience difficulties in responding to ChatGPT, especially in providing clear and specific instructions. Operational difficulties also arise related to student motivation and discipline toward technology. Not all students have the same interest in technology, so some may be less motivated to learn how to use ChatGPT. This aligns with research by Auna et al. (2024), which suggests that users may need time to adapt to the technology interface. Comprehensive training efforts are needed to ensure that teachers have an adequate understanding of how to use this technology effectively (Indriani et al., 2024). (2) internet access and device compatibility issues. Teachers and students often face constraints in accessing ChatGPT effectively due to limited internet quota. Internet connection instability also disrupts learning. Connection disruptions that occur frustrate teachers and students and reduce learning effectiveness. This aligns with research by Auna et al. (2024), which suggests that unstable internet connections become one obstacle in using ChatGPT. Some students criticize the unavailability of internet data packages. Device compatibility also becomes a challenge. Not all students have adequate devices required to use ChatGPT. This exacerbates inequalities in educational technology access. This aligns with research by Indriani et al. (2024) that inadequate infrastructure such as slow internet connections or limited devices can be significant obstacles in widely implementing this technology. Therefore, solutions need to be implemented to ensure that adequate technology access is available in all educational environments. (3) difficulty in selecting appropriate prompts. The next obstacle in using ChatGPT is related to sentence formulation issues, especially when inputting questions. Although ChatGPT has advanced capabilities in understanding and responding to human language, its success depends on user-posed questions. This aligns with research by Auna et al. (2024), which suggests that some students experience difficulties in formulating questions that ChatGPT can understand. (4) decreased critical thinking and information interpretation abilities. Not all users have the patience to read information provided by ChatGPT. This can cause decreased critical thinking levels because users tend to accept information without conducting in-depth evaluation and analysis. There is a risk of becoming dependent on ChatGPT as the sole information source, resulting in loss of learning context; this can hinder critical thinking skills important for students. Teachers and students need to understand well the advantages and limitations of ChatGPT and ensure its use is wisely regulated (Kharis & Zili, 2024). Although ChatGPT can provide rich and in-depth information, long and detailed explanations become obstacles for some users. The main issue that arises is the difficulty in filtering relevant information from unnecessary additional information. This can disrupt learning and hinder effective understanding. ChatGPT can make valuable contributions in facilitating the learning process, but the teacher's main role in providing guidance, deep understanding, and rich human interaction remains irreplaceable (Kharis & Zili, 2024).

Solutions to address obstacles in using ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta include: (1) allowing students to seek alternative learning sources. Teachers give students freedom to choose other learning sources, including traditional literature, but still emphasize the importance of using modern technology like ChatGPT. Despite having options, students are expected to master ChatGPT due to its relevance in the digital era. This approach supports student learning preferences and ensures familiarity with the latest technology. If teachers give students freedom to seek references to receive relevant information, then students can build procedures well and complete tasks well (Ratnawati et al., 2023). (2) enhancing internet and WiFi networks accessible to students during learning activities. Obstacles such as internet access and device compatibility issues can be addressed by schools enhancing internet and WiFi networks accessible to students during the learning process and teachers bringing students to school laboratories. When students are in school laboratories, encountered obstacles can be minimized. In laboratories, students can better enjoy learning because they do not need to worry about internet access. Additionally, schools can provide WiFi access to students to support learning activities in the classroom. With adequate infrastructure support, ChatGPT's potential in enhancing interaction and understanding of subject matter can be better realized. Without adequate infrastructure, students and teachers will face difficulties in accessing and using technology effectively (K et al., 2024). (3) inputting different prompts. Obstacles in selecting appropriate prompts can be addressed by re-entering questions with different prompts that have the same meaning. Users must carefully consider how to formulate questions so that ChatGPT can provide relevant and accurate responses. By formulating questions in detail and clearly, users maximize ChatGPT's ability to provide answers that meet needs. Additionally, avoiding unclear language usage can help reduce the possibility of

misunderstandings in provided responses. Therefore, in interacting with ChatGPT, users are advised to pose questions with concrete, concise, and clear sentences to obtain optimal responses. ChatGPT is created to be sensitive to query adjustments so that shared answers are accurate (Suharmawan, 2023). (4) improving information literacy skills. Improving information literacy skills is done by reading all answers produced by ChatGPT. This is a solution to reduce students' decreased critical thinking levels and difficulties in interpreting information. When students feel that the answers produced are not appropriate, they will input different keywords with the same meaning. This certainly requires critical thinking competencies so that ChatGPT responses meet what is desired (Setiawan & Luthfiyani, 2023). Students can better understand the context and ensure that they are not only passively receiving information but also actively processing and evaluating the accuracy and relevance of information. The answers produced by ChatGPT are very long; therefore, they require thoroughness in reading so that users find the core of the needed information.

## Conclusion

Based on the research findings presented from the field and data analysis conducted regarding The Use of ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta, the conclusions that can be drawn are that the use of ChatGPT in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta is considered easy, fast, and practical. ChatGPT usage can enhance learning accessibility and serve as a more affordable alternative aid. Additionally, it can increase effectiveness and efficiency in providing instant feedback. Digital literacy improvement is experienced, and students have a new, more challenging learning environment. Students show greater interest in learning activities. ChatGPT usage can enhance students' confidence in understanding material. The assessment method used by teachers is to change and adjust assessment criteria according to cases solved by students. Office Technology teachers will continue to use technology in learning because technology will remain relevant to equip students with skills relevant to an increasingly digitally connected future. Obstacles experienced by teachers and students when using ChatGPT in Office Technology learning include lack of student motivation and discipline in the technology field, internet access and device compatibility issues, difficulty in selecting appropriate prompts, and decreased critical thinking and information interpretation abilities. Solutions to these obstacles include teachers allowing students to seek alternative learning sources, enhancing internet and WiFi networks accessible to students during learning activities, inputting different prompts, and improving information literacy skills. The overall research findings discuss how ChatGPT is used in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta. These findings indicate that using ChatGPT as a learning support tool provides opportunities for more interactive, flexible, dynamic, and personalized learning experiences. This research attempts to add insights, knowledge, and perspectives regarding ChatGPT Usage in Office Technology Learning for Class X MPLB 3 at SMK Negeri 1 Surakarta. These findings are expected to provide awareness for educators to equip students with skills relevant to an increasingly digitally connected future. This will ensure that education remains relevant to the demands of the times and that students are ready to face future challenges.

## References

- AlAfnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an educational tool: opportunities, challenges, and recommendations for communication, business writing, and composition courses. *Journal of Artificial Intelligence and Technology*, 3(2), 60–68. <https://doi.org/10.37965/jait.2023.0184>
- Alimuddin, A., Juntak, J. N. S., Jusnita, R. A. E., Murniawaty, I., & Wono, H. Y. (2023). Teknologi dalam pendidikan: membantu siswa beradaptasi dengan revolusi industri 4.0. *Journal on Education*, 05(04), 11777–11790.
- Amala, Y., Thohir, M., Reditiya, V. E., & Permata Sari, N. I. (2023). Refleksi mahasiswa dalam berkeadaban digital melalui ChatGPT. *Intelektual: Jurnal Pendidikan dan Studi Keislaman*, 13(2), 109–128. <https://doi.org/10.33367/ji.v13i2.3798>
- Anas, I., & Zakir, S. (2024). Artificial intelligence : solusi pembelajaran era digital 5.0. *Jurnal Sains Komputer & Informatika (J-SAKTI)*, 8(1), 35–46.

- Anggraini, Y. (2022). Persepsi guru terhadap penggunaan chatbot sebagai media pembelajaran bahasa inggris. *Jurnal Seminar Nasional Batch 1*, 182–189.
- Auna, H. S., Kuswandi, D., & Hamzah, N. (2024). Studi perspektif siswa terhadap efektivitas pembelajaran matematika dengan penerapan Chatgpt. *HINEF : Jurnal Rumpun Ilmu Pendidikan*, 3(1), 13–25. <https://doi.org/10.37792/hinef.v3i1.1160>
- Ausat, A. M. A., Massang, B., Efendi, M., Nofirman, & Riady, Y. (2023). Can Chat GPT replace the role of the teacher in the classroom: a fundamental analysis. *Jl. Meurandeh, Meurandeh, Kec. Langsa Lama*, 05(04), 16100–16106.
- Diantama, S. (2023). Pemanfaatan artificial intelegent (ai) dalam dunia pendidikan. *DEWANTECH Jurnal Teknologi Pendidikan*, 1(1), 8–14. <https://doi.org/10.61434/dewantech.v1i1.8>
- Fitrianinda, K., Safitri, D., & Sujarwo. (2024). Polemik penggunaan artificial intelligence ‘ChatGPT’ pada lingkup dunia pendidikan. *Jurnal Sindoro Cendikia Pendidikan*, 4(2), 62–82.
- Hadian, T., & Rahmi, E. (2023). *Berteman dengan ChatGPT: sebuah transformasi dalam pendidikan* (N. Mulyana & A. I. Awaluddin (ed.); 1 ed.). EDU PUBLISHER.
- Harmin, A., Moeis, D., & Usman, N. (2024). Pelatihan pemanfaatan chatGPT untuk efektivitas belajar dan penyelesaian tugas akademis siswa-siswi di SMK Muhammadiyah 3 Makassar. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, 8, 499–507.
- Indonesia. (2005). *Undang-Undang No. 14 Tahun 2005 tentang Guru dan Dosen*.
- Indriani, A., Trisnawati, R., Wenny, R., & Ningsih, R. (2024). Analisis potensi chat gpt dalam mendukung pembelajaran pai : perspektif kajian literatur. *INNOVATIVE: Journal Of Social Science Research Volume*, 4(3), 11598–11608.
- Iriyani, S. A., Patty, E. N. S., Akbar, A. R., & Idris, R. (2023). Studi literatur : pemanfaatan teknologi chat gpt dalam pendidikan. *UPGRADE: Jurnal Pendidikan Teknologi Informasi*, 1(1), 9–15. <https://doi.org/10.30812/upgrade.v0i0.3151>
- Javaid, M., Haleem, A., Singh, R. P., Khan, S., & Haleem, I. (2023). Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 3(2). <https://doi.org/10.1016/j.tbench.2023.100115>
- Kennedy, P. S. J. (2023). Digitalisasi pendidikan: artificial iintelligence di pendidikan tinggi. *Prosiding Nasional 2023*, 205–215.
- Kharis, S. A. A., & Zili, A. H. A. (2024). ChatGPT sebagai alat pendukung pembelajaran: tantangan dan peluang pembelajaran abad 21. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 15(2), 206–214.
- Khoiriyah, & Puspasari, D. (2021). Penerapan metode pembelajaran drill melalui typing master untuk meningkatkan keterampilan mengetik 10 jari pada mata pelajaran teknologi perkantoran di SMK Krian 2 Sidoarjo. *Jurnal Edukasi*, 8(1), 6. <https://doi.org/10.19184/jukasi.v8i1.23967>
- Manik, E., Marbun, Y., Simanjuntak, R. A. B., & Simartama, R. J. (2023). Video youtube dalam proses pembelajaran dengan chatGPT. *Jurnal Pendidikan dan Konseling*, 5(2), 1349–1358.
- Maulana, M. J., Darmawan, C., & Rahmat. (2023). Penggunaan Chatgpt dalam tinjauan pendidikan berdasarkan perspektif etika akademik. *Bhineka Tunggal Ika: Kajian Teori dan Praktik Pendidikan PKN*, 10(1), 58–66. <https://doi.org/10.36706/jbti.v10i1.21090>
- Merentek, T. C., Ushoh, E. J., & Junus, J. S. L. (2023). Implementasi kecerdasan buatan dalam pembelajaran. *Jurnal Pendidikan Tambusai*, 7(3), 26862–26869.
- Misnawati. (2023). ChatGPT: keuntungan, risiko, dan penggunaan bijak dalam era kecerdasan buatan. *Prosiding Seminar Nasional Pendidikan, Bahasa, Sastra, Seni, Dan Budaya*, 2(1), 54–67. <https://doi.org/10.55606/mateandrau.v2i1.221>
- Nita, S., Sari, E. R. N., & Aldida, J. D. (2023). Implementasi ChatGPT-openai sebagai inovasi media pembelajaran berbasis artificial intelligence bagi tenaga pendidik di era society 5.0. *Seminar Nasional Amikom Surakarta (SEMNAS)*, November, 69–80.
- Pontjowulan H.I.A. (2023). Implementasi penggunaan media chatgpt dalam pembelajaran era digital. *EDUCATIONIST: Journal of Educational and Cultural Studies*, 2(2), 1–8.
- Putriani, J. D., & Hudaidah. (2021). Penerapan pendidikan indonesia di era revolusi industri 4.0. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 831–838. <https://edukatif.org/index.php/edukatif/article/view/407>
- Rachbini, W., Evi, T., & Suyanto. (2023). *Pengenalan Chat GPT tips dan trik bagi pemula* (1 ed.). CV. AA. Rizky.



- Rahman, S., Sembiring, A., Aulia, R., Dafitri, H., & Liza, R. (2023). Pengenalan ChatGPT untuk meningkatkan pengetahuan siswa-siswi di SMK Negeri 1 Pantai Labu. *Prioritas: Jurnal Pengabdian Kepada Masyarakat*, 5(01), 1–7. <https://www.jurnal.harapan.ac.id/index.php/Prioritas/article/view/744>
- Ratnawati, O. A., Artuti, E., & Pancarita, P. (2023). Proses berpikir tingkat tinggi mahasiswa menggunakan kerangka kerja teori mason berbantuan ChatGPT pada analisis real II. *EQUALS: Jurnal Ilmiah Pendidikan Matematika*, 6(2), 61–68. <https://doi.org/10.46918/equals.v6i2.1814>
- Rubini, & Herwinsyah. (2023). Penerapan artificial intelligence pada pembelajaran pendidikan agama islam Al-Manar. *Jurnal Komunikasi dan Pendidikan Islam*, 12(2), 79–89. <https://journal.stainsyk.ac.id/index.php/almanar/article/view/611>
- Sahabudin, A. (2023). ChatGPT: sebuah transformasi cara belajar mahasiswa studi kasus : mahasiswa ITBM Polman di Kabupaten Polewali Mandar. *Jurnal e-bussiness Institut Teknologi dan Bisnis Muhammadiyah Polewali Mandar*, 3(1), 65–73. <https://doi.org/10.59903/ebussiness.v3i1.63>
- Sakti, E. M. S., Indrawati, E., Tatiyani, Effendi, U., Nurhadianti, R. D. D., Syukriah, D., & Herdajani, F. (2023). Membangun motivasi siswa dengan literasi digital menggunakan ChatGPT. *Media Abdimas*, 2(3), 52–56. <https://doi.org/10.37817/mediaabdimas.v2i3.3483>
- Setiawan, A., & Luthfiyani, U. K. (2023). Penggunaan ChatGPT untuk pendidikan di era education 4.0: usulan inovasi meningkatkan keterampilan menulis. *JURNAL PETISI (Pendidikan Teknologi Informasi)*, 4(1), 49–58. <https://doi.org/10.36232/jurnalpetisi.v4i1.3680>
- Setiawan, D., Dewi, K. E. A., & Janty, S. I. (2023). Peran Chat Gpt ( Generative Pre-Training Transformer ) dalam implementasi ditinjau dari dataset. *INNOVATIVE: Journal of Social Science Research*, 3(3), 9527–9539.
- Sholihatin, E., Saka, A. D. P., Andhika, D. R., Ardana, A. P. S., Yusaga, C. I., Fajar, R. I., & Virgano, B. A. (2023). Pemanfaatan teknologi Chat GPT dalam pembelajaran bahasa indonesia di era digital pada mahasiswa Universitas Pembangunan Nasional Veteran Jawa Timur. *JURNAL TUAH : Pendidikan dan Pengajaran Bahasa*, 5(1), 1–10.
- Sugiyono, D. (2013). *Metode penelitian kuantitatif, kualitatif, dan tindakan*.
- Suharmawan, W. (2023). Pemanfaatan Chat GPT dalam dunia pendidikan. *Education Journal : Journal Educational Research and Development*, 7(2), 158–166. <https://doi.org/10.31537/ej.v7i2.1248>
- Supriyadi, E. (2022). Eksplorasi penggunaan ChatGPT dalam penulisan artikel pendidikan matematika. *Papanda Journal of Mathematics and Science Research (PJMSR)*, 1(2), 54–68. <https://doi.org/10.56916/pjmsr.v1i2.255>
- Widiana, F. H., & Rosy, B. (2021). Pengembangan E-Modul berbasis flipbook maker pada mata pelajaran teknologi perkantoran. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3728–3739. <https://doi.org/10.31004/edukatif.v3i6.1265>

## The impact of work discipline and motivation on job satisfaction at DUKCAPIL Surakarta

Aismaya Linda Damayanti\*, Cicilia Dyah Sulistyaningrum Indrawati

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [mdamayanti41@student.uns.ac.id](mailto:mdamayanti41@student.uns.ac.id)

### Abstrak

*Penelitian ini bertujuan untuk (1) mengetahui pengaruh disiplin kerja terhadap kepuasan kerja Pegawai DUKCAPIL Kota Surakarta, (2) mengetahui pengaruh motivasi kerja terhadap kepuasan kerja Pegawai DUKCAPIL Kota Surakarta, (3) mengetahui pengaruh disiplin kerja dan motivasi kerja terhadap kepuasan kerja Pegawai DUKCAPIL Kota Surakarta. Penelitian ini merupakan penelitian kuantitatif dengan populasi yang digunakan dalam penelitian ini yaitu sebanyak 82 pegawai. Pengumpulan data dilakukan dengan menyebarkan kuesioner penelitian dengan teknik Sampel Jenuh. Hasil penelitian menunjukan bahwa: (1) terdapat pengaruh yang positif dan signifikan antara disiplin kerja terhadap kepuasan kerja pegawai DUKCAPIL Kota Surakarta dibuktikan dengan nilai  $t_{hitung} (3,426) > t_{tabel} (1,993)$  dan nilai signifikansi  $0,006 < 0,05$ ; (2) terdapat pengaruh yang positif dan signifikan antara motivasi kerja terhadap kepuasan kerja pegawai DUKCAPIL Kota Surakarta dibuktikan dengan nilai  $t_{hitung} (10,750) > t_{tabel} (1,993)$  dan nilai signifikansi  $0,000 < 0,05$ ; (3) terdapat pengaruh yang positif dan signifikan antara disiplin kerja dan motivasi kerja secara bersama-sama terhadap kepuasan kerja DUKCAPIL Kota Surakarta dibuktikan dengan nilai  $F_{hitung} (78,789) > F_{tabel} (3,11)$ . Hasil penelitian ini menunjukan nilai sumbangan efektif secara bersama-sama sebesar 0,666 atau 67%, sedangkan sisanya sebesar 33% dipengaruhi oleh faktor lain yang tidak diteliti pada penelitian ini.*

*Kata kunci: kinerja pegawai, perilaku organisasi, layanan sipil, manajemen sumber daya manusia, administrasi publik*

### Abstract

This research aims to (1) determine the influence of work discipline on job satisfaction of employees at the Department of Population and Civil Registration (DUKCAPIL) of Surakarta City, (2) determine the influence of work motivation on job satisfaction of DUKCAPIL employees in Surakarta City, and (3) determine the combined influence of work discipline and work motivation on job satisfaction of DUKCAPIL employees in Surakarta City. This research employed a quantitative approach with a population of 82

---

\* Corresponding author

**Citation in APA style:** Damayanti, A.L., & Indrawati, C.D.S. (2025). The impact of work discipline and motivation on job satisfaction at DUKCAPIL Surakarta. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 199-206.

employees. Data collection was conducted by distributing research questionnaires using the saturated sampling technique. The results indicated that: (1) there is a positive and significant influence of work discipline on job satisfaction of DUKCAPIL employees in Surakarta City, evidenced by a t-value (3.426) > t-table (1.993) and a significance value of  $0.006 < 0.05$ ; (2) there is a positive and significant influence of work motivation on job satisfaction of DUKCAPIL employees in Surakarta City, evidenced by a t-value (10.750) > t-table (1.993) and a significance value of  $0.000 < 0.05$ ; (3) there is a positive and significant combined influence of work discipline and work motivation on job satisfaction of DUKCAPIL employees in Surakarta City, evidenced by an F-value (78.789) > F-table (3.11). The results demonstrate an effective contribution value of 0.666 or 67%, while the remaining 33% is influenced by other factors not examined in this study.

Keywords: employee performance; organizational behavior; civil service; human resource management; public administration

Received August 07, 2024; Revised August 07, 2024; Accepted March 26, 2025;  
Published Online March 02, 2025

## Introduction

Every individual is required to continuously develop programs related to human resources in order to create quality employees. The development of effective Human Resource Management (HRM) programs is expected to enable employees to adapt to changes and continuously improve work performance, responsibility, and loyalty toward each individual. With effective HRM, each individual can continue to develop until achieving their objectives. When individual goals are achieved, employees will certainly experience job satisfaction. If job satisfaction reaches a high level within employees, it provides better impacts for individual development, where employees will perform their roles more optimally without coercion and feeling pressured in carrying out their work. Job satisfaction itself represents the feelings within an individual regarding whether they enjoy their work; if employees do not experience pleasure in their work, it may lead to employee turnover and high absenteeism rates. Conversely, if employees enjoy their work, they will continue working and feel motivated by assigned tasks. Job satisfaction is an important issue that requires greater attention, as enhancing employee job satisfaction will impact the development of each individual (Indrayani, 2022).

The quality of human resources significantly supports the optimal functioning of organizational activities. In relation to achieving this quality, Baskoro (2019) argues that motivation is the primary factor that enhances human resources by combining internal and external consistency based on determination and desire. Appropriate motivation can drive employees' enthusiasm to produce effective work patterns with high integrity through all efforts to achieve job satisfaction. Additionally, motivation has a significant influence in supporting employee behavior patterns that create a desire to work hard and enthusiastically to achieve maximum results. The next factor is work discipline, which is a condition where employees adhere to all forms of regulations and social norms within the institution or organization (Dwilaksono, 2017).

It is essential for each individual to provide the best efforts in providing work motivation to maintain high levels of employee motivation, which will ultimately have positive impacts on the individuals themselves. Based on this background, it is important for individuals to pay attention to employee job satisfaction levels; employees with high job satisfaction can produce good performance and achieve organizational goals.

Another factor that needs attention regarding employees is work discipline. Work discipline is necessary for employees to perform their duties optimally. With work discipline, employees can carry out tasks enthusiastically so that work can be carried out as well as possible according to predetermined work procedures. According to Rivai (2009), work discipline is a tool used by company management to communicate with employees so they are willing to change their behavior and as an effort to increase awareness and compliance with prevailing social norms (Abrar Muslim et al., 2020).

Employee motivation and work discipline both require serious attention in organizations because the emergence of problems in organizations, especially in government agencies, is often caused by a lack of discipline and work motivation toward duties and obligations that are inherent responsibilities of each employee. This frequently occurs due to conflicts between employees' personal interests and institutional interests. This produces side effects where organizational interests are not maximally achieved and are compromised due to lack of encouragement and compliance in employees as a result of these conflicts, or even preferring to lead themselves out of the rules or regulations within the organization. From these issues, it can be stated that the success of organizational management and institutions heavily relies on the balance between institutional interests and the personal interests of each employee.

The Department of Population and Civil Registration (DUKCAPIL) of Surakarta City functions as a government agency that stands as a public service in the field of population and civil registration. Based on observations, the researcher found several employees who still have low work motivation and lack discipline to the extent of receiving warnings from supervisors due to weaknesses demonstrated by some employees, such as not arriving at work on time, delaying office tasks resulting in failure to meet predetermined deadlines, leaving the office environment for personal matters leading to neglected and unsystematically or unstructured completed tasks, ignoring supervisors' warnings which will impact employee performance, and inability to establish good communication creating indifference and reluctance to build relationships, thereby reducing the sense of kinship in encouraging or facilitating work completion and diminishing comfort in the work environment.

The data obtained by the researcher during observation and research interviews showed that some employees did not arrive at the office on time and left the office not according to the established time. There were also employees who experienced unclear roles and responsibilities in their work, workloads that did not correspond with compensation (salary and benefits) received, employees who were dissatisfied with unfair and non-transparent organizational management and policies, supervisors who lacked in providing appreciation and recognition for work performed by employees, and a lack of teamwork conditions due to conflicts between employees.

The workplace issues described above can lead to decreased employee job satisfaction. Employees who are unhappy and uncomfortable at work may experience high work stress. According to Morse (Panggabean, 2018), job satisfaction fundamentally depends on what someone wants from their job and what they obtain.

**Table 1**

*Late Arrival Data of DUKCAPIL Employees in Surakarta City in 2023*

| Month  | Number of Employees | Number of Working Days | Percentage of Late Employees/Day |
|--------|---------------------|------------------------|----------------------------------|
| June   | 82                  | 20                     | 30,2%                            |
| July   | 82                  | 20                     | 32,3%                            |
| August | 82                  | 22                     | 31,9%                            |

(Source: Head of General and Personnel Sub-Division of DUKCAPIL, Surakarta City, 2023)

Table 1 contains information regarding the percentage of late arrivals among DUKCAPIL employees in Surakarta City in 2023, which tended to increase over 3 months in 2023. With a total of 82 employees at the DUKCAPIL office in Surakarta City, the data shows a percentage beginning at 30.2% in June. Tardiness experienced an increase in the following 2 months, reaching 32.35% in July and 31.9% in August.

Based on these issues, the researcher is interested in conducting research to analyze the relationship between work discipline and work motivation on employee job satisfaction with the title "The Influence of Work Discipline and Work Motivation on Employee Job Satisfaction at the Department of Population and Civil Registration of Surakarta City."

## Research Method

This research was conducted at the Department of Population and Civil Registration of Surakarta City, located at the Surakarta City Hall Complex, Jl. Jend. Sudirman No. 2, Kp. Baru, Ps. Kliwon District, Surakarta City, Central Java 57111. This research employed a quantitative approach as it aimed to test the hypothesis of the influence of independent variables, namely work discipline (X1) and work motivation (X2), on job satisfaction (Y) as the dependent variable.

The population in this study consisted of all employees at the Department of Population and Civil Registration of Surakarta City. This population included all Non-Civil Servant and Civil Servant personnel within the Department of Population and Civil Registration (DUKCAPIL) of Surakarta City, totaling 82 employees.

The sampling technique used in this research was saturated sampling, while the data collection technique employed a Likert scale questionnaire with 4 alternative answers: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Before collecting research data, the questionnaire underwent a pilot test of research instruments by conducting validity and reliability tests. The pilot test was conducted with 32 respondents who were employees at the Department of Population and Civil Registration of Karanganyar Regency.

In this research, the collected data underwent prerequisite analysis tests using several tests including normality tests, linearity tests, and multicollinearity tests. Meanwhile, hypothesis testing was conducted using multiple linear regression analysis, t-tests, F-tests, coefficient of determination analysis, and calculating effective and relative contributions.

## Results and Discussion

### Research Results

The normality test was conducted using the Kolmogorov-Smirnov method, which was then examined through the obtained significance value. The normality test results showed an Asymp. Sig. (2-tailed) value of 0.084. This indicates that the significance value obtained  $> 0.05$ , meaning the data used in this research—both the work discipline variable data (X1), work motivation variable data (X2), and job satisfaction variable data (Y)—were normally distributed.

The linearity test was based on deviation from linearity, which can be observed from SPSS output in the ANOVA table. Based on the linearity test results for work discipline on job satisfaction, it was determined that the significance value found in the deviation from linearity row was 0.146. This significance value  $> 0.05$ , indicating that the work discipline and job satisfaction variables have a linear relationship. Meanwhile, the linearity test results for work motivation on job satisfaction showed that the significance value found in the deviation from linearity row was 0.481. This significance value  $> 0.05$ , meaning that the work motivation and job satisfaction variables have a linear relationship.

The multicollinearity test results can be determined by examining the Tolerance and VIF values. The multicollinearity test showed that the work discipline and work culture variables have a Tolerance value of 0.763 and a VIF value of 1.311. Both variables have Tolerance values  $> 0.10$  and VIF values  $< 10$ , meaning neither variable exhibits multicollinearity symptoms. The t-test in this research was conducted to determine the influence of independent variables on the dependent variable individually or partially. The following are the t-test results in Table 2:

**Table 2**  
*T-test Results*

| Variables       | t      | Sig. |
|-----------------|--------|------|
| Constant        | 3.975  | .000 |
| Work Discipline | 3.426  | .006 |
| Work Motivation | 10.750 | .000 |

Based on Table 2, the test results show a significance value for Work Discipline ( $X_1$ ) of  $0.006 < 0.05$ . Additionally, the t-value was  $3.426 > t\text{-table } 1.993$ . The t-table value was sought at  $\alpha = 0.05$  with df 79 ( $n - k - 1$ ) or  $(82 - 2 - 1)$ . From the comparison of significance values and t-values, it can be concluded that there is a significant partial influence between the Work Discipline ( $X_1$ ) variable and Job Satisfaction (Y). The test results show a significance value for work motivation of  $0.000 < 0.05$ . Additionally, the t-value was  $10.750 > t\text{-table } 1.993$ . The t-table value was sought at  $\alpha = 0.05$  with df 79 ( $n - k - 1$ ) or  $(82 - 2 - 1)$ . From the comparison of significance values and t-values, it can be concluded that there is a significant partial influence between the Work Motivation ( $X_2$ ) variable and Job Satisfaction (Y).

**Table 3**  
*F-test Results*

| Model      | Sum of Squares | df | Mean Square | F      | Sig. |
|------------|----------------|----|-------------|--------|------|
| Regression | 1280.232       | 2  | 640.116     | 78.789 | .000 |
| Residual   | 641.829        | 79 | 8.124       |        |      |
| Total      | 1922.061       | 81 |             |        |      |

Based on Table 3, it can be observed that the probability value in the Sig. column is 0.000, which is  $< 0.05$ . Furthermore, the F-value shows 78.789. These results indicate that the F-value  $> F\text{-table } 3.11$ . The F-table value was sought at  $\alpha = 0.05$  with df 80 ( $n-k = 82-2$ ). From the comparison of significance values and F-values, it can be concluded that there is a significant influence between the Work Discipline ( $X_1$ ) and Work Motivation ( $X_2$ ) variables on Job Satisfaction (Y) simultaneously.

**Table 4**  
*Coefficient of Determination Test Results*

| R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|----------|-------------------|----------------------------|
| .816 | .666     | .658              | 2.850                      |

Based on Table 4, the coefficient of determination (R Square) value can be identified as 0.666. This result can be interpreted as 0.666 or 67% of job satisfaction among DUKCAPIL employees in Surakarta City being influenced by work discipline and work motivation. The remaining 33% may be influenced by other factors not examined in this study.

**Table 5**  
*Multiple Linear Regression Analysis Results*

|                 | Unstandardized Coefficients B | Std. Error | Standardized Coefficients |
|-----------------|-------------------------------|------------|---------------------------|
| (Constant)      | 3.494                         | 3.582      |                           |
| Work Discipline | 0.026                         | 0.061      | 0.02                      |
| Work Motivation | 0.561                         | 0.052      | 0.800                     |

Based on Table 5, the regression formulation obtained for this research is as follows:

$$\hat{Y} = 3.494 + 0.026 X_1 + 0.561 X_2$$

Where: Y: Job satisfaction  $X_1$ : Work discipline  $X_2$ : Work motivation

Based on the above regression equation, the following interpretations can be made: (1) The constant value of 3.494 mathematically states that if the value of the Work Discipline ( $X_1$ ) variable equals 0 and the Work Motivation ( $X_2$ ) variable equals 0, then the value of the Job Satisfaction (Y) variable is

3.494. (2) The regression coefficient value for the Work Discipline ( $X_1$ ) variable of 0.026 systematically states that if Work Discipline ( $X_1$ ) is increased by one unit and the Work Motivation ( $X_2$ ) variable is assumed to be 0, it will cause an increase in the Job Satisfaction ( $Y$ ) variable of 0.026. This means that for every 1% increase in the Work Discipline ( $X_1$ ) variable, Job Satisfaction ( $Y$ ) will also experience a 2.6% increase. (3) The regression coefficient value for the Work Motivation ( $X_2$ ) variable of 0.561 systematically states that if Work Motivation ( $X_2$ ) is increased by one unit and the Work Discipline ( $X_1$ ) variable is assumed to be 0, it will cause an increase in the Job Satisfaction ( $Y$ ) variable of 0.561. This means that for every 1% increase in the Work Motivation ( $X_2$ ) variable, Job Satisfaction ( $Y$ ) will also experience a 56.1% increase.

## Discussion

This research identified a significant influence between the Work Discipline ( $X_1$ ) and Work Motivation ( $X_2$ ) variables on Job Satisfaction ( $Y$ ) among employees at the Department of Population and Civil Registration of Surakarta City. Based on the hypothesis testing results, it was determined that work discipline influences job satisfaction among DUKCAPIL employees in Surakarta City. The significance value obtained in the t-test to determine whether there is an influence of independent variables on the dependent variable individually or partially yielded a result of  $0.006 < 0.05$  and a t-value  $> t$ -table ( $3.426 > 1.993$ ). Based on the significance value being less than 0.05 and the t-value being greater than the t-table,  $H_0$  was rejected, indicating a significant partial or individual influence between the work discipline ( $X_1$ ) variable and job satisfaction ( $Y$ ) among DUKCAPIL employees in Surakarta City. The multiple linear regression calculation results yielded a regression coefficient value for the work discipline variable of 0.026, meaning that for every one-unit increase in the work discipline variable, the job satisfaction variable will increase by 0.026, or for every 1% increase in the work discipline variable, job satisfaction will also increase by 2.6%. This indicates that work discipline positively and significantly influences job satisfaction among DUKCAPIL employees in Surakarta City. The better or higher the level of employee work discipline, the better and higher the level of employee performance provided to the community, so that an increase in work discipline levels will enhance job satisfaction. Additionally, other findings show that the effective contribution of work discipline ( $X_1$ ) to job satisfaction ( $Y$ ) is 1.3%, while the relative contribution of work discipline ( $X_1$ ) to job satisfaction ( $Y$ ) is 65.3%. Work discipline is an important aspect for every employee, especially those with duties and responsibilities in the governmental realm and related to community and civil registration. This can be associated with the findings of Safrina's (2017) research, where undisciplined behavior results in untimely work completion and can interfere with service provision. Work discipline is considered a factor in achieving job satisfaction. In every institution, work discipline is highly important as it can indicate employee behavior patterns toward their work. In other words, if DUKCAPIL employees in Surakarta City have habits of complying with applicable regulations within the institution, it is possible for them to achieve high job satisfaction. If non-compliance or violations related to work discipline occur, the consequences must be personally borne. As found in Yunus's (2019) research, discipline formed within employees reflects responsibility in carrying out duties and work and influences the job satisfaction that will be obtained later. The results of this study are similar to research conducted by Yumhi (2021), which showed that work discipline positively and significantly influences employee job satisfaction, as indicated by a t-value of 1.275 at a significance level of 0.210. Similar research results were also found in a study by Azhar et al. (2020), which concluded that work discipline provides a significant influence, with a t-value of 2.717 compared to a t-table of 2.036, on employee job satisfaction. These research results are supported by a study by Izaz Dany Afianto and Hamidah Nayati Utami (2017), which proved that work discipline has a significant and positive influence of 34.3% on job satisfaction. This indicates that the higher the level of employee work discipline, the higher job satisfaction will also be.

Based on the second hypothesis test results, it was determined that work motivation influences job satisfaction among DUKCAPIL employees in Surakarta City. The significance value obtained in the t-test to determine whether there is an influence of independent variables on the dependent variable individually or partially yielded a result of  $0.000 < 0.05$  and a t-value  $> t$ -table ( $10.750 > 1.993$ ). Based on the significance value being less than 0.05 and the t-value being greater than the t-table,  $H_0$  was rejected, indicating a significant partial or individual influence between the work motivation ( $X_2$ ) variable and job satisfaction ( $Y$ ) among DUKCAPIL employees in Surakarta City. The multiple linear regression

calculation results yielded a regression coefficient value for the work discipline variable of 0.561, meaning that for every one-unit increase in the work motivation variable, the job satisfaction variable will increase by 0.561, or for every 1% increase in the work motivation variable, job satisfaction will also increase by 56.1%. This indicates that work motivation positively and significantly influences job satisfaction among DUKCAPIL employees in Surakarta City. The better or higher the level of employee work motivation, the better and higher the level of employee performance provided to the community, so that an increase in work motivation levels will enhance job satisfaction. Additionally, other findings show that the effective contribution of work discipline (X1) to job satisfaction (Y) is 1.3%, while the relative contribution of work discipline (X1) to job satisfaction (Y) is 65.3%. Regarding employee work motivation, Sarwar and Abugre (2013) argue that "Employees who have motivational drive can automatically feel a sense of job satisfaction that can foster their performance and will have an impact on providing services to the community according to their respective fields, duties, principles, and functions." Work motivation is an internal drive within a person to perform activities to achieve goals. Motivation can provide strength and can move someone to work diligently and complete work happily without coercion, so that the work produced can be achieved optimally and with quality. Related to job satisfaction, Hamali (2018) argues that "Job satisfaction is the result of labor related to work motivation." This result is reinforced by research conducted by Prabu (2005) and Rangel et al. (2017), which stated that motivation positively and significantly influences job satisfaction. The results of this study align with research conducted by Yumhi (2021), which showed that work motivation influences job satisfaction with a t-value of 1.388 at a significance level of 0.173. Similar research results were also found in a study by Awang Mada Kurnia, Bambang Swasto Sunuharyo, and Hamidah Nayati Utami (2018), which concluded that work motivation positively and significantly influences job satisfaction by 52.4%. These research results are also supported by a study by Bayu Dwilaksono Hanafi (2017), which proved that work motivation has a significant and positive influence on job satisfaction, also stating that motivation positively and significantly influences job satisfaction. Therefore, it can be concluded that motivated employees can enhance job satisfaction.

The third hypothesis statement in this research suggested that work discipline and work motivation together positively and significantly influence job satisfaction among employees at the Department of Population and Civil Registration of Surakarta City, which was proven by conducting an F-test. Based on the F-test results, the probability value in the Sig. column is 0.000, which is  $< 0.05$ . Additionally, the F-value shows 78.789. These results indicate that the F-value  $> F$ -table 3.11. Based on these results, it can be concluded that  $H_0$  is rejected, meaning there is a significant simultaneous influence between the work discipline and work motivation variables on job satisfaction among employees at the Department of Population and Civil Registration of Surakarta City. Work discipline and work motivation together positively and significantly influence job satisfaction among employees at the Department of Population and Civil Registration of Surakarta City. The results show that the higher the level of work discipline and work motivation applied by employees, the higher the level of employee performance, so that improvement in work discipline and work motivation will enhance job satisfaction among DUKCAPIL employees in Surakarta City. This is supported by research from Yumhi (2021), which showed that work discipline and work motivation positively and significantly influence job satisfaction. This can be indicated by the fact that increased work discipline is caused by several employee work patterns such as punctuality in employee attendance, not leaving the work environment during work hours for personal interests, completing tasks and responsibilities on time, using time effectively and efficiently, working with good quality and according to procedures and work instructions, which are considered to encourage increased employee job satisfaction, subsequently impacting increasingly improved employee performance. The results of this study can be reinforced by the findings of Habibah's (2017) research, where motivation and work discipline have a significant level of influence on job satisfaction simultaneously.

## Conclusion

Based on the data analysis, review, and discussion results, it can be concluded that there is an influence of work discipline on job satisfaction among DUKCAPIL employees in Surakarta City. This is evidenced by the hypothesis test results showing a t-value  $> t$ -table of  $3.426 > 1.993$ . This indicates that the higher the value of work discipline, the higher the level of employee job satisfaction; conversely, the lower the work discipline applied by employees, the lower the employee job satisfaction. Based on the



above test results, there is an influence of work motivation on employee job satisfaction. This is evidenced by the hypothesis test results showing a t-value  $>$  t-table of  $10.750 > 1.993$ . This indicates that more frequent provision of motivation and appreciation toward employees will increase job satisfaction levels; conversely, if there is a lack of motivation and appreciation toward employees, job satisfaction levels will decrease. Based on the hypothesis test results above, it is known that there is an influence of work discipline and work motivation on employee job satisfaction. This is evidenced by the hypothesis test results showing an F-value  $>$  F-table of  $78.789 > 3.11$ . The better the work discipline applied and motivation developed according to its synthesis, the higher the employee job satisfaction will be, and vice versa.

## References

- Afianto, I. D., & Utami, H. N. (2017). Pengaruh disiplin kerja dan komunikasi organisasi terhadap kepuasan kerja dan kinerja karyawan (studi pada karyawan divisi marketing PT. Victory International Futures Kota Malang). *Jurnal Administrasi Bisnis (JAB)*, 50(6).
- Azhar, D. U. M. E. (2020). Pengaruh disiplin kerja dan kompensasi terhadap kepuasan kerja karyawan. *Jurnal Humaniora*.
- Failashufa, S. H. (2021). Pengaruh motivasi dan disiplin kerja terhadap kepuasan kerja pegawai Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kota.
- Hakim, A. L., Faizah, E. N., & Nujulah, F. (2021). The effect of work motivation and work discipline on employee. *SINERGI: Jurnal Ilmiah Ilmu Manajemen*.
- Hanafi, B. D., & Yohana, C. (2017). Pengaruh motivasi, dan lingkungan kerja, terhadap kinerja karyawan, dengan kepuasan kerja sebagai variabel mediasi pada PT BNI Life Insurance. *Jurnal Pendidikan Ekonomi dan Bisnis (JPEB)*.
- Indrayani, I., & Mahfud. (2022). The effect of leadership work discipline and work motivation on employee performance. *Journal of Resource Management Economics And Business*, 1(1).
- Indrayani, M. I. (2022). The effect of leadership, work discipline and work motivation on employee performance. *Journal of Resource Management, Economics And Business*, 24.
- Izaz Dany Afianto, H. N. (2017). Pengaruh disiplin kerja dan komunikasi organisasi terhadap kepuasan kerja dan kinerja karyawan (studi pada karyawan divisi marketing PT. Victory International Futures Kota Malang). *Jurnal Administrasi Bisnis (JAB)*.
- Maharani. (2022). Pengaruh kemampuan kerja, motivasi dan disiplin kerja terhadap kinerja pegawai Badan Pendapatan Daerah Kabupaten Deli Serdang. *Jurnal UMSU*.
- Maswani, M., Utami, E. P., & Nofiar, N. (2021). Analysis of the effect of work discipline, work environment, and work motivation on employee performance at PT. Bayutama Teknik. *Dinasti International Journal of Economic, Finance & Accounting (DIJEFA)*, 1(6).
- Nurkhayati, & Khasbulloh, M. W. (2023). Pengaruh work family conflict, rotasi kerja dan stres kerja terhadap kinerja pegawai dengan kepuasan kerja sebagai variabel intervening. *SENTRI: Jurnal Riset Ilmiah*, 2(4).
- Saleh, A. R. (2018). Pengaruh disiplin kerja, motivasi kerja, etos kerja dan lingkungan kerja terhadap produktivitas kerja karyawan bagian produksi di PT. Inko Java Semarang. *Jurnal Stieama*, 11(21).

# The relationship between family support, school life quality, and career decision-making self-efficacy among vocational students

Salsabila Anggia Putri\*, Hery Sawiji

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: salsabilanggia10@gmail.com

## Abstrak

*Tujuan penelitian ini untuk mengetahui: (1) Untuk mengetahui hubungan antara dukungan keluarga dengan efikasi diri dalam pengambilan keputusan karier; (2) Untuk mengetahui hubungan antara kualitas kehidupan sekolah dengan efikasi diri dalam pengambilan keputusan karier; (3) Untuk mengetahui hubungan antara dukungan keluarga dan kualitas kehidupan sekolah secara bersama-sama dengan efikasi diri dalam pengambilan keputusan karier. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasional. Jumlah Populasi 103 dan 82 Siswa diambil sebagai sampel. Sampel penelitian menggunakan teknik proportional random sampling. Pengumpulan data yang digunakan adalah angket skala likert 1-4. Hasil penelitian sebagai berikut: (1) terdapat hubungan positif dan signifikan antara dukungan keluarga dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai thitung > ttabel atau  $3,276 > 1,990$ ; (2) terdapat hubungan positif dan signifikan antara quality of school life dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai thitung > ttabel atau  $3,583 > 1,990$ ; (3) terdapat hubungan positif dan signifikan antara dukungan keluarga dan quality of school life dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai Fhitung > Ftabel atau  $19,354 > 3,11$ .*

*Kata kunci: perkembangan remaja; pendidikan kejuruan; lingkungan akademis; psikologi pendidikan; perencanaan karir*

## Abstract

This research aims to determine: (1) The relationship between family support and self-efficacy in career decision-making; (2) The relationship between quality of school life and self-efficacy in career decision-making; (3) The collective relationship between family support and quality of school life with self-efficacy in career decision-making. This study employed a quantitative approach with correlational methods. From a population of 103 students, 82 were selected as the sample using proportional random sampling technique.

---

\* Corresponding author

**Citation in APA style:** Putri, S.A., & Sawiji, H. (2025). The relationship between family support, school life quality, and career decision-making self-efficacy among vocational students. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 207-212. <https://dx.doi.org/10.20961/jikar.v9i2.90815>

Data were collected using a questionnaire with a 1-4 Likert scale. The research findings are as follows: (1) there is a positive and significant relationship between family support and career decision-making self-efficacy, as evidenced by the  $t\text{-value} > t\text{-table}$  ( $3.276 > 1.990$ ); (2) there is a positive and significant relationship between quality of school life and career decision-making self-efficacy, as evidenced by the  $t\text{-value} > t\text{-table}$  ( $3.583 > 1.990$ ); (3) there is a positive and significant relationship between family support and quality of school life collectively with career decision-making self-efficacy, as evidenced by the  $F\text{-value} > F\text{-table}$  ( $19.354 > 3.11$ ).

Keywords : adolescent development; vocational education; academic environment; educational psychology; career planning

Received July 20, 2024; Revised August 07, 2024; Accepted March 26, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.90815>

## Introduction

The transition from childhood to adolescence for vocational high school students involves important roles and responsibilities in determining career choices after graduation. Students cannot develop optimally if they are unable to explore themselves in planning career choices and make appropriate career decisions (Nelson, 2021). One effort to facilitate self-exploration in career planning and decision-making is by enhancing students' self-efficacy in career decision-making.

Career decision-making self-efficacy among students remains in the low category. Data from the Central Bureau of Statistics in 2023 regarding the Open Unemployment Rate shows a high unemployment rate among vocational high school graduates, with many students experiencing difficulties and doubts about their potential career choices.

In efforts to enhance career decision-making self-efficacy, various influencing factors exist, including family support. Career decision-making self-efficacy increases when family members provide substantial support to one another (Istifarani, 2016). Family support refers to information and feedback provided by family members that demonstrates respect, attention, appreciation, and love within the family. Family support enables students to connect both physically and mentally within the family environment, allowing them to recognize their self-efficacy in making career decisions based on their abilities. Family support is expected to habituate students to the support they receive from family in career decision-making.

This aligns with research by Solikhati et al. (2021), which revealed that greater family support corresponds to greater student capability in career decision-making. Enhancing career decision-making self-efficacy can also be achieved through quality of school life. Quality of school life represents an assessment of satisfaction aimed at measuring student well-being, based on aspects of school life in general, student commitment to existing regulations (such as commitment to completing school assignments), and student-teacher communication.

The presence of commitment, engagement, and relationships between students and teachers at school influences career decision-making self-efficacy. When students readily accept these elements of engagement, commitment, and student-teacher relationships, they can enhance students' career decision-making self-efficacy, particularly in the quality of school life.

The quality of school life can also elicit students' evaluations of their school conditions (Febriani et al., 2013). This indicates that quality of school life is an important factor in career decision-making confidence.

Quality of school life is differentiated by four aspects: the physical aspect of the school; the psychosocial aspect; the learning aspect; and the organizational aspect (Dorothy et al., 2018). Quality of school life can also be influenced by several factors, such as achievement; age; gender; cultural or family background; peer groups; and school type (Eres et al., 2017).

Career decision-making self-efficacy is defined as an individual's belief in their ability to perform important tasks in making career decisions. In enhancing career decision-making self-efficacy, Edith et al. (2003) explain that several factors influence career decision-making self-efficacy, including internal factors (gender, age, ethnicity, academic achievement, future time perspective, proactive personality) and external factors (school major and family support).

Based on the discussion above, this research aims to determine: (1) The relationship between family support and self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta; (2) The relationship between quality of school life and self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta; (3) The collective relationship between family support and quality of school life with self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta.

## Research Methods

This research was conducted at SMK Negeri 3 Surakarta. The planned implementation period was from March 2024 to May 2024. This study utilized one dependent variable and two independent variables. The independent variables were Family Support (X1) and Quality of School Life (X2), while the dependent variable was Career Decision-Making Self-Efficacy (Y). The research methodology employed was quantitative correlation research using a 1-4 Likert scale. Data were collected using research questionnaires.

The research began with an instrument trial to obtain valid and reliable instrument items for use as measurement tools. This trial was conducted with 21 students outside the research sample. After the trial, invalid items were removed, and the instrument was restructured for use in data collection. Data collection was conducted using research questionnaires in Google Form format. From a population of 103 students, a sample of 82 students from SMK Negeri 3 Surakarta was randomly selected.

Prerequisite analysis tests consisted of normality tests, linearity tests, and multicollinearity tests. These prerequisite tests were conducted first to determine whether the data met the analysis prerequisites before proceeding to the next stage. After the data passed the prerequisite tests, data analysis was performed to test whether the proposed hypotheses were accepted or rejected. Data analysis employed descriptive statistical tests, t-tests, F-tests, and multiple linear regression analysis.

## Results and Discussion

### Results

**Table 1**  
*Coefficients Table*

| Model                  | Unstandardized Coefficients |            | Standardized Coefficients |  | t     | Sig. |
|------------------------|-----------------------------|------------|---------------------------|--|-------|------|
|                        | B                           | Std. Error | Beta                      |  |       |      |
| (Constant)             | 22.109                      | 4.069      |                           |  | 5.434 | .000 |
| Family Support         | .276                        | .084       | .328                      |  | 3.276 | .002 |
| Quality of school life | .210                        | .059       | .359                      |  | 3.583 | .001 |

Every research requires hypothesis testing to determine whether the previously proposed hypotheses are accepted or rejected. The first step is to conduct a t-test to determine the presence or absence of influence from independent variables on the dependent variable partially. Based on the t-test results in Table 1, the t-value for the family support variable is 3.276 with a significance of  $0.002 < 0.05$ . In this study, the t-table was determined with a significance level of 5% ( $\alpha/2 = 0.025$ ) and the number of independent variables (k) as 2, and the number of data points (n) as 82, using the formula ( $t\text{-table} = t(\alpha/2; n-k-1) = (0.025; 82-2-1)$ ), resulting in a t-table value of 1.990. Therefore,  $3.276 > 1.990$ , meaning  $H_0$  is rejected and  $H_a$  is accepted. Thus, it is concluded that there is a positive and significant relationship between family support and career decision-making self-efficacy. Based on the t-test results, the t-value for the quality of school life variable is 3.583 with a significance of  $0.001 < 0.05$ . Therefore,  $3.583 >$

1.990, meaning  $H_0$  is rejected and  $H_a$  is accepted. Thus, it is concluded that there is a positive and significant relationship between the quality of school life variable and career decision-making self-efficacy.

The F-test in Table 2 is conducted to determine whether the independent variables collectively have an influence on the dependent variable. Based on the results obtained, the F-value = 19.354 with an F-significance value of  $0.000 < 0.05$  and an F-table value of 3.11 ( $F\text{-table} = F(k; n-k) = (2; 80)$ ). From these results, it is known that the F-value is larger than the F-table, meaning  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that family support and quality of school life collectively have a positive relationship with career decision-making self-efficacy.

**Table 2**  
*ANOVA Table*

|            | Sum of Squares | df | Mean Square | F      | Sig.              |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 648.356        | 2  | 324.178     | 19.354 | .000 <sup>b</sup> |
| Residual   | 1323.254       | 79 | 16.750      |        |                   |
| Total      | 1971.610       | 81 |             |        |                   |

Multiple linear regression analysis was conducted to determine the extent of the influence of the independent variables collectively on the dependent variable. Based on the analysis results, the multiple linear regression equation is as follows: (1) The constant value of 22.109 states that if the Family Support (X1) and Quality of School Life (X2) variables have a value of zero, then the value of the Career Decision-Making Self-Efficacy variable (Y) is 22.109. (2) The regression coefficient for the family support variable (X1) is 0.276, stating that each increase of one unit in variable X1 will cause an increase in career decision-making self-efficacy of 0.276, assuming the quality of school life variable (X2) is constant. (3) The regression coefficient for the quality of school life variable (X2) is 0.210, stating that each increase of one unit in variable X2 will cause an increase in career decision-making self-efficacy of 0.210, assuming the family support variable (X1) is constant.

## Discussion

The first test result of this research indicates that family support is related to career decision-making self-efficacy. Therefore, the first hypothesis is accepted, which states that there is a relationship between family support and self-efficacy in career decision-making among class XII OTK students at SMKN 03 Surakarta. This can be observed through the SPSS version 20 data processing results, where the t-test result shows a value of  $3.583 > 1.990$  and a significance of  $0.002 < 0.05$ , meaning the t-value is larger than the t-table. Thus, in this study, the quality of school life variable has a positive relationship with career decision-making self-efficacy. Based on these results, the hypothesis in this study is accepted, indicating a significant positive relationship between quality of school life and career decision-making self-efficacy.

This is supported by research from Febriana et al. (2021), which states that there is a significant positive relationship between family social support and career decision-making self-efficacy among class XI students at SMA Negeri 1 Sayung Demak. The higher the family support received, the higher the career decision-making self-efficacy.

The second finding of this research is that quality of school life is related to career decision-making self-efficacy. This can be observed through the SPSS version 20 data processing results, where the t-test result shows a value of  $3.583 > 1.990$ , meaning the t-value is larger than the t-table. Thus, in this study, the quality of school life variable has a positive relationship with career decision-making self-efficacy. Based on these results, the hypothesis in this study is accepted, indicating a significant positive relationship between quality of school life and career decision-making self-efficacy.

This is supported by research from Salwani et al. (2022), which states that there is a significant positive relationship between quality of school life and career decision-making self-efficacy among final-year students.

The third finding of this research shows a positive and significant simultaneous effect of the family support and quality of school life variables on career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the F-value being larger than the F-table

(19.354 > 3.11) with a significance value of  $0.000 < 0.05$ . It can thus be interpreted that  $H_0$  is rejected and  $H_3$  in this study is accepted, meaning that family support and quality of school life are simultaneously related to career decision-making self-efficacy among class XII OTKP students at SMKN3 Surakarta. This means that the higher the family support and quality of school life received, the higher the career decision-making self-efficacy possessed by students. This result aligns with research by Ashudi et al. (2022), which shows a simultaneous effect between family support and quality of school life variables on career decision-making. Their research indicates a positive relationship between the independent variables and the dependent variable, suggesting that when family support and quality of school life are high, career decision-making will also be high, and vice versa.

## Conclusion

Based on the research results, it can be concluded that: (1) There is a positive and significant relationship between family support and career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the t-value being larger than the t-table ( $3.276 > 1.990$ ) with a significance value of ( $0.002 < 0.05$ ). Based on these results, it can be stated that the hypothesis in this study is accepted. The higher the family support received by students, the higher their career decision-making self-efficacy will increase. (2) There is a positive and significant relationship between quality of school life and career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the t-value being larger than the t-table ( $3.583 > 1.990$ ) with a significance value of ( $0.001 < 0.05$ ). Based on these results, it can be stated that the hypothesis in this study is accepted. The higher the quality of school life possessed by students, the better their career decision-making self-efficacy will be. (3) There is a positive and significant relationship between family support and quality of school life collectively with career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the results of multiple regression testing with the F-value larger than the F-table ( $19.354 > 3.11$ ) with a significance value of ( $0.000 < 0.05$ ). There are several limitations in this study that have caused disruptions and deficiencies in the research results. These limitations include the limited literature from previous research results that the researchers were able to obtain, resulting in weaknesses in both the results and analysis of this study. Additionally, limitations in time, costs, and human resources have made this research less than optimal.

## References

- Ashudi, A. M., Aryani, F., Fatmawati, & Taufik, A. (2022). Pengaruh dukungan keluarga dan quality of school life terhadap pengambilan keputusan karier siswa kelas XII di sekolah menengah atas. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 2(7), 673–685. <https://doi.org/10.17977/um065y2i72022p673-685>
- Dorothy, G. P., Fariz, M., & Rias, M. A. (2018). Persepsi siswa terhadap quality of school life pada sekolah yang pernah mengalami kondisi rusak fisik (Studi kasus pada SDN X di Jakarta). *Provita: Jurnal Psikologi Pendidikan*, 11(1), 84–104. <https://doi.org/10.24912/provita.v11i1.1866>
- Edith, M., Chen, T., & Woodfield, M. (2003, May). *Influences of selected demographic variables on the career decision-making self-efficacy of college seniors*.
- Eres, F., Gökmenoğlu, T., & Bulut Şahin, B. (2017). Middle school students' perceptions of the quality of school life in Ankara. *Journal of Education and Learning*, 6(1), 175–184. <https://doi.org/10.5539/jel.v6n1p175>
- Febriana, L. Z., Abbas, E. W., & Noor, F. (2021). Efikasi diri pengambilan keputusan karir pada siswa kelas XI SMA Negeri 1 Sayung Demak. *Jurnal Pendidikan dan Pembelajaran*, 10(6), 390–396.
- Febriani, N., Widodo, P. B., & Kristiana, I. F. (2013). Hubungan antara kualitas kehidupan sekolah dengan kedisiplinan siswa kelas berpindah pada kelas XII SMAN 3 Semarang. *Jurnal Psikologi*, 12(2), 152–163. <https://doi.org/10.14710/jpu.12.2.152-163>
- Istifarani, F. (2016). *Pengaruh dukungan keluarga terhadap pengambilan keputusan karir siswa kelas X di SMK Negeri 1 Depok* (pp. 1–11).

- Nelson, L. J. (2021). The theory of emerging adulthood 20 years later: A look at where it has taken us, what we know now, and where we need to go. *Emerging Adulthood*, 9(3), 179–188.  
<https://doi.org/10.1177/2167696820950884>
- Salwani, A., Adawiah, R., & Angraeni, R. (2022). The relationship between family social support and self-efficacy in career decision-making of final year university students. *Journal of Educational Psychology and Counseling*, 5(1), 25–36.
- Solikhati, N., Suharso, & Awalya. (2021). Hubungan antara dukungan keluarga dengan kemampuan pengambilan keputusan karir pada siswa. *Indonesia Journal of Guidance and Counseling Theory and Application*, 10(1), 64–71. <http://journal.unnes.ac.id/sju/index.php/jbk>

## The impact of motivation and work environment on job satisfaction at PT. Adhi Karya

Adinda Khansa Khairunnisa\*, Tri Murwaningsih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: [din.dindakhnz@gmail.com](mailto:din.dindakhnz@gmail.com)

### Abstrak

*Penelitian ini bertujuan untuk: (1) mengetahui pengaruh motivasi kerja terhadap kepuasan kerja karyawan PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1, (2) mengetahui pengaruh lingkungan kerja terhadap kepuasan kerja karyawan PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1, (3) mengetahui secara bersama-sama pengaruh motivasi kerja dan lingkungan kerja terhadap kepuasan kerja di PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1. Penelitian ini menggunakan metode kuantitatif dengan pendekatan analisis deskriptif. Teknik sampel menggunakan teknik simple random sampling. Pengumpulan data dilakukan melalui distributor kuesioner penelitian. Hasil penelitian menunjukkan bahwa: (1) motivasi kerja memiliki pengaruh positif dan signifikan terhadap kepuasan kerja karyawan PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1 yang terbukti dengan nilai  $t_{hitung} > t_{tabel}$  ( $2,108 > 1,99$ ) dan nilai signifikansi  $0,039 < 0,05$ , (2) lingkungan kerja memiliki pengaruh positif dan signifikan terhadap kepuasan kerja karyawan PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1 yang terbukti dengan nilai  $t_{hitung} > t_{tabel}$  ( $2,757 > 1,99$ ) dan nilai signifikansi  $0,007 < 0,05$ , (3) Ditemukan bahwa adanya pengaruh positif dan signifikan dari kombinasi motivasi kerja dan lingkungan kerja terhadap kepuasan kerja karyawan PT. Adhi Karya (Persero) Tbk. Proyek Tol Probawangi Paket 1, yang dapat terlihat dari nilai  $F_{hitung} > F_{tabel}$  ( $6,898 > 3,12$ ).*

*Kata kunci: perilaku organisasi; kesejahteraan karyawan; manajemen perusahaan; psikologi tempat kerja; pengembangan sumber daya manusia*

### Abstract

This research aims to: (1) determine the influence of work motivation on job satisfaction among employees of PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1, (2) investigate the impact of work environment on job satisfaction among employees of PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1, and (3) assess the combined effect of work motivation and work environment on job satisfaction at PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1. The study utilizes a quantitative method

---

\* Corresponding author

**Citation in APA style:** Khairunnisa, A.K., & Murwaningsih, T. (2025). The impact of motivation and work environment on job satisfaction at PT. Adhi Karya. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 213-219. <https://dx.doi.org/10.20961/jikap.v9i2.90871>



with a descriptive analysis approach. Simple random sampling is employed for sample selection. Data collection is conducted through distribution of research questionnaires. The research findings indicate that: (1) work motivation has a positive and significant influence on job satisfaction among employees of PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1, evidenced by  $t\text{-value} > t\text{-table}$  ( $2.108 > 1.99$ ) and significance level  $0.039 < 0.05$ , (2) work environment has a positive and significant influence on job satisfaction among employees of PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1, evidenced by  $t\text{-value} > t\text{-table}$  ( $2.757 > 1.99$ ) and significance level  $0.007 < 0.05$ , and (3) it is found that there is a positive and significant impact from the combination of work motivation and work environment on job satisfaction among employees of PT. Adhi Karya (Persero) Tbk., Tol Probawangi Project Package 1, as indicated by  $F\text{-value} > F\text{-table}$  ( $6.898 > 3.12$ ).

*Keywords:* organizational behavior; employee well-being; corporate management; workplace psychology; human resource development

Received November 05, 2024; Revised November 20, 2024; Accepted February 14, 2025;  
Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.90871>

## Introduction

Human resources constitute a crucial element within a company. Although the number of employees is not the primary measure of organizational success, the company's vision and mission remain important guidelines. The main focus should be on employee job satisfaction, which is reflected not only in the execution of their tasks but also in compliance with company norms, interaction among employees, management, and the work environment. This job satisfaction becomes the primary driver in increasing employee productivity and efficiency, which in turn contributes to the overall success of the organization (Bhastary, 2020, p. 161). Desnirita (2018) states that employee job satisfaction has the potential to influence positive behavior in the workplace, including productivity, discipline, innovation, and adaptability. Therefore, job satisfaction is not only related to how employees act in achieving goals but also in various other aspects of their behavior in the work environment. Several factors are believed to influence employee job satisfaction, in this case, work motivation and a conducive work environment.

According to Sardina and Abdurrahman (2020), factors affecting employee job satisfaction include work motivation, which encompasses all forms of activities that motivate individuals to perform their work, balanced with the understanding of these individuals. To achieve a better organization, it is important to have motivation from both internal and external sources. Internal motivation stems from an individual's heart, mind, and personal desires. Meanwhile, external motivation emerges from encouragement that comes from outside, such as from other people or organizations. A high level of motivation in employees positively impacts their performance and job satisfaction (Likdanawati et al., 2022).

Another factor suspected to influence employee job satisfaction is the surrounding work environment. Mubaroq et al. (2021) state that "the work environment comprises everything around employees and influences their work." Employees who feel uncomfortable, undervalued, and unable to develop their potential in their work tend to lose focus on their tasks. The work environment is divided into two categories: physical work environment and non-physical work environment. Careful attention to motivation and work environment conditions is very important in the organizational context. Issues that arise within organizations are often caused by a lack of motivation and attention to the work environment, which can disrupt the implementation of employee tasks and obligations and reduce their satisfaction levels. This indicates that these factors have a significant impact on employee job satisfaction in the workplace.

Based on previous research regarding work motivation, work environment, and job satisfaction, a study by Gautama and Marchyta (2022) shows that work motivation has a positive and significant

influence on job satisfaction. Other findings by Usmeila (2023) indicate that both work motivation and work environment partially influence job satisfaction. Conversely, research by H. Heni et al. (2022) concludes that work motivation does not affect job satisfaction. The diversity of these findings encourages researchers to develop further research in this field. Based on observations, the researcher found that some employees at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1 experienced low work motivation and poor discipline. Some employees have resigned in the last two months due to more attractive job offers, while others lack discipline in arrival times at the office. This appears to be related to the low level of job satisfaction experienced by employees. Additionally, communication that has not been well established results in reluctance to interact, affecting the lack of a sense of togetherness and mutual support in completing work, as well as a lack of comfort in the work environment. Unsuitable room conditions also affect less than optimal office arrangement, such as the use of space and empty filing cabinets with documents scattered on work desks. Moreover, the absence of partitions between superiors and subordinates, except for leaders who have their own rooms, is also a concern in this condition. From the problems that have been described, there are several research questions: (1) Is there an influence of work motivation on employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project?; (2) Is there an influence of the work environment on employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project?; (3) Is there a combined influence of work motivation and work environment on employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project?

## **Research Method**

This type of research is quantitative research used to examine specific populations or samples by collecting data through research instruments. The population used in this study consists of all employees of PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1, totaling 105 employees. Thirty of these employees were sampled using the simple random sampling technique.

The initial stage of the research was conducted by preparing a questionnaire instrument containing written statements using the Likert scale method with scores 1-4, which were then validated using validity and reliability tests. Data analysis was performed using SPSS software version 25. Prerequisite tests consisted of linearity tests, normality tests, heteroscedasticity tests, and multicollinearity tests. This was followed by hypothesis testing consisting of t-tests, F-tests, multiple linear regression analysis, and determination coefficient tests.

## **Results and Discussion**

### **Job Satisfaction**

Kuspini (2020) states that employee job satisfaction is viewed from the evaluation of several influencing factors, where the level of job satisfaction depends on the extent to which employee needs are met. Feelings related to job satisfaction and dissatisfaction tend to reflect the interest of workers about work experiences at the present time and past rather than expectations for the future. Therefore, these feelings mirror the attitudes and behaviors of employees at work.

Job satisfaction is a personal matter for each individual, where everyone has a unique level of satisfaction that is not always aligned with general standards. Through achieving this job satisfaction, employees are expected to provide optimal performance to achieve company goals (Subastian, 2022). An employee is said to be satisfied and pleased with their work when they are able to handle their tasks and responsibilities well. According to Robbins (2015), there are indicators of job satisfaction, including: 1) The work itself, 2) Salary or wages, 3) Colleagues, and 4) Supervision.

### **Work Motivation**

Darmawan (2016) suggests that motivation arises from individual thoughts that are interested in their work. This thinking enables individuals to feel comfortable and approach things that provide benefits, so they can carry out work that benefits themselves. Motivation can be considered a factor that provides encouragement or stimulation to perform certain actions. Employees have goals they want to

achieve when carrying out work. Therefore, the higher the employee's motivation, the higher the level of job satisfaction they feel.

According to Sulistiani and Syahrinullah (2023), there are two groups of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the drive to act based on internal desires without the need for external rewards or incentives. Individuals with intrinsic motivation do not depend on external encouragement or energy. Meanwhile, extrinsic motivation is a type of motivation that drives behavior using external incentives such as money, rewards, appreciation, values, fame, and the like.

The indicators of work motivation according to Abraham Maslow in Adelliani et al. (2023, pp. 63-64) include: 1) Physiological needs in the form of basic salary to meet needs in continuing normal life, 2) Security needs covering social insurance, labor, health and accident insurance, 3) Social needs, which are the needs to interact with others, 4) Need for respect, the need for appreciation and recognition, 5) Self-actualization, including the drive for self with maximizing skills and competencies possessed.

### Work Environment

Usmeila (2023) states that the work environment is a crucial component in companies for employees to carry out their work. Essentially, the work environment encompasses physical and emotional aspects around the workplace that can increase employee productivity and job satisfaction. A supportive and suitable work environment plays a very important role in influencing satisfaction when employees perform their tasks optimally.

The work environment can also be understood as the place where employees carry out their tasks, which includes conditions such as humidity, lighting, cleanliness, and facilities related to work in the company. This directly impacts the increase or decrease in employee job satisfaction. The work environment in a company is an important factor in creating employee performance and satisfaction. The work environment serves as a facility that directly influences employees' ability to perform work activities optimally, which ultimately benefits the company. Conversely, an inadequate work environment can reduce performance and diminish employee motivation (Sunarsi et al., 2020).

Sedarmayanti (2011) states that there are indicators of the work environment, including: 1) Lighting in the workplace, 2) Air circulation in the workplace, 3) Noise in the workplace, 4) Unpleasant odors in the workplace, 5) Security in the workplace, 6) Smooth communication.

### Research Results

The data collection used in this research was in the form of questionnaire data that had undergone validity and reliability tests. The research location was PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1. The tryout questionnaire instrument consisted of 18 statement items that had valid results for the work motivation variable, 16 statement items, and 2 invalid statement items for the work environment variable. Then there were 19 statement items and 6 invalid statement items for the employee job satisfaction variable. From the validity test results that had invalid results from the tryout conducted by the researcher, these items were not used because they were already represented by other statement items on the same indicator.

The next stage Table 1 was calculating the prerequisite analysis test using the normality test with the One Sample Kolmogorov-Smirnov method, with the criteria that a Significant value greater than 0.05 indicates normally distributed research data.

**Table 1**  
*Normality Test Results*

| Number of respondents | <i>Asymp. Sig. (2-tailed)</i> | Description |
|-----------------------|-------------------------------|-------------|
| 75                    | 0.200                         | Normal      |

Based on the hypothesis testing results in Table 2, the t-test results for H1 and H2 are accepted, meaning that there is an influence of variables X1 and X2 on Y. The work motivation variable shows a result of  $0.039 < 0.05$ , with the t-calculated value  $>$  t-table value at  $2.108 > 1.99$ . Additionally, the work

environment variable shows a result of  $0.007 < 0.05$ , with the t-calculated value  $>$  t-table value at  $2.757 > 1.99$ .

**Table 2**  
*T-test Results*

| Model            | t     | Sig. |
|------------------|-------|------|
| (Constant)       | -.002 | .999 |
| Work Motivation  | 2.108 | .039 |
| Work Environment | 2.757 | .007 |

**Table 3**  
*F-test Results*

| Model      | Sum of Squares | df | Mean Square | F     | Sig. |
|------------|----------------|----|-------------|-------|------|
| Regression | 65.279         | 2  | 32.640      | 6.898 | .002 |
| Residual   | 340.668        | 72 | 4.731       |       |      |
| Total      | 405.947        | 74 |             |       |      |

Based on Table 3 above, it can be seen that the value in the Sig. column is 0.002, which is  $< 0.05$ , so  $H_a$  is accepted and  $H_0$  is rejected, meaning there is an influence between the work motivation and work environment variables on employee job satisfaction. Thus,  $H_3$ , the influence of work motivation and work environment on employee job satisfaction, is proven. So, it can be concluded that in this research, employee job satisfaction is positively influenced by work motivation and work environment.

## Discussion

Based on the data analysis conducted by the researcher, the results show that there is a relationship between work motivation ( $X_1$ ) and work environment ( $X_2$ ) on job satisfaction ( $Y$ ) of employees at PT. Adhi Karya (Persero) Tbk. Probowangi Toll Project Package 1. The research results can be explained as follows:

Regarding the Influence of Work Motivation on Employee Job Satisfaction at PT. Adhi Karya (Persero) Tbk. Probowangi Toll Project Package 1, it can be concluded that work motivation has a significant influence on job satisfaction at PT. Adhi Karya Probowangi Toll Project. The t-test results on the work motivation variable show a significance value of  $0.039 < 0.05$ , with t-value  $>$  t-table ( $2.108 > 1.99$ ), which indicates rejection of  $H_0$  and acceptance of  $H_1$ , namely that work motivation influences employee job satisfaction. Increasing work motivation can enhance employee job satisfaction, ensuring that employees feel valued and able to meet their needs, as well as increasing productivity. Sarwar and Abugre (2013) note that high work motivation can improve employee performance and job satisfaction. This suggests that every employee has motivation that plays an important role in efforts to achieve their work goals. Companies must also meet employee needs in terms of service and management evaluation of work performance, as well as promote fairness in the work environment to encourage employee motivation. This finding is in line with previous research by Sardina and Abdurrahman (2020), Gautama and Marchyta (2022), and Darmawan (2016), which shows that work motivation influences job satisfaction. Thus, increasing work motivation can enhance overall job satisfaction.

Based on the analysis results on the Influence of Work Environment on Employee Job Satisfaction at PT. Adhi Karya (Persero) Tbk. Probowangi Toll Project Package 1, the work environment variable shows a significance result of  $0.007 < 0.05$ , with a t-value (2.757) greater than t-table (1.99). This results in the rejection of  $H_0$  and acceptance of  $H_2$ , showing the influence of a well-managed work environment on increasing employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probowangi Toll Project. The work environment encompasses everything around the workplace, including equipment, working conditions, and other facilities inside the office building. In general, the work environment is a combination of physical and emotional aspects that can increase employee productivity and job satisfaction. This finding is consistent with the results of previous research conducted by Junaidi (2021), A. M. Heni et al. (2023), and Mubaroq et al. (2021), which also shows that the work environment influences employee job satisfaction.

Based on the hypothesis test results on the Influence of Work Motivation and Work Environment on Employee Job Satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1 with an F-value of 6.898 exceeding the F-table value (3.12),  $H_0$  is rejected and  $H_a$  is accepted. This indicates that work motivation and work environment together have a positive and significant influence on employee job satisfaction. Employees with high motivation tend to be more dedicated to completing their work, thus achieving optimal job satisfaction levels. Additionally, good management of the work environment also supports smooth task completion and helps employees achieve maximum job satisfaction.

## Conclusion

Based on the research results regarding the influence of work motivation and work environment on employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1, it can be concluded that there is a positive and significant combined influence of work motivation and work environment on employee job satisfaction at PT. Adhi Karya (Persero) Tbk. Probawangi Toll Project Package 1 (F-value 6.898 > F-table 3.12). The multiple linear regression analysis results in this research show that the determination represented by R Square is 0.161 or 16.1%. This means that 16.1% of the research represents the independent variables. In this research, the job satisfaction variable is influenced by the independent variables of work motivation and work environment.

## Daftar Pustaka

- Adelliani, F. P., Fatimah, N., Sari, A. K., Suwangsih, I., & Zargar, N. A. (2023). The influence of work environment, work discipline, and work motivation on work productivity. *Asian Journal of Entrepreneurship and Family Business*, 7(1), 59-71.
- Darmawan, D. (2016). Peranan motivasi kerja, komitmen organisasi dan budaya organisasi terhadap kepuasan kerja. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(3), 99-110.
- Desnirita. (2018). Lingkungan kerja, budaya kerja, dan kepemimpinan, pengaruhnya terhadap kepuasan kerja. *Jurnal Manajemen dan Perbankan*, 5(3), 56-67.
- Gautama, C., & Marchyta, N. (2022). Pengaruh motivasi kerja terhadap kepuasan kerja melalui kesesuaian kompensasi pada CV. Opto Elektronik di kota Makassar. *Agora*, 10(2), 115-127.
- Heni, A. M., Iriani, A., & Ismanto, B. (2023). The effectiveness of neuroscience to improve teacher pedagogic competence: Systematic literature review. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 198-209. <https://doi.org/10.23887/jpi-undiksha.v12i2.61438>
- Heni, H., Arifin, M. T., & Djonu, H. A. (2022). Pengaruh motivasi kerja dan lingkungan kerja terhadap kepuasan kerja karyawan di kantor desa waturan waigate kabupaten sikka. *Jurnal Nasional Holistic Science*, 2(1), 45-58.
- Junaedi, J. (2021). Pengaruh lingkungan kerja dan kompetensi terhadap kepuasan kerja dan kinerja pegawai. *Jurnal Ilmu Hukum Humaiora dan Politik*, 1(4), 78-90. <https://doi.org/10.38035/jihhp.v1i4>
- Likdanawati, Yanita, Hamdiah, Ilham, R.N., & Sinta, I. (2022). Effect of organizational commitment, work, motivation and leadership style on employee performance of PT. Aceh Distribusi Indo Raya. *International Journal of Social Science*, 5(3), 374-382.
- Mubarok, S. I., Abidin, Z., & Hermanto, H. (2021). Pengaruh lingkungan kerja dan kompensasi terhadap kepuasan kerja PT. Narmada Awet Muda. *Unram Management Review*, 1(1), 42-50. <https://doi.org/10.29303/ju.v1i1.39>
- Robbins, S. (2015). *Perilaku organisasi*. Salemba Empat.
- Sardina, A., & Abdurrahman, D. (2020). Pengaruh disiplin kerja dan motivasi kerja terhadap kepuasan kerja karyawan. *Prosiding Manajemen*, 6(2), 995-1001. <https://doi.org/10.29313/v6i2.24277>
- Sarwar, S., & Abugre, J. (2013). The influence of rewards and job satisfaction on employees in the service industry. *The Business & Management Review*, 3(2), 22-32.
- Sedarmayanti. (2011). *Tata kerja dan produktivitas kerja*. CV Mandar Maju.
- Subastian, B.F. (2022). Pengaruh disiplin kerja dalam memediasi hubungan lingkungan terhadap kepuasan kerja. *Jurnal Manajemen Sumber Daya Manusia*, 3(2), 78-90.

- Sulistiani, I., & Syahrinullah. (2023). Pengaruh pemberian insentif dan motivasi kerja terhadap peningkatan produktivitas kerja pada perusahaan ekspedisi J&T sampit. *Jurnal Ilmiah Ilmu Manajemen*, 2(1), 211-224.
- Sunarsi, D., Wijoyo, H., Prasada, D., & Andi, D. (2020). Pengaruh lingkungan kerja terhadap kinerja karyawan pada PT. Mentari Persada di Jakarta. *Seminar Nasional Manajemen*, 1(1), 117-126.
- Usmeila, E. (2023). Pengaruh disiplin, motivasi dan lingkungan kerja terhadap produktivitas karyawan PT Telexindo Bizmart. *Jurnal Manajemen dan Bisnis*, 4(2), 1-12.



**UNS**  
UNIVERSITAS  
SEBELAS MARET



**PROGRAM STUDI PENDIDIKAN ADMINISTRASI PERKANTORAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS SEBELAS MARET SURAKARTA**  
Jl. Ir. Sutami 36 A Kentingan, Jebres, Surakarta 57126  
Telp/Fax. (0271) 669124, Email: [pap@fkip.uns.ac.id](mailto:pap@fkip.uns.ac.id)  
[www.adp.fkip.uns.ac.id](http://www.adp.fkip.uns.ac.id)