



THE INFLUENCE OF SELF-EFFICACY AND TIME MANAGEMENT ON THE WORK READINESS OF STUDENTS IN THE OFFICE ADMINISTRATION EDUCATION PROGRAM CLASS OF 2022

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ABSTRACT

The purpose of this study is to determine the influence of self-efficacy and time management on the work readiness of students in the Office Administration Education Program, Class of 2022. The population in this study consists of all students in the Office Administration Education Study Program, Class of 2022. The sampling technique used in this study was total sampling, comprising 64 students. To collect data, the researcher used a questionnaire. The data analysis techniques used were multiple linear regression analysis, partial hypothesis testing (t-test), simultaneous hypothesis testing (F-test), and the coefficient of determination test (R^2). The results of the study indicate that Self-Efficacy has a positive and significant effect on Work Readiness with a t-value of 7,041 and a significance level of 0,000. Time Management also has a positive and significant effect on Work Readiness with a t-value of 4,155 and a significance level of 0,000. Simultaneously, Self-Efficacy and Time Management have a positive and significant effect on Work Readiness with an F-value of 62,909 and a significance level of 0,000. The coefficient of determination (R^2) value of 0,673 indicates that 67,3% of the variation in work readiness can be explained by self-efficacy and time management, while 32,7% is influenced by factors outside the scope of this study.

1. INTRODUCTION

In the era of globalization, human resources (HR) defined as a workforce possessing superior competencies, high competitiveness, and adequate expertise are in high demand in the job market. As job qualification requirements continue to rise year after year, there is a growing need for high-quality human resources who possess solid knowledge and skills across various fields and are capable of competing in a global context. Students constitute one of the groups in society classified as prospective members of the workforce due to their affiliation with higher education institutions. The number of college graduates continues to rise annually however, the unemployment rate among the educated in Indonesia remains relatively high after they complete their higher education (Puspitasari and Fadhli, 2024:119).

The increasingly fierce competition in the job market requires individuals to possess exceptional potential in order to adapt to the developments and changes of the times in all aspects of life, particularly in the workplace. These developments and changes demand high-quality human resources, hereinafter referred to as HR. Therefore, today's students are being thoroughly prepared to become HR capable of facing global competition. Students currently in college are expected to complete their studies promptly and then be ready to enter the workforce (Astuti et al., 2023:391).

Work readiness refers to a student's ability to immediately enter the workforce after graduation without requiring a long adjustment period in the workplace, supported by physical and mental maturity as well as learning experiences tailored to the needs of the workforce (Setiarini et al., 2022:197). Meanwhile, (Rosmayani et al., 2024:916) Work readiness refers to an individual's overall condition including physical and mental maturity and experience as well as their ability and willingness to perform specific tasks or jobs. One internal factor that influences work readiness is self-efficacy. Individuals with high levels of self-efficacy tend to be better prepared to face various challenges in the workplace, as they demonstrate greater confidence in making career decisions and in achieving their set goals (Anggraini et al., 2025:4). In line with research (Fajri and Satwika, 2025:367), students with high levels of self-efficacy

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tend to demonstrate greater readiness to enter the workforce, in terms of mental and emotional preparedness as well as practical skills. In addition to self-efficacy, time management also plays a role in shaping students' work readiness. Time management is a crucial skill in the context of students' work readiness. The ability to efficiently manage time and allocate it to various tasks and projects in a work environment will enhance their productivity and performance (Chairunissa et al., 2024:6).

However, the reality is that students' readiness for the workforce is still not optimal. The results of a preliminary study conducted on students in the Office Administration Education Program, Class of 2022, indicate that the majority of students are not yet fully prepared to enter the workforce, particularly regarding decision-making, understanding professional responsibilities, and the ability to connect academic experiences with job requirements. This situation highlights a gap between the demands of the workplace and the students' current work readiness. This situation highlights a gap between the expectations of the higher education sector which demands that graduates possess strong work readiness and the reality on the ground, which shows that students are still not fully prepared to enter the workforce, particularly in terms of decision-making, understanding professional responsibilities, and the ability to connect their academic experiences with job requirements. Therefore, further research is needed to examine the factors that can influence students' work readiness, particularly those related to internal aspects such as self-efficacy and time management, so as to provide a more comprehensive picture in efforts to improve students' work readiness before they enter the workforce.

It is clear that students' work readiness is influenced not only by academic knowledge but also by internal factors inherent to the students themselves, such as self-efficacy and time management skills. Self-efficacy plays a crucial role in shaping students' confidence in their ability to meet the demands of the workplace, while time management serves as a supporting factor in enhancing discipline, responsibility, and effectiveness in completing various tasks and obligations. Thus, these two factors are believed to make a significant contribution to improving students' work readiness. Based on a review of previous studies, most research has examined the effects of self-efficacy and time management separately on work readiness and other variables. This indicates that there is still a limited number of studies examining both variables simultaneously in explaining students' work readiness, particularly within the context of students in the Office Administration Education Program. In line with this, and supported by preliminary findings indicating that students' work readiness remains suboptimal, the researcher felt it necessary to conduct further research to examine the influence of self-efficacy and time management on students' work readiness. Therefore, this study was conducted to analyze the influence of self-efficacy and time management on the work readiness of students in the Office Administration Education Study Program Class of 2022.

Self-Efficacy

Self-efficacy is defined as an individual's belief in their ability to organize and carry out the actions necessary to achieve specific outcomes (Bandura, 1995:2). This belief influences how individuals make choices, set goals, and face challenges in life, including in academic and professional contexts. In line with this theory, (Saruksuk and Hasibuan, 2025:513) state that self-efficacy is an individual's belief in their ability to achieve success in the tasks or responsibilities they face. The more frequently a person engages in self-evaluation and perceives their own capabilities positively, the higher their self-efficacy. Generally, self-efficacy encompasses an individual's belief that a particular behavior or action can be performed with ease or difficulty, depending on their experiences and the obstacles they face.

Time Management

Time management is the skill of planning activities, scheduling, organizing, and allocating time so that it is used effectively, while addressing key aspects such as goal-setting, prioritizing, scheduling, being decisive, avoiding procrastination, minimizing wasted time, and maintaining control over time. Time management can also be defined as the act of planning when making a decision regarding whether to postpone or proceed. Thus, the decision made can have a positive impact on the individual themselves. Therefore, time management greatly assists every person or individual in achieving their planned goals, thereby instilling confidence in improving their personal development (Zebua and Santosa, 2023:2065).

Time management is the skill of planning activities, scheduling, organizing, and allocating time to use it more effectively. It encompasses several key aspects, such as goal setting, prioritization, scheduling, being decisive, avoiding procrastination, minimizing wasted time, and managing time (Febrian et al., 2025:298).

Work Readiness

Work readiness refers to a person's physical and mental maturity, as well as their learning experience, which are well-suited to performing a job they have chosen. Work readiness is a key factor that must be considered (Muspawi and Lestari, 2020:113). Meanwhile, according to (Khotimah dan Wiyono, 2022:127), work readiness refers to a person's overall condition including physical and mental maturity and experience that demonstrates a sense of harmony and is complemented by their skills and behavior, thereby enabling the individual to perform specific work-related tasks.

Framework

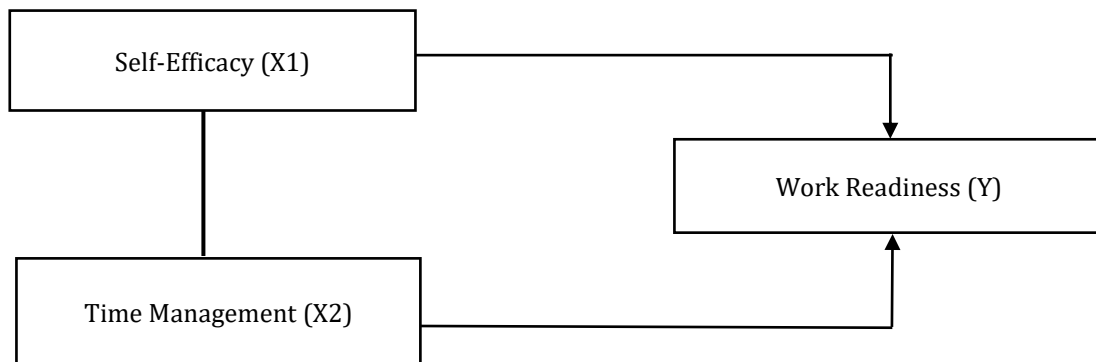


Figure 1. Conceptual Framework

Hypothesis

- Self-efficacy has an influence on the work readiness of students in the Office Administration Education Program class of 2022.
- Time management has an influence on the work readiness of students in the Office Administration Education Program class of 2022.
- Self-efficacy and time management have an influence on the work readiness of students in the Office Administration Education Program class of 2022.

2. METHODS

Type of Research

This study employs an ex post facto research design. The author uses an ex post facto study to examine events that have already occurred by tracing the factors believed to have caused them, without applying any treatments or manipulating the variables.

Population and Sample

The population of this study consists of all students enrolled in the Office Administration Education Program at the Faculty of Economics and Business, class of 2022. In this study, the researcher employed total sampling, which includes all 64 students enrolled in the Office Administration Education Program, class of 2022, at the Faculty of Economics and Business, University of North Sumatra. The use of total sampling was justified by the relatively small population size and the fact that all members of the population were accessible to the researcher.

Data Collection and Analysis Techniques

The author used a questionnaire to collect data for this study. In this study, each item in the questionnaire was measured using a Likert scale. This scale was used to determine respondents' attitudes or responses toward a specific phenomenon. Respondents' answers were categorized into four options: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). This model consists of two independent variables and one dependent variable. The independent variables include Self-Efficacy and Time Management, while the dependent variable is Work Readiness. The Self-Efficacy variable is measured based on the indicators of Confidence in Completing Tasks, Motivation, Perseverance, Risk-Taking Ability, Creativity, and Performance. The Time Management variable is measured based on the indicators of Time Planning, Prioritization, Time Control, and Time Evaluation. The Work Readiness variable is measured based on Maturity Level, Past Experience, and Harmonious Mental and Emotional State.

Before conducting the study, validity and reliability tests were first performed. The validity test was conducted using the entire sample of respondents, with the testing criterion being that if the value $r > \text{table } r$ at $\alpha = 0.05$, the validity of the hypothesis based on the test was confirmed. Since this validity test used a table- r value of 0,361, the instrument can be declared valid. For the questionnaire's reliability test in this study, Cronbach's Alpha was used, with a reliability value $> 0,70$ indicating reliability. The validity and reliability tests were conducted on 30 respondents outside the study sample. The analysis techniques used were multiple linear regression analysis, partial hypothesis testing (t-test), simultaneous hypothesis testing (F-test), and the coefficient of determination (R^2) test. The tests were performed using SPSS software.

3. RESULTS AND DISCUSSION

Results

The results of this study were obtained from a multiple linear regression analysis to determine the influence of self-efficacy and time management on the work readiness of students in the Office Administration Education Program class of 2022. The results of the hypothesis testing are presented as follows.

Table 1. Results of the Partial Test (t-Test)

Variable	T _{value}	T _{table}	Sig	Description
Self-Efficacy (X ₁)	7,041	1,999	0,000	Significant
Time Management (X ₂)	4,155	1,999	0,000	Significant

Source: Data Analysis Results Using SPSS Version 25

Based on Table 1, the t-values for the Self-Efficacy and Time Management variables are both greater than the critical t-table, and their p-values are less than 0,05 therefore, both variables have a positive and significant effect on students' work readiness.

Table 2. Results of the Simultaneous Test (F-Test)

F _{value}	F _{table}	Sig	Description
62,909	3,145	0,000	Significant

Source: Data Analysis Results Using SPSS Version 25

Based on Table 2, the calculated F-value is greater than the critical F-table, with a significance level of less than 0,05 therefore, Self-Efficacy and Time Management simultaneously have a significant effect on students' Work Readiness..

Table 3. Results of the Coefficient of Determination (R^2) Test

R	R Square	Adjusted R Square
0,821 ^a	0,673	0,663

Source: Data Analysis Results Using SPSS Version 25

The R-squared value of 0,673 indicates that Self-Efficacy and Time Management account for 67, 3% of the variation in students' Work Readiness, while the remaining 32,7% is influenced by other variables outside the scope of this study.

Discussion

The Influence of Self-Efficacy on the Work Readiness of Students in the Office Administration Education Program Class of 2022

Based on the research findings, it was determined that the Self-Efficacy variable has a positive and significant effect on the work readiness of students in the Office Administration Education Study Program Class of 2022. This was demonstrated by the results of the partial test (t-test), which showed a calculated t-value of 7,041, greater than the critical t-table of 1,999 with a significance level of 0,000. This significance value is less than 0,05 ($0,000 < 0,05$), so H_0 is rejected and H_a is accepted. Thus, it can be concluded that Self-Efficacy has a positive and significant influence on students' work readiness. This means that the higher the students' Self-Efficacy, the higher their work readiness.

The results of this study indicate that students with high self-efficacy are better able to complete tasks, face challenges, make decisions, and adapt to the work environment. Self-efficacy also helps students build mental and emotional readiness before entering the workforce, enabling them to face the demands and competition of the professional world with greater confidence. More specifically, Self-Efficacy not only functions as an individual's belief but also influences self-regulation, motivation, and the ability to independently manage the learning process and decision-making ultimately fostering better Work Readiness.

This is consistent with Bandura's theory, which states that self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve a specific goal. This belief influences how individuals think, motivate themselves, and act in the workplace.

In addition, the findings of this study are also supported by research conducted by (Pratiwi et al., 2025) which states that Self-Efficacy has a positive and significant effect on students' Work Readiness. The study explains that the higher a student's Self-Efficacy, the higher their level of Work Readiness. Thus, it can be concluded that Self-Efficacy plays an important role in enhancing students' Work Readiness in 2022.

The Influence of Time Management on the Work Readiness of Students in the Office Administration Education Program Class of 2022

Based on the research findings, it was determined that the Time Management variable has a positive and significant effect on the Work Readiness of students in the Office Administration Education Study Program Class of 2022. This was demonstrated by the results of the partial test (t-test), which showed a calculated t-value of 4,155, greater than the critical t-table of 1,999 with a significance level of 0,000. This significance value is less than 0,05 ($0,000 < 0,05$), so H_0 is rejected and H_a is accepted. Thus, it can be concluded that Time Management has a positive and significant effect on students' Work Readiness. This means that the better students' Time Management is, the higher their level of Work Readiness will be. The results of this study indicate that students who are able to manage their time effectively tend to be more disciplined and organized. The ability to set priorities, create schedules, and make the most of their time will help students prepare for the workforce. In addition, effective time management can also boost students' productivity and readiness to meet the demands of the workplace.

Students with good time management skills are generally better able to balance their academic and organizational activities without neglecting their primary responsibilities as students. These skills foster a professional attitude, punctuality, and the ability to work toward goals all of which are essential for preparing to enter the workforce. Conversely, students who struggle with time management tend to fall behind on assignments and have difficulty coping with work-related stress. This is consistent with the theory that states that time management is an individual's ability to plan, organize, and use time effectively and efficiently to achieve specific goals. The findings of this study are supported by research conducted by (Nurhafifah et al., 2025) which states that time management has a positive and significant effect on students' work readiness. The study explains that students with good time management skills tend to have higher levels of work readiness. Thus, it can be concluded that time management plays an important role in improving the work readiness of students in the Office Administration Education Program Class of 2022.

The Influence of Self-Efficacy and Time Management on the Work Readiness of Students in the Office Administration Education Program Class of 2022

Based on the research findings, it was determined that the variables of Self-Efficacy and Time Management simultaneously have a positive and significant effect on the Work Readiness of students in the Office Administration Education Program, Class of 2022. This is evidenced by the results of the simultaneous test (F-test), which showed that the calculated F-value of 62,909 was greater than the critical F-table of 3,145, with a significance level of 0,000. This significance value is less than 0,05 ($0,000 < 0,05$), so H_0 is rejected and H_a is accepted. Thus, it can be concluded that Self-Efficacy and Time Management together have a positive and significant effect on the Work Readiness of students

In addition, the results of the coefficient of determination test showed an R-squared value of 0,673, or 67,3%. This indicates that the variables of Self-Efficacy and Time Management play a significant role in students' Work Readiness, accounting for 67,3%, while the remaining 32,7% is influenced by other factors outside the scope of this study.

The results of this study indicate that students' readiness for the workforce is influenced not only by their belief in their own abilities but also by their ability to manage their time effectively. Students who possess high self-efficacy and are supported by strong time management skills will be better prepared to enter the workforce because they are able to complete tasks, tackle challenges, make optimal use of their time, and demonstrate greater mental maturity.

These findings are consistent with research conducted by (Nurhafifah et al., 2025) which states that Self-Efficacy and Time Management simultaneously have a positive and significant effect on students' Work Readiness. The study indicates that students with high Self-Efficacy and good Time Management skills tend to have a higher level of Work Readiness. Thus, it can be concluded that Self-Efficacy and Time Management play a crucial role in enhancing the Work Readiness of students in the Office Administration Education Program class of 2022.

4. CONCLUSION

Based on the results of the research and discussion regarding the Influence of Self-Efficacy and Time Management on the Work Readiness of students in the Office Administration Education Study Program, Class of 2022, it can be concluded that Self-Efficacy has a positive and significant effect on students' Work Readiness this is supported by the t- value of 7,041, which is greater than the t-table value of 1,999. Additionally, Time Management also has a positive and significant effect on students' Work Readiness, as indicated by a calculated t-value of 4,155, which is greater than the critical t-table of 1,999. Simultaneously, Self-Efficacy and Time Management have a positive and significant effect on the Work Readiness of students in the Office Administration Education Program, Class of 2022. This is supported by the calculated F-value of 62,909, which is greater than the critical F-table of 3,145. This indicates that improvements in students' work readiness are determined not only by academic factors but also by Self-Efficacy and Time Management. Therefore, students need to enhance their Self-Efficacy by strengthening their confidence in their ability to face the challenges and demands of the workplace. Additionally, time management skills must also be continuously improved so that students become more disciplined, focused, and capable of effectively managing both academic and non-academic activities.

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