The Effect Of Job Interest and Future Orientation on The Work Readiness of Final Year Students with Self-Efficacy as Intervening

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ARTICLE INFO	ABSTRACT
	This study uses self-efficacy as an intervening variable to investigate how job interest and future orientation affect final-year students' work preparation. The increasingly complex and dynamic world of work demands high job readiness, especially during the transition from education to the workforce. Data indicates that higher education institutions remain the largest contributor to unemployment in Indonesia, highlighting the need to enhance students' job readiness. This study uses purposive sampling to select respondents from final-year students at the Faculty of Economics and Islamic Business (FEBI) of the State Islamic University Raden Mas Said Surakarta, with 283 respondents participating in data collection via a questionnaire, and data analysis was conducted using SEM-PLS 3. The results of the study reveal that Job interest and future direction have a substantial influence on the work preparedness of final-year students. Additionally, it was discovered that the relationship between work interest and future orientation on work readiness was mediated by self-efficacy. These results demonstrate the value of a clear future perspective and intense curiosity, supported by self-assurance, in preparing pupils for the workforce.

1. INTRODUCTION.

In Indonesia, every year there are graduates of undergraduate, diploma, and degree programmes who are ready to work, This is a result of pupils' limited abilities and the heavy demands of their labor. The world of work is increasingly complex and dynamic, which requires high work readiness. Being prepared for the workforce is crucial, particularly when making the

move from school to the workforce. (Damayantie & Kustini, 2022). The human resources (HR) problem is closely related to the labor problem since the quality of a company's human resources greatly influences the quality of its workforce. Therefore, it is important to produce high-quality human resources. Education is crucial to raising the caliber of human resources (HR). Qualified human resources, having abilities, knowledge, and skills tailored to development needs, are needed in this era of globalisation which is full of challenges and competition (Suyanto et al., 2019).

The way the workplace is now understood does not reflect reality. Current educational outputs cannot address many sectors of development that call for expert labor. A good education will produce superior human resources in every aspect of life, creating the next generation that is able to compete in technological and scientific advances (Jaya et al., 2023). The large number of unemployment in Indonesia, which shows that education is not sufficient to prepare labour for the world of work (Suyanto et al., 2019). According to Badan Pusat Statistik, Indonesia's open unemployment rate by educational attainment for 2019–2023 is as follows.

Table 1. Open unemployment rate by Education level in indonesian

Education Level	2019	2020	2021	2022	2023
Never attended school/not yet graduated & completed primary school	2,39	3,61	3,61	3,59	2,56
Junior High School	4,72	6,46	6,45	5,95	4,78
General High School	7,87	9,86	9,09	8,57	8,15
Vocational High School	10,36	13,55	11,13	9,42	9,31
Diploma I/II/III	5,95	8,08	5,87	4,59	4,79
University	5,64	7,35	5,98	4,8	5,18

Source: Badan Pusat Statistik, 2019-2023

Table 1, shows that the contribution of unemployment at the tertiary level reached 58.23%, College graduates are a combination of Diploma I / II / III and University, this shows the weakness and inability of universities to prepare their students to go into the workforce. Thirty current final-year students from the 2021 class of the Faculty of Economics and Islamic Business participated in the poll. The informants have filled out a questionnaire regarding student work readiness. The following are the survey results obtained by researchers after distributing questionnaires.

Table 2. Statements regarding student work readiness

No.	Statement	Percentage
1	Students are not ready to face the challenges that exist in the world of work after graduation	93,40%
2	Students are not ready to face changes in the labour market in the future.	83,30%
3	Students have not made a career plan	83,30%
4	Students have not designed a job interest plan for the future	93,30%

Source: Processed by Researchers

Table 2 indicates that 93.4% of FEBI final year 2021 active students are not prepared to enter the workforce following graduation. Students worry about obstacles in the workplace later on and shifts in the labor market. They also have not prepared career plans and future job interests. According to Andina et al., (2023) One of the most important components of education after graduation is the readiness of students to work or build their own jobs quickly. Work readiness is increasingly valued by employers and is considered an indication of graduates' potential for advancement and performance in the workplace (Caballero & Walker, 2010).

Work readiness is shaped by appropriate experience, physical and mental maturity levels, and maturity levels (Damayantie & Kustini, 2022). According to Cunha et al., (2023) work readiness is a certain state that includes the overall human condition, including physical, mental, and spiritual conditions, which enable it to be ready to face and respond to certain situations with certain conditions. Work readiness means being confident in oneself and being able to project one's confidence to clients and co-workers (Herbert et al., 2020).

Another factor that influences work readiness is job interest. Job interest is very important in determining the type of job that students will take after graduation. When people have a high interest in their work, they are more likely to be actively involved in it and associated activities, which typically boosts motivation and dedication to work preparation (Keijzer et al., 2022). attention arises because there is a match between the person and the object of attention. A person's desires, abilities, and talents will determine how much interest they have in an object (Jaya et al., 2023). A person's interest about work can determine how far they are involved in work and create special attention related to the feeling aspect (Andina et al., 2023). Anskaria Simfrosa Gohae (2020) stated that job interest is a feeling that students have when participating in academic activities to channel their interests.

Another factor that influences work readiness is future orientation (Tou, 2022). Future orientation according to Agusta (2014) is an effort to carry out current activities to achieve future goals and objectives in an ongoing, sustainable, and dynamic manner. If someone has a future orientation, they have anticipated things that might happen in the future. This makes orientation important for a person (Marliani, 2013). According to Praskova & Johnston (2021), Proactive professional behavior, job effort, career adaptability, and perceived employability are all associated with a positive outlook for the future. It significantly affects work readiness as well and career advancement.

Considering the findings of study (Andina et al., 2023; Suyanto et al., 2019) demonstrate how student work preparation is significantly impacted by career interest. Demonstrate how student work preparation is significantly impacted by career interest. Research results (Tabrani et al., 2020; Tou, 2022) said that Students' employment preparation is influenced by their future orientation, according to the statement. The results of the above studies indicate a research gap from job interest and future orientation to student work readiness. Therefore, this study uses intervening variables to boost the impact of future orientation and job interest on final-year students' work preparation. Self-efficacy serves as the study's intervening variable.

One of the perspectives on oneself that affects one's life is self-efficacy (Andina et al., 2023). Self-efficacy is an important component in work readiness, challenges such as workload, heavy academics, and inadequate knowledge of the professional system can prevent a person from being confident and ready for work (Malau-Aduli et al., 2022). A person's interest in their work is strongly influenced by their level of self-efficacy, according to studies on (Fida et al., 2022) that self-efficacy is critical to maintaining interest in work over time. High self-efficacy increases motivation and perseverance which leads to greater engagement and interest in work tasks (Alkhayyal & Bajaba, 2023). Higher self-efficacy tends to have a positive view of their future (Xie et al., 2024). A person's self-efficacy also influences their belief in their own talents, which can help them make more confident plans for the future and accomplish long-term objectives (Setiawan et al., 2022).

With self-efficacy acting as an intervening variable, researchers will investigate the impact of work interest and future orientation on the job preparedness of final-year students based on the issues and background that have been discussed. This study aims to determine the work readiness of FEBI final year students and open up student knowledge to be more confident in their work interests and future orientation and it is hoped that

The findings will assist final-year students in getting ready to enter the workforce following graduation.

2. LITERATURE REVIEW

Social Cognitive Career Theory

Albert Bandura's (1986) social cognitive theory served as the foundation for Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory (SCCT). When SCCT was first introduced, it was comprised of three interrelated models that concentrated on: 1. Developing interests; 2. Making decisions; and 3. Performance and tenacity in academic and professional field (Lent et al., 1994). This idea has since been expanded to encompass models of well-being and happiness in educational and professional settings (Lent & Brown, 2006) and 5. a career self-management model that tackles the various profession-related duties and obstacles that come up over the course of a person's life, including retirement planning, work-life balance, career decision-making, and job hunting. (Lent & Brown, 2013). The SCCT places a strong focus on the value of role models in assisting people in comprehending the requirements and standards of the workplace (Valentina & Muchsini, 2024).

Work Readiness

Work readiness is when a person is physically and mentally ready, has the desire and ability to perform tasks with the desired results, and is supported by previous experience (Amalia & Murniawaty, 2020). According to Fugate et al., (2004) readiness includes the knowledge, skills, attitudes, and values needed to succeed in a particular job.

Job Interest

Interest is a person's motivation or desire for a certain thing. A person's drive, knowledge, and passions are all strongly tied to their level of interest (Nagari et al., 2021). In SCCT, occupational interest is strongly related to prior experience and self-efficacy. People who have had positive experiences in a particular activity are more likely to develop a strong interest in that field (Lent et al., 1994).

Future Orientation

Future orientation is a picture created by a person through education or work about how and what to be in the future (Tou, 2022). Nurmi (1991) defines future orientation as a series of cognitive processes that include perceptions of long-term goals, expectations, and strategies needed to

achieve those goals. Nurmi also proposed three stages for future orientation, namely planning, motivation, and evaluation. Planning serves as a driver to achieve the desired goal, motivation is the level of one's interest in something, and evaluation is a measure of the likelihood that the expected goals will be achieved.

Self-Efficacy

Events are influenced by an individual's conviction in their capacity to perform at a certain level that affect their lives is called self-efficacy (Pangaribuan et al., 2024). Self efficacy according to Damayantie & Kustini (2022) is a crucial aspect of personality that is related to work readiness since it serves as the foundation for all actions. According to Bandura (2012) The belief that one can take the required actions to achieve the desired results is known as self-efficacy. Self- efficacy includes the ability to achieve a certain level of achievement, as well as the ability to manage challenges and the learning process.

3. METHODS

This study's research methodology is quantitative. 965 current students enrolled in the 2021 class at the Faculty of Economics and Islamic Business at UIN Raden Mas Said Surakarta make up the study's population. This study's sample strategy blends intentional sampling with non-probability sampling. The selection criteria for samples are met by female students and students in semester 7 of the Faculty of Economics and Islamic Business, Class of 2021. The Yamane Formula is used to calculate the number of samples collected as respondents. Based on the calculation of the Yamane Formula with a margin of error of 5%, 282.7 was obtained and then rounded up to 283 people. This study collected data through a questionnaire with a Semantic Defferential measurement scale of 1-7. To test the questionnaire, the researcher conducted a pilot test on the respondents. The pilot test tested the validity and relevance of the questionnaire which will be tested at a later stage. According to Connelly (2008) the pilot test uses 10% of the sample from the total planned sample. To evaluate the validity and relevance of the questionnaire to be tested at a later stage, the researcher used 39 respondents for the pilot test. Quantitative data analysis was conducted using SEM-PLS 3.

4. RESULTS AND DISCUSSION

Demographic characteristics

Demographic characteristics of respondents were obtained from respondents' answers to the questionnaire. The respondent's description

provides a specific description of the respondent's history. The research respondents were 283 students and female students of the Faculty of Economics and Islamic Business, Class of 2021 who had taken semester 7.

Table 3. Characteristics of Respondents

Characteristics	Category	Total	Percentage
Gender	Male	130	45,9 %
	Women	153	54,1 %
Age	20	3	1 %
	21	117	41,5 %
	22	159	56,1 %
	23	4	1,4 %
Study Programme	MBS	131	46,3 %
	AKS	79	28 %
	PBS	73	25,7 %

Source: Processed by Researchers

According to Table 3, there were fewer male respondents (45.9%) than female respondents (54.1%). The bulk of responders were between the ages of 21 (41.5%) and 22 (56.1%). Depending on the study plan, The majority of the students were from the Sharia Business Management (46.3%), Sharia Accounting (28%), and Sharia Banking (25.7%) study programmes.

Pilot Test

To evaluate the validity and dependability of indicators or research tools, pilot tests are utilized. 39 participants were used in this study to test the questionnaire. The r table is determined to be 0.316 using the formula df = n-2, which equals 37 and has a significance level of 0.05 or 5%. The validity of the questionnaire is determined by whether r count is greater than or less than r table. The following displays the validity test's computation results:

Table 4. Validity Test

Variables	Indicators	Validity Test		
		r count	r table	Description
Job Interest	JI1	0,928	0,316	Valid
	JI2	0,880	0,316	Valid
	JI3	0,924	0,316	Valid
Future	FO1	0,853	0,316	Valid

Orientation	FO2	0,911	0,316	Valid
	FO3	0,822	0,316	Valid
	FO4	0,894	0,316	Valid
Self Efficacy	SE1	0,855	0,316	Valid
	SE2	0,809	0,316	Valid
	SE3	0,905	0,316	Valid
	SE4	0,861	0,316	Valid
	SE5	0,873	0,316	Valid
	SE6	0,840	0,316	Valid
	SE7	0,868	0,316	Valid
Work Readiness	WR1	0,969	0,316	Valid
	WR2	0,884	0,316	Valid
	WR3	0,915	0,316	Valid
	WR4	0,899	0,316	Valid
	WR5	0,938	0,316	Valid
	WR6	0,931	0,316	Valid

Source: Table created by author

Table 5. Realibility Test

Variables	Indicators	Realibility Test		Description
		Cronbach alpha	Standard Cronbach alpha	
Job Interest	JI1	0,897	0,60	Realible
	JI2			
	JI3			
Future Orientation	FO1	0,892	0,60	Realible
	FO2			
	FO3			
	FO4			
Self Efficacy	SE1	0,940	0,60	Realible

	SE2			
	SE3			
	SE4			
	SE5			
	SE6			
	SE7			
Work Readiness	WR1	0,965	0,60	Realible
	WR2			
	WR3			
	WR4			
	WR5			
	WR6			

Source: Table created by author

Based on the data above from 39 respondents, it shows valid results because the calculated r value > table r value. The reliability test's objective is to determine the degree of consistency in the respondent's response to the statement. the reliability test computation results, which were performed using the Cronbach-Alpha technique for every instrument. According to table 5's reliability test findings, the instrument can be regarded as reliable since the Cronbach Alpa score is more than 0.6, indicating that the questions asked of respondents can be trusted. The pilot test findings demonstrate the reliability and validity of the indicators employed in this investigation. As a result, the indicator can be used and respondents can receive the research questionnaire.

Outer model

Convergent Validity

Each research indicator's loading factor value is examined in order to determine the convergent validity test; indicators are considered valid if they satisfy the criteria and have a loading factor value >0.70. The following are the loading factor computation results for each of the study's indicators:

Table 6. Convergent Validity

	Future Orientation	Job Interest	Self Efficacy	Work Readiness
FO1	**0,835**			
FO2	**0,875**			

FO3	**0,838**		
FO4	**0,878**		
JI1		**0,885**	
JI2		**0,866**	
JI3		**0,862**	
SE1			**0,893**
SE2			**0,806**
SE3			**0,866**
SE4			**0,846**
SE5			**0,846**
SE6			**0,842**
SE7			**0,840**

WR1	**0,877**
WR2	**0,882**
WR3	**0,877**
WR4	**0,866**
WR5	**0,890**
WR6	**0,887**

Source: Table created by author

Table 6 shows that all measuring items' results meet the convergent validity criteria because the outer loading value is >0.70.

Discriminant validity

The discriminant validity test measures the value of each indicator against its own latent variable. A high cross loading value on its own latent variable is considered valid.

Table 7. Discriminant Validity

	Future Orientation	Job Interest	Self Efficacy	Work Readiness
Future Orientation	0,857			
Job Interest	0,659	0,871		
Self Efficacy	0,714	0,643	0,849	
Work Readiness	0,722	0,734	0,769	0,880

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Source: Table created by author

Table 7, shows that each indicator found in this study can be considered valid because it shows a stronger correlation with its own latent variable than other latent variables.

HTMT

The HTMT value is an evaluation of discriminant validity at the latent variable level, which has a value of < 0.90 (Henseler et al., 2015). The total HTMT value is < 0.90, as shown by the data in table 8. Therefore, the HTMT value is considered valid and fulfils the discriminant validity criteria.

Table 8. HTMT

	Future Orientation	Job Interest	Self Efficacy	Work Readiness
Future Orientation				
Job Interest	0,764			
Self Efficacy	0,785	0,723		
Work Readiness	0,792	0,824	0,818	

Source: Table created by author

Composite Realibility

Additional examples of reliability testing are Cronbach's Alpha and Composite Reliability. If the construct's Cronbach's Alpha and Composite Reliability values are both more than 0.7, it can be regarded as dependable. The results of the two experiments are shown in Table 9, where all values meet the criteria for Cronbach's Alpha < 0.7 and composite reliability.

Table 9. Composite Realibility

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Future Orientation	0,879	0,879	0,917	0,734
Job Interest	0,842	0,842	0,904	0,759
Self Efficacy	0,935	0,937	0,948	0,721
Work Readiness	0,942	0,942	0,954	0,774

Source: Table created by author

Inner model

R-Square

The coefficient of determination, or R2, is a metric used to evaluate how well endogenous structures are explained by exogenous factors. Based on table 10, R-Square is used to measure the influence of the variables of Job Interest and Future Orientation on Self Efficacy, with a value of 0.562 or 56.2%. Likewise, R- Square is also used to measure the influence of the variables of Job Interest and Future Orientation on Work Readiness, with a value of 0.710 or 71%. Both relationships are classified as strong.

Table 10. R-Square

	R Square	R Square Adjusted
Self Efficacy	0,562	0,559
Work Readiness	0,710	0,706

Source: Table created by author

Q-Square

Blindfolding can be used to test the model's predictive power using Predictive Relevance (Q2). More than 0.35 is the desired value. It is determined that this study has a relevant predictive value based on the data findings in Table 11 and the predictive relevance test results on the self-efficacy variable with a value of 0.400 and the work readiness variable with a value of 0.544.

Table 11. Q-Square

	SSO	SSE	Q² (=1-SSE/SSO)
Future Orientation	1132,000	1132,000	
Job Interest	849,000	849,000	
Self Efficacy	1981,000	1188,161	0,400
Work Readiness	1698,000	774,524	0,544

Source: Table created by author

PLS Predicts

The PLS Predict test is applied to evaluate the extent to which the model can predict new data (out-of-sample predictive power) for each measurement indicator. A linear regression-based comparison model (LM) is used to compare the MAE and RMSE values between the Partial Least Squares (PLS) for each indicator.

Table 12. PLS-Predict

Measurement Indicator	PLS		LM	
	RMSE	**MAE**	**RMSE**	**MAE**
SE1	0,736	0,620	0,742	0,620
SE2	0,876	0,682	0,873	0,695
SE3	0,772	0,618	0,777	0,623
SE4	0,794	0,651	0,786	0,636
SE5	0,766	0,630	0,774	0,634
SE6	0,744	0,600	0,754	0,607
SE7	0,777	0,636	0,781	0,626
WR1	0,718	0,580	0,730	0,588
WR2	0,655	0,531	0,665	0,534
WR3	0,690	0,557	0,700	0,562
WR4	0,691	0,574	0,701	0,585
WR5	0,716	0,576	0,718	0,567
WR6	0,712	0,580	0,722	0,582

Source: Table created by author

Based on table 12, the majority of indicators show that the RMSE value in the PLS model is lower than the linear regression model. For example, the SE3 indicator obtained an RMSE of 0.772 for the PLS model, smaller than 0.777 in the LM model. The same is also seen in the SE4 indicator (0.794 < 0.806), SE5 (0.766< 0.774), SE6 (0.744< 0.760), WR1 (0.690< 0.706), WR3 (0.690< 0.704),WR4 (0.712 < 0.726), and WR6 (0.712 < 0.722).

Meanwhile, there are some indicators that show different results, where the RMSE value of the PLS model is slightly higher than the LM model. For example, in the SE2 indicator, the RMSE value of the PLS model is recorded at 0.876, slightly higher than the LM model of 0.873, as well as in SE7 (0.777> 0.781) and WR5 (0.716< 0.718). Thus this study is said to have moderate predictive power because the PLS model is able to provide more accurate predictive estimates of most indicators than the linear regression model.

Structural Model Testing

Direct Effect Test

Table 13. Direct Effect Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values

Job Interest ➔ Self Efficacy	0,305	4,770	**0,000**
Future Orientation ➔ Self Efficacy	0,513	8,269	**0,000**
Self Efficacy ➔ Work Readiness	0,399	8,238	**0,000**
Job Interest ➔ Work Readiness	0,335	6,211	**0,000**
Future Orientation ➔ Work Readiness	0,216	3,778	**0,000**

Source: Table created by author

T-statistic values and p values are used to test the research hypothesis. The rule of thumb used if the p value <0.05 and t-statistic >1.96 then the research hypothesis is accepted. Based on table 13, it is known as follows:

1. The results of testing the first hypothesis of the Job Interest variable (X1) on Self-Efficacy (Z) have a t-statistic value of 4.770>1.96 with a P value of 0.000<0.05 so that the first hypothesis is accepted.

2. The results of testing the second hypothesis of the Future Orientation (X2) variable on Self-Efficacy (Z) have a t-statistic value of 8.269>1.96 with a P value of 0.000<0.05 so that the second hypothesis is accepted.

3. The results of testing the third hypothesis of the Self-Efficacy variable (Z) on Work Readiness (Y) have a t-statistic value of 8.238>1.96 with a P value of 0.000<0.05 so that the third hypothesis is accepted.

4. The results of testing the fourth hypothesis of the Work Interest variable (X1) on Work Readiness (Y) have a t-statistic value of 6.211>1.96 with a P value of 0.000<0.05 so that the fourth hypothesis is accepted.

5. The results of testing the fifth hypothesis of the Future Orientation (X2) variable on Work Readiness (Y) have a t-statistic value of 3.778>1.96 with a P value of 0.000<0.05 so that the third hypothesis is accepted.

Indirect Effect Test

Table 14. Indirect Effect Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Job Interest ➔ Self Efficacy ➔	0,122	4,234	**0,000**

Work Readiness			
Future Orientation ➔ Self Efficacy ➔ Work Readiness	0,205	5,503	**0,000**

Source: Table created by author

Based on table 14, the results of indirect hypothesis testing are as follows:

1. The sixth hypothesis is accepted based on the results of testing it. The Self-Efficacy variable (Z) mediates the relationship between the Job Interest variable (X1) and Work Readiness (Y). The t-statistic value is 4.234>1.96 with a P value of 0.000<0.05.
2. The results of testing the seventh hypothesis, according to which the Self-Efficacy variable (Z) mediates the relationship between the Future Orientation variable (X2) and Work Readiness (Y), show that the seventh hypothesis is accepted with a t-statistic value of 5.503> 1.96 and a P value of 0.000<0.05.

Discussion

This study looks at how future orientation and job interest affect students' readiness for the workforce, using self-efficacy as an intervening factor. Seven key findings emerged from this investigation. First, the findings of the hypothesis test showed that job interest had a positive and substantial impact on self-efficacy (H1) (t = 4.770; p < 0.05). This finding is in line with SCCT which states that interest in a field of work will increase confidence in self- efficacy. According to Lent & Brown, (2019), individuals who have a strong interest tend to be more involved in activities relevant to that interest, which in turn increases their self-efficacy. This result is reinforced by the study of Fida et al., (2022) which found that students with strong work interests tend to have higher self-efficacy in facing work challenges.

Second, it is proven that future orientation has a positive impact on self-efficacy (H2) with the results of the hypothesis test t= 8.269; p < 0.05. These results support research conducted by Do et al., (2023) which states that a person's ability to plan for the future will increase their self-efficacy. Students who have mature career planning show higher levels of self-efficacy because they have clear goals, which is in line with the SCCT principle that future orientation helps build interest and self-efficacy.

Third, with p < 0.05, self-efficacy significantly influences work preparedness (H3). This implies that pupils who have confidence in their skills are more equipped to handle obstacles in the workplace. According to SCCT, self-efficacy is an important component that influences behaviour and

decisions made about careers. Confident students will be more active in attending training, seeking employment, and acquiring the required skills. Malau-Aduli et al., (2022) demonstrated that people with high levels of self-efficacy are more proactive in their self-preparation, which makes them more ready to enter the workforce. Therefore, being personally effective not only changes the way you see work, but also helps you grow in the abilities needed to succeed in the professional world.

Fourth, work preparedness is directly impacted by work interest (H4). The findings demonstrated that, with a p value < 0.05, job interest significantly improves job readiness. According to this research, students who are highly engaged in a particular field of study are typically more driven. Students are typically more driven to fully prepare themselves if they have a great interest in a certain sector of work. High job interest encourages students to be more active in seeking information about careers, participating in relevant extracurricular activities, and developing professional networks. Research by Astuti et al., (2023) supports this result by showing that students who have a strong interest in their field of study are more likely to engage in relevant work experience, which in turn improves their readiness to enter the world of work. Thus, occupational interest serves as an important motivational driver in preparing students for the challenges in the world of work.

Fifth, how future orientation affects preparedness for the workforce (H5). The findings demonstrated that future orientation significantly and favorably affects job readiness (t = 3.778, p < 0.05). Accordingly, students who have a clear idea of their future and career objectives are typically better equipped for the workforce. Future orientation encourages students to plan steps that support the achievement of these goals, including honing skills and adding relevant experience. Research by Sekti et al. (2019) supports this finding, finding that students who were highly future-oriented were more likely to participate in internships and training—activities that help students get ready for the workforce. Therefore, preparing kids for the workforce requires a strong focus on the future.

The sixth examines how work readiness and job interest are mediated by self-efficacy (H6). The results showed that self-efficacy acts as a partial mediator (t=4.234, p<0.05). This research suggests that job desire influences self-efficacy in addition to directly influencing job readiness. One of the main factors influencing how people react to their interest in occupations is self-efficacy, according to the SCCT. According to Lent et al., (1994), individuals who have a strong interest in a field of work tend to be more confident in their ability to succeed in that field. Thus, self-efficacy helps link occupational interest with job readiness, and people who have a strong

interest tend to be more confident and proactive in preparing themselves for their careers. This is in line with the principle of SCCT, which emphasises that beliefs a person's belief in their abilities (self-efficacy) can influence the decisions and actions taken in the context of their career. Lastly, the function of self-efficacy as a mediator in the relationship between job readiness and future orientation (H7). The findings indicated that self-efficacy was a mediating factor ($t = 5.503$, $p < 0.05$). This research implies that future orientation influences self-efficacy in addition to directly influencing work readiness. Future orientation in SCCT helps to mold people's perceptions of their capacity to accomplish professional objectives. According to Lent & Brown, (2019), individuals who have a clear view of the future tend to be more confident in their ability to achieve these goals. A strong future orientation helps students plan the actions they will take to achieve their career goals, which in turn increases their self-efficacy. According to research conducted by Praskova & Johnston, (2021), high levels of self-efficacy result in positive future orientation, which in turn improves work readiness. This is in line with the SCCT principle which emphasises that individuals' beliefs in their abilities (self-efficacy) can influence decisions and actions taken in careers and help achieve long-term goals.

5. CONCLUSION

Based on the findings and discussions in this study, it can be concluded that the work readiness of final-year students is influenced by their work interests and future orientation, with self-efficacy acting as a mediating variable that strengthens this relationship. A higher degree of work readiness is typically displayed by students who are highly interested in a particular field of work and who have a clear idea of their future career goals and steps. This is closely tied to their self-efficacy, which encourages them to have greater confidence in their abilities to tackle the challenges of the workplace. This study makes an important contribution to the context of higher education by emphasising the need to develop career interests, establish sound career planning, and strengthen self-efficacy as strategic efforts to enhance students' work readiness as they transition into the professional world.

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