

Work Readiness of Program X Awardees: An Overview of Facing the Professional World

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Abstract:

The unemployment rate among university graduates in Indonesia remains a serious issue that impacts economic and social stability. One of the main factors influencing this is the work readiness of graduates. This study aims to analyze the work readiness of awardees of Program X, a professional training program for second- and third-year university students in Indonesia. This study employs a descriptive quantitative approach with univariate analysis. Data were collected through a questionnaire based on a work readiness scale that includes four main aspects: personal characteristics, organizational acumen, work competence, and social intelligence. The findings indicate that most awardees have low work readiness, with significant differences between male and female participants, where males tend to be more prepared than females. These findings highlight the need for improvements in the training methods of Program X, particularly in terms of industry involvement and hands-on training. The implications of this study are expected to serve as a basis for the development of more effective education and job training policies and provide insights for further research on other factors affecting graduate work readiness.

Keywords: *work readiness, professional training, program X*

1. Introduction

Unemployment rates in Indonesia remain a complex issue requiring serious attention. Data from the Central Statistics Agency (BPS) in February 2022 shows that the Open Unemployment Rate (TPT) for the 15-24 age group reached 17.8%, while the TPT based on higher education level reached 6.15%. This data indicates that higher education graduates are not always prepared to enter the workforce, increasing the risk of unemployment among them. Unemployment not only impacts economic growth but also social stability and public welfare as a whole (Tulu, 2017).

One factor contributing to the high unemployment rate among higher education graduates is work readiness. Work readiness includes personal characteristics, organizational sharpness, work competence, and social intelligence (Caballero, Walker, & Fuller, 2011). Individuals with good work readiness are better able to adapt to professional environments and perform their responsibilities optimally (Makki, 2015). However, various studies show that work readiness among higher education graduates remains a challenge, especially due to the gap between practical experience and skills required by industries.

Several previous studies have examined the importance of work readiness and the factors that influence it. Setiawan, Fattah, and Puspitaningrum (2019) emphasized that university graduates need creativity, innovation, and teamwork skills to improve their

work readiness. Furthermore, Ismail et al. (2020) found that there are gender differences in work readiness, with men tending to have higher work readiness than women in ethical behavior, leadership, and problem-solving aspects. To address this challenge, PT. X Tbk developed a professional training program known as Program X, aimed at equipping students with the skills needed in the workforce. This scholarship training program is provided to students aged 18-22 years who are in their second to third year of university education across Indonesia. However, the effectiveness of this program in improving work readiness still needs further evaluation.

This study aims to provide an overview of the work readiness of awardees of Program X. Using a descriptive quantitative approach and univariate analysis, this research measures work readiness based on a scale developed by Caballero, Walker, and Fuller (2011). The results of this study are expected to contribute to understanding the extent to which professional training programs play a role in improving students' work readiness and identifying aspects that need improvement or further development. This research is significant in filling the research gap regarding the effectiveness of training programs in improving student work readiness. Although several studies have discussed factors affecting work readiness, few studies have specifically evaluated scholarship-based training programs like Program X. Thus, this research is expected to contribute to the development of education policies and more effective workforce training programs in the future.

2. Methods

This study aims to analyze the work readiness of Program X awardees using a descriptive quantitative approach. The research design used is descriptive quantitative with univariate analysis to describe the work readiness of awardees. The population of this study consists of all Program X awardees, totaling 190 participants, with a sample size of 189 respondents selected using total sampling techniques. The research procedure was carried out through the distribution of online and offline questionnaires to ensure optimal participation. The research instrument used is the work readiness scale, which measures four main aspects: personal characteristics, organizational sharpness, work competence, and social intelligence, in accordance with Caballero, Walker, and Fuller (2011). This scale has been tested for validity and reliability with a Cronbach's Alpha value of 0.930, indicating high reliability. The collected data were analyzed using descriptive statistics to identify the distribution of work readiness among the awardees based on high, low, and mean fluctuation categories. Additionally, the analysis was conducted based on gender to examine differences in work readiness between male and female participants. With this method, the study is expected to provide a clearer picture of the work readiness of Program X awardees and the factors influencing it.

3. Results

This study aims to analyze the work readiness of Program X awardees. Based on the data analysis, it was found that the majority of awardees had low work readiness, with 47.6% in the low category, 43.9% in the high category, and 8.5% in the mean fluctuation category.

Table 1.
 Categorization of Work Readiness of Program X Awardees

Kategori	Frequency	Percentage
High	83	43.9%
Low	90	47.6%
Mean Fluctuation	16	8.5%
Total	1898	100%

Analysis based on gender showed that male participants had higher work readiness compared to female participants. 44.0% of male participants were in the high category, while only 39.0% of female participants had high work readiness. On the other hand, the majority of females (44.8%) were in the low work readiness category compared to males (42.9%).

Table 2.
 Work Readiness by Gender

Gender	Category	Frequency	Percentage
Male	High	37	44,0%
	Low	36	42,9%
	Mean Fluctuation	11	13,1%
	Total	84	100%
Female	High	41	39,0%
	Low	47	44,8%
	Mean Fluctuation	17	16,2%
	Total	105	100%

The results of this study indicate that the work readiness of Program X awardees still needs to be improved, especially in aspects that support women's work readiness. Factors such as practical experience, training methods, and involvement in the professional world are important aspects to consider in improving students' work readiness.

4. Diskusi

The results of this study indicate that the work readiness of Program X awardees is still relatively low. This aligns with previous research that showed that higher education graduates in Indonesia continue to face difficulties in meeting the demands of the workforce (Setiawan, Fattah, & Puspitaningrum, 2019). The results also show gender differences in work readiness, with men tending to have higher work readiness compared to women. This is consistent with the findings of Ismail et al. (2020), which indicate that men dominate leadership and problem-solving aspects, while women excel in collaboration and teamwork.

From a theoretical perspective, these results support the concept of work readiness proposed by Caballero, Walker, and Fuller (2011), which emphasizes the importance of personal characteristics, organizational sharpness, work competence, and social

intelligence in determining an individual's work readiness. However, these findings also suggest that external factors such as training methods and practical experience in the workforce may play a significant role in an individual's work readiness. The implication of these results is the need to improve training methods in Program X, particularly by enhancing practical components and industry involvement. Additionally, these results highlight the importance of developing more inclusive programs for women to improve their work readiness, including leadership training and more in-depth technical skills.

Thus, this study contributes to the development of education policies and more effective workforce training programs. Further research is recommended to explore other factors that may influence work readiness, such as internship experiences, individual motivation, and the learning environment in universities.

5. Simpulan

This study aims to analyze the work readiness of Program X awardees. The results indicate that the majority of awardees have low work readiness, while some have high work readiness. Additionally, there are gender differences in work readiness, with males exhibiting higher work readiness than females. These findings emphasize the need to improve the training methods in Program X, especially by enhancing direct practical aspects and industry involvement. Moreover, it is important to develop more inclusive programs for women to improve their work readiness. This study is expected to serve as a basis for the development of more effective education policies and workforce training programs and provide insights for future research on other factors that may influence students' work readiness.

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