

The Role of Career Self-Efficacy (CSE) and Organizational Experience on Career Readiness: A Quantitative Study among Islamic Education Management

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ABSTRACT

The Industrial Revolution 4.0 and Society 5.0 era demand that university graduates possess mature career readiness to combat the rising unemployment rate among graduates in Indonesia. This study analyzes the influence of Career Self-Efficacy (CSE) and Organizational Experience on the Career Readiness of Islamic Education Management students. Using an explanatory quantitative design, the research surveyed 146 students at UIN Syekh Wasil Kediri. The findings reveal that both CSE and organizational experience, both individually and simultaneously, significantly enhance career readiness. The study uniquely highlights how organizational involvement serves as a real-world laboratory that translates theoretical managerial concepts into practical readiness. Furthermore, the results indicate that these two factors account for 57.2% of the variance in student preparedness. This study contributes empirical evidence to career development literature specifically within the context of Islamic higher education management programs, offering a specialized perspective on how religious-based academic environments shape professional competence. Ultimately, strong self-belief and active organizational participation are essential for strengthening managerial skills and ensuring graduates are competitive in the modern workforce.

Keywords: Career Self-Efficacy, Organizational Experience, Career Readiness, Islamic Education Management.

ABSTRAK

Era Revolusi Industri 4.0 dan Society 5.0 menuntut lulusan perguruan tinggi memiliki kesiapan karier yang matang guna menekan angka pengangguran terbuka yang tinggi di Indonesia. Penelitian ini bertujuan untuk menganalisis pengaruh Career Self-Efficacy (CSE) dan Pengalaman Organisasi terhadap kesiapan karier mahasiswa Manajemen Pendidikan Islam. Menggunakan desain kuantitatif eksploratori, penelitian ini melibatkan 146 mahasiswa di UIN Syekh Wasil Kediri sebagai sampel. Temuan penelitian menunjukkan bahwa CSE dan pengalaman organisasi, baik secara parsial maupun simultan, berpengaruh signifikan terhadap peningkatan kesiapan karier. Kebaruan penelitian ini terletak pada penekanan bahwa keterlibatan organisasi berfungsi sebagai "laboratorium nyata" yang mentransformasikan konsep manajerial teoritis menjadi kesiapan praktis. Hasil analisis juga menunjukkan bahwa kedua variabel tersebut memberikan kontribusi sebesar 57,2% terhadap kesiapan mahasiswa. Penelitian ini memberikan kontribusi empiris pada literatur pengembangan karier, khususnya dalam konteks program studi manajemen pendidikan tinggi Islam, serta menawarkan perspektif khusus tentang bagaimana lingkungan akademik berbasis agama membentuk kompetensi profesional. Disimpulkan bahwa keyakinan diri yang kuat dan partisipasi aktif dalam organisasi sangat penting untuk memperkuat kompetensi manajerial dan memastikan lulusan mampu bersaing di dunia kerja modern.

Kata Kunci: Career Self-Efficacy, Pengalaman Organisasi, Career Readiness, Manajemen Pendidikan Islam.

INTRODUCTION

The era of Industrial Revolution 4.0 and Society 5.0 has created a highly dynamic and competitive job landscape,¹ demanding that university graduates possess not only academic competence but also psychological maturity² and non-academic skills³ to enter the workforce. This psychological and non-academic maturity is gained from career preparation that graduates have initiated long in advance. If they do not prepare themselves early, they will be unable to compete with other graduates. Consequently, they will contribute to unemployment figures, as job opportunities are not only limited by the presence of AI but also by the very high expectations companies have for prospective employees.

Data shows that university graduates still significantly contribute to open unemployment.⁴ Citing data from the Central Bureau of Statistics (BPS) for the May 2024 period, the Open Unemployment Rate (TPT) in Indonesia reached 7.46 million people, with the TPT for university graduates at 12.12 percent or 0.87 million. Other data for the August 2024 period shows Indonesia's TPT at 7.46 million people, with the TPT for university graduates at 11.28 percent or 0.84 million. Meanwhile, in February 2025, it reached 7.28 million people, with university graduates contributing a TPT of 13.89 percent or 1.01 million.⁵ This condition demonstrates the increasing difficulty for new graduates, especially those from universities, to secure employment.⁶

This unemployment rate stems from many factors, ranging from the diminishing number of job openings, lack of work-based training, minimal internship experience, and a lack of participation in organizational activities, which serve as additional factors worsening graduates' work readiness.⁷ This results in graduates lacking high resilience, having weak motivation, poor skills and professional expertise, and an inability to meet company expectations. This indicates a mismatch between graduate competencies and market needs, particularly regarding mental readiness and career adaptability.⁸ Graduates are required to have mature career planning and work readiness as early as possible.⁹

Career readiness (work readiness) is the extent to which a graduate possesses the attitudes and characteristics necessary to succeed according to the demands of the working

¹ Felixtian Teknowijoyo and Leni Marpelina, "Relevansi Industri 4 . 0 Dan Society 5 . 0 Terhadap Pendidikan Di Indonesia," *Educatio: Jurnal Ilmu Kependidikan* 16, no. 2 (2021): 173–84, <https://doi.org/10.29408/edc.v16i2.4492>.

² Michelle Thalia Sihotang et al., "Emotional Intelligence : Kompetensi Inti Dalam Meningkatkan Employability Mahasiswa," *Manajemen SDM* 1, no. 1 (2025): 483–508.

³ Asti Haryati et al., "Bimbingan Karir Dalam Meningkatkan Kesiapan Kerja Di UIN Fatmawati Sukarno Bengkulu," *JKIP: Jurnal Kajian Ilmu Pendidikan* 6, no. 1 (2025): 163–69.

⁴ M. Abdul Ghofur and Ketut Ima Ismara, "Pengaruh Konsep Dan Motivasi Diri Terhadap Perencanaan Karir Mahasiswa S1 Pendidikan Teknik Elektro Di Universitas Negeri Yogyakarta," *Journal of Electrical Engineering and Education* 1, no. 1 (2025): 78–88.

⁵ Badan Pusat Statistik, *Pengangguran Terbuka Menurut Pendidikan Tertinggi Yang Ditamatkan (Orang)* 2024 (2025).

⁶ Francisca Rehmenda Sriulina and Lina Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X," *Equilibrium: Jurnal Ilmiah Ekonomi, Manajemen Dan Akuntansi* 14, no. 1 (2025): 1–16.

⁷ Najwa Aisyah Ramadhina et al., "Analisis Kualitatif Terhadap Faktor-Faktor Penyebab Pengangguran Di Kalangan Lulusan Perguruan Tinggi Di Indonesia," *Triwikrama: Jurnal Ilmu Sosial* 9, no. 6 (2025).

⁸ Haryati et al., "Bimbingan Karir Dalam Meningkatkan Kesiapan Kerja Di UIN Fatmawati Sukarno Bengkulu."

⁹ Nur Azizah et al., "Pengaruh Persepsi Magang Dunia Usaha/Dunia Industri Dan Pengalaman Organisasi Terhadap Kesiapan Kerja Mahasiswa," *Tata Arta* 5, no. 1 (2019): 95–106.

world.¹⁰ Work readiness is a harmonious condition between physical and mental maturity, as well as learning experiences, enabling an individual to carry out activities or behaviors related to work.¹¹ This readiness is influenced by internal and environmental factors.¹² Internal factors affecting work readiness include self-efficacy, soft skills, and work motivation.¹³

Self-efficacy is a self-belief in viewing future performance to perform a specific task.¹⁴ When associated with work or careers, Career Self-Efficacy (CSE) is an individual's belief in their ability to perform a job or achieve their dream career in the future. Previous research mentions that individuals with higher self-efficacy will have the self-confidence necessary to achieve success in the future.¹⁵ Someone with weak Career Self-Efficacy will experience high levels of anxiety when facing the world of work.¹⁶ Therefore, observing and researching Career Self-Efficacy in students is essential to determine their readiness for their future careers.

Additionally, another internal factor to highlight in preparing for the professional world is soft skills. These soft skills increase the competitiveness of graduates in the job market¹⁷ and determine future career success.¹⁸ The higher an individual's soft skills, the higher their level of work readiness, and vice versa.¹⁹ One way to improve these soft skills is by participating in organizations, both on and off-campus.²⁰

Based on various existing literatures, career readiness is a complex issue that has been widely explored. According to various studies, it has been found that self-efficacy plays a crucial role in shaping student work readiness, where self-belief becomes the driving force of motivation to enter the professional world.²¹ Other research by Sriulina & Anatan (2025) highlights that, besides self-efficacy, the mastery of soft skills is a determinant of career

¹⁰ Feneta Fidi Kirani and Ahmad Chusairi, "Tinjauan Sistematis: Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja," *Jurnal Abdi Insani* 9, no. 3 (2022): 821–28.

¹¹ Sintia Maroyya Dalifa, "Pengaruh Hard Skill Dan Pengalaman Organisasi Terhadap Kesiapan Kerja Mahasiswa Melalui Motivasi Kerja Sebagai Variable Intervening" (Universitas Islam Indonesia, 2025).

¹² Yuli NurmalaSari and Rizki Erdiantoro, "Perencanaan Dan Keputusan Karier: Konsep Krusial Dalam Layanan BK Karier," *Quanta* 4, no. 1 (2020): 44–51, <https://doi.org/10.22460/q.v1i1p1-10.497>.

¹³ Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X."

¹⁴ Nancy E Betz and Gail Hackett, "Career Self-Efficacy Theory: Back to the Future," *JOURNAL OF CAREER ASSESSMENT* 14, no. 1 (2006): 3–11, <https://doi.org/10.1177/1069072705281347>.

¹⁵ Sella Puspitasari and Khotim Fadhl, "Pengaruh Self-Efficacy Dan Motivasi Memasuki Dunia Kerja Terhadap Work Readiness Pada Mahasiswa Universitas Kh . Abdul Wahab Hasbullah," *JAE: Jurnal Akuntansi Dan Ekonomi* 9, no. 1 (2024): 119–29, <https://doi.org/10.29407/jae.v9i1.22232>.

¹⁶ Adi Muhammad Kasyfillah and Tanti Susilarini, "Hubungan Antara Dukungan Sosial Orangtua Dan Self Efficacy Dengan Kecemasan Dalam Menghadapi Dunia Kerja Pada Mahasiswa Semester Akhir Fakultas Psikologi Universitas Persada Indonesia YAI," *Jurnal IKRAITH-HUMANIORA* 5, no. 3 (2021): 69–75.

¹⁷ Dine Fitriana Rohmah et al., "Urgensi Peningkatan Softskill Pada Mahasiswa Dalam Upaya Mempersiapkan Masa Depan," *Jurnal Penelitian Pendidikan Indonesia* 1, no. 2 (2024): 145–55.

¹⁸ Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X."

¹⁹ Deswarta et al., "Pengaruh Soft Skill , Hard Skill Dan Motivasi Kerja Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Islam Riau Dimasa Endemi Covid 19," *Management Studies and Entrepreneurship Journal* 4, no. December 2022 (2023): 364–72.

²⁰ Dalifa, "Pengaruh Hard Skill Dan Pengalaman Organisasi Terhadap Kesiapan Kerja Mahasiswa Melalui Motivasi Kerja Sebagai Variable Intervening."

²¹ Puspitasari and Fadhl, "Pengaruh Self-Efficacy Dan Motivasi Memasuki Dunia Kerja Terhadap Work Readiness Pada Mahasiswa Universitas Kh . Abdul Wahab Hasbullah."

success for fresh graduates in an era of fierce competition.²² Deswarta et al. (2023) also emphasized in their study that work motivation stemming from mature preparation during college can significantly increase graduate competitiveness.²³ Furthermore, Romadani et al. (2024) proved that active organizational involvement directly contributes to the formation of students' motivation and work readiness in a more measurable way.²⁴ provides an additional perspective on the importance of career guidance services and students' mental preparation to face uncertain market dynamics.

Although the aforementioned studies and reviews have provided a strong theoretical foundation, there remains a research gap that has not been addressed in depth. The majority of previous research examines these variables within the context of general education, economics, or engineering. There is still very limited literature that specifically analyzes the integration between Career Self-Efficacy (CSE) and organizational experience among students of the Islamic Education Management (hereinafter referred to as MPI) study program at Islamic Higher Education institutions. The novelty of this research lies in the functional analysis of organizational experience, positioned not merely as an extracurricular activity, but as a "real laboratory" for MPI students to practice the managerial competencies they have learned theoretically. Thus, this study not only tests the influence of variables statistically but also provides empirical evidence on how the Islamic higher education ecosystem shapes professional readiness through the synchronization of psychological belief (CSE) and practical managerial experience. This research is necessary to provide empirical evidence for more focused curriculum development and career services. Furthermore, this research aims to strengthen the influence of both variables on students' future work readiness.

METHOD

The research method employed in this study is quantitative with an explanatory research design. This study aims to examine cause-and-effect relationships or the influence among variables.²⁵ The population consists of students of the Islamic Educational Management program at UIN Syekh Wasil Kediri, specifically those in the third and fifth semesters, with a total population of 230 students. The sample was determined using the simple random sampling technique, considering the homogeneity of the population. Based on the Taro Yamane formula (1973) with a 5% margin of error, a sample of 146 students was obtained.

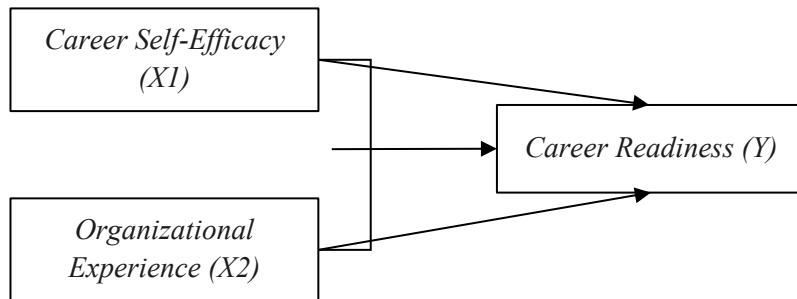
The variables in this study consist of independent variables (X) and a dependent variable (Y). Career Self-Efficacy (CSE) (X1) and Organizational Experience (X2) serve as the independent variables, while Career Readiness (Y) is the dependent variable.

²² Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X."

²³ Deswarta et al., "Pengaruh Soft Skill , Hard Skill Dan Motivasi Kerja Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Islam Riau Dimasa Endemi Covid 19."

²⁴ Haryati et al., "Bimbingan Karir Dalam Meningkatkan Kesiapan Kerja Di UIN Fatmawati Sukarno Bengkulu."

²⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan Kombinasi (Mix Methods)* (Alfabeta, 2018).

**Figure 1. Research Paradigm**

The questionnaire used in this study comprises 18 statement items, consisting of 5 items for Career Self-Efficacy (X1), 3 items for Organizational Experience (X2), and 10 items related to Career Readiness (Y). Instrument validity testing was conducted using Pearson's Product Moment correlation. The testing criterion was determined by comparing the calculated r -value (r_h) with the r -table value (r_t) at a 5% significance level. The r -table value was determined based on the degree of freedom (df) using the formula $df = n - 2$. Since the instrument trial involved 30 respondents ($n = 30$), the resulting $df = 28$, and the r -table value used was 0.361. An item was considered valid if $r_h > 0.361$.

The results of the validity test on 30 respondents showed that the calculated r -values for all items were greater than 0.361, indicating that all items were valid and suitable for use. A reliability test was also conducted to ensure measurement consistency, and the results showed that Cronbach's Alpha values were greater than 0.6, indicating that the instruments were reliable.

Table 1. Results of the Reliability Test

Variabel	Reliability Statistics	
	Cronbach's Alpha	N of Items
X1	0.789	5
X2	0.756	3
Y	0.818	10

Data analysis was carried out in two stages: (1) prerequisite tests and (2) hypothesis testing. The prerequisite tests included normality, linearity, and multicollinearity tests. Hypothesis testing was conducted using simple and multiple linear regression analyses to determine whether there was a significant and positive effect of the independent variables (Career Self-Efficacy and Organizational Experience) on the dependent variable (Career Readiness).

Simple linear regression analysis (t-test) was used to test the first and second hypotheses, examining the effect of Career Self-Efficacy (X1) and Organizational Experience (X2) on Career Readiness (Y).²⁶ Multiple linear regression analysis (F-test) was used to test

²⁶ Syofian Siregar, *Statistika Deskriptif Untuk Penelitian : Dilengkapi Perhitungan Manual Dan Aplikasi SPSS Versi 17* (Rajawali Pers, 2014).

the third hypothesis, which examined the simultaneous effect of both independent variables on the dependent variable.²⁷

The hypotheses tested in this study are as follows:

H1: Career Self-Efficacy (CSE) has a significant effect on Career Readiness.

H2: Organizational Experience has a significant effect on Career Readiness.

H3: Career Self-Efficacy (CSE) and Organizational Experience simultaneously have a significant effect on Career Readiness.

RESULTS AND DISCUSSION

The questionnaire data collected from 146 students of the Islamic Education Management program in the third and fifth semesters were subsequently analyzed. The data analysis consisted of prerequisite tests and hypothesis testing. The prerequisite tests included normality, linearity, and multicollinearity tests.

The normality test was conducted using the Kolmogorov-Smirnov method to compare the cumulative frequency of the theoretical distribution with that of the empirical distribution, with the assistance of SPSS version 25. The criterion for the normality test states that if the significance value is greater than 0.05, the data are considered normally distributed, and vice versa. The test results showed a significance value of $0.200 > 0.05$, indicating that the data were normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		146
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.34038002
Most Extreme Differences	Absolute	.046
	Positive	.046
	Negative	-.029
Test Statistic		.046
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.650
	99% Confidence Interval	
		Lower Bound .637
		Upper Bound .662

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The linearity test was performed using the ANOVA test to determine whether the relationship between the independent and dependent variables was linear. The criteria used were that the Sig. Linearity value must be less than 0.05 and the Sig. Deviation from Linearity value must be greater than 0.05. The results showed that the Sig. Linearity value was 0.001

²⁷ Ali Sya'ban, *Teknik Analisis Data Penelitian Aplikasi Program SPS Dan Teknik Menghitung* (Uhamka, 2005).

< 0.05 and the Sig. Deviation from Linearity value was $0.317 > 0.05$, indicating that there was a linear relationship between the variables.

Table 3. Linearity Test

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Career Readiness * Organizational Experience	Between Groups (Combined)	1501.475	11	136.498	7.849	<.001
	Linearity	1298.237	1	1298.237	74.656	<.001
	Deviation from Linearity	203.238	10	20.324	1.169	.317
	Within Groups	2330.196	134	17.39		
	Total	3831.671	145			

The multicollinearity test was conducted to detect whether a high correlation existed among the independent variables in the regression analysis. This test was carried out by examining the Tolerance Value and the Variance Inflation Factor (VIF). Multicollinearity is considered absent if the Tolerance Value is greater than 0.01 or the VIF value is less than 10. The results showed a Tolerance Value of $0.644 > 0.01$ and a VIF value of $1.553 < 10$, indicating that no multicollinearity was present.

Table 4. Multicollinearity Test

Coefficients*							
Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	14.275	1.608		8.878	<.001	
	Career Self-Efficacy	.906	.101	.609	8.995	<.001	.644
	Organizational Experience	.511	.158	.219	3.229	.002	.644

a. Dependent Variable: Career Readiness

Next, we conducted hypothesis testing using simple linear regression and multiple linear regression analyses. Regression analysis is used to determine the extent of the influence of independent variables on dependent variables. Hypothesis Test 1 examined whether Career Self-Efficacy (CSE) had an influence on the Career Readiness of MPI students. The test results are shown in Table 5.

Table 5. Results of Hypothesis Test 1

Coefficients*							
Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	14.275	1.608		8.878	<.001	
	Career Self-Efficacy	.906	.101	.609	8.995	<.001	.644
	Organizational Experience	.511	.158	.219	3.229	.002	.644

a. Dependent Variable: Career Readiness

Based on the regression test results in Table 5, the unstandardized regression coefficient (B) for the Career Self-Efficacy variable was 0.906, with a significance value of < 0.001 . Since the significance value is smaller than 0.05, the first hypothesis (H1) is accepted. This indicates that Career Self-Efficacy has a positive and significant effect on Career Readiness.

Statistically, the regression coefficient ($B = 0.906$) indicates that every one-unit increase in the Career Self-Efficacy score is predicted to increase the Career Readiness score by 0.906 points, assuming other variables remain constant. In addition, the Standardized Coefficient (Beta) value of 0.609 indicates a relatively strong contribution of self-confidence to the career readiness of MPI students.

Hypothesis Testing 2 examines whether there is an effect of Organizational Experience on the Career Readiness of MPI students. The results of hypothesis test 2 are shown in Table 6.

Table 6. Results of Hypothesis Testing 2

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.462	1.548		15.152	<.001
	Organizational Experience	1.36	0.158	0.582	8.59	<.001

a. Dependent Variable: Career Readiness

Based on the analysis results in Table 6, the Organizational Experience variable has an unstandardized regression coefficient (B) of 0.511 with a significance value of 0.002. Since the significance value is smaller than 0.05 ($0.002 < 0.05$), the second hypothesis (H2) is accepted. This indicates that Organizational Experience has a positive and statistically significant effect on students' Career Readiness.

The regression coefficient ($B = 0.511$) indicates that every increase in organizational experience will be followed by an increase of 0.511 points in the Career Readiness score. In addition, the Standardized Coefficient (Beta) value of 0.219 indicates the contribution of this variable within the regression model. The calculated t-value of 3.229, which is greater than the t-table value, further strengthens the evidence that students' involvement in organizational activities is an important predictor in enhancing students' career maturity.

Hypothesis Testing 3 examines the effect of Career Self-Efficacy and Organizational Experience on the Career Readiness of MPI students using multiple regression analysis with an F-test. The F-test indicates whether all independent variables included in the regression model simultaneously influence the dependent variable. The results of the simultaneous test (F-test) can be seen in Table 7.

Based on the table 7, it is known that the significance value is 0.001, which means the significance value in the table is < 0.05 , indicating that Career Self-Efficacy and Organizational Experience simultaneously affect Career Readiness. When viewed from the

F-count value of 97.830, because $F\text{-count} = 97.830 > F\text{-table} = 3.06$, it can be concluded that Career Self-Efficacy and Organizational Experience simultaneously have a significant effect on Career Readiness.

Table 7. Results of Hypothesis Testing 3

Anova^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2213.741	2	1106.871	97.83	<.001 ^b
Residual	1617.93	143	11.314		
Total	3831.671	145			

a Dependent Variable: Career Readiness

b Predictors: (Constant) Organizational Experience Career Self-Efficacy

The calculation of the coefficient of determination is intended to determine the magnitude of the simultaneous influence of Career Self-Efficacy and Organizational Experience on the Career Readiness of MPI students. The magnitude of this influence can be seen in table 8.

Table 8. Coefficient of Determination Test

Model Summary					
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.760 ^a	0.578	0.572	3.364	

a. Predictors: (Constant) Organizational Experience Career Self-Efficacy

From Table 8, the R Square and Adjusted R Square values are available. Since the independent variables in this study consist of two variables, the value to be used is the Adjusted R Square, which is 0.572 or 57.2%. Thus, it can be said that the simultaneous influence of Career Self-Efficacy and Organizational Experience on the Career Readiness of MPI students is 57.2%, while the remaining 42.8% is influenced by other variables outside the study.

Based on the results of the quantitative study, Hypothesis 1, which concerns the effect of Career Self-Efficacy (CSE) on the Career Preparation of Educational Management students at UIN Syekh Wasil Kediri, is supported. This finding is consistent with previous studies that explain the existence of a relationship between Career Self-Efficacy and Career Readiness among university students in various higher education institutions.²⁸ Career Self-Efficacy, or self-belief in achieving future career success, includes indicators such as confidence in one's own abilities, belief in future success based on effort and talent, and the absence of fear of failure when planning a future career. This is also in line with Albert Bandura's perspective, which states that the dimensions of self-efficacy consist of three

²⁸ Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X"; Puspitasari and Fadhl, "Pengaruh Self-Efficacy Dan Motivasi Memasuki Dunia Kerja Terhadap Work Readiness Pada Mahasiswa Universitas Kh . Abdul Wahab Hasbullah."

aspects: belief in completing tasks at various levels (level), belief in dealing with different situations (generality), and persistence in facing challenges (strength).²⁹

In addition, indicators of self-efficacy that an individual should possess include motivation, perseverance, risk-taking ability, creativity, and efforts to demonstrate better performance.³⁰ In today's highly competitive global era, self-belief, self-confidence, motivation, and ambition greatly influence a person's future success. Individuals who lack self-confidence and ambition to succeed will not exert sufficient effort or hard work to prepare for the future, which may ultimately lead to failure later in life.

Furthermore, individuals who lack confidence in achieving future career success (Career Self-Efficacy) are also unlikely to maximize their potential. One way to maximize potential is through self-development by participating in organizational activities. The results of this study indicate that there is a positive and significant effect of Organizational Experience on the Career Preparation of MPI students. This finding is also reinforced by various previous studies showing that organizational activities shape an individual's professional capacity in the workplace,³¹ and that organizational experience serves as real-life experience prior to entering the world of work.³²

Active participation in organizations provides numerous benefits, as students have opportunities for self-actualization, sharpening potential, developing talents and interests, improving time and task management skills, enhancing leadership abilities, and expanding networks.³³ All of these experiences are highly valuable as added value and portfolio assets when applying for jobs and adapting to the workplace.

Both variables—self-belief in achieving career success (Career Self-Efficacy) and organizational experience—have a strong influence on students' career readiness. As shown by the data above, Career Self-Efficacy and Organizational Experience simultaneously influence the Career Readiness of MPI students by 57.2%, while the remaining 42.8% is influenced by other variables outside this study. Undoubtedly, many factors affect a student's career readiness beyond these two variables, such as motivation,³⁴ hard skills,³⁵ family support,³⁶ and others.

²⁹ Albert Bandura, "Self-Efficacy: Deals with the Four Major Ways in Perceiving Self-Efficacy the Regulates Human Functioning," *Harvard Mental Health Letter* 13, no. 19 (1997): 4.

³⁰ Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X."

³¹ Mutiara Nur Romadani et al., "Work Motivation, Organizational Activeness, and Fieldwork Practice: Predictors of Work Readiness in Students," *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi* 5, no. 2 (2024): 301–12.

³² Novi Handayani et al., "Influence of Experience in Industrial Work Practices on Students ' Work Readiness Light Technology Vehicle Engineering at Indomobil Nissan Datsun East Java in 2019," *International Journal for Educational and Vocational Studies* 1, no. 7 (2019): 697–701.

³³ Dalifa, "Pengaruh Hard Skill Dan Pengalaman Organisasi Terhadap Kesiapan Kerja Mahasiswa Melalui Motivasi Kerja Sebagai Variabel Intervening."

³⁴ Puspitasari and Fadhli, "Pengaruh Self-Efficacy Dan Motivasi Memasuki Dunia Kerja Terhadap Work Readiness Pada Mahasiswa Universitas Kh . Abdul Wahab Hasbullah"; Sriulina and Anatan, "Pengaruh Self-Efficacy , Soft Skill , Dan Motivasi Terhadap Kesiapan Kerja Fresh Graduate Universitas X."

³⁵ Deswarta et al., "Pengaruh Soft Skill , Hard Skill Dan Motivasi Kerja Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Islam Riau Dimasa Endemi Covid 19."

³⁶ Dina Safitri, "Hubungan Dukungan Keluarga Terhadap Perencanaan Karir Siswa Di SMA Negeri 2 Sungai Selan," *IJoCE : Indonesian Journal of Counseling and Education* 6, no. 1 (2025): 26–33.

In the future, students—especially those from the Islamic Educational Management (MPI) study program—must be encouraged to develop strong self-belief for future success and be motivated to participate in organizational activities in order to enhance their competitiveness. Given that management is one of the core disciplines within MPI, organizational experience can serve as a practical arena for applying the knowledge acquired during academic studies. MPI students must possess not only knowledge but also managerial skills. With strong management skills, they will be able to enter various sectors and become future managers.

The findings of this study provide significant practical implications for curriculum development in the Islamic Educational Management study program. Considering the strong statistical influence of Organizational Experience and Career Self-Efficacy, the MPI curriculum should not focus solely on mastering managerial theory in the classroom, but must integrate experiential learning models. Concretely, program administrators should restructure the curriculum by allocating course credits (SKS) or providing formal recognition through the *Merdeka Belajar Kampus Merdeka* (MBKM) program for students who are actively involved in organizations or managerial projects within Islamic educational institutions. In addition, the integration of self-development training based on Islamic leadership values should be incorporated into core management courses to strengthen students' self-efficacy. By positioning organizations as a curricular laboratory, MPI graduates will not only achieve academic maturity but also possess practical readiness aligned with professional standards in the era of Society 5.0.

CONCLUSION

Based on the study on the relationship between Career Self-Efficacy (CSE) and organizational experience on the Career Readiness of Islamic Educational Management students, the results indicate that there is a significant and positive effect of Career Self-Efficacy and organizational experience on students' Career Readiness. Self-belief and confidence in achieving future career success encourage students to be more motivated to work harder and to prepare for their careers at an early stage. Organizational experience helps develop an individual's potential, making it a valuable asset when applying for jobs or adapting to the workplace, especially in today's highly competitive globalized era. For students of Islamic Educational Management, organizational experience is particularly important to be continuously developed, as organizations serve as real laboratories for strengthening students' managerial competencies, enabling them to become future managers in various fields, especially in the field of education.

Nevertheless, this study has limitations related to the scope of the sample, which was limited to a single higher education institution, as well as the use of a cross-sectional design, which restricts claims of pure causality beyond statistical relationships. Therefore, future studies are recommended to expand the population coverage to include various State Islamic Higher Education Institutions (PTKIN) across Indonesia in order to enhance the generalizability of the findings. In addition, future researchers may employ qualitative methods or longitudinal studies to explore other external factors—such as family support

and the quality of internship programs—that have not yet been deeply integrated into the research model.

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