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# Self-Readiness of Islamic Religious Education Students to Enter the Business World and Employment in Manado

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| ARTICLE INFO | ABSTRACT |
|---|---|
| **Keywords:**<br><br>business world;<br>employment;<br>Islamic religious education;<br>self-readiness of students.<br><br><br>**Article history:**<br><br>Received 2023-03-07<br>Revised  2023-05-16<br>Accepted 2023-05-18 | This study aims to identify Islamic religious education students' self-readiness to enter the world of business and employment. A survey study was deployed as the design of the research. The population is 60 students and the sample taken is only 27 final semester students who have carried out the Integrated Teaching Professional Practice (*Praktek Profesi Keguruan Terpadu*/ PPKT) at schools/madrasas, which were carried out for 3 months from September 2021 to November 2021. This research data was obtained from data respondents directly through a questionnaire to measure the students' knowledge, skills, and affective factors in preparing themselves to enter the world of business and employment. This study revealed that knowledge was in the 79 percent category, skills were in the 88 percent category, and attitudes were in the 79 percent category. Thus, the results of the overall analysis for service and productive managerial work are in the 85 percent category. This finding indicates the Islamic religious education students are dominantly ready to contribute to the professional world as employees.<br><br>*This is an open-access article under the* CC BY-NC-SA *license.* |

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## 1. INTRODUCTION

The current development of today's free market requires people to master various skills and abilities, especially the ability to master science and technology to get a job. This capability is considered from intellectual intelligence, emotional intelligence, and spiritual intelligence (Weluk et al., 2019). However, according to Efendi (2022), mastery of abilities in terms of knowledge, skills, and attitudes has not been fully conquered by today's university graduates, including Bachelor of Education graduates. As a result, many students have not been absorbed in the world of business and employment (Fitriani et al., 2015; Hindun, 2019). Understanding this condition, it is important to prepare the graduates of education with the positive capacity to build in the workplace, such as demonstrating a responsible attitude towards work in their field of expertise independently. Those capacities comprise the cognitive, psychomotor, and affective aspects that should be prepared until the students are ready to contribute to their professional life.

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The cognitive, psychomotor, and affective readiness of students allows the formation of a desire to work that is systematic, structured, and can produce maximum work. A tracking of undergraduate graduates at the Teacher Training Faculty shows that students' readiness to enter the world of professional work and employment still needs to be improved (Kurniasari et al., 2020; Sa'idah et al., 2017). The study found that the indications that emerged were the waiting period for graduates of more than one year, as well as the lack of absorption of graduates as productive workers in the field of education due to relatively tight job competition (Adriyanto et al., 2020; Suhandi et al., 2021). The reason is that the curriculum has not been able to form graduates as professionals in the field of education whether they are ready or not. This is due to a belief that a job must be done optimally because it can affect the results of the job (Santrock, 2009; Ward et al., 2004). According to Ward et al. (2004), the concept of readiness includes skills, knowledge, understanding, and personality that make a person able to choose and feel comfortable with his work to become satisfied and ultimately achieve success. Moreover, Andrew (2005) highlighted work experience as a factor that can increase job readiness. Meanwhile, Pool & Sewell (2007) suggested that job readiness consists of several aspects including skills and knowledge in accordance with the field of work. Relevant to these conceptions, the awareness of building the education graduates' readiness has been realized by educational institutions.

In line with this statement, Erickson (2004) explained that what determines to be a productive and useful workforce in this current life is the ability to solve problems and face challenges. If this potential is done well, it will develop the readiness to contribute in the workplace. Furthermore, he emphasized the need for consideration in making decisions, including having self-confidence, feelings, and courage, so that one can excel in a structured career. Job readiness can also be defined as a person's ability to do and find and be able to adjust to the work needed and desired (Andrew, 2005; Ward & Riddle, 2004). The availability of Indonesian workers has a significant number (Santrock, 2008). However, Kurniasari et al. (2020) stated that Indonesian workers will have problems if they are not utilized optimally. Workers who have minimal education are more in the workforce today (O'Banion, 2019). Precisely, according to Pool & Sewell (2007), many potential workforce graduates worked at low levels. Therefore, it is necessary to prepare potential and qualified graduates, especially in the field of education as an area to produce future generations.

Previously, there were studies finding out that the majority of the current workforce are those with minimal experience, both from secondary education to tertiary education, even students in terms of entering the world of work (Nunes & Arthur, 2013; Rubiyanto, 2008). Job seekers who do not have experience are so difficult to get a job according to various studies (Hosain & Liu, 2021; Pool & Sewell, 2007). Experience can also determine the level of self-confidence, self-efficacy, and self-esteem, this can affect a person and ability to prepare for work. Understanding the importance of preparing graduates readiness in encountering the workplace, this study aims to reveal and analyze the self-readiness of students of the Faculty of Tarbiyah and Teacher Training of the Islamic Religious Education Study Program at an Islamic institution in Manado to enter the world of work, especially in the aspects of knowledge, skills, and affective towards productive, service, and managerial work fields. This study was conducted in the research field since there was a necessity to find out the condition there because of the importance of the students' empowerment after graduation. Hopefully, this study could provide practical and empirical benefits for the study program to develop the quality of graduates so that they can compete with graduates from other universities in the workplace.

## 2. METHODS

This section aims to answer the research question asked. The focus of this study concerned the aspects of students' knowledge, skills, and attitudes towards the fields of production, service, and

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managerial work, carried out on final semester students of the Islamic Religious Education Study Program in Manado. The study population was 60 students, which then used a sample of 27 people consisting of 15 men and 12 women during the study period of 3 months from September 2021 to November 2021. The data was obtained by administering questionnaires to the sample. The questionnaire was arranged by the construct developed by the researchers, namely the readiness of students in entering the workplace comprising the aspects of knowledge, skills, and affective. Meanwhile, the data analysis technique is to give a score to each respondent's answer with alternative answer choices using a Likert scale. Each item from the respondent's answer has four choices, namely, strongly agree (SS) is given a score of 4, agree (S) is given a score of 3, disagree (TS) was given a score of 2 and strongly disagree (STS) was given a score of 1.

## 3. FINDINGS

Research data were grouped according to type, quantity, and quality and then analyzed by percentage to see trends in respondents' answers in each field of work.

### 3.1. *Readiness to work in the field of production*

**Table 1**. Results of Data Analysis on Production Work Sector

| No | Aspect | Statement | Alternative Answers (Percentage) | | | |
|----|--------|-----------|----|----|----|-----|
| | | | SS | S | TS | STS |
| 1 | Knowledge | Universities where students study, can provide a variety of expertise programs | 13% | 50% | 36% | 2% |
| | | Universities where students study, have a reputation for good quality of educational services | 15% | 40% | 30% | 5% |
| | | College graduates where students study can be absorbed by the world of work | 12% | 52% | 34% | 2% |
| | | Universities have an environment that supports the teaching and learning process | 17% | 50% | 30% | 3% |
| 2 | Skills | The time provided by the world of work for student skills training is very possible | 15% | 45% | 38% | 2% |
| | | The practice time provided by the world of work can meet student work targets | 13% | 52% | 36% | 2% |
| | | The material received from the results of training in the world of work is in accordance with the areas of expertise obtained in tertiary institutions | 17% | 50% | 30% | 3% |

| | | | SS | S | TS | STS |
|---|---|---|---|---|---|---|
| | | Work training carried out by every student in the world of work will be sustainable continuously | 15% | 50% | 32% | 3% |
| 3 | Affective | To improve satisfactory work results, high discipline is needed in presenting a job | 13% | 55% | 30% | 2% |
| | | Every student who wants satisfactory work results must be in accordance with the wishes of himself and others | 18% | 50% | 26% | 6% |
| | | Universities can provide services as promised and accurately to students | 15% | 40% | 32% | 3% |
| | | Universities are able to convince students to believe that the educational services provided are the best | 18% | 45% | 34% | 3% |

Respondents' answers from the aspects of knowledge, skills and attitudes for the production work field obtained a category of 79%.

### 3.2. Readiness to work in the service sector

**Table 2.** Results of data analysis on the service sector

| No | Aspect | Statement | Alternative Answers (Percentage) | | | |
|---|---|---|---|---|---|---|
| | | | SS | S | TS | STS |
| 1 | Knowledge | Lecturers in tertiary institutions have competencies in accordance with their teaching fields to support services to students in the world of work | 17% | 50% | 30% | 4% |
| | | Universities provide educational facilities that are in accordance with student expertise programs that are oriented to the world of work | 13% | 50% | 34% | 6% |
| | | Universities are able to guarantee that the teaching and learning process runs according to the applicable procedures | 14% | 55% | 28% | 7% |
| | | Universities are able to guarantee the quality and quality of lectures held | 14% | 55% | 28% | 7% |
| 2 | Skills | Universities are able to provide fast and responsive | 18% | 50% | 28% | 4% |

| | | | SS | S | TS | STS |
|---|---|---|---|---|---|---|
| | | services to complaints submitted by students | | | | |
| | | The time provided for skills training in the world of work can support the expertise program of students | 15% | 50% | 30% | 5% |
| | | The skills possessed by students can help them to do work, especially in the service sector | 17% | 50% | 28% | 2% |
| | | The success of students in the world of work, especially what is measured is one skill factor | 13% | 60% | 25% | 2% |
| | | Universities care about the need for student education services | 13% | 70% | 20% | 2% |
| | | Student satisfaction related to services and promotional activities provided by universities | 14% | 55% | 28% | 7% |
| 3 | Affective | Student satisfaction is related to the ability of tertiary institutions to establish relationships with the world of work | 18% | 50% | 28% | 4% |
| | | Student satisfaction is related to the services provided by the college | 17% | 50% | 25% | 5% |

Respondents' answers from the aspects of knowledge, skills, and attitudes towards the field of service work obtained a category of 88%.

### 3.3. Managerial work readiness

**Table 3.** Results of data analysis on managerial work

| No | Aspect | Statement | Alternative Answers (Percentage) | | | |
|---|---|---|---|---|---|---|
| | | | SS | S | TS | STS |
| 1 | Knowledge | Students have the ability/mastery of knowledge in the managerial field | 15% | 60% | 23% | 2% |
| | | Students have the ability to master various kinds of theories and concepts obtained from universities and are able to apply them in the world of work | 18% | 60% | 17% | 3% |

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| No | | Rated aspect | SS | S | TS | STS |
|---|---|---|---|---|---|---|
| | | Students must have the ability to apply theories and concepts obtained in tertiary institutions and be capable of tertiary education | 18% | 60% | 20% | 2% |
| | | Students must have the ability to apply the theories and concepts obtained in college | 20% | 60% | 17% | 3% |
| 2 | Skills | Students must have adequate skills and be able to do the job they want | 15% | 63% | 20% | 2% |
| | | Skills in doing a job are usually measured by effective work results | 18% | 62% | 18% | 2% |
| | | Having adequate skills can use time effectively and efficiently | 15% | 60% | 22% | 3% |
| | | Work skills greatly influence a person's decision making | 25% | 60% | 10% | 5% |
| 3 | Affective | Cooperation in managing work will be able to determine success | 17% | 55% | 25% | 3% |
| | | The results obtained from a person's work must show a work ethic and high enthusiasm | 18% | 60% | 20% | 2% |
| | | Someone who does a job in order to be successful and efficient must be able to determine a positive attitude towards work | 15% | 48% | 24% | 3% |
| | | The level of discipline in doing a job can usually be measured by timeliness | 17% | 55% | 24% | 4% |

Respondents' answers from the aspects of knowledge, skills, and attitudes towards managerial work get a category of 79%.

**Table 4.** Results of data analysis from the three aspects (knowledge, skills, and attitudes) in the fields of production, service, and managerial work.

| No | Field of Work | Rated aspect | Alternative Answers (Percentage) | | | |
|---|---|---|---|---|---|---|
| | | | SS | S | TS | STS |
| 1 | Production | Knowledge (Cognitive) | 17% | 52% | 20% | 11% |
| | | Skills (Psychomotor) | 17% | 55% | 18% | 10% |
| | | Affective (attitude) | 21% | 50% | 17% | 12% |
| 2 | Service | Knowledge (Cognitive) | 21% | 50% | 18% | 11% |
| | | Skills (Psychomotor) | 15% | 60% | 20% | 2% |
| | | Affective (attitude) | 18% | 56% | 20% | 6% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | managerial | Knowledge (Cognitive) | 17% | 55% | 18% | 10% |
| | | Skills (Psychomotor) | 20% | 58% | 15% | 7% |
| | | Affective (attitude) | 19% | 60% | 16% | 5% |

Respondents' answers from the three aspects (knowledge, skills, and attitudes) towards the productive, service, and managerial fields of work were very high (85%).

## 4. DISCUSSION

The research provides an overview of each indicator and variable studied from knowledge, skills, and attitudes toward production, service, and managerial work.

### 4.1 Knowledge

Based on the data analysis result, from 27 respondents, 6 people strongly agree, 10 people agree, 7 people disagree, and 4 people strongly disagree. The indicator of student knowledge is above average. This shows that the self-readiness of students in entering the business world and employment in the knowledge aspect is considered good. Thus, students' knowledge about the world of work is considered to have been mastered even though it needs to be improved. An indicator of student knowledge about the world of work was obtained from the respondents' answers of 79%, this can be seen in the appendix. The results of the student self-readiness questionnaire in entering the business world and employment in the knowledge aspect are in the high category. However, it needs to be improved through student study groups so that they can develop the technological capabilities of learning resources and media.

Based on the results of the research described from the data obtained, this shows that students' self-readiness in entering the business world and employment already has knowledge skills. According to Sofyan (1993), students' self-readiness to enter the world of work is having the ability for someone to complete the desired work according to the provisions without experiencing various difficulties and obstacles. This opinion is supported by research from Wahyono (2001) mentioning that the readiness of students to enter the world of work can be supported by three aspects, one of which is the aspect of knowledge.

### 4.2 Skills

Based on data from 27 respondents, indicators of student self-readiness in entering the business world and employment in the skills aspect, 7 answered strongly agree, 10 answered agree, 5 answered disagree and 5 answered strongly disagree, the respondents were above average. The indicator of students' skills regarding the world of work is in the very high category (88%) (the calculation can be seen in the attachment). This shows that students are ready to enter the business world from the skills aspect. Skills will be acquired through experience and continuous practice (Oliver, 2008). In improving maximum skills, students should need to prepare for training time and carry it out on an ongoing basis (Puspita et al., 2020). The exercise will be more meaningful if experience and habits are carried out continuously so as to achieve adequate skills.

### 4.3 Affective

Obtained from 27 respondents, indicators of student self-readiness in entering the world of business and employment on the physical aspect of 6 people who answered strongly agreed, 10

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people answered agree, 6 people answered disagree, and 5 people answered strongly disagree. This indicates that students have good job readiness respondents are above average. The student attitude indicator regarding the world of work is in a good category at 88%, the results of the calculations are in the attachment). As for the self-readiness of students entering the world of work, this is ready. Students' self-readiness to enter the world of business and employment as productive forces in the field of economics for final year students is still categorized as good. This shows that all students have good work readiness.

Students' self-readiness in entering the business world and employment in the service sector is quite good so it can be seen that students have knowledge in the field of service that they have mastered so far. Self-readiness of students in entering the world of business and employment in the managerial field of students of the Islamic Religious Education Study Program in the research field. After seeing the results of data analysis in this study, it indicated that most results were in a good category. This shows that students have knowledge above average. Self-readiness of students entering the world of work, especially for workers who have low education at this time, and are absorbed in many jobs, is required to prepare as early as possible (Tentama & Riskiyana, 2020). Thus, when facing various kinds of obstacles at work, students will certainly be able to manage stress. Santrock's (2008) work concluded that unemployment will cause stress not only affects economic difficulties but can also reduce a person's self-esteem. However, according to Amrullah, (2008) by having self-readiness in entering the world of business and employment, students should have sufficient expertise, obtained while studying at universities which are supported by adequate emotional and spiritual readiness, whether in cognitive, affective, or psychomotor aspects. Thus, students will be able to adapt to the work environment.

To anticipate the occurrence of the workers' unreadiness, it is appropriate for tertiary institutions to change their approach strategy to the world of work by preparing students to encounter the world of work with sufficient abilities and expertise. This is related to the results of the study conducted by Surya (2007), which stated that students as prospective workers who have high potential will work optimally. The potential of students who are equipped to become a reliable workforce is of course expected by the world of work. Without their proper potential, the quality of work will be low. This is in accordance with the opinion of Pool & Sawell (2007) that students who have potential will be able to work optimally.

Students entering the world of business and employment are in high demand because they are at their final level, so their abilities are ready to enter the world of work. Besides that, the curriculum applied in tertiary institutions also provides an understanding for students to develop abilities in the learning process not only in theory but needs to be supported in practice (Isabekov & Sadyrova, 2018). All in all, when it is said that students' self-readiness is considered low, it is because of their inability to understand the aspects of critical thinking, individual maturity, and competency that needs to be improved.

## 5. CONCLUSION

Based on the results of the research conducted, it can be concluded that, among other things, the results of data analysis in this study indicate that the readiness of students to enter the business world and employment from the knowledge aspect is high. The results of descriptive analysis and data classification of students' self-readiness to enter the business world and employment in the skills aspect are classified as very high. While the results of the descriptive analysis and data classification show that students' self-readiness in entering the business world and employment in the attitude aspect is

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relatively high. It turns out that the Faculty of Tarbiyah and Teaching Science in Manado has implemented learning concepts that are in accordance with areas of expertise, so the findings in this study from three aspects, namely knowledge, skills, and attitudes of students towards the fields of production, service and managerial work show maximum results. This reported that since the beginning the Faculty of Tarbiyah and Teacher Training of the Islamic Religious Education Study Program has mapped the capabilities and expertise of each student based on their respective competencies so that they can prepare themselves to choose jobs that suit their interests and talents. The findings described above are consistent with previous research which revealed student readiness for the world of work. This study has several weaknesses. One of them is due to the absence of confirmation from the respondents. Therefore, future studies are recommended to apply interviews as another data collection technique.

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