

The Role of Self-Efficacy as a Mediating Variable between Discipline and Training on the Job Readiness of Participants in a Training Program in Japan

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Abstract

Purpose – This study aims to examine and analyze the impact of training and discipline on the work readiness of participants in the vocational training program to Japan, positioning self-efficacy as a mediating variable.

Methodology – This research adopts a quantitative approach using a survey method involving 123 individuals currently undergoing vocational education for the Japan program. Data analysis was performed using multiple linear regression and mediation analysis assisted by SPSS software.

Findings – The research findings indicate that training and discipline have a positive and significant effect on self-efficacy. Furthermore, self-efficacy and discipline were proven to have a significant effect on work readiness, while training does not have a significant direct effect. Self-efficacy was identified as a crucial mediating factor in connecting the influence of training and discipline to the work readiness of participants.

Implications – These results emphasize the importance of strengthening psychological aspects, specifically self-efficacy, in designing international job training programs to enhance participants' adaptation readiness in the Japanese work environment.

Originality – This study contributes to human resource management literature by integrating discipline and training variables within a single self-efficacy mediation model specifically for the context of overseas job training participants.

Keywords: Discipline, Training, Self-Efficacy, Work Readiness.

Abstrak

Tujuan - Penelitian ini bertujuan untuk menguji dan menganalisis dampak pelatihan dan disiplin terhadap kesiapan kerja peserta program pelatihan ke Jepang, dengan menempatkan efikasi diri sebagai variabel mediasi.

Metode – Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei terhadap 123 individu yang sedang menjalani pendidikan kejuruan untuk program ke Jepang. Analisis data dilakukan menggunakan regresi linier berganda dan analisis mediasi dengan bantuan perangkat lunak SPSS.

Hasil - Temuan penelitian menunjukkan bahwa pelatihan dan disiplin berpengaruh positif dan signifikan terhadap efikasi diri. Selanjutnya, efikasi diri dan disiplin terbukti berpengaruh signifikan terhadap kesiapan kerja, sementara pelatihan secara langsung tidak berpengaruh signifikan. Efikasi diri ditemukan sebagai faktor mediasi yang sangat penting dalam menghubungkan pengaruh pelatihan dan disiplin terhadap kesiapan kerja peserta.

Implikasi - Hasil ini menegaskan pentingnya penguatan aspek psikologis, khususnya efikasi diri, dalam merancang program pelatihan kerja internasional guna meningkatkan kesiapan adaptasi peserta di lingkungan kerja Jepang.

Orisinalitas - Penelitian ini memberikan kontribusi pada literatur manajemen sumber daya manusia dengan mengintegrasikan variabel disiplin dan pelatihan dalam satu kerangka model mediasi efikasi diri khusus untuk konteks peserta pelatihan kerja luar negeri.

Kata kunci: Disiplin, Pelatihan, Efikasi Diri, Kesiapan Kerja.

Introduction

The job training program in Japan is a workforce preparation program that demands comprehensive readiness from participants, encompassing technical, behavioral, and psychological aspects. The ability to adapt to a disciplined work culture, high performance expectations, and a work environment different from those in Japan are additional requirements for participants, in addition to job skills. In this context, job readiness is a primary prerequisite for participants to be able to participate optimally and sustainably in the work process.

Job preparation does not occur overnight but is the result of a multi-stage process. Discipline is a fundamental factor that plays a role in shaping work attitudes, compliance with regulations, and consistent behavior in carrying out tasks. Individuals with a high level of discipline tend to have regular work patterns and are able to adapt to organizational standards, thus being better prepared to face work demands (Hasibuan, 2019; Sutrisno, 2020).

In addition to discipline, training is an important instrument in improving participants' job readiness. Training is designed to improve participants' knowledge, skills, and understanding of the work they will face. However, several research findings indicate that training does not always have a direct impact on job readiness if it is not accompanied by individual psychological readiness (Salas et al., 2012; Wandasari, 2019). This indicates that the effectiveness of training is highly dependent on how individuals interpret and internalize the learning experiences they acquire.

An individual's level of self-efficacy is a crucial psychological component that mediates the influence of extrinsic variables, such as training and discipline, on job readiness. A person's confidence in their own ability to achieve goals and overcome obstacles is known as self-efficacy (Bandura, 1997). People who believe in their ability to perform well tend to be more confident, persistent, and able to cope with workplace stress (Lent et al., 2002; Saks & Ashforth, 2002).

In the context of job training in Japan, self-efficacy is a crucial aspect because participants are faced with work situations that demand mental resilience, high discipline, and strong adaptability. The impact of self-efficacy on workplace readiness and performance has been demonstrated in several previous studies (Caballero et al., 2011; Royen, 2021; Taufan et al., 2025). However, there is a lack of research that takes a holistic view of the relationship between self-efficacy and job readiness, particularly among participants in Japanese job training programs, and how discipline and training interact with each other.

Given this context, a study is needed to provide a comprehensive empirical explanation of how training and discipline influence participants' self-efficacy and, indirectly, their job readiness. The findings of this study are expected to contribute to the field of human resource management and benefit international organizations that train workers in creating development programs that truly prepare individuals for the workforce.

Literature Review**Discipline (Variable X1)**

Discipline is an attitude of respect, appreciation, obedience, and adherence to applicable regulations, both written and unwritten, as well as the willingness to implement them and not evade sanctions if one violates the duties and authority assigned to them. Work discipline is a tool used by managers to communicate with employees to encourage them to change behavior and as an effort to increase awareness and willingness to comply with all company regulations and applicable social norms.

Training (Variable X2)

Training is a short-term educational process for non-managerial employees using systematic and organized procedures in which they learn technical knowledge and skills for a specific purpose. Job training is the overall activity of providing, acquiring, improving, and developing work competencies, productivity, discipline, attitudes, and work ethic at a specific level of skill and expertise according to the level and qualifications of the position or job.

Self-Efficacy (Variable M)

Self-efficacy is defined as an individual's belief in their ability to organize and execute a series of actions necessary to achieve desired results. Self-efficacy is a person's belief in their ability to succeed in a given situation. Bandura (1997) stated that self-efficacy is a person's belief in their ability to carry out tasks or actions needed to achieve certain results.

Job Readiness (Variable Y)

Job readiness is a condition that indicates a match between an individual's mastery of knowledge, skills, and work attitudes and the qualification requirements of a position or job. Job readiness is a condition that indicates that an individual possesses the physical, mental, and emotional capabilities to perform a job or activity. Job readiness also indicates a match between physical and mental maturity, as well as learning experiences, enabling an individual to perform a specific activity or job.

Relationship Between Variables and Hypothesis**The Effect of Training on Self-Efficacy**

Training is a short-term educational process for employees that uses systematic and organized procedures to learn technical knowledge and skills. Job training aims to improve competence, productivity, discipline, attitude, and work ethic. Through structured training, individuals gain confidence in their abilities (self-efficacy) to perform specific tasks in accordance with their desired qualifications. H1: Training has a positive and significant effect on Self-Efficacy.

The Effect of Discipline on Self-Efficacy

Discipline is an attitude of respecting, appreciating, obeying, and complying with applicable regulations. Work discipline serves as an effort to increase individual awareness to comply with social norms and company regulations. High discipline reflects mental maturity that supports increased individual confidence in their ability to achieve certain results or self-efficacy. H2: Discipline has a positive and significant effect on self-efficacy.

The Effect of Training on Job Readiness

Job training is the overall activity of providing, acquiring, improving, and developing work competency, productivity, discipline, attitude, and work ethic at a specific skill and expertise level according to the level and qualifications of the position or job. Theoretically, a systematic training program is expected to equip individuals with the technical knowledge and skills necessary to face job demands. However, the effectiveness of training in producing tangible job readiness often does not occur immediately and requires encouragement from the individual's internal psychological factors. H3: Training influences Job Readiness.

The Effect of Discipline on Job Readiness

Discipline, which includes adherence to rules and responsibilities, is crucial in fostering a mental state of job readiness. Job readiness indicates the physical and mental ability to perform a job. Individuals with high levels of discipline tend to be better prepared to face challenges in a professional work environment. H4: Discipline has a positive and significant effect on Job Readiness.

Self-Efficacy as a Mediator of the Effect of Training and Discipline on Work Readiness

Self-efficacy is an individual's belief in their ability to succeed in a given situation, which plays a crucial role in organizing actions to achieve desired outcomes. In the context of training and discipline, self-efficacy serves as a factor that connects or mediates the influence of these aspects on an individual's work readiness. Belief in one's abilities is the primary driver for individuals to feel physically and mentally prepared to enter the workforce. H5: Self-Efficacy mediates the effect of Training and Discipline on Work Readiness.

Based on the hypothesis formulation outlined above, the research flow can be illustrated visually. This framework demonstrates the direction of the relationship between discipline and training variables and work readiness, both directly and through the mediating role of self-efficacy.

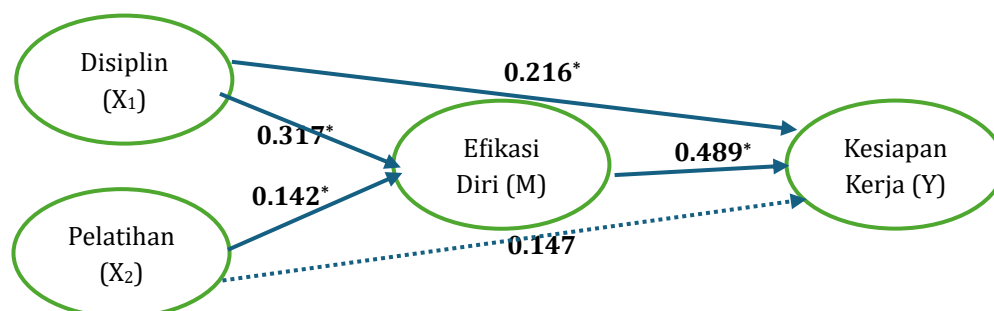


Figure 1. Research Framework

Figure 1 shows a research framework illustrating the causal relationship between discipline and training on the work readiness of participants in the Japanese training program, with self-efficacy as a mediating variable. This model emphasizes that discipline and training act as external factors that can shape participants' self-efficacy, which in turn influences their psychological and behavioral work readiness. Thus, work readiness is

influenced not only by technical aspects and discipline, but also by an individual's belief in their ability to meet work demands.

Research Methodology

Participants in the Japanese training program were assessed for their discipline, training, self-efficacy, and work readiness using a quantitative survey methodology. Because quantitative methods allow for a systematic investigation of the correlation between variables using empirical data collected from respondents, this method was used for this study.

All students enrolled in the Japanese training program formed the study population. A total of 123 individuals were selected as respondents using a census sampling approach, which was necessary due to the small population. To minimize the possibility of sampling bias and provide a complete picture of the respondents' situations, this technique was used.

The four research variables discipline, training, self-efficacy, and work readiness were measured using a questionnaire. The research instrument measured the level of agreement with each statement using a five-point Likert scale. The instrument was validated and its reliability verified before use in the study to ensure it was a good measurement tool.

Several steps were taken to analyze the data. Descriptive analysis of respondent characteristics and data patterns was the first step in the research process. As a first step before regression analysis, traditional assumption testing was conducted. We used two analytical models to conduct multiple linear regression and evaluate our hypotheses. Two models were used: one to examine how discipline and training affect self-efficacy, and the other to examine how discipline, training, and self-efficacy affect work readiness.

By comparing the findings from the two regression models, we were able to analyze the changes in the effects of the independent factors on the dependent variable, thus testing the mediating function of self-efficacy. SPSS statistical software was used for all data analyses with a significance threshold of 5%.

Results and Discussion

This study analyzed data from a job training program in Japan to examine how participants' levels of discipline, training, self-efficacy, and job preparation were interrelated. Two multiple linear regression models were used to examine the direct and indirect effects between the study variables.

Table 1. Results of Regression Analysis of Model 1

Independent Variable	Koefisien (B)	t-count	Sig.
Discipline	0.317	4.904	<0.001
Training	0.142	2.334	0.021

Source: Processed primary data, 2025 (SPSS)

Model 1 testing focused on how self-efficacy is influenced by training and discipline. The results showed that self-efficacy was positively and significantly influenced by discipline. The results indicated that participants' self-confidence grew as a result of the discipline of regular training. Furthermore, participants' self-efficacy was positively and significantly influenced by training, indicating that the knowledge and

skills they acquired increased their confidence to overcome challenges they faced in the workplace.

Table 2. Results of Regression Analysis of Model 2

Independent Variable	Koefisien (B)	t-count	Sig.
Disiplin	0.216	2.542	0.012
Pelatihan	0.147	1.851	0.067
Efikasi Diri	0.489	6.277	< 0.001

Source: Processed primary data, 2025 (SPSS)

The next step was to use Model 2 to examine how self-efficacy, training, and discipline influence job readiness. The results showed that self-control significantly improved job readiness. This demonstrates the importance of trainees feeling comfortable with the rules, tasks, and time management aspects of training in shaping their job readiness. Among the factors studied, self-efficacy had the greatest impact on job readiness, both positively and significantly.

Training, unlike the other two factors, did not show a substantial direct effect on job readiness. This finding indicates that improving technical skills through training does not automatically shape job readiness unless accompanied by an individual's confidence in their own abilities.

Analyzing the data from Models 1 and 2 concluded that self-efficacy mediates the relationship between discipline, training, and job readiness. Training and discipline help individuals build self-efficacy, which indirectly influences their job readiness.

According to the research findings, the self-efficacy of participants in job training in Japan was positively and significantly influenced by discipline. This finding indicates that cultivating disciplined behavior during the training process can shape individuals' confidence in their own abilities. Consistently applied discipline encourages participants to become accustomed to facing the demands of rules, responsibilities, and work targets, thereby strengthening self-control and confidence in completing tasks. This finding aligns with the view that discipline is a crucial factor in shaping an individual's attitudes and psychological readiness in the work context (Hasibuan, 2019; Sutrisno, 2020).

The positive influence of training on self-efficacy indicates that the learning experiences participants gain during the training contribute to increased self-confidence. Systematically designed training not only provides technical knowledge and skills but also provides successful experiences that can strengthen an individual's perception of their abilities. These results support the findings of Salas et al. (2012), which assert that effective training can impact participants' cognitive and psychological aspects, particularly when participants are actively engaged in the learning process.

Furthermore, research shows that discipline has a beneficial and substantial impact on job readiness. This finding reinforces the notion that discipline is crucial in shaping participants' mental readiness and work attitudes. People who grow up with rules and regulations in their lives tend to be more responsible, punctual, and able to handle professional pressures. Arif et al. (2020) found that work discipline significantly contributes to an individual's readiness to enter the workforce, which aligns with the findings of this study.

Training, unlike discipline, does not directly correlate with increased job readiness. This finding indicates that improving technical skills through training does not automatically guarantee participants' job readiness. Training that is not accompanied by

mental readiness and self-confidence has the potential to produce individuals who are technically competent but not fully prepared to face the pressures and dynamics of the work environment. These findings align with research by Wandasari (2019) and Royen (2021), which emphasizes that the effectiveness of training on job readiness is strongly influenced by individual psychological factors.

There is strong evidence that self-efficacy influences job readiness, and this impact is more pronounced than other characteristics. This conclusion suggests that self-confidence plays a significant role in determining an individual's level of readiness to enter the workforce. Confident, adaptable, and able to cope with workplace stress are common among individuals with high self-efficacy. These findings support research by Bandura (1997), Abubakar et al. (2020), and other researchers, which demonstrate that self-efficacy is a crucial component of work readiness (Taufan et al., 2025; Caballero et al., 2011).

The role of self-efficacy as a mediating variable suggests that discipline and training will be more effective in improving work readiness if they foster participants' self-beliefs. Discipline and training serve as external stimuli that foster self-efficacy, which in turn influences internal work readiness. These findings reinforce the social cognitive theoretical framework and the research findings of Lent et al. (2002) and Saks and Ashforth (2002), which emphasize the importance of psychological factors in an individual's transition to the workforce.

Conclusion

The findings of this study indicate that while technical considerations are important, individual behavioral and psychological characteristics also play a significant role in determining whether participants in a vocational training program in Japan are work-ready. Discipline and training have been shown to play a role in shaping participants' self-efficacy, which in turn is a key factor in enhancing work readiness.

Discipline contributes directly to work readiness, reflecting that developing habits of adherence to rules, timetables, and work standards is an important foundation for navigating a work environment that demands high levels of discipline. On the other hand, training did not demonstrate a significant direct effect on work readiness, but it still played a significant role through increasing participants' self-efficacy.

Both the relationships between discipline and training and work readiness, as well as the variable with the greatest impact on work readiness, self-efficacy, mediated each other. These findings confirm that the success of a vocational training program in Japan is significantly influenced by the program's ability to build participants' self-confidence to face new work demands and environments.

Saran

Based on the research findings, job training institutions in Japan are advised to emphasize not only discipline and technical skill development but also to systematically integrate self-efficacy development into each stage of training. Training approaches involving work simulations, intensive mentoring, and evaluations based on mental strengthening and self-confidence can be considered as strategies to improve participants' job readiness.

Furthermore, consistent discipline should be maintained as part of the training culture, as it has been shown to contribute to shaping participants' mental readiness and work attitudes. To gain a more comprehensive picture, future studies would be beneficial if they encompassed a wider range of training institution contexts and considered other factors such as work motivation, social support, and organizational culture that may influence job readiness.

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