

NOT JUST GPA, SELF-CONFIDENCE AND COMMUNICATION ARE THE KEYS TO JOB SUCCESS!

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Abstract

This study aims to determine the effect of self-confidence and communication skills on students' work readiness as important factors in addition to academic achievement. Until now, student success has often been measured only by their grade point average (GPA), even though non-academic skills also play a major role in determining an individual's readiness to enter the workforce. This study uses a quantitative method with an associative approach to analyze the relationship between independent and dependent variables. The population in this study consists of final-year students from several study programs, with a purposive sampling technique used to collect data. Data were collected through a closed questionnaire using a Likert scale that had been tested for validity and reliability. The analysis technique used was multiple linear regression with the help of SPSS software to see the partial and simultaneous effects between variables. The results showed that self-confidence had a positive and significant effect on students' work readiness, while communication skills also had a significant effect on work readiness. Simultaneously, both variables have a strong effect on students' work readiness. The conclusion of this study is that work readiness is not only determined by academic achievement, but also by psychological factors and interpersonal skills. Therefore, educational institutions are advised to develop programs that balance hard skills and soft skills so that students are better prepared to compete in the world of work.

Keywords:

self-confidence, communication skills, work readiness, students, soft skills

Introduction

In an increasingly complex and competitive world of work, a person's success is no longer determined solely by high academic grades or Grade Point Average (GPA). Until now, GPA has often been considered the main measure of a person's intellectual ability and work potential. However, with the changing times and increasingly diverse industry demands, this assessment is no longer entirely relevant. The world of work now demands individuals who are not only academically intelligent, but also have strong non-technical skills, such as self-confidence and good communication skills.

Self-confidence is an important aspect that greatly influences a person's performance at work. Individuals with high self-confidence will be better prepared to face challenges, dare to make decisions, and be able to express their opinions clearly. They also tend to have higher motivation and enthusiasm for work because they are confident in their abilities. Conversely, a lack of confidence can be an obstacle to career development, as individuals may be afraid of failure, reluctant to try new things, and find it difficult to show their best potential. In a professional environment, confidence also helps a person build a positive image, which ultimately increases the trust of superiors and colleagues.

In addition to self-confidence, communication skills are also an important factor that is highly sought after in the workplace. Good communication is not only about speaking fluently, but also includes the ability to listen, understand other people's messages, and adjust the way you communicate to the situation and the person you are talking to. An employee with effective communication skills is able to create good teamwork, avoid misunderstandings, and convey ideas and solutions constructively. In many companies, interpersonal communication skills are even considered a key criterion in the recruitment and career development process, as they play a major role in building harmonious and productive working relationships.

Both of these skills fall under the category of soft skills, which are skills related to a person's personality and social abilities. In the context of the modern workplace, soft skills play a role that is no less important than hard skills. Companies today are looking for employees who are not only technically competent, but also able to adapt, think critically, work together, and have good emotional intelligence. This shows that a high GPA does not necessarily guarantee career success if a person is unable to interact and adapt to a professional environment.

Therefore, educational institutions and universities are expected to pay more attention to developing students' non-academic skills. Organizational activities, leadership training, group discussions, and internships are important platforms for building confidence and communication skills. By striking a balance between academic achievement and soft skills, graduates are expected to be better prepared to face the challenges of the working world.

Thus, it can be concluded that success in the workplace is not only determined by GPA, but also by communication skills and self-confidence. These two aspects are important assets for individuals to develop, adapt, and achieve success in their future careers.

Theoretical Framework

Therefore, educational institutions and universities are expected to pay more attention to developing students' non-academic skills. Organizational activities, leadership training, group discussions, and internships are important platforms for building confidence and communication skills. By striking a balance between academic achievement and soft skills, graduates are expected to be better prepared to face the challenges of the working world.

Thus, it can be concluded that success in the workplace is not only determined by GPA, but also by communication skills and self-confidence. These two aspects are important assets for individuals to develop, adapt, and achieve success in their future careers.

In addition, communication skills also play a major role in the world of work. Good communication includes the ability to speak, listen, and convey ideas clearly and effectively (Hargie, 2011). Students who have good communication skills will find it easier to establish social relationships, work together in teams, and resolve conflicts in the work environment. According to Rahmawati (2021), interpersonal communication skills significantly affect students' work readiness, especially those who are preparing to enter the professional world.

These two factors, namely self-confidence and communication skills, are independent variables (X_1 and X_2) that can affect the dependent variable, namely work readiness (Y). The relationship between the three can be explained through the theory of psychological capital, which emphasizes the importance of self-confidence, hope, and resilience in improving a person's performance and work readiness (Luthans et al., 2007). In addition, Spitzberg and Cupach's (1984) theory of communication competence also explains that good communication skills can improve a person's effectiveness in interacting in the workplace, thereby supporting career readiness and success.

The framework of thinking in this study shows that the higher the level of self-confidence (X_1) and communication skills (X_2), the higher the work readiness of students (Y). This means that both independent variables have a positive effect on work readiness. Students who are confident and able to communicate well will be better prepared to face a competitive work environment.

Hypotheses

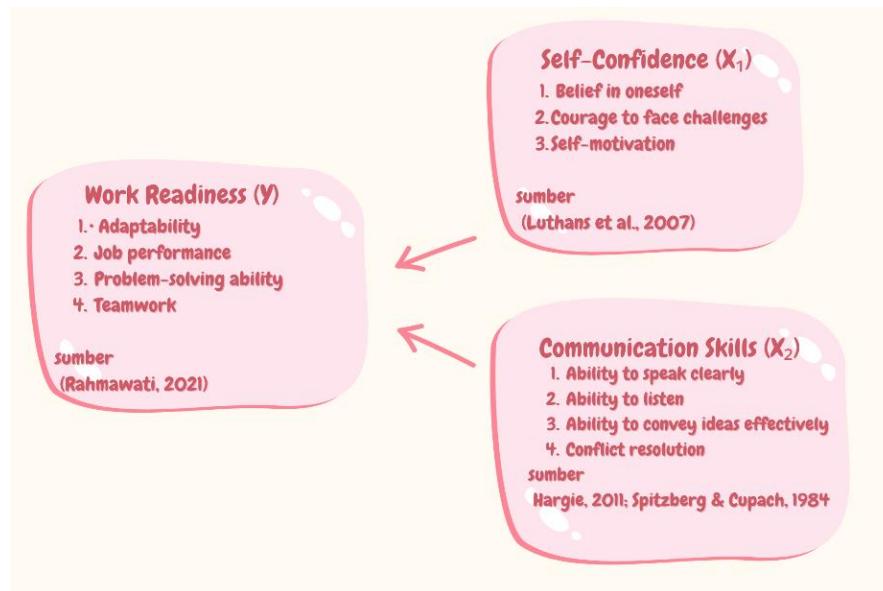


Figure 1. Hypotheses

Based on the theoretical description and previous research, the hypotheses proposed are:

1. Self-confidence has a positive effect on students' work readiness.
2. Communication skills have a positive effect on students' work readiness.
3. Self-confidence and communication skills simultaneously have a positive effect on students' work readiness.

Thus, this study is expected to contribute to strengthening the theory on the influence of psychological factors and communication skills on work readiness, as well as providing practical input for educational institutions so that they do not only focus on GPA, but also on the development of students' soft skills.

Method

This study uses a descriptive quantitative approach that aims to determine the influence of self-confidence and communication skills on work success, as well as to assess the role of both compared to academic factors such as Grade Point Average (GPA). This approach was chosen because it is able to provide an objective and measurable picture of the relationship between variables based on numerical data obtained from respondents.

The population in this study consisted of recent graduates or young employees working in various sectors, both private and government, with a minimum of six months of work experience. This population was selected based on the consideration that individuals in the early stages of their careers are adapting to the professional work environment and striving to apply their personal and social skills. The sampling technique used was purposive sampling with 100 respondents who met the criteria, namely college graduates with at least a diploma, having a verified GPA, and willing to participate in the study.

The main instrument of this study was a questionnaire with a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The questionnaire consisted of three sections: respondent demographic data, statements related to self-confidence, and statements regarding communication skills. Work success variables were measured through several indicators, such as target achievement, job satisfaction, relationships with coworkers, and career development opportunities.

Before distribution, the questionnaire was tested for validity and reliability to ensure the accuracy and consistency of the measuring instrument. The validity test was conducted using Pearson Product Moment correlation, while reliability was measured using Cronbach's Alpha. The test results showed that all statement items were valid and reliable.

The collected data were analyzed using descriptive statistics and multiple linear regression tests using SPSS software. Descriptive analysis was used to describe the characteristics of the respondents, while inferential analysis was used to test the influence of self-confidence, communication skills, and GPA on work success. The entire research process was carried out with due regard for research ethics, maintaining data confidentiality, and ensuring that respondent participation was voluntary.

Results

This section presents the research results clearly and systematically. Data analysis was performed using SPSS to test the effect of Self-Confidence (X_1) and Communication Skills (X_2) on Work Success (Y) in 124 respondents who were recent graduates and entry-level employees. The analysis included simple regression tests, multiple regression tests, F tests, t tests, and coefficient of determination (R^2) tests.

Table 1. Simple Regression Test of Self-Confidence (X_1) Against Work Readiness Variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	9.761	2.480	.754	3.935	<.001
	KEPERCAYAAN DIRI	.776	.061			

a. Dependent Variable: TERHADAP KESIAPAN KERJA

Based on the results of simple linear regression analysis, a constant value of **9.761** and a regression coefficient for the **self-confidence variable (X)** of **0.776** were obtained. This shows that if self-confidence increases by one unit, student work readiness will increase by 0.776 units. The **t-value = 12.661** with a significance level of **0.000 < 0.05** indicates that self-confidence has a positive and significant effect on work readiness. Thus, the hypothesis stating that self-confidence affects work readiness is accepted.

In addition, the standard **Beta value of 0.754** indicates that self-confidence has a strong contribution to increasing students' work readiness. This means that students with high self-confidence tend to be better prepared to face the world of work. These results reinforce the theory of psychological capital, which emphasizes that self-confidence is an important aspect in building mental readiness and individual adaptability in a professional environment.

These findings are also consistent with previous studies that state that self-confidence has a positive relationship with work readiness (Lestari, 2019; Rahmawati, 2021). Thus, it can be concluded that strengthening self-confidence needs to be a focus in developing students' soft skills so that they are better prepared to compete and adapt in the dynamic world of work.

Table 2. Simple Regression Test of Communication Skills (X₂) Against Work Readiness Variable (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	8.822	2.194			4.020	.000
KEMPUAN KOMUNIKASI	.782	.053	.800		14.749	.000

a. Dependent Variable: TERHADAP KESIAPAN KERJA

Based on the results of the simple linear regression test in the table above, a constant value of 8.822 and a Communication Skills variable coefficient of 0.782 were obtained. Thus, the regression equation can be written as follows: Work Readiness = 8.822 + 0.782 (Communication Skills). A positive coefficient value indicates that communication skills have a positive effect on work readiness. This means that the better a person's communication skills are, the higher their level of work readiness will be. The t-value of 14.749 with a significance of 0.000 (< 0.05) indicates that this effect is statistically significant. Thus, it can be concluded that communication skills have a positive and significant effect on work readiness.

Table 3. Multiple Linear Regression Test of X1 and X2 Against Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	5.155	2.215			2.327	.022
KEMPUAN KOMUNIKASI	.527	.077	.540		6.879	<.001
KEPERCAYAAN DIRI	.352	.081	.341		4.352	<.001

a. Dependent Variable: TERHADAP KESIAPAN KERJA

Description of Multiple Regression Coefficient Analysis Results

Based on the results of multiple linear regression analysis, the following regression equation was obtained:

$$\text{Work Readiness} = 5.155 + 0.527 \text{ (Communication Skills)} + 0.352 \text{ (Self-Confidence)}$$

The constant value of 5.155 indicates that if both independent variables, namely communication skills and self-confidence, are zero, then the estimated work readiness value of students is 5.155. The regression coefficients for communication skills and self-confidence are 0.527 and 0.352, respectively, both of which are positive, meaning that any increase in these two variables will be followed by an increase in students' work readiness.

The t-test results show that the communication skills variable has a **t-value of 6.879** with a significance of < 0.001 , while the self-confidence variable has a t-value of 4.352 with a significance of < 0.001 . Since the significance values of both variables are less than 0.05, both have a positive and significant effect on work readiness. The standard **Beta value for communication skills = 0.540** is higher than that for self-confidence ($\beta = 0.341$), indicating that communication skills have a dominant influence on students' work readiness.

Thus, it can be concluded that both self-confidence and communication skills contribute significantly to improving students' work readiness. These results support the theories of psychological capital and communication competence, which emphasize the importance of psychological and interpersonal factors in preparing individuals for the world of work. These findings are also consistent with previous studies (Rahmawati, 2021; Lestari, 2019) which state that students with high levels of self-confidence and communication skills tend to have better work readiness.

Table 4. Results of Simultaneous F-Test of Self-Confidence (X_1) and Communication Skills (X_2) On Student Work Readiness (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2182.040	2	1091.020	134.236	<.001 ^b
	Residual	983.444	121	8.128		
	Total	3165.484	123			

a. Dependent Variable: TERHADAP KESIAPAN KERJA

b. Predictors: (Constant), KEPERCAYAAN DIRI, KEMPUAN KOMUNIKASI

Based on the ANOVA test results in the table above, a calculated **F value of 134.236** was obtained with a significance level of **0.000 (< 0.05)**. This result indicates that the regression model used is valid and can be used to predict the job readiness variable. The very small significance value indicates that the variables of **self-confidence and communication skills** simultaneously have a positive and significant effect on **student job readiness**.

In other words, these two independent variables together have a meaningful contribution in explaining the variation in work readiness. This confirms that students who have high self-confidence and good communication skills tend to have more mature work readiness. These results are also in line with the theories of psychological capital and communication competence, which explain that psychological factors and interpersonal skills play an important role in increasing an individual's readiness to face the competitive world of work.

Table 5. Results of Simultaneous T-Test of Self-Confidence (X_1) and Communication Skills (X_2) On Student Work Readiness (Y)

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	5.155	2.215		2.327	.022
	KEMPUAN KOMUNIKASI	.527	.077	.540	6.879	<.001
	KEPERCAYAAN DIRI	.352	.081	.341	4.352	<.001

a. Dependent Variable: TERHADAP KESIAPAN KERJA

Based on the results of multiple linear regression analysis, a constant value of **5.155**, a regression coefficient for communication skills of **0.527**, and a regression coefficient for self-confidence of **0.352** were obtained. This means that if communication skills and self-confidence increase, students' work readiness will also increase. The **t-value** for communication skills is **6.879** and for self-confidence is **4.352** with a significance level of **0.000 < 0.05**, indicating that both have a positive and significant effect on work readiness.

The **standard Beta** value for communication skills is **0.540** and for self-confidence is **0.341**, indicating that communication skills have a more dominant influence on work readiness than self-confidence. Thus, students who are able to communicate well and have high self-confidence will be better prepared to face the world of work.

The results of this study support the psychological capital and communication competence theories, which explain that self-confidence and communication skills are important factors in preparing individuals to face professional demands. Thus, improving these two factors can be the main focus in developing students' soft skills so that they are better prepared to compete in the dynamic world of work.

Table 6. Model Summary (Coefficient of Determination)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830 ^a	.689	.684	2.851

a. Predictors: (Constant), KEPERCAYAAN DIRI, KEMPUAN KOMUNIKASI

Based on the results of the analysis in the Model Summary table, a correlation coefficient (**R**) value of **0.830** was obtained, indicating a very strong relationship between self-confidence and communication skills and student work readiness. The coefficient of determination (**R Square**) value of **0.689** means that **68.9%** of the variation in work readiness can be explained by the two independent variables,

namely self-confidence and communication skills. Meanwhile, the remaining **31.1%** is explained by other variables outside this study.

The **Adjusted R Square** value of **0.684** also shows consistent results, so this regression model can be said to be stable and has a good level of accuracy in predicting student work readiness. In other words, self-confidence and communication skills together have a large contribution to work readiness. These results reinforce previous findings that psychological factors and interpersonal skills are the main determinants of an individual's readiness to face the competitive world of work.

Discussion

The results of the study indicate that self-confidence and communication skills have a positive and significant influence on students' work readiness. These findings prove that work readiness does not only depend on academic abilities alone, but also on an individual's ability to manage psychological and social aspects. In this context, self-confidence and communication play a role as internal factors that can strengthen students' readiness in facing the transition to the world of work.

Self-confidence is an important factor that influences how a person assesses their own abilities. Individuals with high self-confidence tend to have a positive orientation towards challenges and are better able to adapt to changes in the work environment. According to Bandura (1997), self-confidence or self-efficacy can influence the way people think, act, and respond to pressure. In a workplace full of uncertainty, students with a good level of self-confidence will be better prepared to face work pressures, take risks, and adapt to diverse organizational cultures. The results of this study reinforce this view by showing that students who believe in their own abilities have a higher level of work readiness than those who lack self-confidence.

In addition to self-confidence, communication skills also emerge as one of the factors that strongly influence work readiness. Communication is not just the ability to speak, but also includes the ability to listen, understand, and respond effectively in various social situations. In the modern work environment, communication skills are a key requirement for collaboration, conveying ideas, and building professional relationships. Hargie (2011) emphasizes that good interpersonal communication can increase work effectiveness and minimize misunderstandings between individuals. The results of this study support this theory, as students with high communication skills demonstrate better work readiness and are able to interact with the work environment in a more adaptive manner.

These findings are also in line with the psychological capital theory of Luthans et al. (2007), which explains that self-confidence is a form of psychological capital that influences individual performance. Good psychological capital helps a person overcome obstacles, think positively, and be goal-oriented. Meanwhile, effective communication skills are part of soft skills that strengthen interpersonal relationships and increase an individual's confidence in facing the professional world. The synergistic relationship between these two variables creates psychological conditions that support optimal work readiness.

This study also highlights that GPA, although important, is not the only determinant of career success. Many students with high GPAs still feel unprepared for the world of work due to a lack of social experience and self-confidence. This shows that work readiness is multidimensional, encompassing cognitive, affective, and social factors. Santosa (2020) emphasizes that soft skills such as communication skills and self-confidence contribute greatly to work readiness and career success. Therefore, universities need to pay attention to the balance between academic mastery and the development of students' soft skills.

From a scientific perspective, the results of this study contribute to the development of theories about the relationship between psychological factors and interpersonal skills with work readiness. This study reinforces the results of previous studies and enriches the literature on the importance of developing self-confidence and communication as part of character education in higher education. From a practical perspective, this study provides input for educational institutions to add communication training programs, organizational activities, and self-development training that can increase students' self-confidence.

In addition, the implications of this study's findings can be taken into consideration by industry and HRD in recruiting new employees. Companies should not only assess academic ability based on GPA, but also pay attention to personal aspects such as self-confidence, communication skills, and adaptability. Students who already possess these skills will adapt more quickly, work effectively in teams, and demonstrate stable performance in the work environment.

However, this study has limitations. Respondents only included students from certain study programs, so the results cannot be generalized to the entire student population in Indonesia. In addition, the quantitative approach used only describes the relationship between variables statistically without delving deeper into the underlying psychological processes. For future research, it is recommended to use a mixed methods approach in order to obtain a more in-depth picture of the role of self-confidence and communication factors in work readiness. Further research could also add other variables such as work motivation, internship experience, or social support that may influence student work readiness.

Overall, the results of this study confirm that a person's success in the workplace is not only measured by their GPA, but also by their communication skills and confidence in their abilities. Therefore, students need to start preparing themselves early on by strengthening their self-confidence and communication skills in order to compete in an increasingly competitive job market.

Conclusion

Based on the results of the research and discussions that have been conducted, it can be concluded that self-confidence and communication skills have a positive and significant influence on students' work readiness. These two factors have been proven to be important elements that support students in preparing themselves to face an increasingly competitive world of work. Self-confidence provides psychological

encouragement for individuals to dare to make decisions, adapt to change, and face work challenges with an optimistic attitude. Meanwhile, communication skills are a key aspect that enables individuals to establish professional relationships, work together in teams, and express ideas effectively in the work environment.

These findings show that success in the world of work is not only determined by academic achievements such as GPA, but also by students' ability to develop soft skills that include self-confidence and communication skills. Therefore, universities are expected to integrate soft skills development into the learning process, both through academic and non-academic activities such as training, seminars, organizations, and other student activities. These efforts will help students improve their overall work readiness, not only in terms of knowledge but also personal and social skills.

This study also contributes theoretically to the development of the concept of work readiness, in which psychological and interpersonal factors have been proven to play a significant role. From a practical standpoint, the results of this study provide input for educational institutions and industry players to pay more attention to personality factors and communication skills in the recruitment and training of prospective employees. Thus, students are expected to not only excel academically, but also have strong self-confidence and effective communication skills to achieve future career success.

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