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The influence of self-competence and campus support on readiness to enter the workforce

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Abstract

This study aims to analyze the influence of self-competence and campus support on students' readiness to enter the workforce. In facing global challenges, students are required to have not only academic abilities, but also personal competencies that include skills, attitudes, and the ability to adapt to a dynamic work environment. In addition, campus support in the form of learning facilities, career training programs, and academic guidance are also important factors that influence students' work readiness.

This study uses a quantitative approach with an associative descriptive method. The research population consists of active final-year students at Pamulang University, with a sample size of 104 respondents selected using purposive sampling. Data collection was conducted through the distribution of questionnaires and analyzed using multiple linear regression with the help of SPSS version 25.

The results show that, partially, self-competence (X1) and campus support (X2) have a positive and significant effect on readiness to enter the workforce (Y). Simultaneously, both variables also have a significant effect with a calculated F-value of 268.159 and a significance of 0.000 < 0.05. The Adjusted R Square value of 0.840 indicates that 84.0% of the variation in students' work readiness can be explained by self-competence and campus support, while the remaining 16.0% is explained by other factors outside of these variables.

The results show that self-competence (X1) and campus support (X2) partially have a positive and significant effect on readiness to enter the workforce (Y). Simultaneously, both variables also have a significant effect with an F-value of 268.159 and a significance level of 0.000 < 0.05. The Adjusted R Square value of 0.840 indicates that 84.0% of the variation in students' work readiness can be explained by self-competence and campus support, while the remaining 16.0% is explained by other factors outside the scope of this study.

Keywords:
Self-competence, Campus support, Work readiness, Students, Multiple linear regression

Introduction

Readiness to enter the workforce is an important aspect that every student must have towards the end of their studies. In today's era of global competition, college graduates are not only required to have academic knowledge, but also personal competencies that include skills, attitudes, and the ability to adapt to a dynamic work environment. Personal competencies are key assets in facing the increasingly complex challenges of the workplace, as individuals with high competencies tend to be able to adapt more quickly, innovate, and perform optimally.

In addition to internal factors such as personal competence, support from the university also plays an important role in preparing students for the workforce. University support can take the form of providing learning facilities that are relevant to industry needs, training programs, internships, career guidance, and soft skills training. The active role of the university in preparing students for the workforce will have a positive impact on their confidence and readiness to pursue a career after graduation.

Based on this, this study aims to analyze the influence of self-competence and campus support on students' readiness to enter the workforce. This study is expected to contribute to the development of higher education strategies, particularly in strengthening the synergy between improving individual competence and institutional support to produce graduates who are excellent and ready to compete in the job market.

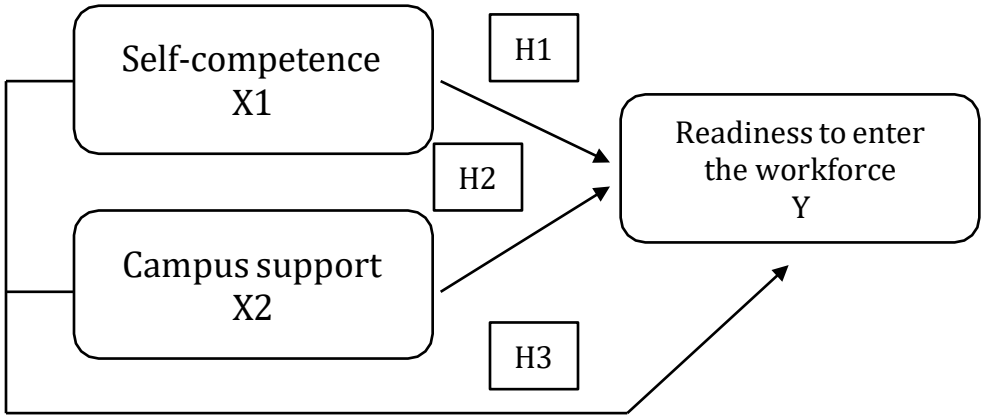
Theoretical Framework

Work readiness is a condition in which individuals possess the knowledge, skills, and attitudes required by the world of work. According to Fugate et al. (2004), work readiness includes adaptability, self-confidence, and commitment to career development. Factors that influence this readiness come from within the individual, such as self-competence, as well as external factors such as campus support.

Self-competence is defined as an individual's ability to use knowledge, skills, and attitudes to complete tasks effectively (Spencer & Spencer, 1993). In the context of students, self-competence includes critical thinking, communication, leadership, and self-management skills. Students with high self-competence tend to have greater confidence and readiness to face the world of work

Previous studies have shown that self-competence and institutional support have a positive effect on students' work readiness (Hidayat & Mulyani, 2020; Sari, 2021). However, there is still a research gap regarding the extent to which these two factors simultaneously contribute to work readiness in the context of specific universities.

Therefore, this study attempts to fill this gap by analyzing the relationship between self-competence, campus support, and student work readiness.



Research Hypotheses
Hypothesis 1 (H1): Self-competence has a positive effect on readiness to enter the workforce.
Hypothesis 2 (H2): Campus support has a positive impact on readiness to enter the workforce.
Hypothesis 3 (H3): Self-competence and campus support simultaneously have a positive effect on readiness to enter the workforce.

Method

This study uses a quantitative approach with an associative descriptive method, which aims to determine the effect of self-competence and campus support on students' readiness to enter the workforce. This approach was chosen because it is able.

The population in this study was all active students who were in the final stages of their studies and were preparing to enter the workforce. The research sample was determined using purposive sampling with the criteria of students who had completed at least 75% of the total credits and had participated in campus activities that supported career development, such as seminars, internships, or soft skills training. Based on the data collection results, the number of respondents who participated was 104 students from various study programs.

Personal Competence (X_1): includes critical thinking, communication, self-confidence, and the ability to adapt to the work environment.
Campus Support (X_2): includes learning facilities, career development programs, academic guidance, and practical opportunities such as internships or training.
Readiness to Enter the Workforce (Y): reflects the level of readiness of students to face the challenges of the workforce, in terms of skills, mentality, and experience.

Data analysis was performed using multiple linear regression analysis through the SPSS version 25 program. This analysis was used to determine the extent of the

influence of self-competence and campus support on students' readiness to enter the workforce. The tests included a t-test to assess the influence of each independent variable on the dependent variable partially, as well as an F-test to determine the simultaneous influence of both independent variables. In addition, multiple regression coefficient analysis was also performed to see the direction and magnitude of the influence of each variable, as well as the coefficient of determination (R^2) to determine the extent to which self-competence and campus support were able to explain the variation in changes in student readiness to enter the workforce.

Results

Table 1. t-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.431	1.661		3.270	.001	2.135	8.726					
	Self competition	.281	.080	.303	3.503	.001	.122	.440	.870	.331	.139	.210	4.761
	Campus support	.605	.082	.638	7.378	.000	.442	.768	.908	.594	.292	.210	4.761

a. Dependent Variable: Readiness to enter the workforce

The t-test results show that the Self-Competence variable (X1) has a t-value of 3.503 with a significance value of 0.001 < 0.05. This means that self-competence has a positive and significant effect on readiness to enter the workforce (Y). In other words, the higher the self-competence of students, the higher their level of readiness to enter the workforce.

Furthermore, the Campus Support variable (X2) has a t-value of 7.378 with a significance value of 0.000 < 0.05, which indicates that campus support also has a positive and significant effect on readiness to enter the workforce (Y). This illustrates that the better the campus support provided, such as learning facilities, career training, and academic guidance, the more prepared students are to face the world of work.

Thus, partially, both independent variables, namely self-competence and campus support, have a positive and significant effect on students' readiness to enter the workforce.

Table 2. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.431	1.661		3.270	.001	2.135	8.726					
	Self competition	.281	.080	.303	3.503	.001	.122	.440	.870	.331	.139	.210	4.761
	Campus support	.605	.082	.638	7.378	.000	.442	.768	.908	.594	.292	.210	4.761

a. Dependent Variable: Readiness to enter the workforce

From the above equation, it can be explained that:
The constant value of 5.431 indicates that if self-competence and campus support are zero, then readiness to enter the workforce is still at a value of 5.431 units.

The regression coefficient for self-competence (X1) of 0.281 indicates that each one-unit increase in self-competence will increase readiness to enter the workforce by 0.281 units, assuming other variables remain constant.

The regression coefficient for campus support (X2) of 0.605 indicates that every one-unit increase in campus support will increase readiness to enter the workforce by 0.605 units.

These results indicate that both independent variables have a positive relationship with students' work readiness, with campus support having a greater influence than self-competence.

Table 3. Coefficient of determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.918[a]	.843	.840	3.72718	.843	268.159	2	100	.000	1.816

a. Predictors: (Constant), Campus support, Self competition

b. Dependent Variable: Readiness to enter the workforce

An Adjusted R Square value of 0.840 indicates that 84.0% of the variation in students' readiness to enter the workforce can be explained by two independent variables, namely self-competence and campus support. Meanwhile, the remaining 16.0% is explained by other factors not examined in this study, such as work experience, learning motivation, social environment, and communication skills.

These results indicate that the regression model used has a high ability to explain the relationship between self-competence, campus support, and student readiness to enter the workforce.

Table 4. F-test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7450.461	2	3725.231	268.159	.000[b]
	Residual	1389.189	100	13.892		
	Total	8839.650	102			

a. Dependent Variable: Readiness to enter the workforce

b. Predictors: (Constant), Campus support, Self competition

The results show that the significance value is 0.000 < 0.05, which means that self-competence (X1) and campus support (X2) simultaneously have a positive and significant effect on readiness to enter the workforce (Y).

This proves that the combination of individual abilities and campus support can improve students' readiness to face challenges in the real world of work. The regression model used in this study can also be said to be a good fit, as both independent variables together have a significant effect on the dependent variable.

Table 5. 1. Simple Linear Regression The effect of self-competence (X_1) and on readiness to enter the workforce (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.431	1.661		3.270	.001	2.135	8.726					
	Self competition	.281	.080	.303	3.503	.001	.122	.440	.870	.331	.139	.210	4.761
	Campus support	.605	.082	.638	7.378	.000	.442	.768	.908	.594	.292	.210	4.761

a. Dependent Variable: Readiness to enter the workforce

Based on the regression analysis results, the regression coefficient value for self-competence (X_1) was 0.281 with a t-value of 3.503 and a significance level of 0.001 < 0.05. This shows that self-competence has a positive and significant effect on students' readiness to enter the workforce.

This means that the higher the level of self-competence possessed by students which includes critical thinking, communication, and self-confidence the higher their level of readiness in facing the real world of work.

These results indicate that self-competence is an important factor that encourages students to adapt to the needs and challenges of the workplace. Students with good self-competence tend to be more confident in interacting, solving problems, and demonstrating a professional attitude in the workplace.

Table 6. Simple Linear Regression The influence of campus (X_2) and on readiness to enter the workforce(Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.431	1.661		3.270	.001	2.135	8.726					
	Self competition	.281	.080	.303	3.503	.001	.122	.440	.870	.331	.139	.210	4.761
	Campus support	.605	.082	.638	7.378	.000	.442	.768	.908	.594	.292	.210	4.761

a. Dependent Variable: Readiness to enter the workforce

The analysis results show that the regression coefficient for campus support (X_2) is 0.605 with a t-value of 7.378 and a significance level of 0.000 < 0.05. These results indicate that campus support has a positive and significant effect on students' readiness to enter the workforce.

This means that the higher the level of support provided by the campus, such as learning facilities, career training programs, academic guidance, and internship opportunities, the greater the readiness of students to enter the workforce.

These findings prove that universities play a vital role in helping students prepare for the challenges of the professional world. The support provided by educational institutions can boost students' confidence, practical skills, and mental readiness to pursue a career after graduation.

Discussion

The results show that self-competence and campus support have a positive and significant effect on students' readiness to enter the workforce. These findings are in line with the research objective, which was to analyze the extent to which these two factors contribute to students' readiness to face the challenges of the workforce.

Theoretically, these results support the view of Spencer & Spencer (1993) who state that self-competence is a combination of knowledge, skills, and attitudes that determine an individual's success in performing their job. Students with high levels of self-competence tend to be more confident, able to adapt quickly, and have good communication and problem-solving skills. These findings are also consistent with the results of research by Hidayat & Mulyani (2020), who found that self-competence has a significant effect on students' work readiness.

In addition, campus support has also been shown to have a significant impact on work readiness. Campuses that provide relevant learning facilities, career development programs, and guidance from lecturers and career institutions are able to help students gain experience that brings them closer to the professional world. These results are in line with Tymon's (2013) research, which shows that educational institutional support plays a major role in shaping graduate readiness through experience-based learning and the strengthening of soft skills.

Scientifically, this study contributes to strengthening the understanding of the relationship between internal factors (self-competence) and external factors (campus

support) on students' work readiness. Practically, these results can be used as a reference for universities to improve student self-development programs through training activities, seminars, and improvements to career and internship facilities that are relevant to industry needs.

However, this study has several limitations. First, the data was obtained through a questionnaire with a perception scale, so there may be subjectivity in the respondents' answers. Second, this study was only conducted on one group of students in one period, so the results may not necessarily represent the entire context of higher education. For future research, it is recommended that the sample be expanded to include various universities and that other variables be added, such as work experience, motivation to achieve, or the influence of the social environment, so that the results are more comprehensive.

Conclusion

Based on the results of the analysis, it can be concluded that self-competence and campus support have a positive and significant effect on students' readiness to enter the workforce, both partially and simultaneously. The higher the self-competence of students and the better the support provided by the campus, the higher the level of readiness of students in facing the real world of work.

Academically, this study contributes to strengthening empirical evidence regarding the relationship between internal factors (self-competence) and external factors (campus support) on student work readiness. Meanwhile, in practical terms, the results of this study can serve as input for universities to continue improving the quality of student career development programs, such as soft skills training, internship programs, career seminars, and academic guidance relevant to the needs of the industry.

However, this study has several limitations. The data used was obtained through a questionnaire with a perception scale, allowing for subjectivity in the respondents' answers. In addition, this study was only conducted at one university, so the results cannot be generalized to a broader context.

For future research, it is recommended that the sample coverage be expanded to various universities and different study programs, and that other variables such as motivation, work experience, and social environment be added so that the research results can provide a more comprehensive picture of the factors that influence students' readiness to enter the world of work.

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