Great Students, Brilliant Careers: The Role of Personal Branding and Time in Preparing for the Working World

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Abstract

In order to be competitive in the workplace, today's students must have a competitive edge. The purpose of this study is to examine how time management and personal branding play a role in preparing students for their careers. A questionnaire was distributed to students majoring in Management at Pamulang University using a quantitative descriptive approach. The research shows that personal branding enhances students' self-confidence, professionalism, and self-image. However, the ability to manage time is crucial for achieving professional goals and increasing productivity. Both components contribute positively to students' readiness for work. Therefore, universities should provide training and self-development activities to help students learn about personal branding and time management.

Keywords:
Personal Branding, Time Management, Career Readiness, University Students.

Introduction

In the current globalized period, which is characterized by quick advancements in information technology and more intense competition in the workplace, students are expected to be not only academically proficient but also adaptable, professional, and prepared for entry into the employment. This occurrence demonstrates that behavioral components, self-image, and self-management abilities are crucial for work readiness in addition to technical skills. In this case, time management and personal branding are two crucial ideas that are worthwhile to understand.

The concept of personal branding refers to how students build, manage, and promote their self-image so that they become a "brand" that is known and trusted by the public or the professional world. Personal branding for students can be defined as a conscious and systematic effort to showcase their expertise, personality, experience, and uniqueness so that their image sets them apart from their peers and attracts employers and professional partners. This is very important because research shows that people with a clear personal brand tend to have better visibility, credibility, and career opportunities.

Second, the ability to manage time is equally important. Often, students face the burden of academic responsibilities, organizational activities, internships, part-time jobs, and social activities. Indicators of readiness to play a productive role in both education and the world of work include the ability to plan, organize, prioritize, and

evaluate the effective use of time. In addition to sleep quality, time management skills and "time management is the process of organizing and planning how much time you spend on specific activities" affect students' readiness to learn. Therefore, time m management is not just about making schedules or postponing tasks, but also includes awareness of time, choosing useful activities, and completing tasks effectively.

The link between personal branding and time management with student work readiness is very important to study. "Work Readiness" here can be defined as a condition in which a student has a combination of technical competencies, professional attitudes, adaptability, and a positive self-image so that they can enter the world of work with confidence and productivity. In practice, even though students have academic competencies, if they are unable to manage their self-image and time well, their potential to compete in the workforce may be less than optimal.

The purpose of this study is to discover the role of personal branding played by students in improving their work readiness, to find out how time management as a personal competency affects students' work readiness, and to find out how time management and personal branding interact with each other in terms of students' work readiness.

Theoretically, the results of this study are expected to enhance research on student self-development, particularly on how self-image (personal branding) and time management correlate in higher education and the transition to the world of work. In practical terms, the results of this study can provide recommendations to higher education stakeholders such as career offices, guidance and counseling services, and student development units to design programs that empower students. This is important so that students not only graduate with good grades but are also prepared to face job selection, adapt to the work environment, and pursue long-term career development.

Theoretical Framework

According to Peter Montoya in his book The Brand Called You (2018), personal branding is the process of building a professional reputation and identity that makes a person recognizable and trusted by the public. Meanwhile, according to Shepherd (2005), personal branding is "a strategic self-marketing process where an individual actively creates and maintains a unique image that communicates their value to employers or the marketplace." In line with this, Rampersad (2009) states that personal branding is a conscious and strategic effort to present one's true self authentically in order to gain trust and recognition from the professional community. With strong personal branding, students can increase their confidence, credibility, and attractiveness in the eyes of potential employers.

In addition, time management is also an important factor in work readiness. Claessens et al. (2007) define time management as an individual's ability to plan, organize, and monitor the use of time to achieve predetermined goals efficiently. Students who have good time management skills are usually able to complete academic assignments and organizational activities in a balanced manner, thereby increasing their discipline, responsibility, and mental readiness for work. According to Misra and McKean (2000), time management skills help individuals reduce stress and improve learning performance, which ultimately has a positive impact on their readiness to enter the workforce.
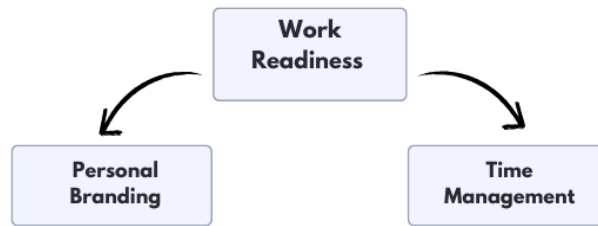
Meanwhile, work readiness is defined by Fugate et al. (2004) as an individual's psychological condition and competence in facing job demands. This readiness includes not only technical abilities, but also mental, social, and emotional readiness. Research conducted by Hidayat and Nugroho (2022) shows that personal branding has a significant influence on the employability or work readiness of students, because through positive self-image, students are able to build networks, reputations, and high self-confidence. Additionally, research by Rasyid (2021) proves that good time management has a positive effect on work readiness, as students who are accustomed to managing their time tend to be more disciplined, productive, and ready to face future work pressures.

Based on the above description, this study will further examine how time management and personal branding affect students' work readiness. There is an assumption that the relationship between these variables influences each other directly and indirectly. Students who are able to build strong personal branding will be better known by the industry and have high selling value. In addition, students who are able to manage their time well will be more productive and more productive in learning, which in turn will increase their work readiness.

Based on the review of theory and previous research results, the following research hypotheses were formulated:

1. H1: Personal branding has a positive and significant effect on students' work readiness.
2. H2: Time management has a positive and significant effect on students' work readiness.
3. H3: Personal branding and time management simultaneously have a positive effect on students' work readiness.

Therefore, the correct and logical framework for linking these three variables is as follows:

Method

This study is entitled "Great Students, Brilliant Careers: The Role of Personal Branding and Time in Preparing for the World of Work" with the aim of analyzing the influence of personal branding and time management on students' readiness to face the world of work. This study uses a quantitative approach with a correlational descriptive survey design, because its main focus is to identify the relationship and influence between variables. This approach was chosen so that the research results could be measured objectively, structured, and generalized to a wider population. According to Creswell (2014), quantitative research with a correlational design is used to test theories through numerical data measurement and statistical analysis to explain the relationship between variables.

The population in this study was all active undergraduate students majoring in management at Pamulang University in their fifth semester. This population was chosen because at this stage, students begin to prepare themselves for the world of work through internships, training, or campus organizations. According to Sugiyono (2019), the population is a generalization area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and concluded. From this population, a sample of 106 respondents was taken using purposive sampling, which is a sampling technique based on certain criteria considered relevant to the research objectives. These criteria included active students who were in their 5th semester or above and had organizational or training experience related to their personal development. The use of purposive sampling is in line with the opinion of Etikan et al. (2016), who stated that this technique is effective when researchers want to obtain information from the group that best understands the phenomenon being studied.

Data collection techniques were carried out using a closed-ended questionnaire in the form of a Likert scale, which was distributed online via Google Forms. The questionnaire was designed to measure three main variables, namely personal branding, time management, and student work readiness. Each statement in the questionnaire used a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). This scale was chosen because it can systematically measure respondents' attitudes, perceptions, and level of agreement with the statements provided. According to Joshi et al. (2015), the Likert scale is a valid and reliable instrument for measuring individuals' perceptions of social and psychological concepts. The research questionnaire consisted of three main parts: the first part

contained the respondents' identities, the second part measured personal branding indicators (such as self-image, reputation, and communication skills), the third part measured time management indicators (such as planning, prioritization, and time control), and the fourth part measured work readiness (such as self-confidence, adaptability, and work motivation).

Data analysis was conducted using multiple linear regression analysis to determine the effect of independent variables (personal branding and time management) on the dependent variable (student work readiness). Before analysis, data validity and reliability were tested to ensure that the research instruments were valid. Then, classical assumptions such as normality, heteroscedasticity, and multicollinearity were tested. This analysis was performed using statistical programs such as SPSS. The purpose of this analysis was to provide an empirical description of the extent to which time management and personal branding contribute to students' readiness to work.

Results

Partial T-test

Coefficients^a

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,990	2,372		1,682	,096
	Personal Branding for Students	,393	,083	,387	4,746	<,001
	Time Management	,519	,084	,507	6,220	<,001

a. Dependent Variable: Work Readiness

Figure 1. Partial T-Test Analysis Results

Based on the T-test results shown in the Coefficients table, it is known that both independent variables, namely Personal Branding for Students and Time Management, have a significant effect on the dependent variable Work Readiness. This can be seen from the significance value of both variables, which is less than 0.05. The Personal Branding for Students variable has a regression coefficient value of B=0.393, a t-value of 4.746, and a significance of 0.001, which indicates that personal branding has a positive and significant effect on students' work readiness. Thus, the better students build their image and reputation, the more prepared they are to face the world of work.

The Time Management variable shows a regression coefficient value of B=0.519, a t-value of 6.220, and a significance of <0.001, which means that time management skills also have a positive and significant effect on students' work readiness. A coefficient value that is greater than that of the personal branding variable indicates that time management has a stronger influence on work readiness. Therefore, it can be concluded that both variables play an important role in improving students' work readiness, with time management being the most dominant factor in helping students prepare themselves for the professional world.

Simultaneous F-test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2894,303	2	1447,152	121,188	<,001^b
	Residual	1229,961	103	11,941		
	Total	4124,264	105			

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Time Management, Personal Branding for Students

Figure 2. Simultaneous F Test Analysis Results

The results of the simultaneous F test in the ANOVA table show that the calculated F value is 121.188 with a significance value (Sig. < 0.001), which is smaller than the significance level of 0.05. This indicates that the regression model used in this study is valid and significant simultaneously. This means that the independent variables of Personal Branding for Students and Time Management together have a significant effect on the dependent variable of Work Readiness. Therefore, it can be said that the combination of the ability to build personal branding and the ability to manage time contributes significantly to improving students' work readiness. This regression model is considered appropriate for explaining the relationship between the two independent variables and the dependent variable, because the F test results show that variations in student work readiness can be significantly explained by both variables together.

Test Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	,838^a	,702	,696	3,456	,702	121,188	2	103	<,001	1,924

a. Predictors: (Constant), Time Management, Personal Branding for Students

b. Dependent Variable: Work Readiness

Firuge 3. Test Analysis Results Coefficient of Determination

The results of the coefficient of determination (R²) test in the table show an R Square value of 0.702 or 70.2%, which means that the variables of student personal branding and time management together can explain 70.2% of the variation in work preparation. Meanwhile, the remaining 29.8% is explained by other factors not examined in this model. The adjusted R Square value of 0.696 indicates that the regression model has good explanatory power even after adjusting for the number of variables. Additionally, the R value of 0.838 indicates a very strong relationship between personal branding and time management on students' work readiness. Thus, it can be concluded that this model is quite effective and has a high ability to explain the influence of the two independent variables on the dependent variable.

Multiple Linear Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3,990	2,372		1,682	,096					
	Personal Branding for Students	,393	,083	,387	4,746	<,001	,768	,424	,255	,436	2,296
	Time Management	,519	,084	,507	6,220	<,001	,798	,523	,335	,436	2,296

a. Dependent Variable: Work Readiness

Figure 4. Results of Multiple Linear Regression Analysis

The results of the multiple linear regression analysis in the Coefficients table show that there are three variables studied, namely Personal Branding for Students and Time Management as independent variables, and Work Readiness as a dependent variable.

1. The constant value (B=3.990) indicates that if both independent variables are zero, then the level of student work readiness is at a base level of 3.990. This means that without the influence of personal branding and time management, students still have basic work readiness, but it is not yet optimal. This value provides an initial picture of work readiness before there is an increase from other factors.

2. The Personal Branding for Students variable has a regression coefficient value (B=0.393), a t-value of 4.746, and a significance value of <0.001, which means it has a positive and significant effect on Work Readiness. This shows that the better students build their personal branding, such as improving their self-image and professionalism, the higher their readiness to face the world of work.

3. The Time Management variable has a regression coefficient value (B=0.519), a t-value of 6.220, and a significance value of <0.001, which also has a positive and significant effect on Work Readiness. A higher coefficient value indicates that time management skills have a more dominant influence than personal branding. Students who are able to manage their time well tend to be more prepared to face the demands of the world of work. In addition, the Tolerance result of 0.436 and VIF of 2.296 indicate that there is no multicollinearity problem, so the regression model is declared feasible for use.

Simple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,628	2,559		3,763	,000
	Student Personal Branding	,780	,064	,768	12,228	,000

a. Dependent Variable: Work Readiness

Figure 5. Results of Simple Linear Regression Analysis of X1 on Y

Based on the results of the simple linear regression analysis shown in the Coefficients table, a constant value of 9.628 and a regression coefficient of 0.780 for the Student Personal Branding variable were obtained. This value indicates that every one-unit increase in Student Personal Branding will increase Work Readiness by 0.780, assuming other factors remain constant. This means that the better the personal branding of students, the higher their level of readiness to enter the world of work. The constant value of 9.628 indicates that even though students do not yet have strong personal branding, they still have a basic level of work readiness of 9.628, which is likely influenced by other factors such as experience, education, or environment. Meanwhile, the calculated t-value of 12.228 with a significance level of 0.000 (< 0.05) indicates that the effect of Student Personal Branding on Work Readiness is statistically significant. The Beta value of 0.768 also shows that the relationship between the two variables is quite strong and positive. Overall, these results prove that Student Personal Branding plays an important role in improving students' work readiness, as good personal branding helps them build a professional image, boost their confidence, and prepare themselves more thoroughly to face the demands of the world of work.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,543	2,473		3,050	,003
	Time Management	,817	,061	,798	13,496	,000

a. Dependent Variable: Work Readiness

Figure 6. Results of Simple Linear Regression Analysis of X2 on Y

The analysis results show a positive and significant relationship between variable X2 (Time Management) and Y (Work Readiness). The constant value of 7.543 indicates that when students' time management skills are low or close to zero, their level of work readiness remains at 7.543. Meanwhile, the regression coefficient value of 0.817 explains that every one-unit increase in the Time Management variable will increase Work Readiness by 0.817 units. The t-value of 13.496 with a significance of 0.000 (< 0.05) indicates that the effect is statistically significant. The Beta value of 0.798 also reinforces that the relationship between time management skills and work readiness is strong and positive. Thus, it can be concluded that the better students are at managing and utilizing their time, the higher their level of readiness to enter the workforce. This is because time management skills help students become more disciplined, organized, and efficient in completing various academic and professional responsibilities, which ultimately improves their overall work readiness.

Discussion

Based on the results of data analysis, this study proves that personal branding and time management have a positive and significant effect on students' work readiness, with time management being the most dominant factor. The regression results show that personal branding (B = 0.393; Sig. < 0.001) and time management (B = 0.519; Sig. < 0.001) both contribute significantly to work readiness, with a model explanatory power of 70.2% ($R^2 = 0.702$). These findings answer the research objective that students' success in facing the world of work is not only determined by academic ability, but also by supporting personal and managerial skills, such as building self-image and managing time effectively. These two variables are indicators of students' mental and professional readiness to adapt to a work environment that demands efficiency, accuracy, and strong character (Montoya, 2018; Claessens et al., 2007).

Theoretically, the results of this study reinforce the views of (Montoya 2018) and (Shepherd 2005) who state that personal branding is a strategic process to create a professional identity that is recognized and trusted by the public. Students who are able to build personal branding effectively have higher levels of self-confidence, credibility, and competitiveness in the world of work. Meanwhile, findings regarding the strong influence of time management are in line with the theory (Claessens et al. 2007) and research (Misra & McKean 2000) which emphasize that the ability to manage time plays an important role in optimizing productivity and reducing stress.

The findings of this study have important implications both scientifically and practically. Scientifically, these results add to our understanding of how personal branding and time management variables work synergistically to improve students' work readiness. Practically, universities need to design learning strategies that emphasize the development of soft skills such as self-image building, professional communication, and effective time management. However, this study has limitations because it only focuses on Management students at Pamulang University and uses a self-report questionnaire instrument, so there is still the potential for subjective bias. Therefore, future research should expand the population to various study programs and use a mixed methods or longitudinal approach so that the relationship between

variables can be explained more comprehensively. In addition, adding variables such as digital literacy, internship experience, and achievement motivation will provide a broader picture of the factors that influence student work readiness in the era of digital transformation and globalization.

Conclusion

This study concludes that personal branding and time management significantly influence students' work readiness, with time management showing a stronger influence than personal branding. Students who have good time management skills tend to be better at setting priorities, completing academic responsibilities on time, and adapting to work environments that demand efficiency and accuracy. These results are in line with Lakein's (1973) view that time management is a form of self-discipline oriented towards effectiveness, as well as the findings of Kearns and Gardiner (2007), which confirm that time management skills are closely related to work readiness and the achievement of professional goals.

Scientifically, this study reinforces the theory of employability and self-development in the context of higher education, which emphasizes that student employability is the result of a combination of technical competencies, professional attitudes, and self-management skills. These findings support the view (Knight and Yorke 2003) that employability includes personal attributes such as self-confidence, decision-making, and social responsibility. Furthermore, these results are also in line with (Tomlinson 2010), which states that students' professional identities are now largely shaped through a process of self-reflection and personal branding that is relevant to the needs of the job market. Thus, this study contributes to broadening the understanding that work readiness is not only the result of formal education, but also of self-management and consistent professional image.

In practical terms, the results of this study have implications for universities to strengthen their curricula and career development services based on soft skills. Programs such as personal branding training, time management classes, and career mentoring need to be developed to help students prepare for the dynamic world of work (Bridgstock, 2009). However, this study has limitations in terms of the limited sample coverage of Pamulang University Management students and the use of self-report questionnaires that can give rise to perception bias. For further research, it is recommended to expand the context to other fields of study, use a longitudinal approach to observe changes in work readiness over time, and add variables such as organizational experience, digital literacy, and emotional intelligence, which according to Goleman (1998) are important factors in career success in the era of globalization and the 5.0 industrial revolution.

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