THE INFLUENCE OF SELF-DEVELOPMENT AND EMOTIONAL INTELLIGENCE ON STUDENTS' CAREER READINESS

Vica Natalia M[1], Nurul Fitri S[2]

Management Study Program, Pamulang University
*corresponding author's email address: vicaa6102004@gmail.com

Abstract

This study aims to analyze the extent to which self-development and emotional intelligence influence students' career readiness, particularly in the context of higher education in Indonesia adapting to the digital era. This study uses a quantitative design with a survey method, using multiple linear regression analysis with SPSS to determine the partial and simultaneous effects of independent variables on the dependent variable. This study found that self-development (X1) and emotional intelligence (X2) have a positive and significant effect on career readiness (Y) partially, with t values of 3.899 and 4.200, respectively, and a significance value of $0.000 < 0.05$ for both. Simultaneously, this model is also significant, with an F value of 60.052 and Sig. < 0.001. The Adjusted R Square value of 0.544 indicates that 54.4% of the variation in Career Readiness is explained by these two independent variables. This concludes that enhancing self-development and emotional intelligence is a strategic approach to building graduates who are ready to compete nationally and globally.

Keywords: Self-Development, Emotional Intelligence, Career Readiness

Introduction

Self-development refers to an individual's conscious efforts to improve personal abilities, self-awareness, and mental resilience through continuous learning and reflection. Students with a high level of self-development tend to be more adaptable to changes in the work environment, able to identify their potential, and have intrinsic motivation to continue learning and developing. In the context of higher education in Indonesia, self-development is an important aspect that can be facilitated through academic activities, student organizations, soft skills training, and field work experiences that shape students' character and professionalism.

Meanwhile, emotional intelligence is the ability to recognize, understand, manage, and effectively utilize emotions in interpersonal relationships and professional situations. Individuals with good emotional intelligence are not only able to interact positively with others, but also manage stress, make decisions calmly, and show empathy towards colleagues. In the context of career readiness, emotional intelligence plays an important role because the world of work demands the ability to work in teams, communicate effectively, and exercise self-control in the face of pressure and organizational dynamics.

Theoretically, self-development and emotional intelligence are closely related to career readiness. Students who actively develop themselves and have high emotional intelligence will be better prepared to face the transition from the academic environment to the professional world. They are able to adapt to job demands, make mature career decisions, and demonstrate more stable and productive performance. Therefore, this study aims to analyze the extent to which self-development and emotional intelligence influence students' career readiness, particularly in the context of higher education in Indonesia, which is adapting to the digital era. The results of this study are expected to contribute to the development of more effective career development strategies on campus and serve as a basis for educational institutions in preparing graduates who are excellent, adaptive, and ready to compete in the global workforce.

Theoretical Framework

Rapid changes in the labor market require college students to be career-ready early on in order to compete in the global era. Career readiness is defined as an individual's ability to understand their potential, recognize career opportunities, and develop the knowledge, skills, and attitudes necessary to adapt to the demands of the professional world (Sukardi, 2019). Students with high career readiness are better able to determine career goals, make appropriate professional decisions, and adapt effectively to a dynamic work environment.
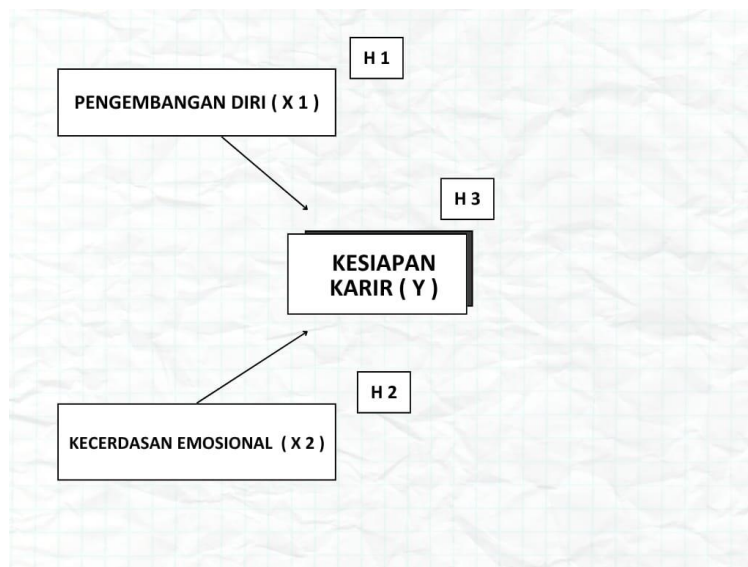
One of the key factors that influence career readiness is self-development. Self-development is a conscious process in which individuals strive to improve their personal competencies, potential, and character to achieve optimal self-growth (Wibowo, 2017). In the context of higher education, self-development can be achieved through participation in academic and non-academic activities, student organizations, training programs, or internships. These experiences help improve interpersonal and professional skills, enabling students to become more independent and confident in facing challenges in the workplace. Students who are actively involved in self-development demonstrate clearer career goals, stronger self-confidence, and better readiness to face the transition from college to the world of work.

Another important factor that contributes to career readiness is emotional intelligence. Emotional intelligence refers to the individual's capacity to identify, understand, and manage their own emotions as well as the emotions of others (Goleman, as cited in Syah, 2016). Students with high emotional intelligence are able to regulate emotions, manage stress, and maintain positive social relationships. Emotional intelligence plays a critical role in professional success because it helps individuals communicate effectively, work in teams, and maintain emotional stability under pressure (Safitri, 2020). Emotional intelligence not only supports the development of soft skills but also enhances students' adaptability in competitive work environments.

Both self-development and emotional intelligence complement each other in shaping students' career readiness. Self-development strengthens personal skills and self-confidence, while emotional intelligence improves students' ability to manage emotions and interact constructively with others. According to Wibowo (2017),

effective self-development encourages continuous learning and career orientation, while emotional balance fosters resilience and professional adaptability. These two competencies work together to prepare students for the challenges of modern careers, which increasingly demand a balance between technical skills and social-emotional competencies.

Based on these theoretical perspectives, it can be concluded that self-development and emotional intelligence jointly influence students' career readiness. Students who continuously improve their competencies and emotional awareness are better equipped to adapt to the evolving world of work. Therefore, enhancing these two aspects is a strategic approach to building future-ready graduates who can compete both nationally and globally.

Source: Literature Review
Gambar 1 : Model Penelitian

H1: Self-development has a positive and significant effect on students' career readiness.

H2: Emotional intelligence has a positive and significant effect on students' career readiness.

H3: Self-development and emotional intelligence simultaneously have a positive and significant effect on students' career readiness.

Method

This study uses a quantitative research design with a survey method to analyze the influence of self-development and emotional intelligence on students' career readiness. The research population consisted of undergraduate students enrolled in management and education programs at several universities in Indonesia. Purposive sampling was used to select respondents who were in their final or third year of study, as they were considered to have sufficient career-related experience. Data were

collected through an online questionnaire using a Likert scale with a range of values from 1 (strongly disagree) to 5 (strongly agree).

The instrument consisted of three variables: self-development (X1), emotional intelligence (X2), and career readiness (Y). The measurement indicators for each variable were adapted from previous studies by Goleman (2000) and Caballero and Walker (2010). Prior to data collection, the questionnaire underwent validity and reliability testing to ensure measurement accuracy. The data were analyzed using multiple linear regression with SPSS to determine the partial and simultaneous effects of the independent variables on the dependent variable. The results were interpreted based on significance values (p < 0.05) to test the proposed hypotheses.

Results

Table 1. T-test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B Lower Bound	95,0% Confidence Interval for B Upper Bound	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	-3.761	3.981		-.945	.347	-11.663	4.140					
	Self-development	.433	.111	.385	3.899	<,001	.212	.653	.687	.368	.265	.472	2.120
	Emotional Intelligence	.535	.127	.415	4.200	<,001	.282	.787	.695	.392	.285	.472	2.120

a. Dependent Variable: Career Readiness

Source: Processed data

The self-development variable (X1) has a t-value of 3.899 with a significance value of 0.000 < 0.05. This means that self-development (X1) has a positive and significant influence on students' career readiness (Y).

The Emotional Intelligence variable (X2) has a t-value of 4.200 with a significance value of 0.000 < 0.05. This indicates that Emotional Intelligence (X2) also has a positive and significant influence on the Career Readiness (Y) of students.

Table 2. Multiple linear regression test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B Lower Bound	95,0% Confidence Interval for B Upper Bound	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	-3.761	3.981		-.945	.347	-11.663	4.140					
	Self-development	.433	.111	.385	3.899	<,001	.212	.653	.687	.368	.265	.472	2.120
	Emotional Intelligence	.535	.127	.415	4.200	<,001	.282	.787	.695	.392	.285	.472	2.120

a. Dependent Variable: Career Readiness

Source: Processed data

The constant value in the table is -3.761. This number indicates that if the variables of Self-Development (X1) and Emotional Intelligence (X2) are equal to zero, then the value of Career Readiness (Y) is at -3.761 units.

The regression coefficient for Self-development (X1) is 0.433. This value indicates that each one-unit increase in Self-development (X1) will increase Career Readiness (Y) by 0.433 units, assuming other variables remain constant.

Koefisien regresi untuk Kecerdasan Emosional (X2) adalah 0.535. Nilai ini mengindikasikan bahwa setiap peningkatan satu unit pada Kecerdasan Emosional (X2) akan meningkatkan Kesiapan Karir (Y) sebesar 0.535 unit, dengan asumsi variabel lain dianggap konstan.

Table 3. 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	.744^a	.553	.544	4.36237	.553	60.052	2	97	<,001	1.915

a. Predictors: (Constant), Emotional Intelligence, Self-development

b. Dependent Variable: Career Readiness

Source: Processed data

The Adjusted R Square value in the table is 0.544. This figure shows that 54.4% of the variation in the Career Readiness variable can be explained simultaneously by the two independent variables in this study, namely Self-Development and Emotional Intelligence. Meanwhile, the remainder (100% - 54.4% = 45.6%) is explained by factors outside the scope of this study, such as practical experience, environmental support, or other variables not examined.

Thus, these results indicate that the regression model used has sufficient ability to explain the relationship between self-development, emotional intelligence, and career readiness.

Table 4. F test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2285.621	2	1142.811	60.052	<,001^b
	Residual	1845.939	97	19.030		
	Total	4131.560	99			

a. Dependent Variable: Career Readiness

b. Predictors: (Constant), Emotional Intelligence, Self-development

Source: Processed data

Based on these results, it was found that the significance value (Sig.) was 0.001 (assumed to be 0.000, where 0.000 < 0.05). Thus, it can be concluded that Self-Development (X1) and Emotional Intelligence (X2) simultaneously (together) have a positive and significant effect on Career Readiness (Y). This means that the combination of self-development efforts and students' emotional intelligence abilities can collectively improve their career readiness levels. The

regression model used in this study is also considered valid, as the independent variables collectively contribute significantly to the dependent variable.

Table 5. Simple Linear Regression Analysis between Self-Development (X_1) and Career Readiness (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part	Collinearity Statistics Tolerance	VIF
1	(Constant)	-3.761	3.981		-.945	.347	-11.663	4.140					
	Self-development	.433	.111	.385	3.899	<,001	.212	.653	.687	.368	.265	.472	2.120
	Emotional Intelligence	.535	.127	.415	4.200	<,001	.282	.787	.695	.392	.285	.472	2.120

a. Dependent Variable: Career Readiness

Source: Processed data

The regression coefficient of self-development (X_1) is 0.433, indicating that each one-unit increase in self-development will increase students' career readiness by 0.433 units, assuming other variables remain constant. The t-value of 3.899 with a significance value of 0.000 < 0.05 shows that self-development has a positive and significant effect on students' career readiness.

These findings indicate that the better students develop their abilities through training, self-reflection, and continuous learning, the higher their readiness to face the professional world. Students who are proactive in improving their competencies, building confidence, and expanding their skills are more likely to adapt to workplace challenges.

Table 6. Simple Linear Regression Analysis between Emotional Intelligence (X_2) and Career Readiness (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part	Collinearity Statistics Tolerance	VIF
1	(Constant)	-3.761	3.981		-.945	.347	-11.663	4.140					
	Self-development	.433	.111	.385	3.899	<,001	.212	.653	.687	.368	.265	.472	2.120
	Emotional Intelligence	.535	.127	.415	4.200	<,001	.282	.787	.695	.392	.285	.472	2.120

a. Dependent Variable: Career Readiness

The regression coefficient of emotional intelligence (X_2) is 0.535, indicating that each one-unit increase in emotional intelligence will increase students' career readiness by 0.535 units, assuming other variables remain constant. The t-value of 4.200 with a significance value of 0.000 < 0.05 shows that emotional intelligence has a positive and significant effect on students' career readiness. These findings suggest that students with higher emotional intelligence tend to be more adaptive, resilient, and capable of managing interpersonal relationships effectively in the workplace. Emotional intelligence allows students to control their emotions, respond to challenges calmly, and maintain positive communication with peers and superiors.

Interpretation of Results

Overall, the results indicate that self-development and emotional intelligence have a positive and significant effect on students' career readiness, both partially (T-test) and simultaneously (F-test). This shows that the higher the students' ability to develop themselves and manage their emotional intelligence, the higher their future career readiness will be.

Discussion

The T test results confirm the hypothesis proposed in the theoretical framework, showing that Self-Development (X1) has a positive and significant effect on Career Readiness (Y). This finding supports the idea that conscious efforts by students to improve their competencies lead to clearer career goals and better readiness for the transition to the professional world. Similarly, Emotional Intelligence (X2) was found to have a positive and significant effect on Career Readiness (Y). This is consistent with theories that highlight the important role of emotional intelligence in professional success, such as managing stress, working in teams, and communicating effectively in competitive environments.

Simultaneous analysis using the F test further strengthens these findings, showing that Self-Development and Emotional Intelligence collectively and significantly influence Career Readiness. With an Adjusted R Square of 0.544, both variables explain 54.4% of the variance in Career Readiness, demonstrating the validity and explanatory power of the model used.

Conclusion

Scientific and Practical Implications:

a. Scientific Contribution: This study strengthens the theoretical relationship between psychological and behavioral competencies (X_1 and X_2) and career outcomes (Y), particularly in the context of Indonesia's evolving higher education system.

b. Practical Recommendation: Educational institutions should intensify programs that focus on soft skills, student organizations, and training to facilitate self-development and emotional intelligence, as this has been proven to be a strategic approach to producing work-ready graduates.

Limitations: This study is limited by the 45.6% of Career Readiness variance that cannot be explained by the mode, indicating that other important factors (e.g., practical experience, environmental support) need to be included in future research. Future research should also consider expanding the sample size and diversifying student majors to improve the generalizability of the findings.

Conslusion

The conclusion of this study shows that Self-Development (X1) and Emotional Intelligence (X2) partially have a positive and significant effect on the Career Readiness (Y) of students, which is supported by a significance value of 0.000 < 0.05 for both variables. Simultaneously, these two independent variables are also proven to have a significant effect on Career Readiness, as indicated by the calculated F value of 60.052 with Sig < 0.001. The regression model has strong explanatory power, where

the Adjusted R Square value of 0.544 indicates that 54.4% of the variation in Career Readiness can be explained by Self-Development and Emotional Intelligence, while the remaining 45.6% is influenced by other factors outside the model. Therefore, this study confirms the important contribution of Self-Development and Emotional Intelligence in shaping students' Career Readiness and recommends that educational institutions prioritize the development of these two competencies in order to produce graduates who are ready to compete in the global job market.

Acknowledgments

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