

THE INFLUENCE OF INTERPERSONAL SKILLS, COMPETENCE, AND SELF-EFFICACY ON STUDENTS' WORK READINESS, FACULTY OF ECONOMICS AND BUSINESS, PGRI UNIVERSITY OF MADIUN

Intan Gestiana Priskadita¹⁾

¹⁾Faculty of Economics and Business, Universitas PGRI Madiun
email: intangestiana2508@gmail.com

Abstrak

Penelitian ini bertujuan untuk membuktikan secara pengaruh keterampilan interpersonal, kompetensi dan *self-efficacy* terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas PGRI Madiun. Penelitian ini merupakan penelitian kuantitatif dengan jumlah sampel sebanyak 318 karyawan. Metode pengambilan sampel yaitu menggunakan sampel jenuh. Pengambilan data menggunakan kuesioner dengan penyebaran melalui *google form*. Teknik analisis data menggunakan alat uji berupa *Structural Equation Modeling* (SEM) dengan *SmartPLS* Versi 3.3.7. Hasil penelitian ini menunjukkan bahwa 1) Keterampilan interpersonal berpengaruh terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas PGRI Madiun 2) Kompetensi berpengaruh terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas PGRI Madiun. 3) *Self-efficacy* berpengaruh terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas PGRI Madiun

Kata Kunci: Keterampilan Interpersonal, Kompetensi, Self Efficacy dan Kesiapan Kerja

Abstract

This study aims to examine the influence of interpersonal skills, competence, and self-efficacy on the work readiness of students at the Faculty of Economics and Business, PGRI University of Madiun. This is a quantitative study involving a sample of 318 students. The sampling method used was the saturated sampling technique. Data were collected through questionnaires distributed via Google Forms. Data analysis was conducted using Structural Equation Modeling (SEM) with SmartPLS version 3.3.7. The results of this study indicate that: (1) Interpersonal skills significantly influence the work readiness of students at the Faculty of Economics and Business, PGRI University of Madiun; (2) Competence has a significant effect on students' work readiness; (3) Self-efficacy significantly affects work readiness

Keywords : *Interpersonal Skills, Competence, Self Efficacy and Work Readiness*

A. INTRODUCTION

Work readiness is a crucial indicator of higher education outcomes, reflecting not only academic competence but also interpersonal skills, self-efficacy, and professional attitudes required to adapt in the dynamic era of Industry 4.0 and Society 5.0. Despite various initiatives, evidence shows that many graduates remain unprepared, particularly in interpersonal communication, practical competencies, and confidence in facing workplace challenges. Preliminary observations among students of the Faculty of Economics and Business at Universitas PGRI Madiun indicate limited work readiness, with gaps in practical skills, organizational experience, and social adaptability. Prior studies highlight that interpersonal skills, competence, and self-efficacy strongly influence students' readiness to enter the workforce. Therefore, this study aims to empirically examine the effect of interpersonal skills, competence, and self-efficacy on the work readiness of UNIPMA students. Findings are expected to contribute theoretically to human resource management and higher education literature, while also offering practical recommendations for curriculum design, student development programs, and industry collaboration to enhance graduate employability.

B. METHOD

This study employed a quantitative data analysis approach using Partial Least Squares (PLS) with SmartPLS version 3.3.7. PLS is a variance-based Structural Equation Modeling (SEM) technique that enables path analysis using latent variables and is considered suitable for studies with small sample sizes or non-normal data distribution (Ghozali, 2021). PLS-SEM is particularly useful for prediction-oriented research and theory development, as it does not require strict distributional assumptions.

The PLS-SEM procedure consists of two sub-models: (1) the measurement model (outer model), which assesses the reliability and validity of indicators, and (2) the structural model (inner model), which evaluates the relationships among latent constructs (Ghozali, 2021).

1. Measurement Model (Outer Model) Evaluation

- a) Convergent Validity: Assessed using outer loadings. Indicators are considered valid if the loading factor is greater than 0.50.
 - b) Average Variance Extracted (AVE): Valid if the AVE value is greater than 0.50.
 - c) Discriminant Validity: Fulfilled if the square root of AVE for each construct is greater than its correlation with other constructs.
 - d) Reliability Test: Evaluated using Cronbach's Alpha, where a value greater than 0.70 indicates reliability.
2. Structural Model (Inner Model) Evaluation
- The structural model explains the relationships among latent constructs. The model's predictive power is assessed using the R² value, where 0.75, 0.50, and 0.25 indicate strong, moderate, and weak predictive accuracy, respectively. In addition, predictive relevance is assessed using Q² values, with thresholds of 0.35 (strong), 0.15 (moderate), and 0.02 (weak).
3. Hypothesis Testing
- Hypotheses were tested through path coefficients in the inner model. A hypothesis is supported if the t-statistic ≥ 1.96 and the p-value < 0.05 (Ghozali, 2021).

C. RESULTS AND DISCUSSIONS

1. Interpersonal skills have a positive effect on work readiness.

The results show that interpersonal skills significantly influence work readiness ($\beta = 0.22$, $t = 3.79$, $p < 0.001$). This implies that students with better communication, empathy, and teamwork are more adaptable and prepared for the workplace. The finding supports Goleman's (2006) theory of social intelligence and aligns with previous studies that emphasize interpersonal competence as a key employability factor.

2. Competence has a positive effect on work readiness.

Competence was found to be the strongest predictor of work readiness ($\beta = 0.38$, $t = 6.47$, $p < 0.001$). High levels of knowledge, technical abilities, and professional attitudes significantly enhance students' ability to meet workplace demands. This result supports OECD (2018) frameworks on future skills and prior studies indicating that competence directly improves graduate employability.

3. *Self-efficacy* has a positive effect on work readiness.

Self-efficacy also significantly affected work readiness ($\beta = 0.25$, $t = 4.15$, $p < 0.001$). Students with stronger confidence, persistence, and resilience demonstrate higher readiness to face career challenges. This finding reinforces Bandura's (1997) self-efficacy theory, which posits that belief in one's capabilities is essential for performance and adaptation, and is consistent with empirical studies linking self-efficacy to employability.

Overall, the structural model shows that interpersonal skills, competence, and self-efficacy jointly explain 53% of the variance in work readiness ($R^2 = 0.53$), indicating moderate predictive accuracy. The predictive relevance ($Q^2 = 0.50$) further confirms the robustness of the model.

D. CONCLUSIONS

This study concludes that interpersonal skills, competence, and self-efficacy play significant roles in shaping students' work readiness. Interpersonal skills, particularly communication and teamwork abilities, were found to positively influence students' preparedness to enter the workforce, highlighting their importance in adapting to collaborative and dynamic professional environments. Competence emerged as another significant factor, where knowledge, technical skills, and professional attitudes enhanced students' ability to face workplace challenges, making it a key predictor of employability. Furthermore, self-efficacy was shown to have a positive effect on work readiness; students with higher confidence and belief in their own abilities were better equipped to adapt and perform effectively in professional settings. Overall, these findings

emphasize that strengthening interpersonal skills, competence, and self-efficacy is essential for preparing graduates to meet the demands of the modern labor market.

E. SUGGESTIONS

Based on the findings and conclusions of this study, several recommendations can be proposed. First, students are encouraged to focus on developing their interpersonal skills, competence, and self-efficacy during their studies. By improving communication, teamwork, and confidence in their own abilities, students will be better prepared to face challenges in the workplace. Participation in student organizations, internships, and training programs can provide valuable opportunities to enhance these skills. Second, the Faculty of Economics and Business at Universitas PGRI Madiun is advised to strengthen soft skills development programs, particularly interpersonal skills and self-efficacy, through a more practical and application-oriented curriculum. Collaboration with industry partners is also essential to ensure curriculum relevance to labor market needs. Third, higher education institutions are recommended to formulate policies that enhance graduates' competitiveness by integrating both technical and non-technical skills development into the curriculum. Such policies should align educational programs with the evolving standards and demands of the industry. Lastly, the business sector is encouraged to recognize the importance of interpersonal skills, competence, and self-efficacy in recruitment and selection processes. Internship and training programs focusing on soft skills alongside technical abilities can better equip students for future employment. Companies should also balance technical proficiency with social and psychological readiness when assessing work readiness among prospective employees.

REFERENCES

Azky, S., & Mulyana, O. P. (2024). Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja Mahasiswa: Literature Review. *Innovative: Journal Of Social Science Research*, 4(3), 3178–3192. <https://doi.org/10.31004/innovative.v4i3.10762>

- Basuki, A., Amala, P. R., & Albar, B. M. Y. (2023). The Effect of Self-Efficacy and Adversity Quotient on Work Readiness through Work Motivation in College Students (Issue Bistic). *Atlantis Press International BV*. https://doi.org/10.2991/978-94-6463-302-3_10
- Devita Putri, A. (2024). Hard Skill, Soft Skill dan Efikasi Diri Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir FEB Perguruan Tinggi di Kota Bandar Lampung. *Jurnal Administrasi Bisnis (JAB)*, 14(1), 20–32.
- Erlangga, F., Bakti, D. K., & Aprilani, D. (2024). Pengaruh Pengalaman Organisasi, Pengalaman Magang, dan Self Efficacy terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir. *Jurnal Kompetitif Bisnis*, 2(4), 223–236.
- Faisal, M., Febrian, W. D., & Purnama, Y. H. (2024). Pengaruh Keterampilan Interpersonal, Problem Solving dan Resiliansi Terhadap Kesiapan Kerja Mahasiswa Gen Z yang Mengikuti Kegiatan ORMAWA di Universitas Dian Nusantara. *Jurnal Pendidikan Siber Nusantara (JPSN)*, 2(3), 126–139. <https://doi.org/10.38035/jpsn.v2i3>
- Fitriyani, A., Wahyudi, W., & Kurniasih, D. (2025). The Effect of Soft Skills and Self Efficacy on Fresh Graduate Job Readiness: Mediation of Work Motivation. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 10(1), 331–346. <https://doi.org/10.31851/jmksp.v10i1.18159>
- Indriani, A. (2024). Pengaruh Praktik Kerja Lapangan, Self Efficacy Dan Kompetensi Terhadap Kesiapan Kerja Siswa Pada SMK Niba Bogor. *Jurnal Mirai Management*, 9(2), 294–315.
- Listianto, G. P., Saragih, S., & Prasetyo, Y. (2023). Kesiapan kerja pada mahasiswa Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana peranan efikasi diri? *INNER: Journal of Psychological Research*, 3(3), 460–470.
- Mamentu, J. J. R., Nelwan, O. S., & Sendow, G. M. (2023). Pengaruh Self Efficacy, Soft Skill, Self Esteem Dan Motivasi Kerja Terhadap Kesiapan Kerja Fresh Graduate FEB Universitas Sam Ratulangi Manado Di Era Revolusi Industri 4.0. *Jurnal EMBA*, 11(3), 1487–1497. <https://doi.org/10.35794/emba.v11i3.50712>

- Octhaviana, Y., & Rahmaningtyas, W. (2025). Pengaruh Penguasaan Teknologi Informasi, Efikasi Diri, dan Keterampilan Komunikasi Interpersonal terhadap Kesiapan Kerja Mahasiswa Generasi Z. *Jurnal Pendidikan Ekonomi*, 8(2), 596–607.
- Podungge, R., Hakri Bokingo, A., & Hilala, E. (2023). Peran Self Efficacy, Soft Skill, Dan Hard Skill Terhadap Peningkatan Kesiapan Kerja Bagi Mahasiswa Tingkat Akhir Fakultas Ekonomi Universitas Negeri Gorontalo. *SEIKO: Journal of Management & Business*, 6(2), 224–232.
- Putri, D. A., Reniati, & Wahyudin, N. (2024). The Influence of Internship Experience, Self-Efficacy, and Work Motivation on Work Readiness of Bangka Belitung University Students. *International Journal of Economics, Business, and Entrepreneurship*, 7(2), 154–165. <https://doi.org/10.23960/ijebe.v7i2.287>
- Suhartono Entot, Z. M. (2020). Kontribusi Intrapersonal Skills dan Interpersonal Skills Terhadap Kesiapan Kerja Pada Mahasiswa Perguruan Tinggi “X.” *Jurnal Sains Manajemen*, 6(1).
- Syifa, F. D., Wolor, C. W., & Adha, M. A. (2023). The Effect of Self Efficacy and Soft Skills on Work Readiness. *Jurnal Pendidikan Ekonomi, Perkantoran Dan Akuntansi*, 4(2), 29–38.
- Wulandari, S. P., Pardiman, & Slamet, A. R. (2022). Pengaruh Kompetensi Mahasiswa Terhadap Kesiapan Memasuki Dunia Kerja Di Era 4.0. *E-JRM: Elektronik Jurnal Riset Manajemen*, 11(15), 33–42.