

THE EFFECT OF SELF-EFFICACY, EMOTIONAL INTELLIGENCE, AND CAREER PLANNING ON WORK READINESS

Novita Afryda Hastuti¹, Robby Sandhi Dessyarti³

¹Management, Faculty of Economics and Business, Universitas PGRI Madiun
novitaafryda@gmail.com

² Management, Faculty of Economics and Business, Universitas PGRI Madiun
robbeyvan@unipma.ac.id

Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengkaji sejauh mana *self efficacy*, *emotional intelligence*, dan *career planning* memengaruhi *work readiness* pada *fresh graduate* di Kota Madiun. Metode yang dipakai adalah pendekatan kuantitatif dengan jumlah responden sebanyak 384 orang, yang terdiri atas lulusan baru dari berbagai perguruan tinggi di wilayah tersebut. Proses pengolahan serta analisis data menggunakan bantuan software SPSS, dengan rangkaian uji statistik meliputi uji validitas, reliabilitas, normalitas, multikolinearitas, heteroskedastisitas, regresi linear berganda, uji t, serta koefisien determinasi. Seluruh prosedur analisis digunakan untuk melihat pengaruh masing-masing variabel secara parsial terhadap *work readiness*. Hasil penelitian ini mengungkapkan bahwa *self efficacy*, *emotional intelligence*, dan *career planning* terbukti berpengaruh positif dan signifikan secara parsial terhadap *work readiness*.
Kata Kunci: *Self Efficacy, Emotional Intelligence, Career Planning, Work Readiness*

Abstract

This study aims to examine the influence of self-efficacy, emotional intelligence, and career planning on the work readiness of fresh graduates in Madiun City. A quantitative approach was applied with a sample of 384 respondents consisting of fresh graduates from various universities in the city. Data processing and analysis were carried out using SPSS software, employing several statistical tests such as validity, reliability, normality, multicollinearity, heteroscedasticity, multiple linear regression, t-test, and coefficient of determination. These analyses were conducted to identify the partial effect of each variable on work readiness. The findings indicate that self-efficacy, emotional intelligence, and career planning each have a positive and significant influence on work readiness.

Keywords: *Self-Efficacy, Emotional Intelligence, Career Planning, Work Readiness*

A. INTRODUCTION

Human resources (HR) are a vital component that determines the success of both national and organizational development. Higher education institutions, as providers of advanced education, carry a significant responsibility, not only to produce graduates with strong academic achievements but also to prepare them to adapt, collaborate, and face the challenges of today's dynamic labor market. However, in reality, many graduates are still considered to lack adequate work readiness. This condition represents a contributing aspect that leads to the high unemployment rate, especially among fresh graduates (Mamentu et al., 2023).

Work readiness may be defined as the capacity of a person to carry out duties or jobs effectively in line with predetermined goals (Nasution et al., 2022). According to (Sumampouw et al., 2024), work readiness is not merely about obtaining employment but also about sustaining it by demonstrating responsibility, flexibility, communication skills, and a positive self-perception. (ACT, 2013) emphasizes that work readiness encompasses several key indicators, including critical thinking, problem-solving, information finding, and thinking abilities. These indicators represent essential competencies that fresh graduates must possess to navigate the complexities of the modern workplace.

The issue of low work readiness among graduates also appears on a global scale. A survey conducted by Intelligent.com involving 800 HR leaders and 800 recent graduates in the United States revealed that nine out of ten companies were reluctant to recruit fresh graduates due to perceived lack of readiness for the workforce (Heubeck, 2023). This situation has driven companies to seek alternatives, such as hiring experienced workers, freelancers, or relying more heavily on automation technologies. A similar phenomenon occurs in Indonesia, including in the city of Madiun. Data from BPS (2024) indicates that fresh graduates continue to dominate the group with the highest open unemployment rate,

despite a declining trend from 12.63% to 8.23%. These facts confirm that an academic degree alone does not guarantee a graduate's readiness to enter the labor market.

Several factors affect work readiness, one of which is self-efficacy, self-efficacy as a person's confidence in their capacity to organize and carry out actions to reach expected results. Graduates with strong self-efficacy are generally more self-assured, resilient when encountering obstacles, skilled in making career choices, and better able to adjust to new workplace conditions (Abdullah et al., 2023). Conversely, fresh graduates with low self-efficacy are more likely to experience doubt, avoid challenges, and be less proactive in seeking and maintaining employment.

Emotional intelligence has an essential influence on the development of work readiness. According to (Robbins & Judge, 2017), describe it as a person's capacity to identify both their own emotions and those of others, interpret their significance, and regulate them effectively. Fresh graduates with high emotional intelligence are generally more adaptable, able to build interpersonal relationships, collaborate effectively in teams, and demonstrate resilience under work pressure. On the other hand, low emotional intelligence may hinder communication, stress management, and decision-making in the workplace.

Another equally important factor is career planning. (Sentinuwo et al., 2025) argue that effective career planning enables individuals to recognize their potential, understand career opportunities, and develop concrete steps to achieve professional goals. Fresh graduates with well-prepared career planning typically have a clear career direction, are better equipped to anticipate challenges, and are more competitive in the labor market. Without career planning, graduates may experience confusion in making choices, miss available opportunities, or face mismatches between their jobs and personal potential.

Based on the aforementioned background and preliminary observations, the researcher aims to carry out a study with the title *"The Effect of Self-Efficacy, Emotional Intelligence,*

and Career Planning on Work Readiness (A Case Study on Fresh Graduates in Madiun City).”

1. Theoretical Study

This study applies Bandura’s Social Cognitive Theory, which explains that behavior results from the interaction of personal factors, environment, and actions. In the context of work readiness, self-efficacy builds confidence and resilience, emotional intelligence supports emotional regulation and social skills, and career planning guides goal setting and decision-making. Together, these factors shape how fresh graduates adapt to the demands of the workforce.

Work Readiness

According to (ACT, 2013) and (Abdullah et al., 2023), work readiness refers to a state where a person demonstrates the necessary knowledge, abilities, and attitudes to successfully enter and function within the workplace. It reflects the extent to which a person is comprehensively prepared to meet workplace demands based on established competencies.

Self Efficacy

According to (Bandura, 2006) and (Abdullah et al., 2023), self-efficacy refers to a person’s confidence in their capacity to design strategies, organize, and carry out tasks in order to reach expected results. This concept plays a crucial role in shaping motivation, persistence, and performance, those with stronger self-efficacy usually establish ambitious objectives, persist when encountering obstacles, and show better flexibility in handling their responsibilities.

Emotional Intelligence

(Syukri et al., 2025) explain that emotional intelligence involves the ability to build healthy social relationships, show empathy toward others, and respond to emotional pressures in a constructive way. This capability is essential in supporting effective

communication, collaboration, and resilience, making it a key factor in preparing individuals to adapt and succeed in professional settings.

Career Planning

According to (Sentinuwo et al., 2025), career planning is a conscious and structured process undertaken by individuals to achieve their desired professional goals in the future. It involves understanding one's potential, interests, and personal values, exploring suitable career options, making informed decisions, and preparing concretely to enter the workforce. Career planning goes beyond simply choosing a job, as it also encompasses long-term strategies for self-development and continuous improvement of competencies.

Conceptual Framework

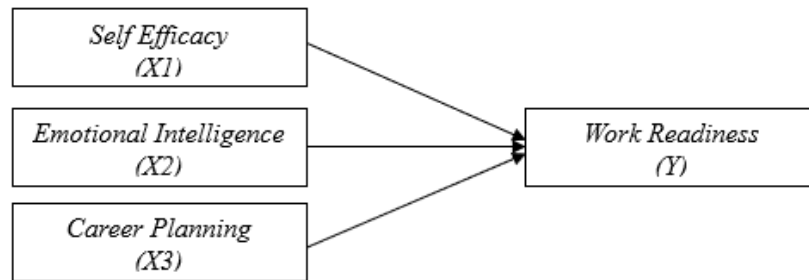


Figure 1. Conceptual Framework

Source: Research from (Mamentu et al., 2023), (Elviana & Sudiana, 2023), (Sentinuwo et al., 2025).

The hypotheses proposed in this study are as follows:

H1: It is hypothesized that self-efficacy has a positive and significant effect on work readiness.

H2: It is hypothesized that emotional intelligence has a positive and significant effect on work readiness.

H3: It is hypothesized that career planning has a positive and significant effect on work readiness.

B. METHOD

This research adopts a quantitative design with a survey approach, carried out in Madiun City over a span of four months. The study population consists of fresh graduates holding diplomas or bachelor's degrees within the past two years. The sample size of 384 respondents was determined using Lemeshow's formula for an unlimited population (Sugiyono, 2020). A purposive sampling technique was employed, focusing on graduates who were either seeking employment or had just entered the labor market. Data were gathered through a Likert-scale questionnaire constructed based on indicators of self-efficacy (Bandura, 2006), emotional intelligence (Mayer et al., 2004), career planning (Harapan et al., 2024), and work readiness (ACT, 2013). The collected data were then analyzed through multiple linear regression with the help of SPSS version 26.

C. RESULTS AND DISCUSSIONS

Reliability Test

Based on the test results presented in the table, all variables in this study show very high Cronbach's Alpha values, far above the minimum threshold. Self-Efficacy (X1) with 16 items reached 0.984, Emotional Intelligence (X2) with 20 items reached 0.991, Career Planning (X3) with 17 items reached 0.988, and Work Readiness (Y) with 19 items reached 0.984. These values indicate strong reliability and excellent internal consistency, confirming that the entire questionnaire is reliable and suitable for accurately and consistently measuring the studied variables.

Table 1. Reliability Test Results

| Variabel | Jumlah Item | Alpha | Keterangan |
|------------------------------------|-------------|-------|------------|
| <i>Self efficacy</i> (X1) | 16 Item | 0.984 | Reliabel |
| <i>Emotional Intelligence</i> (X2) | 20 Item | 0.991 | Reliabel |

| | | | |
|-----------------------------|---------|-------|----------|
| <i>Career planning (X3)</i> | 17 Item | 0.988 | Reliabel |
| <i>Work readiness (Y)</i> | 19 Item | 0.984 | Reliabel |

Source: Primary Data Processed (2025)

Normality Test Results

Based on the Kolmogorov-Smirnov normality test, the significance value (Asymp. Sig.) is 0.087, exceeding the 0.05 threshold. This result indicates that the residuals follow a normal distribution. Therefore, the normality assumption is satisfied, making the regression model valid and its parameter estimates statistically interpretable.

Table 2. Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | |
|--|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 384 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 7.66092380 |
| Most Extreme Differences | Absolute | .043 |
| | Positive | .026 |
| | Negative | -.043 |
| Test Statistic | | .043 |
| Asymp. Sig. (2-tailed) | | .087 ^c |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

Source: Primary Data Processed (2025)

Multicollinearity Test

The multicollinearity test shows that all independent variables, namely self efficacy (X1), emotional intelligence (X2), and career planning (X3), have Tolerance values above 0.1 and VIF values below 10, indicating that multicollinearity is not present. Specifically, X1 has a Tolerance of 0.829 and a VIF of 1.206, X2 has a Tolerance of 0.756 and a VIF of

1.323, and X3 has a Tolerance of 0.774 and a VIF of 1.293. These results confirm that the regression model is free from multicollinearity and suitable for further analysis.

Table 3. Multicollinearity Test

| Model | | Coefficients ^a | | | | | | Collinearity Statistics | |
|-------|------------------------------------|-----------------------------|------------|---------------------------|--------|------|-----------|-------------------------|--|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Tolerance | VIF | |
| | | B | Std. Error | Beta | | | | | |
| 1 | (Constant) | 2.402 | 1.951 | | 1.231 | .219 | | | |
| | <i>Self efficacy (X1)</i> | .454 | .035 | .400 | 12.809 | .000 | .829 | 1.206 | |
| | <i>Emotional intelligence (X2)</i> | .306 | .025 | .396 | 12.115 | .000 | .756 | 1.323 | |
| | <i>Career Planning (X3)</i> | .282 | .031 | .289 | 8.950 | .000 | .774 | 1.293 | |

a. Dependent Variable: *Work readiness (Y)*

Source: Primary Data Processed (2025)

Heteroscedasticity Test

The table shows that all independent variables, namely self efficacy (X1) with a significance value of 0.620, emotional intelligence (X2) with 0.784, and career planning (X3) with 0.989, have significance values greater than 0.05. This indicates that they do not

have a significant effect on the absolute residuals, confirming that the regression model does not exhibit heteroscedasticity.

Table 4 Heteroscedasticity Test.

| Model | | Coefficients ^a | | | | |
|-------|------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 5.167 | 1.217 | | 4.244 | .000 |
| | <i>Self efficacy (X1)</i> | .011 | .022 | .028 | .497 | .620 |
| | <i>Emotional intelligence (X2)</i> | .004 | .016 | .016 | .274 | .784 |
| | <i>Career Planning (X3)</i> | .000 | .020 | .001 | .014 | .989 |

a. Dependent Variable: absresid

Source: Primary Data Processed (2025)

Multiple Linear Regression Analysis

Based on the regression equation, the constant value of 2.402 indicates the baseline of work readiness without the influence of independent variables. The regression coefficients show that self-efficacy (X_1) positively affects work readiness by 0.454, emotional intelligence (X_2) increases it by 0.306, and career planning (X_3) contributes 0.282. These results demonstrate that all three variables have a positive effect on enhancing work readiness.

Table 5. Multiple Linear Regression Analysis Test Results

| Coefficients ^a | | | | | | |
|---------------------------|------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.402 | 1.951 | | 1.231 | .219 |
| | <i>Self efficacy</i> (X1) | .454 | .035 | .400 | 12.809 | .000 |
| | <i>Emotional intelligence</i> (X2) | .306 | .025 | .396 | 12.115 | .000 |
| | <i>Career Planning</i> (X3) | .282 | .031 | .289 | 8.950 | .000 |

a. Dependent Variable: *Work readiness* (Y)

Source: Primary Data Processed (2025)

T-Test (Partial)

The hypothesis testing results show that self-efficacy (X1), emotional intelligence (X2), and career planning (X3) each have a significance value of 0.000 (< 0.05), indicating a significant positive effect on work readiness (Y). Thus, all three hypotheses are accepted, meaning higher self-efficacy, stronger emotional intelligence, and clearer career planning each contribute to increasing an individual's work readiness, supporting their confidence, adaptability, and preparedness to enter the workforce.

Table 6. T-Test Result

| Model | | Coefficients ^a | | | | |
|-------|------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.402 | 1.951 | | 1.231 | .219 |
| | <i>Self efficacy</i> (X1) | .454 | .035 | .400 | 12.809 | .000 |
| | <i>Emotional intelligence</i> (X2) | .306 | .025 | .396 | 12.115 | .000 |
| | <i>Career Planning</i> (X3) | .282 | .031 | .289 | 8.950 | .000 |

a. Dependent Variable: *Work readiness* (Y)

Source: Primary Data Processed (2025)

Test of the Coefficient of Determination (R²)

According to the table, the R Square value is 0.693 or 69.3 percent, which means that the three independent variables, self efficacy (X₁), emotional intelligence (X₂), and career planning (X₃), account for 69.3 percent of the variation in work readiness (Y), while the remaining 30.7 percent is influenced by factors not included in the model.

Table 7. Test of the Coefficient of Determination

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .833 ^a | .693 | .691 | 7.69110 |

a. Predictors: (Constant), *Career Planning* (X3), *Self efficacy* (X1), *Emotional intelligence* (X2)

Source: Primary Data Processed (2025)

DISCUSSIONS

1. **The Influence of Self-Efficacy on Work Readiness of Fresh Graduates in Madiun City**

The findings indicate that self efficacy has a positive and significant impact on work readiness among fresh graduates in Madiun City, with a t-value of 12.809 exceeding 1.96 and a significance level of 0.000 below 0.05. This suggests that higher self efficacy enhances graduates' preparedness for workplace challenges, as they are generally more confident, resilient under pressure, and adaptable to various situations. These results align with Bandura's theory and are supported by previous research (Nasution et al., 2022; Yasinta and Irfani, 2022; Mamentu et al., 2023; Abdullah et al., 2023), highlighting the importance of fostering self efficacy through soft skills development and career planning to improve graduate readiness and competitiveness in the job market.

2. **The Influence of Emotional Intelligence on Work Readiness of Fresh Graduates in Madiun City**

The results indicate that emotional intelligence has a positive and significant impact on work readiness among fresh graduates in Madiun City, with a t-value of 12.115 exceeding 1.96 and a significance level of 0.000 below 0.05. This suggests that graduates with higher emotional intelligence are better at managing their emotions, maintaining motivation, demonstrating empathy, and developing social relationships that support workplace readiness. These findings are consistent with previous studies (Riwayati & Santoso, 2022; Surainah et al., 2022; Elviana & Sudiana, 2023; Triatmiasih & Indriayu, 2024; Syukri et al., 2025), confirming that emotional intelligence enhances adaptability and resilience in responding to workplace challenges.

3. **The Influence of Career Planning on Work Readiness of Fresh Graduates in Madiun City**

The results indicate that career planning has a positive and significant influence on work readiness among fresh graduates in Madiun City, with a t-value of 8.950 exceeding

1.96 and a significance level of 0.000 below 0.05. This suggests that graduates who actively engage in career planning by understanding their abilities, setting clear objectives, and seeking relevant information are better prepared to enter the workforce. These findings are consistent with previous research by Sentinuwo et al. (2025), Naisa Alifah (2024), Olivia and Hakim (2024), Harapan et al. (2024), and Aziz and Sofya (2025).

D. CONCLUSIONS

Based on the analysis and discussion, this study concludes that self-efficacy, emotional intelligence, and career planning each have a positive and significant effect on the work readiness of fresh graduates in Madiun City. Higher self-efficacy enhances individuals' confidence in facing workplace challenges, strong emotional intelligence supports their ability to manage emotions and adapt to dynamic environments, and clear career planning strengthens their preparedness to pursue career paths effectively.

E. SUGGESTIONS

Based on the findings, this study suggests that higher education institutions and related organizations should prioritize enhancing students' self-efficacy through career guidance, soft skills training, interview simulations, and early career mentoring, while also fostering emotional intelligence and career planning through organizational activities, mentoring programs, and counseling services to strengthen graduates' work readiness. For future researchers, this study may serve as a reference to explore other influential factors such as internship experience or social support, conduct comparative analyses between employed and unemployed fresh graduates, or expand the research scope to different regions for more representative results.

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