Employability Predictor Factors : Resilience, Self-Esteem, and Self-Confidence

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Article Info	ABSTRACT
Article history: Received 16/03/2022 Revised 05/04/2022 Accepted 23/05/2022 *Keywords:* *Employability* ; self esteem ; self confidence ; Resilience	This purpose of this study is to empirically examine the relationship between resilience, self-esteem, and self-confidence with employability. The researcher used class XI and XII students of private vocational schools in Kutawaluya as research subjects. The criteria that researchers set are students who have completed the industrial work practice program. The research sample consisted of 78 students of class XI and XII Business and Motorcycle Engineering, XI and XII Office Automation and Governance. Researchers obtained it by means of cluster random sampling technique. The measurement instrument that the researcher uses is the Likert model scale (employability scale, resilience scale, self-esteem scale, self-confidence scale) which the researcher compiled himself. The data analysis that the researcher uses is multiple linear regression with the SPSS V26 program. The results of the analysis show that simultaneously there is a very significant relationship between resilience, self-esteem, and self-confidence with employability (R = 0.884 and Sig. = 0.000). Based on these results, it can be concluded that the variables of resilience, self-esteem, and self-confidence can be predictors of high and low employability , so that the higher the resilience, self-esteem, and self-confidence of students, the higher the level of employability they have. *Copyright (c) Psikostudia : Jurnal Psikologi*

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BACKGROUND

Vocational education is a comprehensive term that refers to the general education process, practitioner skills and efforts to build work relations by conducting field work practices (UIS, 2012). The ultimate goal of this education is to form human resources who are ready to work after graduation (Behroozi, 2014). Referring to the definition and purpose of vocational education above, vocational school graduates should have special job skills that make it easier for them to get a job.

It is the ease of getting a job that makes vocational schools have their own advantages compared to other public schools, such as senior high schools which are more theory-oriented (van de Werfhorst, 2011). However, the reality on the ground shows that vocational school graduates are the largest contributor to the level of open unemployment by education level. According to data from the Central Statistics Agency 8.63% of vocational school graduates have not been absorbed in the world of work, while 6.78% of high school graduates have not (BPS, 2019).

The data shows that there is a gap that vocational school students who should have graduated after graduating get a job but instead become the largest contributor to unemployment. According to Ronnås and Shamchiyeva (2011) this gap is caused by the low employability of students. Employability is a set of skills needed by individuals to find sustainable work (Ganesan & Muthukrishnan, 2015). This ability helps students to identify a variety of alternative career opportunities that match their expertise (Yorke, 2006).

Students who have employability are aware of what careers they can get in accordance with their field of expertise, have clear goals to achieve, a willingness to continue learning, and the ability to make effective decisions that allow them to minimize career failures (Brewer, 2013). Recognizing the benefits and importance of students having employability, in this literature the researcher aims to predict the factors related to employability. There are three factors that researchers propose related to employability, namely resilience, self-esteem, and self-confidence.

The first factor that the researcher proposes is resilience; described as the ability to be able to survive in the face of various challenges and be able to find solutions to make changes (Rojas, 2015). Resilience capacity can be seen from how students face difficulties. Students who have high resilience tend to make career plans to be able to get through various obstacles in the world of work. The experience of failure does not make the individual to stop trying and keep trying, besides that the individual will also evaluate each step so as to minimize the potential for making mistakes in making decisions (Magrin, Marini & Nicolotti, 2019). Meanwhile, students with low resilience tend to give up easily in the face of intense job competition, when they fail they tend to perceive that the opportunity to succeed is very low so it is better for them to look for another profession. Even sometimes the profession that becomes the alternative choice is not in line with their abilities, this condition sometimes makes students unable to develop in their profession (Rojas, 2015).

The second factor that the researcher proposes is self-esteem; is a series of assessments about himself that include abilities, achievements or achievements that have been obtained so far (both academic and non-academic), points of view of thinking, principles of life, and things he likes and respects (Orth & Robins, 2014). Self-esteem will determine how high an individual loves and respects himself (Rosenberg, 1965). Students who have high self-esteem tend to judge that their

competence and experience can be considered by their superiors to give them a job (Orth, Robins & Widaman, 2012) . On the other hand, students with low self-esteem tend to be pessimistic about their abilities. Students feel that they do not have the skills that are an advantage to be able to compete for work positions, even though they are faced with many job opportunities, they still feel they are powerless and weak for the job (Potgieter, 2012).

The third factor that the researcher proposes is self-confidence; is a feeling of self-confidence in one's ability to be able to achieve a goal without any feeling of doubt (Beaumont, Gedye & Richardson, 2016). Self-confidence makes students able to identify their potential, are able to make important decisions related to future career development and tend to be more responsible for their choices (Finch, Hamilton, Baldwin & Zehner, 2013). Students who have high self-confidence tend to perceive challenges as an opportunity so that when faced with various obstacles they are able to remain calm and think calmly, this is because they feel optimistic and always think positively that they are able to get a job that suits their desires and skills (Perkins, 2018), but when students do not have self-confidence in their abilities, they tend to find it difficult to be able to show these skills to job owners. Even though students have the skills, knowledge, and even experience that support them, they tend not to be able to apply them to get a job that is really in accordance with their wishes (Beaumont et al., 2016).

Based on the explanation above, researchers are interested in conducting research related to employability , because employability is an important issue to increase the opportunities for vocational students to get jobs after graduation.

RESEARCH METHODS

Research Approach

The approach used in this research is a quantitative approach with the type of survey research. This type of research aims to: 1) obtain data that occurred in the past, present, or in the future about beliefs, views, or behavioral tendencies, and 2) test several hypotheses of sociological or psychological variables from samples taken from certain populations. .

Research subject

The subjects of this study were students of class XI and XII of Private Vocational Schools in Kutawaluya, totaling 119 students. The Vocational Schools has three majors consisting of: Business and Motorcycle Engineering, Computer and Network Engineering, Office Automation and Governance. The researcher used class XI and XII of Business and Motorcycle Engineering, XI and XII of Office Automation and Governance as research samples (n = 78) obtained by cluster random sampling technique. The criteria used by researchers in selecting research subjects are students who have followed the industrial work practice program. The assumption is that students who have carried out the industrial work practice program have experience, understanding and skills that are in accordance with their field of expertise.

Data Collection Instruments

The data collection instrument used in this study was a Likert model scale consisting of an employability scale, a resilience scale, a self-esteem scale, and a self-confidence scale. These scales are the result of their own preparation by the researcher.

employability scale refers to the employability dimensions of Fugate, Kinicki, and Ashforth (2004), namely career identity, personal adaptability and social and human

capital . This scale consists of 9 items with an alpha coefficient (α) of 0.833.

The preparation of the resilience scale refers to the resilience aspects of Connor and Davidson (2003) which consist of personal competence, trust in one's instincts, positive acceptance of change and secure relationships, control and factors and spiritual influences . This scale consists of 20 items with an alpha coefficient (α) of 0.883.

The preparation of the self-esteem scale refers to the self-esteem aspects of Coopersmith (1967) which consist of power, significance, virtue and competence. This scale consists of 24 items with an alpha coefficient (α) of 0.896.

The preparation of the self-confidence scale refers to the self-confidence aspects of Lauster (2005) which consist of belief in self-ability, optimism, objectivity, responsibility, rationality and reality . This scale consists of 25 items with an alpha coefficient (α) of 0.922.

Data analysis technique

Researchers used multiple linear regression data analysis with the help of SPSS V26 program. Multiple linear regression analysis is a parametric analysis that requires the fulfillment of several prerequisite assumptions, namely normality conditions, linearity conditions, and multicollinearity conditions. This analysis aims to examine the relationship between resilience, self-esteem, and self-confidence with employability.

RESEARCH RESULT

Normality test

First, the research results from normality testing aim to find out whether the sample used by the researcher is able to represent the population. The researcher uses the Kolmogorov-Smirnov Test rule in this test with the data criteria being said to be normal if p> 0.05. The results of the test show that all variables have a sig level. > 0.05 (employability = 0.078; resilience = 0.060; self-esteem = 0.056; and self-confidence = 0.076) means that the data that the researcher uses is normally distributed.

Table 1. Normality Test Results

Variable	KSZ	Sig.	Information
Employability	0.095	0.078	Normal
Resilience	0.098	0.060	Normal
Self-Esteem	0.099	0.056	Normal
Self-Confidence	0.095	0.076	Normal

Linearity Test

Second, the results of the linearity test aim to find out whether there is a line connecting the independent variable with the dependent variable. The researcher uses the F Linearity rule with the data criteria being said to be linear if p < 0.05. The results of this test indicate that between resilience and employability , self-esteem and employability , and self-confidence and employability have a sig level. <0.05 (p = 0.000) means that each independent variable is linearly related to the dependent variable.

Table 2. Linearity Test Results

Variable	F Linearity	Sig.	Information
Resilience	180.537	0.000	linear
Self-Esteem	25,268	0.000	linear
Self-Confidence	38,249	0.000	linear

Multicollinearity Test

Third, the research results from the multicollinearity test aim to ensure that the independent variables do not have the same function. The researcher uses the rules of Tolerance > 0.1 and VIF < 10 in this test. The results of the test show that each independent variable has a tolerance > 0.1 and a VIF < 10 (resilience = 0.837 and 1.195; self-esteem = 0.692 and 1.445; and self-confidence = 0.691 and 1.446) meaning that each independent variable has a different function.

Table 3. Multicollinearity Test Results

Variable	Tolerance	VIF	Information
Resilience	0.837	1,195	There is no multicollinearity
Self-Esteem	0.692	1,445	There is no multicollinearity
Self-Confidence	0.691	1,446	There is no multicollinearity

Multiple Linear Regression Test

Fourth, the research results from multiple linear regression testing aim to determine whether the independent variables proposed by the researcher (resilience, self-esteem, and self-confidence) are able to predict the level of the dependent variable (employability) simultaneously. The researcher uses the R rule with the data criteria being said to be significant if $p < 0.05$. The results of the test show that between resilience, self-esteem, and self-confidence with employability has an R value of 0.884 with a sig level. 0.000 ($p < 0.01$) means that there is a very significant relationship between resilience, self-esteem, and self-confidence with employability . The effective contribution of all independent variables to the dependent variable in this study was 78.1% (R Squere = 0.781).

Table 4. Multiple Linear Regression Test

Variable	R	R Square	Sig.	Information
Resilience, self-esteem, self-confidence with employability	0.884	0.781	0.000	Very significant

Partial Correlation Test

Fifth, the results of the partial correlation test aim to determine whether there is a relationship between each independent variable and the dependent variable (resilience with employability ; self-esteem with employability ; self-confidence with employability). Researchers used Partial rules with data criteria said to be significant if $p < 0.05$. The results of the test show that between resilience and employability has a partial value of 0.803 with a sig level. 0.000 ($p < 0.01$); between self-esteem and employability partial value of 0.237 with a sig level. 0.040 ($p < 0.05$); and between self-confidence and employability has a partial value of 0.407 with a sig level. 0.000 ($p < 0.01$), meaning that partially resilience with employability and self-confidence with employability have a very significant relationship, while self-esteem and employability only have a significant relationship.

Table 5. Partial Correlation Test

Variable	Partial	Sig.	Information
Resilience with employability	0.803	0.000	Very significant
Self-esteem with employability	0.237	0.040	Significant
Self-Confidence with employability	0.407	0.000	Very significant

Coefficient of Determination Test

Sixth, the research results from testing the coefficient of determination aim to find out how much contribution each independent variable makes to the dependent variable. The formula used by the researcher is Coefficients Beta x Zero Order x 100%. The results of the calculation of the formula show that the contribution of resilience to employability is 56.9%; self-esteem to employability by 7%; and self-confidence in employability of 14.2%. The three independent variable contributions (resilience, self-esteem, and self-confidence) when totaled, the total contribution will correspond to the R Squere value of 78.1%.

Table 6. Testing the Coefficient of Determination

Variable	Beta Coefficients	Zero Order	%	Contribution
Resilience with employability	0.689	0.826	100	56.9%
Self-esteem with employability	0.137	0.511	100	7%
Self-Confidence with employability	0.251	0.566	100	14.2%
Total				78.1%

DISCUSSION

From the results of the research above, there are four hypotheses that the researcher proposes in this study. The first hypothesis is that there is a positive relationship between resilience, self-esteem, and self-confidence with employability. After being tested using multiple linear regression analysis, it was proven that the three independent variables were simultaneously able to be very significant predictors of high and low employability, thus the first hypothesis in this study was accepted. Furthermore, this study is the only literature that proposes resilience, self-esteem, and self-confidence as internal factors that can predict employability. Researchers have not found research that is similar to this literature (be it similarities in terms of the proposed independent variables, research subjects, research locations, to the time of the study), meaning that this literature is the only research that proposes resilience, self-esteem, and self-confidence in general. together are able to predict employability.

The second hypothesis is that there is a significant positive relationship between resilience and employability. From the results of partial correlation analysis, it is evident that resilience can be a predictor of employability. Resilience can produce a resilient personality and positive adaptability so that they do not give up easily when faced with various problems (Semeijn, Caniëls & Kooistra, 2019). According to Rojas (2015), students who have high resilience can develop realistic skills in making the right life plans for their careers and avoid despair and failure in their careers due to their low resilience.

The third hypothesis is that there is a positive relationship between self-esteem and employability. From the results of partial correlation analysis, it is evident that self-esteem can be a significant predictor of employability. In line with the findings of Tentama and Abdillah (2019) that self-esteem determines the values that will be

placed as a person. Students who have high self-esteem will try to maintain their integrity in front of others, especially in front of employers providing jobs. Students assume that they have extensive knowledge, qualified expertise (Potgieter, 2012).

The fourth hypothesis is that there is a positive relationship between self-confidence and employability. From the results of partial correlation analysis, it is evident that self-confidence can be a very significant predictor of employability. Self-confidence does not always reflect student competence, but self-confidence will affect students' willingness to keep moving to find work (Dehmer, Amos, Farrell, Meyer, Newton & Meyers, 2013). Several studies that are in line with these findings report that the way students solve problems is not solely determined by their abilities, this is evidenced by the fact that some students with the same ability have different achievements (Pulford, Woodward & Taylor, 2018). Students with self-confidence have the courage to act to find solutions to problems in the world of work (Khairunnisa et al., 2022).

According to Akbari and Sahibzada (2020) this self-confidence is very effective in motivating themselves and changing behavior in a more positive direction so that a lack of self-confidence can create problems for students in implementing their potential. Students tend to lack participation when faced with job opportunities and are also reluctant to start a job search effort, feeling powerless in the face of intense business competition (Krueger & Heck, 2021). Thus, it is not surprising that the resulting impact of low self-confidence leads to the inability of students to develop themselves and fail to get a job (Eraydın & Karagözoğlu, 2017). Meanwhile, the self-confidence that students have well is able to show the quality of work and ability in a relatively fast job search so that they can easily get a job in their career (Dacre Pool & Sewell, 2007) .

In terms of novelty, researchers have not found a similar study conducted at vocational school Karawang, especially in Kutawaluya. Thus, it can be assumed that this research is the only literature that discusses the employability of vocational students in Karawang. This research was conducted during the COVID-19 pandemic, so it was not possible for researchers to directly distribute the scale. Researchers use google form media in data collection so that researchers cannot be sure whether the subject fully understands the items contained on the research scale.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis and discussion, it shows that how important are the factors of resilience, self-esteem and self-confidence involved in the process of forming student employability . Thus it can be concluded that students will be better prepared to enter the world of work when they have good resilience, self-esteem and self-confidence abilities.

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