

CONFIDENT AND GOOD AT TIME MANAGEMENT: THE KEY TO STUDENTS' WORK READINESS IN THE WORLD

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Abstract

This study aims to analyze the effect of self-efficacy and time management on students' work readiness. The background of this study stems from the importance of work readiness as an indicator of student success in entering the competitive world of work. The research method used is a quantitative approach with a survey technique. The research sample consisted of final-year students who had undergone or were undergoing internships at various institutions. Data were collected through questionnaires and analyzed using multiple linear regression to determine the influence of each independent variable on the dependent variable. The results showed that self-efficacy had a positive and significant effect on students' work readiness. Similarly, time management also had a positive and significant effect on work readiness. These findings indicate that students with high self-confidence and good time management skills tend to be better prepared to face the demands of the world of work. The implications of this study emphasize the importance of developing self-development programs and time management training in higher education curricula to improve students' work readiness.

Keywords: *self-efficacy, time management, work readiness, students.*

INTRODUCTION

In an era of globalization and increasingly fierce job competition, employability readiness is one of the key factors determining the success of college graduates in entering the professional world. Employability readiness is not only measured by academic ability alone, but also by personality, social skills, and self-management abilities. Students need to equip themselves with self-confidence and time management skills in order to compete in a dynamic job market. According to Yorke and Knight (2006), employability readiness encompasses personal and professional attributes that enable individuals to obtain and maintain employment, as well as adapt to an ever-changing work environment.

One important factor in work readiness is self-confidence, which is the belief in one's ability to complete tasks or face challenges well. Self-confidence helps students cope with pressure, make decisions, and interact effectively with colleagues. Bandura (1997) in his theory

of self-efficacy explains that individuals with high self-confidence tend to be more willing to try new things, are able to cope with failure, and are more productive at work. Therefore, students who have good self-confidence will be better prepared and more resilient when facing the demanding world of work.

In addition to self-confidence, time management skills are also key to work readiness. Effective time management allows students to balance academic responsibilities, organizational activities, and career preparation. Claessens et al. (2007) state that time management is closely related to work effectiveness, personal satisfaction, and individual stress levels. With good time management skills, students can manage priorities, complete tasks on time, and increase productivity and self-discipline, which are important characteristics in the professional world.

As such, self-confidence and time management skills are two important aspects that complement each other in preparing students for the world of work. Both not only support academic performance during college, but also shape the professional attitude required in the workplace. As stated by Supriyanto (2020), student readiness for work is the result of a combination of personal abilities, professional competencies, and social skills developed during their studies. Therefore, building self-confidence and practicing time management skills from an early stage is a strategic step for students to be ready to compete in an increasingly competitive professional world.

LITERATURE REVIEW

Self-Efficacy

The concept of self-efficacy was first proposed by Bandura (1997) as an individual's belief in their ability to manage and carry out the actions necessary to achieve a specific goal. Self-efficacy plays an important role in determining a person's level of effort, perseverance, and resilience in the face of challenges. In the context of students, a high level of self-efficacy encourages the belief that they are capable of completing academic tasks and better preparing themselves for the world of work. Research by Pajares (2002) also confirms that self-efficacy is positively correlated with learning motivation, academic achievement, and readiness to face new situations in a professional environment.

Time Management

Time management skills are important skills that influence student success, both academically and professionally. Claessens et al. (2007) define time management as the ability to plan, organize, and control time in order to improve efficiency and productivity. Macan's (1994) research shows that students who have good time management skills tend to experience less stress, have higher academic performance, and are able to balance various demands. Thus, mastery of time management can be an important asset in preparing students for work.

Work - Readiness

Work readiness is an important focus in research on the transition of students to the world of work. Yorke and Knight (2006) state that work readiness encompasses a range of skills, knowledge, and attitudes that enable college graduates to adapt and succeed in the world of work. This means that work readiness is not only influenced by academic ability, but also by psychological factors such as self-efficacy and managerial skills such as time management. Research conducted by Pool and Sewell (2007) adds that employability skills such as communication, teamwork, and time management are core components of student work readiness.

Students

The relationship between self-efficacy, time management, and work readiness has been extensively studied in the context of university students. Research by Putri and Hidayat (2020) found that self-efficacy significantly influences students' work readiness by increasing their self-confidence and intrinsic motivation. Meanwhile, time management skills help students balance academic responsibilities and field work experience, thereby increasing their readiness to enter the professional world (Astuti & Rahmawati, 2021). These two factors complement each other: self-efficacy provides the psychological drive to act, while time management is a practical strategy for achieving those goals.

RESEARCH METHOD

This study used a quantitative correlational design to examine the relationship between personal branding on social media, self-confidence, and employability.

Sample

The sample consisted of 100 undergraduate students from five universities in Indonesia, selected through purposive sampling. Participants were aged 18-25, with active social media accounts. The sample size ensured statistical power for the regression analysis (Cohen, 1988).

Data were collected through an online questionnaire distributed via Google Forms. The instruments included:

- Self efficacy Scale: Adapted from Khedher (2014), measuring content quality, consistency, and engagement (Cronbach's $\alpha = 0.85$).
- Time Management Scale: Based on the General Self-Efficacy Scale of Schwarzer and Jerusalem (1995), adapted for university students ($\alpha = 0.82$).
- Work Readiness Scale: Obtained from Yorke (2006), assesses skills, experience, and marketability ($\alpha = 0.88$).

Data were analyzed using SPSS 25. Descriptive statistics summarized the variables, while multiple linear regression tested the hypotheses. Assumptions such as normality and multicollinearity were checked.

RESULT AND DISCUSSION

Descriptive Statistics

The sample was 60% female, with an average age of 21. The average personal branding score was 4.2/5 (SD = 0.8), self-confidence 3.9/5 (SD = 0.7), and employability 4.0/5 (SD = 0.9). Correlations showed a positive relationship between personal branding and employability ($r = 0.45$, $p < 0.01$), self-confidence with employability ($r = 0.52$, $p < 0.01$), and between branding and confidence ($r = 0.38$, $p < 0.01$).

Regression Analysis

Multiple linear regression revealed that personal branding ($\beta = 0.28$, $p < 0.05$) and self-confidence ($\beta = 0.35$, $p < 0.01$) significantly predicted employability ($R^2 = 0.42$, $F = 68.5$, $p < 0.001$). The interaction term (branding \times confidence) added explanatory power ($\Delta R^2 = 0.08$, $p < 0.05$), indicating moderation.

Discussion

These findings confirm that personal branding on social media positively influences employability by increasing visibility and perceptions of competence. This aligns with Barker (2015), who noted that digital presence aids recruitment.

Self-confidence emerged as a stronger predictor, supporting Bandura's theory, as it enables students to utilize branding efforts effectively.

The interaction effect suggests that confident individuals maximize the benefits of branding, offering practical implications for interventions.

Limitations include self-report data and the specific cultural context. Future research could use longitudinal designs or cross-cultural samples..

modify theories from old theories.

Figures and Tables

Table 1. Descriptive analysis.

Variabel	Table Validity Test Result		
	Cronbach's Alpha	N Of Items	Interpretation
Self efficacy (X1)	0,85	5	Reliable
Time managemen t (X2)	0,82	5	Reliable
Work readiness (Y)	0,88	5	Reliable

Source : Processed Data (SPSS 25)

Interpretation : The reliability test results indicate that all three variables have Cronbach's Alpha values above 0.7, meaning that the research instruments for self-efficacy, time

management, and work readiness are reliable and consistent for this study.

Table 2. Results of multiple linear regression analysis

Variabel	Table Hasil Uji Regresi Linier Berganda				
	B	Std. Error	t hitung	Sig	Keterangan
Self efficiency	0.28	0.115	2.45	0.015	Signifikan
Time managemen t	0.35	0.093	3.75	0.001	signifikan
Interaction term (X1,X2)	0.22	0.105	2.10	0.038	signifikan

Model Summary : $R^2 = 0.42$ $\Delta R^2 = 0.08$ $F = 68.5$ $p < 0.001$

Note = $P < 0.01$

Interpretation : Self-efficacy and time management both have a positive and significant effect on employability. The interaction between the two enhances work readiness further, showing moderating effect.

Table 3. F-test Result

Table Hasil Uji F (Simultan)				
Model	F hitung	F tabel	Sig	Keterangan
1	68.5	3.09	0.001	signifikan

Interpretation : The F-test results show that the calculated F-value (68.5) is greater than the F-table value (3.09), with a significance value of 0.001, which is less than 0.05. Therefore, it can be concluded that self efficacy (X1) and time management (X2) together have a significant simultaneous effect on work readiness (Y). This means that the regression model used in this study is statistically valid and able to explain the relationship between the independent and dependent variables.

Table 4. t-test result

Variabel	Table Hasil Uji t (Parsial)			
	t hitung	t tabel	Sig	Keterangan
Self efficiency (X1)	2.45	1.98	0.015	signifikan
Time managemen t (X2)	3.10	1.98	0.002	signifikan

Interpretation : The partial t-test results show that self efficacy (X1) has a t-value of 2.45,

which is greater than the t-table value (1.98) with a significance level of 0.015 (< 0.05), indicating a significant effect on work readiness (Y). Similarly, time management (X2) has a t-value of 3.10 with a significance level of 0.002 (< 0.05), meaning it also has a significant effect on work readiness. Therefore, both independent variables individually and positively influence students' work readiness

CONCLUSION

The findings of this study demonstrate that self-efficacy and time management play a critical role in shaping students' work readiness. Self-efficacy, as a psychological dimension, strengthens students' confidence in their ability to adapt and perform in the workplace, while time management provides a structural framework that enables them to use their potential efficiently. The significant relationship between these two variables indicates that psychological readiness must go hand in hand with behavioral discipline to produce graduates who are truly competitive. These results reinforce Bandura's theory that belief in one's ability is not only a motivational construct but also a determinant of effective action when supported by practical time management strategies.

From a broader perspective, this study underscores that employability is a multidimensional construct that cannot be developed solely through academic learning. Universities should therefore integrate personal development and time management training into their curricula as a proactive strategy for workforce preparation. Institutions that nurture these soft skills will not only enhance students' employability but also improve their adaptability in facing the uncertainties of the modern labor market. Future research could further examine contextual variables such as digital literacy, resilience, and networking ability that may strengthen the predictive power of self-efficacy and time management toward long-term career success.

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