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HOW AI AND CREATIVITY ENCOURAGE UNIVERSITY STUDENTS TO BE MORE PREPARED TO ENTER THE WORKFORCE

Riska Amanda[1]*, Suci Cahya Wulandari[2]

[1,2]Universitas Pamulang, Indonesia
*riskaamanda270305@gmail.com
*sucicahyawulandari1@gmail.com

Abstract

This study aims to determine how AI mastery (X1), creativity (X2), and learning motivation (X3) influence the job-seeking interest (Y) of university students. A quantitative methodology was used, involving a survey of 104 participants. Data were collected through questionnaires and analyzed using SPSS. The reliability of the instruments was confirmed with high Cronbach's Alpha values: 0.909 for AI Mastery, 0.930 for Creativity, 0.933 for Learning Motivation, and 0.937 for Job-Seeking Interest. Multiple regression analysis showed that these three factors together significantly affect job-seeking interest. The model explained 85.9% of the variation in job-seeking interest, with an F-value of 203.510 (sig. 0.000). Individually, AI Mastery (β 0.258; sig. 0.022), Creativity (β 0.306; sig. 0.017), and Learning Motivation (β 0.633; sig. 0.000) all had significant effects. Learning Motivation was the most influential factor. Therefore, higher levels of AI mastery, creativity, and learning motivation are related to greater interest in seeking employment among students.

Keywords: *AI Mastery, Creativity, Learning Motivation, Job-Seeking Interest.*

INTRODUCTION

The job market has changed a lot because of the rise of artificial intelligence (AI). Universities have a key role in helping students become ready for tech-driven jobs. To stay relevant, students need to develop digital skills, critical thinking, and flexible learning abilities. In this context, mastering AI, being creative, and having strong learning motivation are important for students' career readiness. This study focuses on finding out how these factors influence students' interest in job searching. The research provides evidence that can help universities create better learning environments that support students' employability.

LITERATURE REVIEW

The increasing use of AI has made the workforce look very different. Universities are expected to prepare students for a rapidly changing job market that is becoming more technology-based. Students need to build digital literacy, enhance critical thinking skills, and be open to learning new methods. In this environment, being skilled in AI, having creativity, and being motivated to learn are key factors that affect how students approach job searching. The main goal of this study is to examine how AI mastery, creativity, and learning motivation affect students' interest in getting jobs. This research contributes by providing evidence that

can guide universities in developing effective, technology-focused learning experiences to improve student employability.

RESEARCH METHOD

A quantitative approach was used in this study to explore the impact of AI mastery (X1), creativity (X2), and learning motivation (X3) on students' job-seeking interest (Y). This method allows for statistical testing and objective analysis of the relationships between these variables. The study focused on undergraduate students at Universitas Pamulang in semesters 3 through 5, as these students are transitioning from academic life to professional life. Some are working part-time while studying, and others are preparing for future careers. A total of 104 students were selected using purposive sampling. The inclusion criteria were: (1) students who had taken courses related to career readiness or employability, and (2) students who were either working part-time or preparing for job opportunities. Data was collected using a Likert-scale questionnaire, with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument measured four variables: AI Mastery (X1), measured by 4 items, with Cronbach's Alpha of 0.909. Creativity (X2), measured by 4 items, with Cronbach's Alpha of 0.930. Learning Motivation (X3), measured by 4 items, with Cronbach's Alpha of 0.933. Job-Seeking Interest (Y), measured by 5 items, with Cronbach's Alpha of 0.937. All instruments were found to be reliable, as their Cronbach's Alpha scores were above 0.90. Data analysis was conducted using SPSS version 25, including reliability and validity testing, correlation analysis, multiple regression, and classical assumption testing for normality and heteroscedasticity.

RESULT AND DISCUSSION

This research used a quantitative approach, specifically a survey, to thoroughly examine the effect of AI mastery, creativity, and learning motivation on students' interest in career opportunities. The study focused on students at Universitas Pamulang in semesters 3 to 5, as they are in a transitional phase between studies and work. Some are working part-time, while others are preparing for their careers. A sample of 104 students was selected using purposive sampling, based on criteria that included participation in career readiness courses or having part-time work experience. Data was collected using a Likert-scale questionnaire.

The variables measured were AI mastery (X1), creativity (X2), learning motivation (X3), and job-seeking interest (Y). Data analysis was done using SPSS version 25, with steps including reliability testing, correlation analysis, multiple regression, and classical assumption tests (normality and heteroscedasticity).

Reliability Analysis The reliability results showed that all variables had Cronbach's Alpha values above 0.90, indicating high internal consistency. The responses were consistent across questionnaire items, ensuring the instrument is stable and accurate for repeated use. The dependent variable, Job-Seeking Interest (Y), had the highest reliability coefficient (α 0.937), while the independent variables also showed strong reliability: Learning Motivation (α 0.933), Creativity (α 0.930), and AI Mastery (α 0.909). This high reliability confirms that the variables are suitable for further analysis in this study.

Multiple Regression Results. The multiple regression analysis demonstrated that the model's coefficient of determination (R^2) was 0.859. This figure indicates that 85.9% of the

observed variation in students' job-seeking interest can be confidently explained by the combined effect of the three independent variables: AI mastery, creativity, and learning motivation. Furthermore, the regression model was statistically significant (F = 203.510; Sig. 0.000), confirming that the independent variables simultaneously influence the dependent variable. When examining the partial effects, the regression coefficients revealed the following contributions: Learning Motivation contributed the most strongly, with a β value of 0.633. Creativity showed a significant effect, with β at 0.258 and Sig. at 0.022. AI Mastery also demonstrated significance, with β at 0.306 and Sig. at 0.017. Classical Assumption Testing, The Kolmogorov–Smirnov normality test resulted in a Sig. value of 0.000, suggesting slight non-normality. However, given that the sample size (N) exceeds 100, the data are deemed acceptable for regression analysis. The histogram (Figure 1) confirms that the regression residuals are normally distributed, with the mean close to zero and a standard deviation near one, satisfying the normality assumption. Finally, the heteroscedasticity test showed that the majority of significance values were above 0.05, indicating that no severe heteroscedasticity problem exists in the regression model.

Figures and Tables

The statistical output and detailed results of the research are presented in the following tables and figures, including reliability tests, multiple regression analysis, and classical assumption testing.

Table 1. Reliability Test Results

Variabel	**Hasil Uji Reabilitas**		
	Cronbach's Alpa	**N of Items**	**Interpretation**
AI Mastery (X1)	0.909	4	Reliable
Creativity (X2)	0.930	4	Reliable
Learning Motivation(X3)	0.933	4	Reliable
Job Seeking Interest(Y)	0.937	5	Reliable

Source: SPSS Output (2025)

Table 2. Multiple Regression Analysis Results

Variabel	**Hasil Analisis Regresi Berganda**			
	B(Unstandardized Coeff.)	**Std. Error**	**t**	**Sig**
AIMastery (X1)	1.489	0.793	1.878	0.063
Creativity (X2)	0.258	0.111	2.321	0.022
Learning Motivation (X3)	0.306	0.126	2.434	0.017
Job-Seeking Interest (Y)	0.633	0.112	5.674	0.000

Table 3. Normality Test Result (Kolmogorov–Smirnov)

Test Statistic	Hasil Uji Normalitas Kolmogorov-Smirnov	
	Sig. (2-tailed)	Interpretation
0.151	0.000	Data are slightly non-normal but acceptable

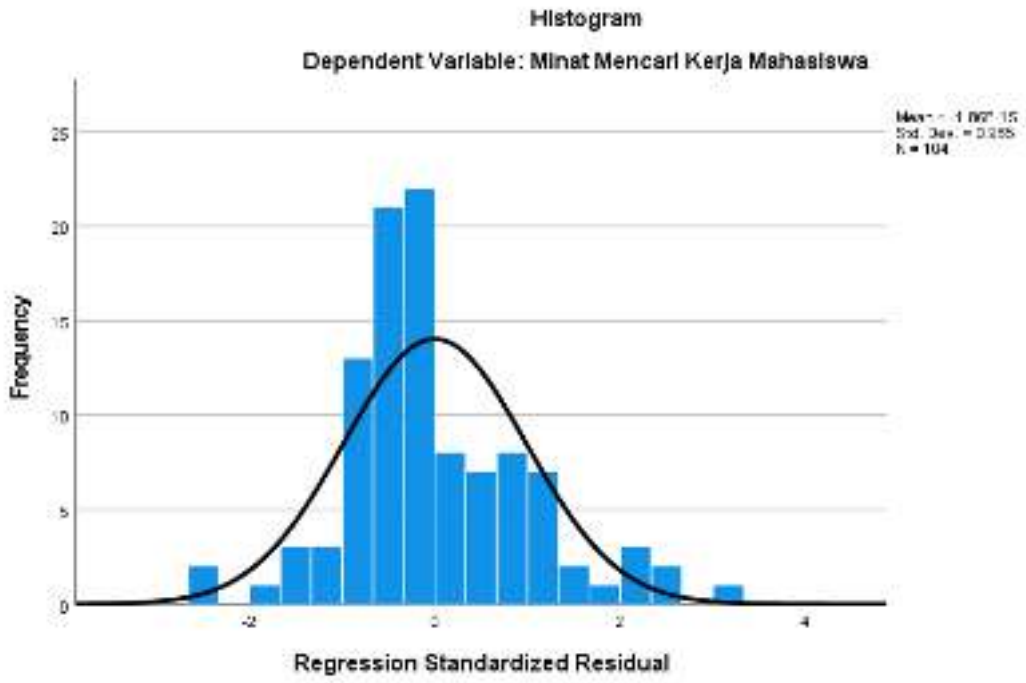
Source: SPSS Output (2025)

Table 4. Heteroscedasticity Test Resul

Variabel	Hasil Uji Heteroskedastisitas		
	B	t	Sig.
AI Mastery (X1)	-0.096	-1.450	0.150
Creativity (X2)	0.240	3.192	0.002
Learning Motivation (X3)	-0.203	-3.046	0.003

Source: SPSS Output (2025)

Figure 1. Pattern



CONCLUSION

The research findings clearly indicate that AI Mastery, Creativity, and Learning Motivation collectively have a simultaneous and significant influence on students' Job-Seeking Interest. Based on the multiple regression analysis, the model's R^2 value of 0.859 confirms that these three variables account for 85.9% of the explanation for students' job-seeking interest. The residual 14.1% is attributed to other factors not included in the model.

Learning Motivation provided the strongest individual contribution, with a coefficient of 0.633, followed by Creativity at 0.306, and AI Mastery at 0.258. This implies that a higher level of motivation, creativity, and AI mastery correlates with greater student interest and preparedness for post-graduation job searches. It is concluded that mastering AI not only supports academic success but also fortifies students' readiness to navigate the digital-era job market. Creativity is vital for generating innovative concepts, while motivation serves as the primary driver encouraging continuous learning and exploration of new opportunities. Therefore, higher education institutions are strongly advised to cultivate an academic environment that promotes both innovation and creative thinking through learning programs that integrate digital technology.

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