THE INFLUENCE OF PERSONAL BRANDING IN SOCIAL MEDIA AND SELF-CONFIDENCE ON STUDENT EMPLOYABILITY

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Abstract

In the digital age, personal branding on social media and self-confidence are key for students to succeed in the job market. This study examines how these factors affect student employability, measured by skills like communication, networking, and job competitiveness. Using a survey of 100 Indonesian university students, data was collected via questionnaires on personal branding, self-confidence, and employability. Analysis with multiple linear regression showed positive impacts: personal branding boosts visibility and acceptance, while self-confidence helps in interviews. Their interaction strengthens results. The study recommends students build authentic online brands and boost confidence. Universities should add training to curricula. This research aids in preparing competitive graduates.

Keywords: *Personal branding, social media, self-confidence, employability, students.*

INTRODUCTION

The rapid advancement of digital technology has transformed the way individuals present themselves in professional contexts. Social media platforms such as LinkedIn, Instagram, and Twitter have become essential tools for personal branding, allowing users to curate and showcase their skills, accomplishments, and personality to potential employers (Labrecque et al., 2011). Personal branding refers to the process of creating and managing one's public image to influence perceptions and opportunities (Peters, 1997). For college students, who are often in the early stages of their careers, building a strong personal brand can significantly increase their visibility and attractiveness in the job market.

Simultaneously, self-confidence plays a crucial role in employability. Defined as an individual's belief in their ability to perform tasks and meet challenges (Bandura, 1997), self-confidence influences how students approach job interviews, networking events, and skill demonstrations. Research shows that confident individuals are more likely to engage in proactive career behaviors, such as seeking internships or taking on leadership roles (Judge & Bono, 2001).

Employability, in this context, encompasses not only securing a job but also a set of skills and attributes that enable individuals to adapt and compete in a dynamic labor market (Yorke, 2006). With increasingly fierce competition, especially among graduates, understanding how personal branding on social media and self-confidence interact to influence employability is crucial.

This study investigates the dual influence of personal branding on social media and self-confidence on college students' employability. By examining these factors, the study aims to provide insights for students and educators into strategies to enhance career readiness. The research questions are: (1) How does personal branding on social media influence college students' employability? (2) How does self-confidence influence college students' employability? (3) What is the combined effect of these variables?

LITERATURE REVIEW

Personal Branding on Social Media

Personal branding has evolved with the rise of social media. These platforms allow users to share content that highlights professional skills, personal values, and accomplishments, thus shaping employer perceptions (Khedher, 2014). Research shows that active social media users with consistent and authentic branding are more likely to receive job offers (Barker, 2015). For example, LinkedIn profiles that include endorsements and recommendations are positively correlated with employability metrics such as interview invitations.

However, challenges exist, such as the risk of inauthentic representation or a negative online footprint. Research by Berkelaar and Buzzanell (2015) emphasizes the need for strategic content creation to avoid negative reactions.

Self-Confidence and Employability

Self-confidence is a key psychological factor in career success. Bandura's self-efficacy theory states that individuals with high self-confidence are more resilient and motivated (Bandura, 1997). In an educational context, self-confident students perform better in job search activities, as evidenced by higher participation in career fairs and better interview results (Roberson & Kulik, 2007).

Empirical studies link self-confidence to employability indicators, such as adaptability and skill application (Fugate et al., 2004). However, low self-confidence among students, often due to academic pressure, can hinder this process.

Interaction Between Variables

The interaction between personal branding and self-confidence has not been widely explored. Social media branding requires confidence to post content and engage authentically, while successful branding can strengthen self-confidence. This research suggests that their combined effect strengthens employability, drawing on social cognitive theory (Bandura, 1986).

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:

- Personal Branding Scale: Adapted from Khedher (2014), measuring content quality, consistency, and engagement (Cronbach's $\alpha = 0.85$).
- Self-Confidence Scale: Based on the General Self-Efficacy Scale of Schwarzer and Jerusalem (1995), adapted for university students ($\alpha = 0.82$).
- Employability 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 × 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

Place the table label on top of the table, while the image label is at the bottom of the image. Write down a specific table, such as Table 1, when referencing a table. Examples of writing tables and captions are as follows:

Table 1. Table Format

Variable	Mean	Standar Deviation	Minimum	Maximum
X1	20.77	1.9	15	25
X2	21.19	1.7	17	25
Y	21.51	1.5	16	24

N = 122 Students
Source : Processed Data (SPSS 25)
Intepretation : The descriptive statistics show that all variables X1, X2, and Y have relatively high mean values and small standard deviations. Specifically, the mean value of x1 (M = 20.77, SD = 1.849) and x2 (M = 21.19, SD = 1.736) indicate that X1 and X2 tend to show strong levels. Similarly, the mean of Y (M = 21.51, SD = 1.456) reflects that Y generally perform well. The relatively low standard deviation across all variables suggests that the respondents' answers are homogeneous, meaning there is consistency in how participants perceive discipline, motivation, and performance.

Table 2. Correlation Matrix

Variables	X1	X2	Y
X1	--	0.293	0.187
X2	0.293	--	0.215
y	0.187	0.215	--

Note = P < 0.01
Interpretation : The correlation results reveal that all variables are positively related. X1 has a positive but weak correlation with Y (r = 0.187), suggesting that as X1 increases, Y tends to increase slightly as well. Similarly, X2 shows a weak positive correlation with Y (r = 0.215), meaning that higher X2 values are associated with slightly higher Y values. The correlation between X1 and X2 (r = 0.293) indicates a mild relationship between the two independent variables, but not strong enough to cause multicollinearity problems. This is confirmed by the VIF values ($\approx$ 1.004) and Tolerance values ($\approx$ 0.996), which are within acceptable ranges. Therefore, the data meet the assumptions required for regression analysis.

Table 3. Regression Analysis

Predictor Variable	β (Beta)	t-value	Sig. (p)	Sig. (p)
X1	0.19	2.13	0.035	Significant
X2	0.21	2.45	0.016	Significant
Interaction Term (X1 & X2)	0.08	2.01	0.047	Significant

Model Summary : R² = 0.114   ΔR² = 0.028   F = 6.75   p < 0.001

Interpretation : Based on the standardized coefficients, X2 ($\beta = 0.215$, $p = 0.016$) has a slightly stronger effect on Y compared to X1 ($\beta = 0.187$, $p = 0.035$). The interaction term (X1×X2) is also significant ($\beta = 0.082$, $p = 0.047$), indicating that X2 moderates the relationship between X1 and Y. This means that when X2 increases, the effect of X1 on Y becomes stronger. The model explains 11.4% of the variance in Y ($R^2 = 0.114$), with an additional 2.8% ($\Delta R^2 = 0.028$) contributed by the interaction term. The overall regression model is statistically significant ($F = 6.75$, $p < 0.05$), confirming that X1, X2, and their interaction jointly predict Y.

CONCLUSION

Personal branding on social media and self-confidence significantly increase student employability, with a synergistic effect. Universities should encourage this through workshops. This research emphasizes the need for holistic career preparation in the digital age.

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