



THE INFLUENCE OF SELF-AWARENESS AND SOCIAL SUPPORT ON THE WORK READINESS OF FINAL YEAR MANAGEMENT STUDENTS OF THE 2022 COHORT AT SILIWANGI UNIVERSITY

Moza Oktaviani Rahayu^{1*}, Amanda Lutfi'ah²

^{1,2}Faculty of Economics and Business, Universitas Siliwangi, Tasikmalaya, Indonesia

^{*}223402147@student.unsil.ac.id

Abstract. This study aims to analyze the influence of Self-Awareness and Social Support on the Work Readiness of final year Management students at Siliwangi University, class of 2022. The increasing number of unemployed graduates in Indonesia indicates insufficient job readiness among students, making work readiness an essential factor during the transition into the workforce. Internal factors such as self-awareness and external factors such as social support are believed to play important roles in shaping students' preparedness. This research employs a quantitative approach using a survey method, with 188 students selected through simple random sampling. Data were obtained using questionnaires and analyzed using path analysis supported by SPSS version 19. In conducting the path analysis, several conceptual assumptions were ensured, including linear relationships among variables, a theoretically grounded causal direction, and the use of interval-scale measurements for all constructs. The risk of multicollinearity was conceptually minimized because self-awareness and social support represent distinct internal and external constructs that do not overlap. These considerations support the appropriateness of path analysis as the analytical technique in this study. The findings show that both Self-Awareness and Social Support have a positive and significant influence on Work Readiness, whether examined partially or simultaneously. This suggests that students with stronger self-awareness and higher social support exhibit better readiness to face real workplace demands. The results of this study are expected to provide useful insights for educational institutions in developing programs that enhance self-awareness and social support to improve graduate employability.

Keywords: Self-Awareness; Social Support; Work Readiness.

1. Introduction

Employment challenges in Indonesia are becoming increasingly complex, especially in terms of the absorption of college graduates. Based on data from GoodStats (Wafa, 2025), the number of unemployed people with Diploma IV to Doctorate degrees reached 1.01 million people as of February 2025, while data from BPS (2025) shows that the national open unemployment rate is 4.76 percent, with college graduates contributing 6.23 percent. This condition shows that academic degrees alone do not guarantee graduates' readiness to be immediately absorbed into the workforce. Therefore, work readiness is an important aspect in ensuring that graduates are able to adapt, compete, and contribute optimally in a professional environment.

Work readiness reflects an individual's ability to face the demands of the world of work, including knowledge, skills, and psychological and social readiness (Slameto, 2010; Caballero et al., 2010). However, research shows that the level of work readiness among students is still moderate to low. Julianti et al. (2023) found that only 48.9 percent of students had high work readiness, while Natania et al. (2023) emphasized the importance of psychological factors such as resilience in increasing work readiness. Nevertheless, most previous studies have focused more on technical and motivational skills (Maulana & Mukhy, 2024), while psychological and social factors have not been studied in depth.

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

The novelty of this study lies in its emphasis on psychological and social factors specifically self-awareness and social support in shaping work readiness. This approach differs from prior studies such as Maulana and Mukhyi (2024), which focused primarily on technical skills, work motivation, and self-efficacy, as well as studies by Julianti et al. (2023) and Natania et al. (2023), which emphasized resilience and general readiness levels without examining psychological and social determinants in depth. Furthermore, this study investigates students from a regional public university context, which has been understudied in previous literature, thereby offering new empirical insights.

Work readiness refers to the capacity of new graduates to make a meaningful and productive contribution in the workplace once they begin their jobs (Wening Wihartati, 2022). This concept encompasses not only technical competencies but also psychological and behavioral preparedness. Social support, on the other hand, is defined as a condition in which an individual has people they can trust and depend on those who provide assistance, attention, and appreciation when needed (I Ketut Swarjana, 2022). Meanwhile, Goleman (2002) describes self-awareness as an individual's ability to recognize what they are feeling at any given moment and to use that understanding to guide their thoughts, behaviors, and decision-making processes. Together, these constructs form the foundation for examining factors that influence students' readiness to enter the workforce.

Based on this description, there is still a research gap in understanding the simultaneous influence of self-awareness and social support on work readiness, especially among regional students. This study aims to analyze the influence of self-awareness and social support on the work readiness of final year students majoring in Management at Siliwangi University in the 2022 batch. The results of this study are expected to enrich the literature in the field of human resource management and provide practical recommendations for universities in designing self-development and social support programs to improve student work readiness.

2. Research Method

This research employs a quantitative approach using a survey method to examine the effect of self-awareness and social support on the work readiness of final-year Management students at Siliwangi University, class of 2022. This method was selected as it allows for an objective and systematic measurement of the relationship between variables (Sugiyono, 2019). The research population consisted of 353 students, and through the Slovin formula calculation with a 5% error rate, 188 respondents were obtained. This study employed a simple random sampling technique because the population was homogeneous.

The variables studied consisted of self-awareness (X_1), social support (X_2), and work readiness (Y). The self-awareness items were adapted from Goleman's Emotional Competence Framework (1999), which measures the individual's ability to recognize emotions, values, and personal potential. The social support items were adopted from the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988), consisting of emotional, instrumental, and informational support dimensions. Meanwhile, the work readiness items were adapted from Caballero et al. (2010), which assess personal characteristics, organizational knowledge, work competence, and social intelligence. All items were measured using a 1–5 Likert scale ranging from “strongly

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

disagree” to “strongly agree,” and were adjusted to fit the context of final-year management students at Siliwangi University.

Data were collected through questionnaires and tested using validity and reliability tests. The test results showed that all items were valid ($r > 0.1424$) and reliable with a Cronbach's Alpha of 0.888. In conducting the path analysis, several fundamental assumptions were ensured conceptually, including linear relationships among variables, theoretically established causal direction, and the use of interval-scale measurements for all constructs. In addition, the risk of multicollinearity was conceptually minimized because the independent variables self-awareness and social support are theoretically distinct constructs, representing internal and external factors that do not overlap in definition. These conceptual assumptions support the suitability of path analysis as the analytical technique used in this study.

The data were examined through path analysis assisted by SPSS software version 19 to evaluate both the mediating and causal relationships among the variables. In addition, descriptive analysis, F test (simultaneous), and t test (partial) were used to determine the significance level of the relationship between self-awareness, social support, and work readiness.

3. Result

The descriptive analysis results showed that, in general, the levels of self-awareness, social support, and work readiness among students were in the good category. The self-awareness variable obtained an average score of 4.166, which indicates that students at the University of have sufficient self-awareness in recognizing their potential, behavior, and emotions, although their ability to control their emotions still needs to be improved. The social support variable scored 4.604, indicating that students feel they receive emotional support, information, and tangible assistance from family, friends, and lecturers who play an important role in building self-confidence and motivation. Meanwhile, the work readiness variable scored 4.636, indicating that students are sufficiently prepared to enter the workforce, in terms of technical skills, professional attitude, and ability to adapt to a dynamic work environment.

Before conducting further analysis, all research instruments were examined through validity and reliability tests. The validity test results indicated that all statement items from the three variables. The validity test results indicated that all statement items from the three variables had a calculated r-value greater than the table r (0.1424), meaning that all items were considered valid. In addition, the reliability test results showed a Cronbach's Alpha value of 0.888 which means that all statement items are reliable and have high internal consistency in measuring the research variables.

Table 1. Validity Test All Variables

Variable	$r_{\text{calculated}}$	r_{table}
Self-Awareness	0.469	0.1424
	0.577	0.1424
	0.401	0.1424
	0.662	0.1424
	0.441	0.1424
	0.644	0.1424

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

Variable	r _{calculated}	r _{table}
Social Support	0.710	0.1424
	0.686	0.1424
	0.572	0.1424
	0.663	0.1424
	0.651	0.1424
	0.699	0.1424
Work Readiness	0.637	0.1424
	0.651	0.1424
	0.496	0.1424
	0.602	0.1424
	0.608	0.1424
	0.479	0.1424

Table 2. Overall Reliability Test of Variables

		N	%
Cases	Valid	188	100.0
	Excluded	0	.0
	Total	188	100.0
Cronbach's Alpha	N of Item		
.888	18		

The path analysis results show that self-awareness (X_1) and social support (X_2) have a positive and significant effect on the work readiness (Y) of final-year Management students from the 2022 cohort at Siliwangi University. The correlation value between X_1 and X_2 of 0.594 indicates a strong relationship, where the higher the students' self-awareness, the higher the social support they receive. The direct effect of self-awareness on work readiness is 0.16 (16%), while the indirect effect through social support is 0.101 (10.1%), with a total effect of 26.1%. Meanwhile, social support has a direct effect of 0.183 (18.3%) and an indirect effect through self-awareness of 0.101 (10.1%), with a total effect of 28.4%. Simultaneously, both variables contribute 54.5% ($R^2 = 0.547$) to work readiness, Meanwhile, the remaining 45.5% is affected by other factors outside the model, such as work motivation, internship experience, and the work environment. These results confirm that both self-awareness and social support play an important role in improving students' work readiness, with social support having a more dominant influence.

Table 3. Direct and Indirect Effects of X_1 and X_2 on Y

No.	Variable Name	Formulation	Result
1	Self-Awareness (X_1)		
	Direct Effect of X_1 on Y	$(0.400)^2$	0.160
	Indirect Effect of X_1 on Y through X_2	$(0.400)(0.594)(0.428)$	0.101
	Total Effect of X_1 on Y	$0.160 + 0.101$	0.261
2	Social Support (X_2)		
	Direct Effect of X_2 on Y	$(0.428)^2$	0.183
	Indirect Effect of X_2 on Y through X_1	$(0.428)(0.594)(0.400)$	0.101
	Total Effect of X_2 on Y	$0.183 + 0.101$	0.284
3	Total Effect of X_1 and X_2 on Y	$0.261 + 0.284$	0.545
4	Effects of Other Variables Not Investigated	$1 - 0.545$	0.455

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

Table 4. Path Analysis Table (Model Summary, Coefficients, Anova, and Correlations)

Variable	B	Std. Error	Beta	t	Sig.	Information
Constant	5376.949	1157.569	-	4.645	.000	-
Self Awareness	.430	.066	.400	6.502	.000	Significant
Social Support	.375	.054	.428	6.959	.000	Significant
F count = 111.545					.000	Significant (Simultaneous)
R = .739	R ² = .547	Adjusted R Square = .542				The model explains 54,7% of the variations in Work Readiness

Table 5. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1269807083.122	2	634903541.561	111.545	.000
Residual	1053002864.001	185	5691907.373		
Total	2322809947.122	187			

Table 6. Correlation

		Work Readiness	Social Support	Self Awareness
Work Readiness	Pearson Correlation	1	.666	.654
	Sig. (2-tailed)		.000	.000
	N	188	188	188
Social Support	Pearson Correlation	.666	1	.594
	Sig. (2-tailed)	.000		.000
	N	188	188	188
Self Awareness	Pearson Correlation	.654	.594	1
	Sig. (2-tailed)	.000	.000	
	N	188	188	188

The F test results in the ANOVA table show that Fcount = 111.545 > Ftable = 3.04 with Sig = 0.000 ≤ 0.05, so H₀ is rejected and H₃ is accepted. This means that there is a simultaneous and significant effect between self-awareness (X₁) and social support (X₂) on work readiness (Y) among final-year Management students of the 2022 cohort at Siliwangi University.

Based on the results of the T-test (partial), both self-awareness and social support have a positive and significant effect on work readiness. The t-value for self-awareness is 6.502 and for social support is 6.959, both of which are greater than the t-table of 1.97266 with a significance level of 0.000 ≤ 0.05, so H₀ is rejected and H₁ and H₂ are accepted. This means that the higher the level of self-awareness and social support possessed by students, the higher their level of readiness to enter the workforce.

4. Discussion

The results show that self-awareness and social support have a positive and significant effect on the work readiness of final-year students enrolled in the Management program at Siliwangi University in the 2022 cohort. The results of this study show that self-awareness and social support have a positive and significant effect on the work readiness of final-year Management students. These findings align with several recent empirical studies conducted between 2022 and 2024. Julianti et al. (2023) found that students with stronger self-understanding and reflective capacity tended to demonstrate

higher readiness levels, consistent with the role of self-awareness identified in this study. Likewise, Aurellia et al. (2023) reported that psychological strengths such as resilience significantly enhance students' preparedness to enter the workforce, supporting the argument that internal psychological factors play an essential role. Furthermore, the findings of Maulana and Mukhyi (2024), which emphasized the influence of self-efficacy, motivation, and technical skills on graduate employability, reinforce the idea that non-technical attributes are critical determinants of work readiness. Compared to these studies, the present research contributes by simultaneously examining psychological (self-awareness) and social (social support) factors, particularly within the context of a regional public university, thereby enriching contemporary empirical discussions on graduate work readiness.

This means that the higher the level of self-awareness and social support received by students, the higher their readiness to enter the workforce. This finding supports Goleman's (2002) theory, which states that self-awareness is the basis of effective self-management and decision-making skills. Students who are able to recognize their strengths, weaknesses, and emotions are better prepared to face professional challenges and adapt to job demands.

In addition, the findings of this research are consistent with the concept of social support proposed by Zimet et al. (1988), which states that individuals who receive emotional, informational, and instrumental support from their social environment will be better able to cope with pressure and adapt to new situations. In this context, students who receive support from family, friends, and lecturers have higher self-confidence and motivation to prepare themselves to enter the workforce. Thus, it can be concluded that psychological and social factors have a crucial influence on developing students' work readiness.

5. Conclusion

This study concludes that self-awareness and social support have a positive and significant influence on the work readiness of final-year students majoring in Management at Siliwangi University in the 2022 cohort, both partially and simultaneously. The coefficient of determination value of 0.547 shows that 54.7% of the variation in work readiness is accounted for by these two variables. Students with high levels of self-awareness and good social support have stronger adaptability, motivation, and self-confidence in facing the world of work.

These findings emphasize the importance of developing reflective skills and a supportive social environment for students to be better prepared for the transition from the academic world to the professional world.

6. Recommendations

Drawing from the research outcomes, several recommendations are proposed. First, universities particularly career centers and academic advisors are encouraged to implement strategic initiatives to strengthen students' work readiness. These may include developing a structured mentoring system that pairs final-year students with trained faculty mentors or alumni, organizing employability workshops focusing on interview skills, CV writing, workplace communication, and self-awareness development, as well as establishing peer-support groups that allow students to share experiences, challenges, and encouragement related to career preparation. Such targeted

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

interventions are expected to enhance both psychological and social readiness, ensuring that students are better equipped to transition into the workforce.

Second, the social environment of students, including family, friends, and lecturers, is expected to continue to provide emotional and motivational support so that students feel accompanied in preparing themselves for the world of work. Third, future studies are encouraged to incorporate additional variables, such as self-efficacy, emotional intelligence, or career adaptability to broaden the understanding of factors that influence student work readiness.

References

- Agniarahmah, A., Yulia, C., & Stevani, H. (2023). Keefektifan Media Ular Tangga Dalam Meningkatkan Self Awareness. *Jurnal Bimbingan Konseling Indonesia*, 8.
- Aurellia, V. N., Rahmawati, D., & Hapsari, F. (2023). Pengaruh Resiliensi terhadap Kesiapan Kerja pada Mahasiswa Tingkat Akhir di Indonesia. *Jurnal Kognisia, Universitas Lambung Mangkurat*.
<https://ppjp.ulm.ac.id/journals/index.php/kog/article/view/9836>
- Badan Pusat Statistik (BPS). (2025). Keadaan Ketenagakerjaan Indonesia Februari 2025. Berita Resmi Statistik No. 44/05/Th. XXVIII.
- BPS. (2025). *Tingkat Pengangguran Terbuka (TPT) sebesar 4,76 persen. Rata-rata upah buruh sebesar 3,09 juta rupiah*.
- Maulana, R., & Mukhyi, M. A. (2024). Analisis kesiapan kerja sarjana baru dilihat dari aspek efikasi diri, keterampilan dan motivasi kerja (Studi kasus mahasiswa Universitas Indonesia, Depok). *JIC: Jurnal Intelek Insan Cendikia*, 1(7).
- Wafa, I. (2025, 3 Juli). Ironi, Angka Sarjana Menganggur Kian Naik. GoodStats Data. Diambil dari <https://data.goodstats.id/statistic/ironi-angka-sarjana-menganggur-kian-naik-A34dR>.
- Goleman, D. (2002). Kecerdasan emosional (terjemahan). Jakarta: PT. Gramedia Pustaka Utama
- Goleman, D. (1999). Kecerdasan Emosional Mengapa EI Lebih Penting dari Pada IQ. Jakarta: PT Gramedia Pustaka Utama.
- Stein, S. J., & Book, H. E. (2003). Ledakan EQ: 15 Prinsip Dasar Kecerdasan Emosional Meraih Sukses. terj. Trinanda Rainy Januarsari dan Yudhi Murtanto. Bandung: Kaifa.
- Malikah. (2013). Kesadaran Diri Proses Pembentukan Karakter Islam. *Jurnal Al-Ulum*, Vol. 13, No. 1, 131-135.
- Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing Social Support: The Social Support Questionnaire. *Journal of Personality and Social Psychology*. 44(1), 127-139. <https://doi.org/10.1037/0022-3514.44.1.127>.
- Zimet et al. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*. 52(1), 30-41. https://doi.org/10.1207/s15327752jpa5201_2.

The Influence of Self-Awareness and Social Support on The Work Readiness of Final Year Management Students of the 2022 Cohort at Siliwangi University

- Cherry, K. (2023). How Social Support Contributes to Psychological Health. <https://www.verywellmind.com/social-support-for-psychological-health-4119970>.
- Wihartati, W. (2022). *Psikologi kesehatan berbasis unity of science*. Penerbit Lawwana.
- Swarjana, I. K., & Skm, M. P. H. (2022). *Konsep pengetahuan, sikap, perilaku, persepsi, stres, keputrlicemasan, nyeri, dukungan sosial, kepatuhan, motivasi, kepuasan, pandemi covid-19, akses layanan kesehatan–lengkap dengan konsep teori, cara mengukur variabel, dan contoh kuesioner*. Penerbit Andi.
- Hafizha STAI Aceh Tamiang, R., & Hafizha, R. (2021). PROFIL SELF-AWARENESS REMAJA. *JECO Journal of Education and Counseling Journal of Education and Counseling*, 2(1).
- I Ketut Swarjana, S. K. M. M. P. H. D. P. H. (2022). *Konsep Pengetahuan, Sikap, Perilaku, Persepsi, Stres, Kecemasan, Nyeri, Dukungan Sosial, Kepatuhan, Motivasi, Kepuasan, Pandemi Covid-19, Akses Layanan Kesehatan – Lengkap Dengan Konsep Teori, Cara Mengukur Variabel, Dan Contoh Kuesioner*. Penerbit Andi.
- Maulana, R., & Mukhyi, M. A. (2024). Analisis kesiapan kerja sarjana baru dilihat dari aspek efikasi diri, keterampilan dan motivasi kerja (studi kasus mahasiswa universitas indonesia, depok). *Jurnal Intelek Insan Cendikia*, 1(7), 3010–3016.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (2nd ed.). Alfabeta.
- Wafa, I. (2025). *Ironi, Angka Sarjana Menganggur Kian Naik*.
- Wening Wihartati, S. P. M. S. (2022). *Psikologi Kesehatan Berbasis Unity of Science*. Penerbit Lawwana.
- Narbuko, C., & Achmadi, H. A. (2005). *Metode penelitian* (Cetakan 7). Bumi Aksara.
- Julianti, J., Iramadhani, D., & Amalia, I. (2023). Gambaran kesiapan kerja pada mahasiswa tingkat akhir Universitas Malikussaleh yang terkena dampak pandemi COVID-19. *INSIGHT: Jurnal Penelitian Psikologi*, 1(4), 732–743. <https://doi.org/10.29103/uhjpm.v2i1.13420>
- Natania, A. V., Hidayatullah, M. S., & Achmad, R. A. (2025). Pengaruh resiliensi terhadap kesiapan kerja mahasiswa tingkat akhir pada era Covid-19 di Indonesia. *Jurnal Kognisia*, 8(1), 18–25. <https://doi.org/10.20527/kognisia.2025.004.003>