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Submission date: 23-Feb-2023 01:47PM (UTC+0700)

Submission ID: 2021093405

File name: of_Ma_Chung_University_Malang_Through_Reflection_Evaluation.pdf (536.57K)

Word count: 8499

Character count: 45695



Research Paper

The Effect of Career Development Learning & Experience (Work & Life) on the Employability of Prospective Alumnus of Ma Chung University Malang Through Reflection & Evaluation

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ABSTRACT: Studies regarding employment mostly focus more on “being employed” without considering the importance of establishing/developing “employability” factors for university graduates which is very important qualities that someone needed in order to maintain employment and to progress in the workplace as a form of sustainable career development. This study aims to analyze empirically the factors influencing employability by testing the existing theoretical models such as CareerEDGE and Yorke’s theory whereas studies on this concept are very limited. This research will analyze the effect of the mediation process of reflection and evaluation on the efficiency of the correlation between Career Development Learning process and Work/Life Experience on the employability of university graduates. The data obtained from 75 prospective alumnus of Ma Chung University-Malang, analyzed according to Structural Equation Modeling principles using WARPLS 6.0 software. This study found that the process of reflection and evaluation significantly strengthens the results of the Career Development Learning process and work/life experience on the graduates’ employability perception. Through the process of reflection and evaluation, graduates can interpret better the benefits of the Career Development Learning process and their work or life experiences as provisions to develop their work readiness and established their long-term career plan. This study found that the process of reflection and evaluation significantly strengthens the results of the Career Development Learning process and work/life experience on the graduates’ employability perception. Through the process of reflection and evaluation, graduates can interpret better the benefits of the Career Development Learning process and their work or life experiences as provisions to develop their work readiness and established their long-term career plan. This study found that the process of reflection and evaluation significantly strengthens the results of the Career Development Learning process and work/life experience on the graduates’ employability perception. Through the process of reflection and evaluation, graduates can interpret better the benefits of the Career Development Learning process and their work or life experiences as provisions to develop their work readiness and established their long-term career plan.

KEYWORDS: employability, university students, reflection and evaluation, career development learning, work experience

Received 04 October, 2021; Revised: 16 October, 2021; Accepted 18 October, 2021 © The author(s) 2021. Published with open access at www.questjournals.org

I. INTRODUCTION

The number of university graduates (PT) who are unemployed is one of the issues that is in the spotlight today. Based on a report from the Central Statistics Agency (BPS) it is known that labor conditions in Indonesia for the period February 2017 to 2018, the open unemployment rate (TPT) for university graduates increased by 1.13% compared to February 2017. The percentage of unemployment rose from 5.18% to 6.31 %. (<https://www.bps.go.id>).

PT has an important role in preparing alumnus (fresh graduates) to enter the world of work. Often fresh graduates are not fully prepared to enter the workforce, including non-technical aspects of work (eg Butler and Gheorghiu, 2010; Cotton, 2001; Ramlee, 2002). The transition from studying at university to the world of work

is quite complex and challenging for prospective university alumnus (eg Arnold, 1985; Arnold and Mackenzie Davey, 1992; Holden and Hamblett, 2007). Yorke (2006) states that universities are the government's main facilitators in developing employability for fresh graduates.

Many universities in the world in their mission descriptions state the roles and responsibilities of universities in the development of job readiness for graduates such as Rhodes University, South Africa; University of Miami, USA; University of South Wales, Wales as described by El-Temtamy (et al. 2016, p101). Raybould & Wilkins (2005) stated "universities must change their focus from producing graduates to fill existing jobs to producing graduates who can create new jobs in a dynamic growth sector of the economy". Therefore, universities have a great responsibility in implementing a learning system and programs that can shape and develop the work readiness of its alumnus.

The importance of job readiness of prospective alumnus is an important demand for graduate users (companies and agencies). Employees are seen no longer able to expect the institution where they work to develop a career development system. The research of Iyer and Dave (2015) found that many countries in the world face a lack of employability of workers. The company expects that employees have the will and effort to build their individual skills to remain employable. Yorke (2006) explains that "employers generally see a graduate's achievement related to the subject discipline as necessary but not sufficient for them to be recruited".

Employability is the ability to work. Work skills are generic skills where their application is required across work variations and readiness in the work environment (Surono, 2012). Lee (2002) states that: "Employment and employability are not the same thing. Being employed means having a job, being employable means having the qualities needed to maintain employment and progress in the workplace. Employability from the perspective of HEIs is therefore about producing graduates who are capable and able." University graduates are expected to have practical skills outside of academia that can support them in their work, especially so that later when they become employees they have the ability to create creative development ideas.

There is pressure for universities to design curricula and learning experiences that can prepare graduates to have the greatest opportunities for employment (Docherty, 2014; Chlopicki, 2017). PT focuses on preparing lectures that can develop the employability of graduates. Dacre Pool and Sewell (2007) state that the essential components of employability in CareerEDGE theory are Career Development Learning (CDL), Experience (Work & Life), Degree Subject Knowledge, Understanding and Skills, Generic Skills, and Emotional Intelligence. Through the Reflection and Evaluation (RNE) process in the form of Personal Development Planning, it will strengthen the value of employability.

They also mentioned that students' perception of their employability is the most effective way and approach to measure job readiness. It is also supported by Bandura et al (2003) which states that self-perception is closely related to the real behavior carried out. Where empirical research on factors affecting employability that tests existing model theories is very limited (Wittekind et al., 2010; Finch et al., 2013; Dacre Pool et al., 2014).

II. LITERATURE REVIEW

2.1. Employability

Employability is not the same as Employment (Yorke, 2006): "Employability implies something about the capacity of the graduate to function in a job, and not to be with the acquisition of a job, whether a 'graduate job' or otherwise." According to Dacre Pool & Sewell (2007) employability cannot be measured only by that graduates within six months after graduation can get a job. Job readiness is seen from the question of whether graduates use the skills, knowledge and understanding gained from learning in "graduate level jobs". The study revealed that employability is more complex than just being defined as getting a job (employment).

2.2. Career Development Learning (CDL)

The terms in explaining career education experience constant and dynamic changes. At some time, the term used is career education (Career Education). The term was used in UK schools in the early 1970s (Schools Council, 1972), and began to be applied in higher education in the same decade (Watts, 1977). Although it is still widely used it is no longer popular at the PT level (eg AGCAS, 2005; QAA, 2001a). CDL according to Watts (2006) is a planned experience designed to facilitate the development of self-awareness, awareness of opportunities, decision making and learning transitions.

2.3. Experience (Life & Work)

The Pedagogy for Employability Group (2004) agrees that graduates with work experience work faster than those without. Based on this, Pool & Sewell (2007) stated that students need information and guidance regarding life and work experiences as part of lectures or voluntarily or through part-time work. Experience (Work & Life) according to Anakwe & Greenhauss (2000) is a learning strategy that combines academic learning and work experience related to careers.

2.4. Reflection and Evaluation (RNE)

Facilitating students with the opportunity to develop the required skills, knowledge, understanding and attributes is important, but providing opportunities for students to reflect and evaluate the learning experience that has been carried out is also important according to Dacre Pool & Sewell (2007). Where according to them, from this opportunity, students gain the ability to be able to consider the extent of employability they have and the things needed to develop it.

According to Moon (2004): "RNE do not usually feature in the list of what employers want this their graduate intakes, they are implied in the development of other abilities commonly referred to as generic skills, such as willingness to learn, commitment, self- motivation and teamwork." Reflection is part of the learning and thinking process. Aims to learn from the experiences that have been passed. What we learn from the process is also called secondary learning.

2.5. Hypothesis

- 1) It is suspected that there is a significant influence between CDL and Experience (Work & Life) on Employability
- 2) It is suspected that there is a significant influence between CDL and Experience (Work & Life) on RNE
- 3) It is suspected that there is a significant influence between RNE on Employability
- 4) It is suspected that there is a significant influence between CDL and Experience (Work & Life) on Employability through RNE

III. RESEARCH METHODS

3.1. Variable Operational Definition

- 1) CDL is a process for students to study career management, especially in self-development that will benefit their careers. Indicators: 1) Self awareness (X1.1), 2) Opportunity awareness (X1.2), 3) Decision learning (X1.3), 4) Transition learning (X1.4)
- 2) Experience (Work & Life) is the process of students getting and experiencing the real work experience. Indicators: 1) Internship (X2.1), 2) Real-Work Activities (X2.2).
- 3) RNE is a process of learning and thinking with the aim of finding values and learning the experiences that have been obtained, to then be used as material for self-improvement. Indicators: 1) Self-Efficacy (Y1.1), 2) Self-Confidence (Y1.2), 3) Self-Esteem (Y1.3)
- 4) Employability is the ability of students to use the skills, knowledge and understanding of the entire learning process and their experiences in preparing themselves for the world of work in accordance with the desires and interests desired. Indicators: 1) Understanding (Y2.1), 2) Skillful practices (Y2.2), 3) Efficacy beliefs (Y2.3), 4) Metacognition (Y2.4)

3.2. Population and Sample

All prospective alumnus of Ma Chung University who will graduate at the 9th graduation in September 2019, are the population in this study. The prospective alumnus have held a proposal seminar at the end of April 2019 (considered potential to take part in the graduation) with a total of 300 prospective alumnus. From a population of 300 prospective alumnus, using the Slovin formula. Based on the calculation results obtained the number of samples as many as 75 people. The sampling technique used is probability sampling method, namely simple random sampling because the population is homogeneous.

3.3. Data Analysis Method

Methods of data analysis using descriptive methods and SEM Partial Least Square (PLS). Descriptive research describes or describes empirically the data collected in the study. The results of descriptive statistical analysis aim to provide information about the frequency distribution of respondents' answers, as well as the average answers for each indicator and variable in the study.

IV. RESULTS AND DISCUSSION

4.1. Inferential Statistical Analysis Results

4.1.1. Outer Model Evaluation

Inferential statistical test using WARPLS 6.0 application. As it is known that the indicators that make up the latent variables in the study have reflective properties, the evaluation of the measurement model (measurement model or outer model) used to measure the validity and reliability of these indicators are convergent validity, discriminant validity, composite reliability and cronbach alpha.

a. Convergent Validity

Convergent validity is a measure that shows the extent to which an indicator is positively correlated with other indicators in the same construct (Santosa, 2018). This evaluation is carried out by examining the outer

loading coefficient of each indicator on its latent variables. An indicator is said to be valid, if the outer loading coefficient is between 0.60 – 0.70. However, for an analysis whose theory is not clear, an outer loading of 0.50 is recommended (Ghozali and Latan, 2012), and is significant at an alpha level of 0.05.

Table 1. Loading Factor Value of Model Estimation Results

Construct	Indicator	Loading Factor	P Value
CDL (X1)	Self Awareness (X1.1)	0.767	<0.001
	Opportunity Awareness (X1.2)	0.823	<0.001
	Decision Learning (X1.3)	0.852	<0.001
	Transition Learning (X1.4)	0.623	<0.001
Experience (Work&Life) (X2)	Internship (X2.1)	0.879	<0.001
	Real World Activities (X2.2)	0.879	<0.001
RNE (Y1)	Self-Efficacy (Y1.1)	0.805	<0.001
	Self-Confidence (Y1.2)	0.868	<0.001
	Self-Esteem (Y1.3)	0.791	<0.001
Employability (Y2)	Understanding (Y2.1)	0.833	<0.001
	Skillful Practices (Y2.2)	0.867	<0.001
	Efficacy Beliefs (Y2.3)	0.870	<0.001
	Metacognition (Y2.4)	0.850	<0.001

Source: Primary Data Processed.

Seen from Table 1, it is known that the entire loading indicator value of all indicators is > 0.7, where only the X1.4 indicator is worth 0.623. In his book, Santosa (2018) states that the outer loading value between 0.6-0.7 is still acceptable provided that the indicator is not the only indicator of a construct. Therefore, it can be concluded that all indicators in this study have met the criteria of convergent validity. The explanation of each variable is as follows:

- 1) The CDL variable (X1) has the highest level of tendency reflected by the Decision Learning indicator (X1.3) with a loading factor coefficient of 0.852. While the Transition Learning indicator (X1.4) is the lowest indicator with a loading factor value of 0.623.
- 2) The Experience (Work & Life) (X2) variable has the highest level of tendency reflected by the two Internship (X2.1) and Real world Activities (X2.2) indicators with the same loading factor coefficient of 0.879.
- 3) The RNE variable (Y1) has the highest level of tendency reflected by the Self-Confidence indicator (Y1.2) with a loading factor coefficient of 0.868. While the Self-Esteem indicator (Y1.3) is the lowest indicator with a loading factor value of 0.791.
- 4) Employability variable (Y2) has the highest level of tendency reflected by the Efficacy Beliefs indicator (Y2.3) with a loading factor coefficient of 0.870. Meanwhile, the Understanding indicator (Y2.1) is the lowest indicator with a loading factor value of 0.833.

b. Discriminant Validity

Discriminant validity is a measure that shows that a construct is different from another construct. Shows that a construct is unique and captures phenomena that are not captured by other constructs (Santosa, 2018). Discriminant validity is carried out by comparing the AVE root (\sqrt{AVE} or Square root Average Variance Extracted) of each variable and the correlation value between variables in a model. A variable is said to be valid if the AVE root is greater than the correlation between the variables in a research model (Ghozali and Latan, 2012), where the AVE is greater than 0.50.

Table 2. AVE Root Value and Correlation Between Constructs

Construct	CDL (X1)	Experience (Work&Life) (X2)	RNE (Y1)	Employability (Y2)
CDL (X1)	0.771	0.421	0.680	0.622
Experience (Work&Life) (X2)	0.421	0.879	0.497	0.409
RNE (Y1)	0.680	0.497	0.822	0.781
Employability (Y2)	0.622	0.409	0.781	0.855

Source: Primary Data Processed.

Number in bold format is the root value of AVE and the other is the correlation between constructs. Table 2, shows that the discriminant validity for all reflective constructs has met the validity requirements, where the AVE root of the construct itself has a higher value than the correlation between constructs and is more than 0.5.

c. Composite Reliability and Cronbach Alpha

Composite reliability and Cronbach alpha are a measurement of reliability between indicator blocks in the research model (Solimun, 2010), with the criteria of Cronbach Alpha value greater than 0.60 and composite reliability value greater than 0.80. In addition, Ghozali and Latan (2012) also revealed that a measurement can be said to be reliable, if composite reliability and Cronbach alpha have a value greater than 0.70.

Table 3. Composite Reliability Test and Cronbach Alpha

Construct	Composite Reliability	Cronbach's Alpha
CDL (X1)	0.853	0.768
Experience (Work&Life) (X2)	0.871	0.704
RNE (Y1)	0.862	0.759
Employability (Y2)	0.916	0.877

Source: Primary Data Processed.

Based on Table 3 above, it is known that the Cronbach's Alpha value of all constructs in the sample of respondents shows a value greater than 0.60. Meanwhile, the composite reliability value shows a value greater than 0.80. Thus, it can be concluded that the entire construct has met the reliable requirements, both according to the criteria of Composite Reliability and Cronbach Alpha.

4.1.2. Inner Model Evaluation

Evaluation of the structural model (Structural Model or Inner Model) is a measurement to evaluate the level of accuracy of the model in the research as a whole, which is formed through several variables and their indicators. The evaluation of this structural model will be carried out through several approaches including: Goodness of Fit (GoF), R-Square (R2) and Q-Square Predictive Relevance (Q2), as well as Effect Size by seeing how much variance can be explained and to find out the significance of P-Value.

a. Goodness of Fit (GoF)

Goodness of Fit (GoF) is a measurement of the accuracy of the overall model (global), because it is considered a single measurement of the measurement of the outer model and the measurement of the inner model. The criteria for the strength of the model based on the measurement of Goodness of Fit (GoF) according to Ghozali and Latan (2012) are: 0.36 (GoF large), 0.25 (GoF medium), and 0.10 (GoF small).

Table 4. General Result

Average path coefficient (APC)	0.341	P<0.001
Average R-squared (ARS)	0.583	P<0.001
Average adjusted R-squared (AARS)	0.569	P<0.001
Average block VIF (AVIF)	1.547	acceptable if <= 5, ideally <= 3.3
Average full collinearity VIF (AFVIF)	2.310	acceptable if <= 5, ideally <= 3.3
Tenenhaus GoF (GoF)	0.636	small >= 0.1, medium >= 0.25, large >= 0.36
Sympson's paradox ratio (SPR)	1.000	acceptable if >= 0.7, ideally = 1
R-squared contribution ratio (RSCR)	1.000	acceptable if >= 0.9, ideally = 1
Statistical suppression ratio (SSR)	1.000	acceptable if >= 0.7
Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	acceptable if >= 0.7

Source: Primary Data Processed.

From Table 4, it is known that the model has a very good fit. The P value of APC, ARS, and AARS < 0.05 with APC value = 0.341, ARS value = 0.583 and AARS value = 0.569. In addition, the value of Average block VIF (AFIV) = 1.547 and Average full collinearity VIF (AFVIF) = 2.310 where < 3.3 which indicates that there is no multicollinearity problem between indicators and between latent variables.

The resulting Tenenhaus GoF (GoF) is 0.636 which indicates that the fit of this model is included in the large category. Where the structural model in this study generally has very good predictive properties. The value of Sympton's paradox ratio (SPR), R-squared contribution ratio (RSCR), and Statistical suppression ratio (SSR) is equal to 1, so it can be concluded that there is no causality problem in the model.

b. Effect Size (f2)

Evaluation of the inner model is also done by looking at the effect size of each latent variable. The aim is to determine the effect of an exogenous variable on a related endogenous variable. This is done to see the effect that arises when an exogenous variable is removed from the path model that was originally proposed. The results can be seen in the following table:

Table 5. Effect Size (f2)

	CDL (X1)	Experience (Work&Life) (X2)	RNE (Y1)	Employability (Y2)
CDL (X1)				
Experience (Work&Life) (X2)				
RNE (Y1)	0.405	0.123		
Employability (Y2)	0.135	0.018	0.485	

Source: Primary Data Processed.

The size of the effect of eliminating an exogenous variable in the path model is stated by Cohen (1988) which states that the value <0.15 is in the small category, <0.35 is in the moderate category, and >0.35 is in the large category. The effect size generated by the CDL variable on the RNE is 0.405 so it is included in the large category while the CDL for Employability is 0.135 and so it is included in the small category. Meanwhile, the effect size of the Experience (Work & Life) variable on the RNE and Employability variables is 0.123 and 0.018, so it is included in the small category. While the influence of the RNE variable on Employability is 0.485 so it has a large influence.

c. R-Square (R2) and Q-Square Predictive Relevance (Q2)

R-Square (R2) can show the strength and weakness of the influence caused by the dependent variable on the independent variable. R-Square (R2) can also show the strength of a research model. According to Chin in Ghozali and Latan (2012), the R-Square (R2) value of 0.67 is classified as a strong model, the R-Square (R2) of 0.33 is classified as a moderate model, and the R-Square (R2) is 0.19. is a weak model.

Q-Square Predictive Relevance (Q2) is a measure of how well the observations made give results to the research model (Solimun, 2010). The range of values of Q-Square Predictive Relevance (Q2) ranges from 0 (zero) to 1 (one), with the criteria that the closer to 0 the value of Q-Square Predictive Relevance (Q2), the research model is getting worse, on the contrary the farther away from 0 (zero) and the closer to the value of 1 (one), this means the research model is getting better. Ghozali and Latan (2012) set the criteria for the strength of the model based on the Q-Square Predictive Relevance (Q2) as follows: 0.35 (strong model), 0.15 (moderate model), and 0.02 (weak model).

Table 6. Evaluation of the Inner Structural Model

Construct	Adjusted R-Square	Q-Square
CDL (X1)		
Experience (Work&Life) (X2)		
RNE (Y1)	0.515	0.539
Employability (Y2)	0.623	0.644

Source: Primary Data Processed.

The results of testing the R-square value in Table 6. show that the R-square value of RNE is 0.515. This finding shows that the model for CDL and Experience (Work & Life) on RNE is categorized as a moderate model. The RNE variable can be explained by CDL and Experience (Work & Life) of 51.5%. The remaining 48.5% is explained by variations from other variables not observed in the model or outside the two independent variables.

Variable Employability has an R-square value of 0.623, where this can be categorized as a moderate value result. It can be interpreted that the variation of the exogenous variables observed in the study, namely CDL, Experience (Work & Life), and RNE is able to explain the variation of Employability prospective alumnus of Ma Chung University Malang by 62.3%. The remaining 37.7% is explained by explanatory variations outside the exogenous variables observed in the research model.

Q-Square Predictive Relevance (Q2) is a measure of how well the observations made give results to the research model (Solimun, 2010). The range of values of Q-Square Predictive Relevance (Q2) ranges from 0 (zero) to 1 (one), with the criteria that the closer to 0 the value of Q-Square Predictive Relevance (Q2), the research model is getting worse, on the contrary the farther away from 0 (zero) and the closer to the value of 1 (one), this means the research model is getting better. Ghozali and Latan (2012) set the criteria for the strength of the model based on the Q-Square Predictive Relevance (Q2) as follows: 0.35 (strong model), 0.15 (moderate model), and 0.02 (weak model).

The Q-Square value generated by each endogenous variable > 0 which means that this model has predictive relevance. It can be concluded that the estimation result model in this study is included in the strong model criteria (Q2 > 0.35), where the explanatory variance of the endogenous variables can be predicted by the exogenous variables observed in the study for each sample category.

4.2. Hypothesis test

The last step in evaluating the structural model is to see the significance value of the P-value to determine the effect between variables according to the hypothesis that has been built. In this step the hypothesis can be tested and concluded. The test results can be seen as follows:

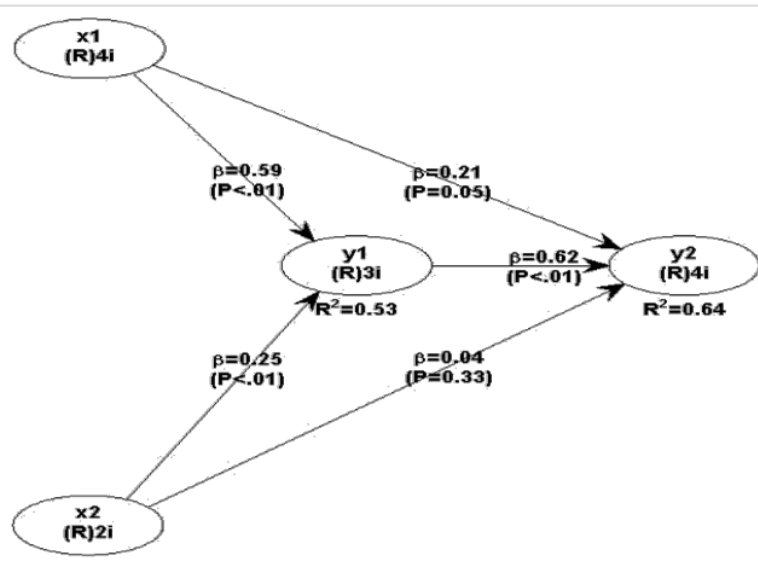


Diagram 1. Model Estimation Results
Source: WarpPLS 6.0

The significance level used in this study is 0.05 (5%), therefore the hypothesis is accepted if the P-value < 0.05, so that the test results of each hypothesis are as follows:

- H01 = There is a significant effect between CDL and Experience (Work & Life) on Employability
The influence of CDL on Employability has a P-value = 0.05 with a coefficient value of 0.21. This indicates that CDL does not have a significant effect on Employability.
The effect of Experience (Work & Life) on Employability has a P-value = 0.33 with a coefficient value of 0.04. This indicates that Experience (Work & Life) has no significant effect on Employability.
Therefore, the first hypothesis (H01) of this study is ACCEPTED. There is no significant effect between CDL and Experience (Work&Life) on Employability
- H02 = There is a significant effect between CDL and Experience (Work & Life) on RNE
The effect of CDL on RNE has a P-value < 0.01 with a coefficient value of 0.59. This indicates that CDL has a significant and 59% effect on RNE.

The effect of Experience (Work & Life) on RNE has a P-value <0.01 with a coefficient value of 0.25. This indicates that Experience (Work & Life) has a 25% and significant influence on RNE.

Therefore, the second hypothesis (H02) of this study is REJECTED. There is a significant influence between CDL and Experience (Work & Life) on RNE.

Based on the diagram above, it is also known that the effect of CDL and Experience (Work & Life) is 53% where the remaining 47% is the influence of other variables outside the model.

3. H03 = There is a significant effect between RNE on Employability

The effect of RNE on Employability has a P-value <0.01 with a coefficient value of 0.62. This indicates that Experience (Work&Life) has a 62% and significant influence on Employability.

Therefore, the second hypothesis (H03) of this study is REJECTED. There is a significant effect between RNE on Employability.

4.3. Mediation Test Results

The mediation test in this study aims to determine the mediating role of RNE on the influence of CDL and Experience (Work & Life) on the Employability of prospective alumnus of Ma Chung University who will graduate in September 2019. The mediation test is carried out by looking at the beta coefficient value on the direct effect, and its indirect effects. The results of the direct effect test can be seen in Diagram 12. Meanwhile, the indirect effect can be seen in the following table:

Table 7. Indirect Effect

	Indirect Effect/P-Value CDL (X1)	Indirect Effect/P-Value Experience (Work&Life) (X2)
Employability (Y2) through RNE (Y1)	0.363 / <0.001	0.153 / <0.015

Source: Primary Data Processed.

From table 7. Testing the mediation effect and proving the fourth research hypothesis (H04) are as follows:

1. Effect of CDL on Employability through RNE

From the data in diagram 12 and table 17, a path diagram can be drawn up to see the mediation that occurred by RNE on the effect of CDL on Employability as follows:

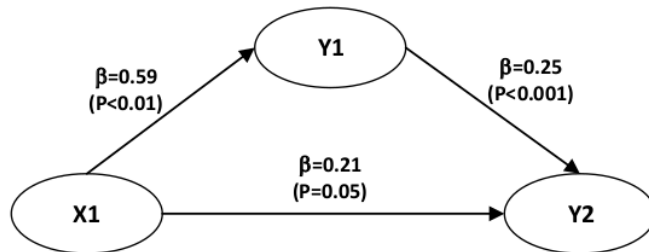


Diagram 2. Path Diagram of the Effect of CDL on Employability through RNE

Source: Processed Primary Data.

In accordance with the criteria of the theory of Hair, et al. (2010) if the effect of X1 on Y1 is significant (59%, $P < 0.01$), the effect of Y1 on Y2 is significant (25%, $P < 0.001$), while the effect of X1 on Y2 is not significant (21%, $P = 0.05$) then complete mediation. It can be concluded that RNE perfectly mediates the relationship between the influence of CDL on Employability. Therefore, there is an effect of CDL on Employability through RNE.

2. Effect of Experience (Work&Life) on Employability through RNE

From the data in diagram 12 and table 17, a path diagram can be drawn up to see the mediation that occurred by RNE on the effect of Experience (Work & Life) on Employability as follows:

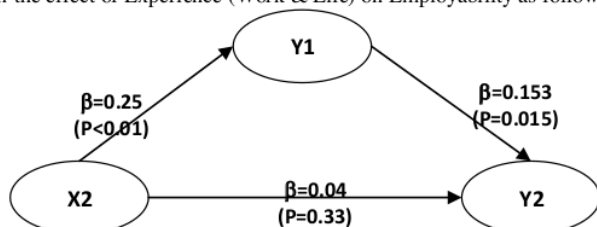


Diagram 3. Path Diagram of the Effect of Experience (Work&Life) on Employability through RNE
Source: Processed Primary Data.

In accordance with the criteria of the theory of Hair, et al. (2010) if the effect of X2 on Y1 is significant (25%, $P < 0.01$), the effect of Y1 on Y2 is significant (15%, $P = 0.015$), while the effect of X2 on Y2 is not significant (4%, $P = 0.33$) then complete mediation. It can be concluded that RNE perfectly mediates the relationship of the influence of Experience (Work & Life) on Employability. Therefore, there is an effect of Experience (Work & Life) on Employability through RNE.

3. H04 = There is a significant effect between CDL and Experience (Work & Life) on Employability through RNE

In accordance with the test results above that RNE is a perfect mediation of the relationship between the influence of CDL and Experience (Work & Life) on Employability, the fourth hypothesis (H04) of this study is REJECTED. There is a significant influence between CDL and Experience (Work&Life) on Employability through RNE

Based on the diagram above, it is also known that the effect of CDL, Experience (Work & Life), and RNE on Employability is 64% where the remaining 36% is the influence of other variables outside the model.

4.4. Discussion

4.4.1. Effect of CDL and Experience (Work&Life) on Employability

CDL and Experience (Work & Life) have a positive effect on employability but not significant. In previous research and theories it was stated that CDL and Experience (Work & Life) directly increased students' abilities and perceptions of work readiness (Law & Watts, 1977; Knight & Yorke, 2003; Pool & Sewell, 2007; Pitan, 2016 and Griffin & Coelho, 2018). Therefore, the results of this study are slightly different from the theoretical statements and previous studies. In this study, RNE fully mediates the relationship between CDL and Experience (Work & Life) on employability. Where a significant positive influence will only exist if prospective alumnus carry out the RNE process.

Several theories and previous research have concluded that through the process of reflection students are better able to interpret the results of their learning or work experience. This is in accordance with the statement of Pool & Sewell (2007) that facilitating students with opportunities to develop skills, understanding knowledge and attributes needed in work is indeed important, however, providing opportunities for reflection and evaluation of the learning process that has been taken and experienced is also very important. to be given to students so that they have an awareness of the extent of their ability and development of work readiness. This will be discussed further on the point of influence of CDL and Experience (Work&Life) on Employability through RNE.

In the study, it was concluded that the job readiness of prospective alumnus was not significantly influenced by the CDL and Experience (Work & Life) process. Prospective students feel the benefits of the CDL and Experience (Work & Life) process only after going through the RNE process where in the process students will be able to develop and interpret the learning outcomes and experiences they have gone through as an effort to increase work readiness because they have Self-Efficacy, Self-confidence and Sufficient Self-Esteem.

4.4.2. Effect of CDL and Experience (Work&Life) on RNE

From the results of statistical analysis conducted previously, it was found that CDL and Experience (Work & Life) can increase the awareness of prospective alumnus through the RNE process to establish and develop the components of Self-Efficacy, Self-confidence and Self-Esteem significantly. This is in accordance with one of the theories expressed by Pool & Sewell (2007) that self-efficacy can be formed by mastery experience where for example work experience and career development education.

Prospective students have self-awareness and good decision making. This shows that the CDL process at Ma Chung University is able to develop students' self-awareness and decision making. Prospective students are able to interpret careers not only in terms of salary/money, and are able to account for their choices. In accordance with the results of statistical analysis, it was found that the CDL process increased the components of the RNE process more than the Experience (Work & Life) process.

Internship/internship programs are perceived by prospective alumnus as one of the most beneficial experiences for self-development and an important experience to prepare for the world of work. Where the internship program is the highest component that prospective alumnus feel is important from the Experience (Work & Life) process in its influence on RNE.

RNE is reflected most highly by the components of Self-Efficacy and Self-Confident, where prospective alumnus are aware of their abilities and potential and are motivated to develop themselves and pursue opportunities according to the desired career. This implies that the CDL learning process and the experience they get through the Experience (Work & Life) process significantly improve the self-efficacy and self-confidence of prospective alumnus. This is in accordance with Moon's theory (2014) which explains that in the reflection process it is expected that someone is able to interpret and enlarge their ideas (knowledge and understanding) through the learning that has been passed. Also supported by the theory expressed by (Ertmer & Newby, 1996): "It also facilitates learning through the development and improvement of the process of learning to learn. Students who achieve well are more often students who are aware of their own learning processes – their weaknesses and strengths." In addition, the process of reflection also helps develop and control the role of maturity/emotional intelligence in learning (Goleman, 1995).

It can be concluded that the CDL learning process and the Experience (Work & Life) experience are able to develop the understanding and maturity of prospective alumnus to increase their abilities and their meaning of the learning/experiences that have been carried out/passed through the RNE in the form of high Self-Efficacy, Self-confidence and Self-Esteem. possessed by prospective alumnus towards the projection of their potential and career.

4.4.3. The Effect of RNE on Employability

In accordance with the results of statistical analysis that the RNE process significantly increases the job readiness of prospective alumnus. The influence given by RNE on the job readiness of prospective alumnus is very large, more than 60%. This is in accordance with Moon's theory (2004) that the reflection process is very important for increasing job readiness, namely: "within employment as a function that underpins other aspects of employability, as the means for students to gain, maintain awareness of, express and explore their abilities. in general, and particularly in recruitment processes, preparation for lifelong learning, as an aspect of good quality (meaningful learning)."

As explained in the previous point, RNE is reflected by self-efficacy and self-confidence. This indicates that prospective alumnus through the RNE process have a high level of confidence in their ability to complete tasks and achieve the expected goals and believe in their own potential. These two factors are factors that also affect self-belief and also other factors that are important factors in developing job readiness.

The highest employability is reflected by the understanding factor and efficacy belief. This indicates that prospective alumnus have an understanding of academic learning and a good organizational system. It can also be seen that self-understanding, opportunities and self-development as well as continuous learning are very high. Prospective students according to the answer items with the highest average indicate that they have a high understanding of the importance of self-development, besides that they also understand the organizational process and teamwork as a reflection of work readiness.

These results are also supported by the research of Pitan (2016) in which research resulted that in accordance with the theory of studies that have been carried out previously (Pitan, 2016; Leong, 2012; Dacre Pool & Sewell, 2007; Moon, 2004) students identify that reflection and evaluation have a relationship unique significance to job readiness. There is no doubt that RNE has an important influence on employability.

4.4.4. Effect of CDL and Experience (Work&Life) on Employability through RNE

The results of statistical analysis show that RNE significantly increases the influence of CDL and Experience (Work & Life) on the employability of prospective alumnus. RNE's role is to perfectly mediate the results of the CDL and Experience (Work&Life) process in improving work readiness. In his research, Pitan

(2016) states that the opportunity to reflect and evaluate the lessons learned and experiences that have been obtained can improve performance. This is also supported by Lee (2002) who states that reflection is a thought process where what a person has done can develop himself, not just doing it.

In this study, CDL and Experience (Work & Life) are not significant in increasing the employability of prospective alumnus if they do not go through a process of reflection and evaluation. This conclusion is supported by Pool & Sewell (2007) which states that without the opportunity to carry out a process of reflection and evaluation, students may not pay attention to the development of their abilities in terms of employability and how best to develop these abilities further.

It can be concluded that the RNE process is able to shape the maturity of prospective alumnus regarding their understanding of their own abilities and potential, self-confidence, and also how they view themselves. Where this is a very important factor in facilitating prospective alumnus to understand and interpret and plan careers through learning processes both academic and academic, training that has been passed, as well as work experience and exposure to the world of work they have experienced. This conclusion supports the theory concluded by Pool & Sewell (2007) which can be seen in Diagram 2.

4.5. Research Limitations

This research cannot be separated from several limitations that can result in the emergence of deficiencies in the study. The limitations identified in this study are as follows:

- 1) This study only focuses on perceptions of employability perceived by prospective alumnus, while employability theory can also be examined from the point of view of alumnus of universities who have worked and graduate users such as companies/industry (employers).
- 2) This research was only conducted at one time (cross-sectional study), which means that the research is not longitudinal. This study cannot compare the perceptions of employability of prospective alumnus in different timescales in continuous research to obtain additional information about the research phenomenon.
- 3) The research was only conducted at one private university, so it still cannot be used as a general conclusion regarding perceptions of student employability at universities in Indonesia.
- 4) This study does not consider other variables that have an influence on employability such as Degree Subject Knowledge, Skills & Understanding, Generic Skills, and Emotional Intelligence.

4.6. Implications of Research Results

The implications of this research are divided into two, namely theoretical and practical implications as follows:

1) Theoretical Implications

The implications of this point relate to the contribution of this research to the development of theories in the field of Human Resource Management, especially those related to career development learning, Experience (Work & Life), the process of reflection and evaluation and employability of students and the PT system. This study produces a final model framework based on the results of the analysis, by revealing the conceptual development model that has been tested. The final result of this research is that the final model that is formed can be used by universities and related companies/industry to identify factors that affect students' work readiness, especially those who will face the world of work.

This study reveals that employability is strongly influenced by the RNE process. Where the influence of CDL and Experience (Work & Life) will be significant when students have high levels of self-efficacy, self-confidence and self-esteem in order to interpret the learning process as a form of developing work readiness and potential in achieving the desired career. This concept is in line with the CareerEDGE model of Graduate Employability described by Pool & Sewell (2007) which is the main theoretical basis in this study.

It is hoped that this research can be the basis for further qualitative and quantitative investigations and can be generalized to a larger population regarding theories and learning related to employability.

2) Practical Implications

The process of reflection and evaluation is known as one of the important factors in preparing prospective alumnus to face the world of work. Therefore, it is hoped that the PT will develop and design activities to facilitate these needs. Ma Chung University has a mentoring system that can accommodate students to reflect and evaluate themselves quite well. This needs to be continuously developed and evaluated according to the needs and development of students from year to year.

CDL is a very important activity in shaping the efficacy belief of prospective alumnus. Is a factor that affects the RNE process is quite large. The CDL provided by Ma Chung University has quite a significant impact on the development and understanding and confidence of prospective alumnus in determining and achieving their careers. Therefore, it is hoped that there will be further development so that the CDL process experienced by students during learning can be kept up to date with the times and the needs of the

company/industry (employer).

Experience (Work & Life) is a supporting factor in the RNE process that is needed to improve the work readiness of prospective alumnus. It is hoped that the internship program implemented can be better structured and supervised so that assistance from both supervisors and superiors at the internship place is needed so that the process of reflection and evaluation of the experience can be felt by prospective alumnus.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

The purpose of this study was to examine and analyze the effect of CDL and Experience (Work & Life) on Employability through RNE. Based on the discussion of each finding, it can be concluded that:

- 1) CDL and Experience (Work & Life) have a positive effect on employability but not significant.
- 2) CDL and Experience (Work&Life) can increase the awareness of prospective alumnus through the RNE process to form and develop the components of Self-Efficacy, Self-confidence and Self-Esteem significantly.
- 3) RNE significantly increases the job readiness of prospective alumnus. The influence given by RNE on the job readiness of prospective alumnus is very large, more than 60%.
- 4) RNE significantly increases the influence of CDL and Experience (Work&Life) on the employability of prospective alumnus. RNE's role is to perfectly mediate the results of the CDL and Experience (Work&Life) process in improving work readiness.

5.2. Suggestion

- 1) For Ma Chung University
 - a. Ma Chung University has a mentoring system that can accommodate students to reflect and evaluate themselves quite well. This needs to be continuously developed and evaluated according to the needs and development of students from year to year.
 - b. The CDL provided by Ma Chung University has had a significant impact on the development and understanding and confidence of prospective alumnus in determining and achieving their careers. Therefore, it is expected that there will be further development so that the CDL process experienced by students during learning can be kept up to date with the times and the needs of the company/industry (employer).
 - c. It is hoped that the internship program that is carried out can be better structured and supervised so that assistance from both supervisors and superiors at the internship place is needed so that the process of reflection and evaluation of the experience can be felt by prospective alumnus.
- 2) For Next Research
 - a. Theory development while employability theory can be reviewed from the point of view of alumnus of universities who have worked as well as graduate users such as companies/industry (employers).
 - b. The object of the research can be extended not only to private universities but also to state universities so that it can be investigated the factors where the conclusions generated can later become general theories regarding perceptions of student employability at universities in Indonesia.
 - c. Further research can consider other variables that have an influence on employability such as Degree Subject Knowledge, Skills & Understanding, Generic Skills, and Emotional Intelligence.

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