Emotional Intelligence with Employability in College Students

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Keywords	Abstract
Emotional Intelligence, Employability, Students	Students need to be equipped with employability, which leads to individual efforts to utilize their knowledge and skills to the fullest to find and maintain employment. One strategy to meet employability standards from companies or recruiters is to increase emotional intelligence. Individuals who have a high level of emotional intelligence will be more confident in displaying their employability. This study aims to determine the relationship between emotional intelligence and employability in students participating in the UNNES PRIGEL MBKM program. The approach used was quantitative correlation and involved 350 students selected through quota sampling. Research data were taken using the employability scale and the Schutte Emotional Intelligence Scale (SEIS). Furthermore, the data were analyzed using Pearson's Product Moment correlation technique. This study obtained the results of the emotional intelligence and employability correlation test, which resulted in a count value = 0.626 with a significance value of $p = 0.001$ and $p < 0.05$. These results indicate a relationship between emotional intelligence and employability in college students.

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INTRODUCTION

Currently, the number of unemployed is relatively high not only due to the extensive labor force but also because various other factors affect the number of unemployed. Some of the causes of the increase in unemployment are the lack of jobs and the skills and creativity possessed by individuals not in accordance with labor market qualifications (Susianto, 2018). This is also supported by the TOWS (treatment, Opportunity, Weakness, Strength) analysis conducted by Setiawan & Lenawati (2020); it is known that one of the weak factors of higher education in Indonesia is that many graduates have not yet met the qualifications to work in the industrial world. In the world of work, professionalism, reliability, and a good background in the workforce are required to encourage good performance (Azizah et al., 2019).

Regarding activities to develop skills and create work-ready graduates, the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) compiled a curriculum for universities by implementing the Merdeka Belajar - Kampus Merdeka (MBKM) policy. The purpose of MBKM is to increase the competence of graduates who are superior and have personalities and not only master hard skills that are relevant to the times but also soft skills that need to be possessed (Susilawati, 2021). Semarang State University also participates in curriculum development by implementing the MBKM policy to support the Ministry of Education and Culture program. One of the programs held is MBKM UNNES PRIGEL. The UNNES PRIGEL MBKM program is a curricular activity that can be followed by students from non-education undergraduate and D3 study programs which is designed as a theory application activity so that students gain direct work experience that is relevant to their fields (Thohiriyah et al., 2022). It is hoped that students who participate in this program can also apply knowledge while honing hard and soft skills that support the world of work.

As for the results of a survey conducted by BPS (Central Bureau of Statistics), it was recorded that the number of unemployed university graduates in 2022 reached 884,769 people. The number of unemployed people has increased from 2021 to 848,657 people. Therefore, students as output need to master academic and non-academic skills in tandem to be ready to face job competition (Ramadhan & Eliyen, 2022). However, the opposite is true; some current students are still poorly trained in developing ideas or ideas about solving a problem and cannot think creatively (Suryani et al., 2020). Based on observations made by Suhadianto et al. (2021) in their research, it was found that students' problem-solving skills were low. This is indicated by the lack of enthusiasm of students in expressing opinions. When students still have low problem-solving skills, their role in society will be affected by their respective disciplines or fields of science (Putra et al., 2023). In addition, graduates who cannot develop attitudes, knowledge, and skills will have difficulty competing for job positions, resulting in new unemployment (Putri & Fridayanti, 2020).

One of the strategies needed to produce competent graduates is maximizing the development of hard and soft skills. According to Lie & Darmasetiawan (2018), a scholar's hard and soft skills will help support success in work. Therefore, students also need to be equipped with employability, leading to individual efforts in maximally utilizing their knowledge and skills to find and maintain employment (Hahandayani & Setyowibowo, 2023). There are three dimensions of employability, which, as a whole, provide cognitive encouragement and individual characteristics to have adaptive behavior in the work environment. These dimensions are career identity, personal adaptability, and social and human capital (Fugate et al., 2004).

In addition, the curriculum used in learning in higher education also plays an important role because education is part of personality development and employability (Arora & Mittal, 2020). Employability in final-year students is important because although employability does not guarantee the certainty that individuals get a job quickly, high employability can increase the opportunity for

individuals to get a decent job (Ningrum & Pratiwi, 2021). There are various activities, such as extracurricular activities, internships, group work experience, workshops, and seminars, that can have an impact on increasing employability for students (Chigbu & Nekhwevha, 2022). This is in line with what was revealed in Griffin & Coelhoso's (2019) research, which states that internship activities can be used to increase students' employability through applying knowledge and receiving practical experience.

It is known that someone who has clearly chosen an occupation will be better able to mobilize motivation for better employability development (Sulistiobudi & Kadiyono, 2023). Then, individuals who have experience in various activities and organizations and focus on self-development for the future have confidence about employability and are more optimistic about facing job challenges (De Vos et al., 2021). Employability can also be influenced by several factors, namely individual factors, external factors, and personal circumstances (McQuaid & Lindsay, 2005). In addition, in research conducted by Khairunnisa et al. (2022), one of the things that affects employability is self-confidence. Self-confidence can affect success in learning, working, and interacting socially because it is related to confidence in decisionmaking. In addition to self-confidence, individuals also need good self-adjustment to accept the new work environment's conditions easily and skillfully apply their experience (Edi, 2022).

The important components in developing skills and employability are soft skills, such as communication and interpersonal skills (Aviso et al., 2021). In line with this statement, interpersonal communication skills are needed in the world of work because individuals with good interpersonal communication skills will be able to communicate and understand others and have good problem-solving, decision-making, and stress management strategies (Andono et al., 2022). These skills also result from how individuals are skilled in managing emotions (Nafhah & Hanafi, 2020). A person's ability to manage emotions well within the individual and be able to recognize the feelings of oneself and others is also called emotional intelligence (Rahman et al., 2018). In addition, Chand et al. (2019) recommended that graduates improve emotional intelligence to meet employability standards from companies or recruiters. Emotional intelligence is needed to overcome problems prospective new graduates face, such as fear or worry about not getting a job, feeling left behind by information, and not being able to adapt to certain jobs (Rifki & Anisah, 2021).

Emotional intelligence is categorized as important in the world of work because it allows individuals to realize and understand the emotions of others, improve skills to work in teams and foster empathy to create a tolerance to avoid conflict situations in the workplace (Navas, 2014). Emotional intelligence includes the personal skills needed to manage oneself and the social skills needed to manage one's emotions to be wiser when interacting with others (Kumar & Sharma, 2019). Individuals with a high level of emotional intelligence will be more confident in displaying their employability (Coetzee and Beukes in Osunsan et al., 2020). In line with this statement, recruiters are currently looking for workers with additional skills to face increasingly dynamic and competitive job demands. These additional skills are emotional intelligence and interpersonal skills possessed by job candidates (Syed et al., 2014).

Based on the description above, the researcher suspects that there is a relationship between emotional intelligence and employability in college students. Therefore, from the phenomena that occur related to several studies on employability, researchers are interested in conducting this study with the title "The Relationship between Emotional Intelligence and Employability in College Students.

METHODS

The approach used in this research is quantitative. The research variables consist of two variables, namely the emotional intelligence variable and the employability variable. Emotional intelligence can be defined as an individual's ability to regulate mood in every condition faced, motivate oneself, and have empathy in establishing relationships with others well. Meanwhile, employability leads to a collection of skills or characteristics that are important to prepare individuals to enter and survive in the world of work.

The employability variable is measured by the employability scale adopted from (Atpen, 2018). The employability scale has an alpha Cronbach reliability coefficient of 0.86. The total items on the employability scale are 26 items. An example of one of the items is "I believe that I can do the assigned tasks well." Another scale used in this study is the Schutte Emotional Intelligence Scale (SEIS), which was adopted in Adyarusta's research (2018). This emotional intelligence scale contains 28 items with a Cronbach alpha reliability of 0.815. One example of an item statement on the emotional intelligence scale is "I know when to talk about personal problems with others." This employability and emotional intelligence scale contains favorable and unfavorable statements and has four alternative answers from Strongly Agree (SS) to Strongly Disagree (STS). The subjects of this study consisted of 350 respondents who had participated in the UNNES PRIGEL MBKM program with a population of 3228 students. The sampling technique used in this study was purposive sampling. The data collection process uses the Google Form application, which is distributed through social networks. The data analysis used in this study is Pearson Product Moment correlation analysis using statistical software.

RESULT AND DISCUSSION

Table 1. Description

	Min	Max	Mean	SD
Emotional Intelligence	59.000	109.000	83.557	8.664
Employability	52.000	103.000	80.700	8.808

Based on the results of descriptive analysis show that the mean or average value of emotional intelligence is 83.557 (SD = 8.664), and the mean of employability is 80.700 (SD = 8.808).

Table 2. Categorization of emotional intelligence

Interval Score	Interval	Category	F	Percentage
$X < (\mu - 1\sigma)$	$X < 56$	Low	0	0%
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$56 \leq X < 84$	Medium	188	54%
$(\mu + 1\sigma) \leq X$	$84 \leq X$	High	162	46%
Total			350	100%

Based on the table above, it can be seen that 0% or no students are in the low category, then 54%, with a total of 188 students in the medium category, and 46% or as many as 162 students are in the high category of their emotional intelligence level.

Table 3. Categorization of Student Employability

Interval Skor	Interval	Category	F	Persentase
$X < (\mu - 1\sigma)$	$X < 52$	Low	0	0%
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$52 \leq X < 78$	Medium	133	38%
$(\mu + 1\sigma) \leq X$	$78 \leq X$	High	217	62%
Total			350	100%

Based on the table above, it can be concluded that employability among UNNES PRIGEL MBKM program students is dominated by the high category. The data shows that there are no

students who are in the low category, there are 133 students or around 38% in the medium category and 62% or as many as 217 students are in the high category at the level of employability they have.

Before hypothesis testing, namely the Pearson Product Moment correlation test, researchers carried out a classical assumption test consisting of a normality test and a linearity test. The normality test uses the Kolmogorov-Smirnov test with the assumption that it can be said to be normally distributed if the significance or probability value (p)> 0.05 and vice versa. Then the linearity test is carried out through the test of linearity with the basis for decision making, namely if p> 0.05, it can be said that there is a linear relationship between the independent variable and the dependent variable. In addition, it can be concluded that there is a correlation between emotional intelligence and employability in this study.

Tabel 4.Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		350
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.86676540
Most Extreme Differences	Absolute	.036
	Positive	.031
	Negative	-.036
Test Statistic		.036
Asymp. Sig. (2-tailed)		.200[c,d]

Tabel 5. Linearity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Employability * Emotional Intelligence	Between Groups	(Combined)	13139.525	45	291.989	6.369	.000
		Linearity	10621.289	1	10621.289	231.660	.000
		Deviation from Linearity	2518.236	44	57.233	1.248	.146
	Within Groups		13937.975	304	45.849		
	Total		27077.500	349			

Tabel 6. Hasil Uji Hipotesis

Correlations

		Emotional Intelligence	Employability
Emotional Intelligence	Pearson Correlation	1	.626[**]
	Sig. (2-tailed)		.000
	N	350	350
Employability	Pearson Correlation	.626[**]	1
	Sig. (2-tailed)	.000	
	N	350	350
**. Correlation is significant at the 0.01 level (2-tailed).			

The results obtained from hypothesis testing in this study indicate a positive relationship between emotional intelligence and employability in students. This is evidenced by the correlation coefficient (r) value of count = 0.626 with a two-tailed significance value of p = 0.000. The assumption states that if the significance value is smaller than 0.05 or p < 0.05 then the two variables have a significant relationship. This is in accordance with the research hypothesis proposed in this

study, namely that there is a positive relationship between emotional intelligence and employability in students who have participated in the UNNES PRIGEL MBKM program.

This study aims to determine whether there is a relationship between emotional intelligence and employability in MBKM UNNES PRIGEL program students. The results of the above research show that there is a positive relationship between emotional intelligence and employability in MBKM UNNES PRIGEL program students. This indicates that the higher the emotional intelligence, the higher the employability of students and vice versa. Therefore, based on these results, it can be concluded that the hypothesis "There is a relationship between emotional intelligence and student employability" is accepted.

This study's results align with research conducted by Atpen (2018), which reveals a positive relationship between emotional intelligence and employability owned by final-year students. Students with a high level of employability can easily adjust to the surrounding environment, so they have a great opportunity to get a job or increase their performance. This is reinforced in research conducted by Jabeen et al. (2022), which reveals that employability can be achieved through personal and social support. The personal resources are career competence, psychological capital, awareness, self-evaluation, and emotional intelligence.

Reviewing the findings in this study, it is known that emotional intelligence has a close relationship with employability possessed by students of the UNNES PRIGEL MBKM program. Emotional intelligence includes various abilities and skills in using one's own emotions in order to create positive relationships with others (Kessi et al., 2022; Tuyakova et al., 2022). Then, employability is a manifestation of an individual's ability to acquire knowledge, behave, adapt well, and improve good relationships between individuals and work (Fugate et al., 2004). Therefore, students who have good emotional intelligence are able to show their employability to support the activities or work at hand (Potgieter & Coetzee, 2013).

In this study, one of the dimensions of employability is the career identity dimension, which can be interpreted as the way a person identifies himself with the world of work so that he is able to determine the goals regarding the career to be achieved. Employability also reflects how a person can determine how to see job opportunities to choose a job and the results of a job search (Abdillah et al., 2021). In line with this understanding, it is known that someone who has a good level of emotional intelligence will be able to direct and motivate himself towards something to be achieved (Goleman, 2015) by taking the right action after understanding the conditions experienced (Illahi et al., 2018). The existence of motivation from within is one of the factors that encourage the formation of career identity in students.

The next dimension is personal adaptability or personal adaptation which can be said that someone who has good adaptability will contribute to the surrounding environment. Personal adaptation also has a close relationship with emotional intelligence because someone with high emotional intelligence will more easily understand himself and have self-control so that he can adapt or adjust (Maitrianti, 2021; Evi Tri Wahyuni et al., 2021). This is because good adaptability cannot be separated from one's success in controlling one's emotions so that they can be used to solve problems. Individuals with high emotional intelligence tend to better understand the emotional conditions of others so that they can easily control their emotions so that they do not express negative emotions in the surrounding environment when interacting with others (Diggins in Puerta et al., 2021).

Then regarding the individual's ability to identify careers, in the discussion of employability there is a social and human capital dimension. This dimension has two important components, namely social capital which sees job opportunities from relationships and human capital which is a person's ability to meet work expectations. Both components are also related to emotional intelligence, especially in social skills. When someone gets various information or in this case about job opportunities, one of the indicators is the success in managing emotions well so as to create social relationships that open up opportunities to exchange information with each other. This is also motivated by the emotional intelligence of someone who is skilled at reading the reactions or feelings of others (Drigas & Papoutsi, 2018; Damayanti & Haryanto, 2019) and is able to build good relationships (Madoni & Mardliyah, 2021).

There are several things that can help students or prospective graduates to achieve a good level of

There are several things that can help students or prospective graduates to achieve a good level of employability, namely by having career development training, hard skills, and soft skills (Kadiyono & Sulistiobudi, 2018; Sulistiobudi & Pebriani, 2018). In line with this statement, the subjects in this study focused on students of the UNNES PRIGEL MBKM program. The program is one of the flagship programs that aims to encourage students' soft skills and hard skills by learning to apply the knowledge that has been obtained so that it can contribute to increasing employability in students.

CONCLUSION

Based on the results of the field findings and discussion above, it can be concluded that there is a positive relationship between emotional intelligence and employability in students who have participated in the UNNES PRIGEL MBKM program. Students who have participated in the UNNES PRIGEL MBKM program have emotional intelligence at a moderate level tending to be high and employability in the high category.

Suggestions for students based on the findings of this study are that researchers hope that students can maintain their emotional intelligence and employability in order to prepare themselves before entering the world of work and all the challenges in it. Then, researchers hope for universities or educational institutions, researchers hope that this research can be used as a reference for implementing interventions for students as an effort to maintain good emotional intelligence and employability for students. And for future researchers, it is hoped that they can involve research subjects who have different characteristics from the subjects of this study so that generalization can be applied to a wider scope and the results can be compared. Then, researchers also hope that further research can develop this research even better. As well as linking emotional intelligence variables and employability variables with other variables such as job readiness, career adaptability, and social support.

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