

Factors Affecting Employability Skills of Beauty Students in Gerbang Kertosusila

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Received: 09 February 2021

Revised: 26 February 2021

Accepted: 10 March 2021

Abstract

There is currently an imbalance between the skills mastered by vocational high school graduates with the skills needed in the labor market, especially employability skills, to maintain a job in various conditions and job requirements. This study aimed to examine the factors that affecting the employability skills of Beauty students namely career guidance, fieldwork practices, emotional intelligence, and self-efficacy. The respondents consisted of 254 students in Beauty Expertise Program at Gerbang Kertosusila. The instruments used in this study were questionnaire with a Likert scale and the statistical method using structural equation modeling (SEM). This study found no significant effect of career guidance, fieldwork practice, emotional intelligence, and self-efficacy on employability skills among Beauty students. The study also showed that career guidance and emotional intelligence have no significant effect on self-efficacy. However, fieldwork practice has a significant effect on the self-efficacy of Beauty students.

Keywords: employability skills; career guidance; fieldwork practice; emotional intelligence; self-efficacy;

1. Introduction

The presence of the ASEAN Economic Community and the industrial revolution 4.0 have become a significant challenge for ASEAN member countries, including Indonesia, to become more competitive in human resources and employment. Several sectors have been openly agreeing to head towards the ASEAN 2020 Vision's economic vision, one of which includes skin and hair beauty (BNSP, 2017). Currently, the skin and hair beauty industry wants a standardized and professional workforce (BNSP, 2017). Thus educational institutions need to make every effort to improve graduates' competitiveness (Herwina, Madjid, & Daniel, 2018), primarily vocational high schools, which have a role in preparing graduates to go directly into the world of work. Yet the facts show that the implementation of vocational education has not been achieved, and vocational high school graduates are still unable to satisfy the workforce's demands according to their expertise (Munadi *et al.*, 2018). The Central Statistics Agency conveyed data that in February 2020, the highest unemployment rate in East Java was held by Vocational High School graduates, by 8.04 percent (BPS, 2020). Many factors cause vocational school graduates to still not getting a job after graduating (Fitriyanto & Pardjono, 2019). One of them is because there is an imbalance between the skills mastered by vocational high school graduates with the skills needed in the labor market, especially employability skills to maintain a job in various conditions and job requirements (Hanafi, 2012).

Juhdi *et al.* (2010) state that today, employers are looking for employees who have technical skills and can carry out various tasks and roles. In line with Husain *et al.* (2010), who states that if graduates want to become competent employees, they need to have two primary skills: specific skills and employability skills. Specific skills are skills from a discipline intended to be used in particular work fields (Bridgstock, 2011; Zakaria, Yatim, & Ismail, 2014). In comparison, employability skills are work skills or generic skills required to be applied to various work types and are prepared to enter work (Munadi *et al.*, 2018). Employability is a set of skills that enhance graduates to getting a job and implies something about a graduate's capacity to function in a job and move between positions so that they can remain employed throughout their life (Brewer, 2013). The employability skills attribute such as thinking critically, communicating effectively, having the strength and enthusiasm to continue learning, and working in teamwork (Brewer, 2013). In other

words, employability skills are skills specifically related to working for a person in various situations. Graduates with high employability skills will have a greater chance of getting a job and succeeding in their career because they are prepared and able to withstand various job challenges. Therefore, vocational high school graduates need to be given more opportunities to develop employability skills attributes in addition to technical skills (Amiruddin, Sunardi, & Irmayanti, 2013). Jun (2017) revealed that graduates' employability skills could come from external and individual factors. Several studies also have identified factors that affect and enhance students' employability skills, such as Tentama & Merdiaty (2020), Fitriyanto & Pardjono (2019), and Yahya, Iskandar, & Sunardi (2017). But further investigation on previous studies revealed that although a lot of literature discusses employability skills, there is still not much research conducted to empirically support employability skills for vocational high school students in Indonesia, especially students who were majoring in Beauty Expertise Program. Therefore, our study came to enrich knowledge about employability skills. This study aimed to examine the factors that affect students' employability skills of the Beauty Expertise Program at Gerbang Kertosusila. Factors that were examined are career guidance, fieldwork practices, emotional intelligence, and self-efficacy.

2. Literature Review

2.1 Employability Skills

Employability skills are a set of attributes, skills, and knowledge that all labor market participants must possess to ensure they have the ability to be effective in the workplace, for the benefit of themselves, their bosses, and the wider community (CBI, 2011). In line with Munadi *et al.* (2018) who define employability skills as work skills or various generic skills required to be applied to multiple types of work and are prepared to enter jobs. Employability skills are considered very important because current job characteristics require one's initiative, flexibility, and ability to handle different tasks (Sunardi, Purnomo, & Sutadji, 2016).

Previous studies had provide the concept of employability dimensions, such as Yorke & Knight (2003), which succeeded in developing the USEM model. The USEM model describes employability skills as four broad and interrelated components: understanding, skills or practical skills, efficacy beliefs, and metacognition (Yorke, 2010; Yorke & Knight, 2003). Meanwhile, Pool & Sewell (2007) suggested the CareerEDGE model to describes graduates' employability skills. CareerEDGE model outlines the key factors that can enhance graduates' employability skills, namely career development learning, work & life experience, degree subject knowledge, understanding & skills, generic skills, and emotional intelligence.

According to Munadi *et al.* (2018), there are several aspects of employability skills that vocational high school graduates must have based on opinions from the industry. These aspects include communication, teamwork, problem-solving, initiative and entrepreneurial skills, planning and organizing activities, self-management, learning, using technology, and occupational health and safety. Graduates also need to emphasize personal qualities and leadership skills (Rasul *et al.*, 2013). By having these various skills, graduates will be able to face every challenge in the workplace.

2.2 Career Guidance

Career guidance is guidance to prepare students for the world of work, choose a specific job field or profession, equip themselves to do the job, and adapt to various positions (Winkel & Hastuti, 2015). In general, the goal of career guidance is to help students make decisions based on their interests, passions, and abilities while taking into account current and future career opportunities (Loan & Van, 2015). Career guidance was found to have the strongest association and plays a vital role with other components of employability skills to achieve desired goals (Pitan & Atiku, 2017). Career guidance plays a role in increasing students' employability skills, especially in developing essential professional skills in the labor market, enhancing professional career management, and facilitating them to access jobs that meet their needs expectations (Martínez-roca, Martínez, & Pineda, 2014). Other research results also support the finding that career guidance has a positive and significant effect on employability skills (Kurniawati & Arief, 2016; Cahyono, 2014). Career guidance can be a powerful solution to reducing youth unemployment concerning technical and vocational education (TVE) and entrepreneurship (Afujo, 2013).

2.3 Fieldwork Practice

Fieldwork practice is a professional preparation process in which students who will soon formally complete their studies work in the field supervised by a competent administrator for a certain period, which is intended to improve their ability to carry out their responsibilities (Hamalik, 2009). Through fieldwork practices, students can learn from their experiences in the world of work to develop competencies and skills and increase their employability skills. Guile & Griffiths (2016) revealed that fieldwork practices contributed significantly to developing student work skills. Compared with academic achievement, fieldwork practice programs' involvement significantly affects graduates' employability and quality of life skills (Eden, 2017). It

is also widely agreed that graduates with work experience are more likely to find jobs than graduates who are not (Pegg *et al.*, 2012). Many of the attributes of the employability skills that job recruiters are looking for can only be learned from real-life situations (Weldon & Ngo, 2019). Several other studies also support the statement that fieldwork practices have contributed significantly to developing students' employability skills (Subekti & Ana, 2018; Dwesini, 2017; Anas & Hamzah, 2017; Helyer & Lee, 2015).

2.4 Emotional Intelligence

The criteria for success in the workplace are changing. Employees are judged not only by how smart they are or by their training and skills but also by how well they handle themselves and others (Serrat, 2009). Emotional intelligence is the ability to reason legally with emotions and with information related to emotions and to use these emotions as guidelines for thinking and behaving (Mayer, Caruso, & Salovey, 2016). Emotional intelligence nowadays plays a role in employment initiatives, including employee recruitment and placement, job performance, and job satisfaction (Pathak, Shankar, & Tewari, 2018). Simonis (2010) reveals that what companies are looking for in new employees is emotional intelligence because they can face problems more efficiently and are more productive (Kannaiah & Shanthi, 2015). Several studies have also revealed that emotional intelligence has a powerful influence on students' employability skills (Coetzee & Beukes, 2010; Jayawardena & Gregar, 2013; Potgieter & Coetzee, 2013; Navas, 2014). Thus if students can manage and regulate emotions in themselves and others, it can help them get a job (Xu, 2013).

2.5 Self-Efficacy

Self-efficacy is an individual's belief in his or her ability to regulate and take actions that are deemed necessary to manage situations that may occur (Bandura, 2006; Bandura, 1997). The essence of self-efficacy theory means that the action to initiate something, as well as persistence in behavior and action, is all determined primarily by individual assessments and expectations regarding skills, behavioral abilities, and the possibility of himself to succeed in overcoming environmental demands and challenges (Maddux, 1995). Previous research has shown that career guidance, fieldwork practices, and emotional intelligence can promote self-efficacy (Restubog, Florentino, & Garcia, 2016; Edwards, 2014; Tabatabaei *et al.*, 2013).

Moreover, self-efficacy has been associated with the challenge of employability skills (Rawat & Sharma, 2018). Sources of self-efficacy that are relevant to employability skills are mastery experience, vicarious experience, and social persuasion (Rufai, Bakar, & Rashid, 2015; Freudenberg, Brimble, & Cameron, 2010; Bandura, 1995). Van de Hof (2015) state that high self-efficacy of graduates will lead to high employability skills as well. Because in an increasingly challenging job market, higher levels of self-efficacy play a key role in translating education into employability skills (Quiring, Boys, & Harris, 2017).

Therefore, the hypotheses in this study are:

H1: Career guidance affect employability skills.

H2: Fieldwork practice affect employability skills.

H3: Emotional intelligence affect employability skills.

H4: Self-efficacy affect employability skills.

H5: Career guidance affect self-efficacy.

H6: Fieldwork practice affect self-efficacy.

H7: Emotional intelligence affect self-efficacy.

3. Materials and Methods

This empirical research was based on a sample of 254 students from class XII of the Skin & Hair Beauty Expertise Program for the 2020/2021 academic year at Gerbang Kertosusila. Respondents are aged between 17-19 years and are female (100%). They came from SMKN 1 Sooko Mojokerto, SMKN 8 Surabaya, SMKN 1 Buduran Sidoarjo, and SMKN 1 Lamongan. The data were collected through an online questionnaire formulated as sentences answered on a five-point Likert scale, with 1 (strongly disagree) to 5 (strongly agree). All construction measures are self-developed of the existing hierarchy. We developed a measurement for career guidance from career guidance goals (Supriatna & Budiman, 2010), fieldwork practice from the benefits of fieldwork practices (Hamalik, 2009), emotional intelligence from the component of emotional intelligence (Goleman, 2001), and self-efficacy from self-efficacy dimension (Bandura, 2006). While employability skills were measured using nine indicators adapted from Munadi *et al.* (2018). Data were then statistically analyzed through structural equation modeling (SEM). SEM is a multivariate regression that aims to simultaneously explore the structural relationship between several dependent variables and several independent variables (Geiser, 2013). In this study, SEM was used to analyze the effect of career guidance, fieldwork practices, and emotional intelligence on the self-efficacy and employability skills of Beauty students at Gerbang Kertosusila. To estimate SEM, the computer program used in this study was Mplus 7.

4. Results and Discussions

4.1 Measurement Model

A measurement model's primary purpose is to describe how well the observed indicator variable serves as a measurement instrument for the underlying latent variable or factor. The measurement model is usually carried out and evaluated by confirmatory factor analysis (CFA). CFA proposes a relationship between the observed indicator variable and the latent variable that has been designed to be measured as a measurement model. The CFA tests these two variables against the data to confirm the proposed factorial structure (Wang & Wang, 2012). Then, a first-order CFA is tested. Six items are loaded on the dimension career guidance, five items loaded on fieldwork practice, four items loaded on emotional intelligence, three items loaded on self-efficacy, and nine items loaded on employability skills. To assess the model fit, the comparative fit index (CFI), the Tucker-Lewis index (TLI), the root mean square error of approximation (RMSEA), and the standardized root means square residual (SRMR) was examined. Acceptable fit is evidenced by a CFI and TLI of .90 or higher, an RMSEA of .08 or lower, and an SRMR of .08 or lower (Geiser, 2013; Wang & Wang, 2012). The initial CFA showed acceptable fit indices (CFI=.922; TLI=.913; RMSEA=.042; and SRMR= .050).

The measurement model is evaluated by examining individual item reliability, construct reliability, average variance extracted analysis, and discriminant validity. The measurement model has good reliability if it exceeds the threshold value of 0.7. In contrast, the reliability of 0.6 to 0.7 can still be accepted with the excellent model's validity (Ghozali, 2017). The results of construct reliability calculations in Table 1 show that all constructs are reliable because they have construct reliability values more than 0.6. In addition, the items also have satisfactory indicator reliability when each item's loading is at least 0.3 or higher and significant at least at the level of 0.05 (Wang & Wang, 2012). Based on Table 1, all items loaded significantly on the latent variables ($p < .001$) with standardized factor loadings ranging from a lower bound of 0.363 to an upper bound of 0.802. While average variance extracted values for all constructs were higher than 0.5. Thus, all items used for this study have met the item reliability criteria.

Table 1. Measurement Model

Measures	Item	Factor Loading	Construct Reliability	Average Variance Extracted
Career Guidance (CG)	CG1	0.688	0.72	0,63
	CG2	0.464		
	CG3	0.497		
	CG4	0.536		
	CG5	0.550		
	CG6	0.535		
Fieldwork Practice (FP)	FP1	0.722	0.85	0,80
	FP2	0.802		
	FP3	0.755		
	FP4	0.744		
	FP5	0.702		
Emotional Intelligence (EI)	EI1	0.564	0.60	0,50
	EI2	0.363		
	EI3	0.621		
	EI4	0.386		
Self-Efficacy (EFF)	EFF1	0.732	0.74	0,63
	EFF2	0.710		
	EFF3	0.660		
Employability Skills (EAS)	EAS1	0.765	0.88	0,78
	EAS2	0.720		
	EAS3	0.636		
	EAS4	0.731		
	EAS5	0.688		
	EAS6	0.699		
	EAS7	0.646		
	EAS8	0.457		
	EAS9	0.679		

4.2 Analysis of Structural Model

After the latent factors are assessed in the measurement model, the latent factors' potential relationships are hypothesized and assessed in the structural model. Goodness-of-fit in the structural model test shows the results of acceptable fit indices (CFI=.922; TLI=.913; RMSEA=.042; and SRMR= .050). Meanwhile, to determine the regression coefficient's value between latent factors, it can be seen in Table 2 and Figure 1. Table 2 shows the results of non-standardized regression coefficients for employability skills on the career guidance factor of $\beta = -0.024$ ($t = -0.264$, $p < 0.791$), indicating that H1 is rejected. Therefore career guidance

has no significant effect on employability skills. Meanwhile, the non-standardized regression coefficients for employability skills on the fieldwork practice factor of $\beta = -0.032$ ($t = -0.397$, $p < 0.691$) indicating that H2 is rejected. Therefore fieldwork practice has no significant effect on employability skills. The non-standardized regression coefficient for employability skills on the emotional intelligence factor of $\beta = -0.024$ ($t = -0.264$, $p < 0.791$) indicating that H3 is rejected. Therefore emotional intelligence has no significant effect on employability skills. Whereas non-standardized regression coefficient for employability skills on the self-efficacy factor of $\beta = -0.051$ ($t = -0.572$, $p < 0.567$), indicating that H4 is rejected. It means that self-efficacy has no significant effect on employability skills. Table 2 shows the results of non-standardized regression coefficients for self-efficacy on the career guidance factor of $\beta = 0.033$ ($t = -0.368$, $p < 0.791$), indicating that H5 is rejected. Therefore career guidance has no significant effect on self-efficacy. Meanwhile, the non-standardized regression coefficients for self-efficacy on the fieldwork practice factor of $\beta = -0.182$ ($t = 2.006$, $p < 0.045$) indicating that H6 is supported. Therefore fieldwork practice has significant effect on self-efficacy. The non-standardized regression coefficient for self-efficacy on the emotional intelligence factor of $\beta = -0.177$ ($t = 1.088$, $p < 0.277$) indicating that H7 is rejected. Therefore emotional intelligence has no significant effect on self-efficacy.

This study's findings do not support the notion that career guidance can improve students' employability skills. Even though various empirical studies have indicated that career guidance assists in implementing measures to support employability skills and has the strongest linkages with all other components of the employability skills (Terzaroli & Oyekunle, 2019; Buraga & Caballero, 2018; Pitan & Atiku, 2017; Martínez-roca *et al.*, 2014). But in this study, career guidance has no significant effect on Beauty students' employability skills. Wang (2012) revealed that although career guidance in schools is provided as part of guidance and counseling, teachers often spend their time dealing with student learning and behavior problems rather than helping most students make their education and vocational choices. However, the vital role of career guidance in schools is to prepare students for the world of work by equipping them with the right skills to remain relevant and fit global economic conditions while leading a meaningful life (Loan & Van, 2015). Therefore, the entire career subject must be reexamined and perhaps redefined according to their timing and context (Beukes, 2010). The findings in this study are in line with Mutoharoh & Rahmanningtyas (2019) which found that career guidance did not have a significant effect on work readiness of students. The findings in this study also support the research results of Rosmawati & Usman (2019) which found that career guidance did not have a significant effect on the employability of vocational high school students majoring in Office Administration Program in South Jakarta.

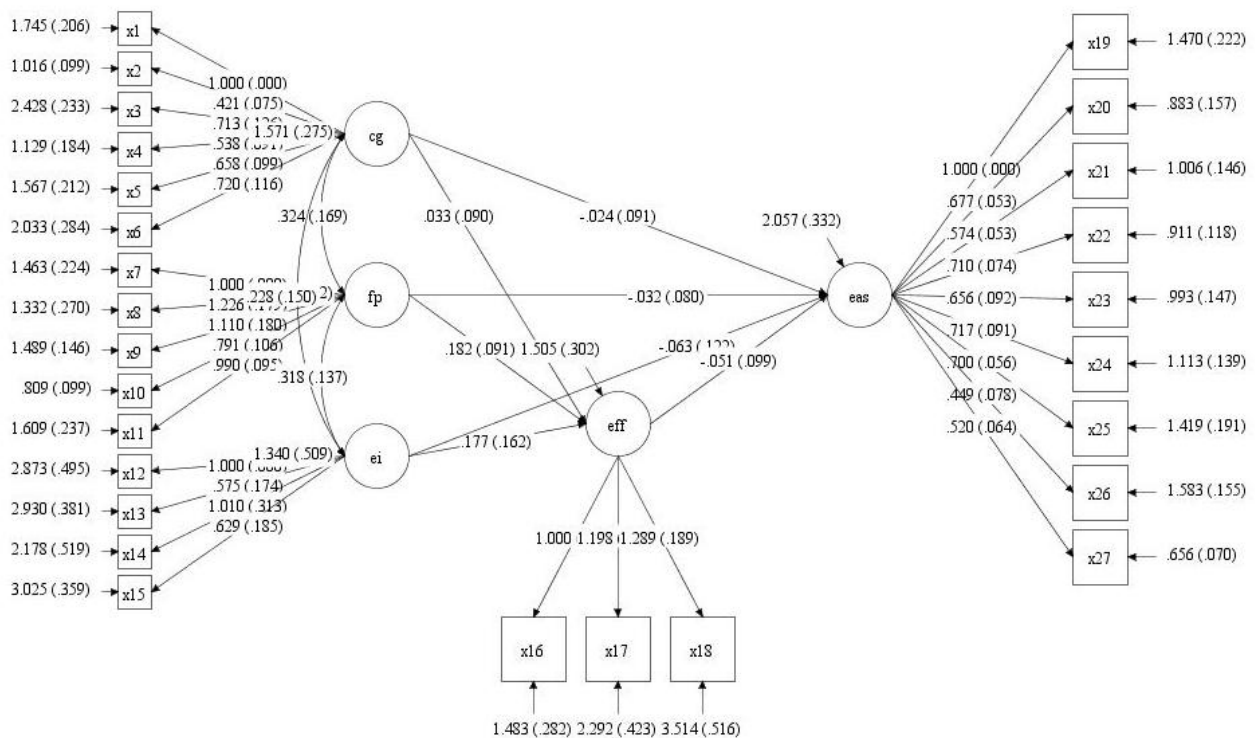


Figure 1. Results of Structural Model

The present study showed no significant effect of fieldwork practice on employability skills among Beauty students, and H2 was not supported. The results showed that most Beauty students do not participate in practical fieldwork as one of the primary sources of learning to develop general skills needed in all work types. According to Harvey (2003), employability skills do not automatically exist even though students have attended vocational training. Student participation in traditional fieldwork practice may not reflect students' reasonable goals in the growing world of work (Oliver, 2015). Because only being in a workplace where someone observes or performs menial tasks is unlikely to make a significant difference in employability skills (Oliver, 2015). Whereas Eden (2017) found that work-based learning made students emphasize their learning more in terms of emotional challenges than skills because they were pushed out of their comfort zone. It forced them to be more proactive by handling unfamiliar activities and develop emotionally (Eden, 2017). It's in line with Eccles & Renaud (2018) that students can build their emotional resilience by managing the stress and challenges experienced during work-based learning. Furthermore, Harry, Chinyamurindi, & Mjoli (2018) suggest that fieldwork practice is needed to develop employability skills, but it still requires other factors.

Table 2. Hypothesis Testing

1Hypotheses	Result of the Regression Coefficients between the Latent Factors			
	Estimate (β value)	t-value	p-value	Decision
H1 - CG positively affect EAS	-0.024	-0.264	0.791	Not supported
H2 - FP positively affect EAS	-0.032	-0.397	0.691	Not supported
H3 - EI positively affect EAS	-0.063	-0.514	0.607	Not supported
H4 - EFF positively affect EAS	-0.051	-0.572	0.567	Not supported
H5 - CG positively affect EFF	0.033	0.368	0.713	Not supported
H6 - FP positively affect EFF	0.182	2.006	0.045	Supported
H7 - EI positively affect EFF	0.177	1.088	0.277	Not supported

The H3 of this study was not supported and indicated that emotional intelligence has no significant effect on Beauty students' employability skills. This empirical finding is not consistent with previous studies that showed that emotional intelligence could be used to predict students' employability skills (Potgieter & Coetzee, 2013; Xu, 2013; Coetzee & Beukes, 2010). The non-significant results of emotional intelligence may be due to a belief that intellectual intelligence (IQ) is the most determining factor for success, both academically and at work (Singh, 2006). In contrast, emotional intelligence will be learned over time, so formal education has not appropriately taught students about emotional skills such as managing emotions (Goleman, 2009; Zeidner, Matthews, & Roberts, 2009; Singh, 2006). Jayawardena & Gregar (2013) state that competitively superior students in potential employability skills tend to have better emotional control. If a person has high emotional intelligence, they can manage their emotions well and work in an excellent mood (Xu, 2013). Emotional intelligence accounts for 58% of job performance in all occupational sectors (Jameson *et al.*, 2016). Therefore, emotional intelligence needs to be considered integrated as an educational strategy to develop the attributes of students' employability skills, especially in a world of work that is continually changing, increasingly uncertain, and volatile (Navas, 2014; Potgieter & Coetzee, 2013).

The H4 of this study was not supported and indicated that self-efficacy has no significant effect on Beauty students' employability skills. This study's results are different from previous studies that state that self-efficacy contributes to the development of students' employability skills. In this study, most of the Beauty students lacked confidence that they could handle any unexpected situations. According to Pool & Sewell (2007), everything students do during their schooling will impact self-efficacy, and through the development of high self-efficacy, it can achieve employability skills. So focusing on self-efficacy, increasing student self-awareness, and strengthening self-confidence is essential things to do (Ojonugwa *et al.*, 2015). For example, offering students the opportunity to participate in project planning, public speaking, and consulting with external agencies can improve their self-efficacy and perceived employability (Chow, Wong, & Lim, 2019). Meanwhile, Berntson, Naswall, & Sverke (2008) found that employability skills are not an expression of self-efficacy. Instead, strengthening perceptions of employability skills may have a beneficial effect on self-efficacy more generally (Berntson *et al.*, 2008).

This current research has shown that career guidance has no significant effect on self-efficacy. This empirical finding is not consistent with previous studies that indicated that career guidance could promote self-efficacy (Restubog, Florentino, & Garcia, 2016; Robertson, 2013; Rhode, 2010). The non-significant results of career guidance may be due to career guidance services provided to students have not focused on strategies to increase self-efficacy. Therefore, students' career guidance services should increase self-efficacy through responses to successful student performance achievement, learning modeling or observation, managing anxiety, and providing verbal or encouraging persuasion (Falco & Summers, 2017). Students are

expected to view and find out what is special or unique about them through career guidance. They encourage individuals or groups to develop their talents for future career use (Kunnen, 2014). In line with Reisberg *et al.*, (2012) that career guidance plays a role so that students understand the various career options available to them, broaden students' knowledge of work, and help recognize that they have the ability and interest in carrying out a set of skills required in various types of work.

However, this research has shown that fieldwork practice significantly affects self-efficacy, and H6 was supported. This empirical finding is consistent with previous studies that indicated that fieldwork practice programs help students better understand themselves and increase their self-efficacy (Raelin *et al.*, 2015; Freudenberg, Cameron, & Brimble, 2010). Hodges (2018) explains that a person can develop a strong belief in self-efficacy by gaining success due to his own experiences. The achievement of performance forms Self-efficacy. Students' success in their fieldwork practices appears to increase their confidence in performing various specific behaviors to deal with workplace requirements (Reisberg *et al.*, 2012). Bandura (2012) states that someone could develop self-efficacy through four main steps: mastery experience, vicarious experience, social persuasion, and physiological states. These four main steps can be taken through learning programs integrated with work (Freudenberg *et al.*, 2012; Freudenberg *et al.*, 2010).

The present study showed no significant effect of emotional intelligence on self-efficacy, and H7 was not supported. It means that emotional intelligence does not contribute to self-efficacy among Beauty students. The non-significant of these results may be due to students' emotional intelligence level being insufficient for their sense of self-efficacy. Tabatabaei *et al.* (2013) revealed that if emotions are correctly directed, it can lead to the more outstanding commitment and self-efficacy. In other words, a higher level of emotional intelligence, especially in managing one's emotions, has led individuals to greater self-confidence in displaying skills and behaviors related to work ability (Coetzee & Beukes, 2010). Therefore, emotional intelligence needs to be integrated into learning to develop student self-efficacy. Besides, Bandura (2012) revealed that although students obtained information to assess their self-efficacy from four sources, students' performances on past assignments and modeling seemed to be the most influential sources. So that efforts to increase student self-efficacy must also pay attention to other factors involved in developing a sense of self-efficacy.

5. Conclusions

There are some significant research findings in this study. Firstly, the present study found no significant effect of career guidance, fieldwork practice, emotional intelligence, and self-efficacy towards employability skills among Beauty students. Secondly, career guidance and emotional intelligence have no significant effect on self-efficacy. However, fieldwork practice has a significant effect on the self-efficacy of Beauty students. This study seeks to develop employability skills for vocational high school students, particularly in the Beauty Expertise Program. This study's results are expected to provide a new perspective for vocational education to increase students' employability skills by integrating career guidance, emotional intelligence, and self-efficacy into educational strategies. So that students are more to face the challenges they will face in the world of work. Moreover, employability cannot be a purely individual or institutional achievement, rather an outcome of the involved stakeholders' joint efforts, including students, graduates, academics, program coordinators, employers, and policymakers (Yulia & Yuzhuo, 2015). This study has its own limitations and weakness. The Covid-19 pandemic's existence made data collection not optimal because it could only be done online. Researchers could not conduct direct interviews with students to find out more deeply why the research results rejected all the hypotheses proposed in this study. Therefore further research needs to fix this weakness. The present study findings used a small number of samples, and the data was collected in the Gerbang Kertosusilo area only. Future studies recommend adding a larger sample size so that the results obtained are more optimal because they can be generalized over a wider area.

Acknowledgement

The authors would like to thank the supervisors from Postgraduate of State University of Surabaya for their assistance in completing this study.

Author's Contributions

All authors discussed the results and contributed to from the start to final manuscript.

Conflict of Interest

The authors declare that they have no competing interests.

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