

Self-Confidence and Relationship Status in Supporting Work Readiness through Industrial Counseling

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Article Information

ABSTRACT

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Background: Readiness to enter the workforce in a dynamic industrial era is strongly influenced by individuals' psychological conditions, particularly self-confidence as an aspect of self-efficacy. **Aim:** This study aims to describe the level of self-confidence, the respondents' social relationship status, and to identify the association between these variables in the context of developing work readiness through industrial guidance and counseling. **Method:** This study employs a quantitative, descriptive design. **Results and Discussion:** The research subjects comprised 204 respondents, and data were collected using a closed-ended questionnaire on a categorical scale. Data analysis was conducted using descriptive statistics and cross-tabulation to identify patterns of relationships between variables. The results indicate that the majority of respondents have moderate to high self-confidence, with almost none falling into the low category. The respondents' marital status is predominantly unmarried; however, it does not appear to have a significant influence on self-confidence levels. **Conclusion:** These findings emphasize that strengthening self-confidence can be a primary focus of industrial counseling interventions to support readiness in facing the work environment. This study recommends expanding the range of variables in future research, including motivation, interpersonal skills, and social support, to achieve a more comprehensive understanding of young people's work readiness.

Keywords: Industrial Counseling, Self-Confidence, Self-Efficacy, Social Relationship Status, Work Readiness.



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INTRODUCTION

In the era of globalization and increasingly dynamic industrial transformation, work readiness has become a tangible challenge for many graduates of higher education and vocational institutions. In Indonesia, many university students and vocational learners experience anxiety and uncertainty regarding their self-capacity in entering the workforce, particularly in terms of confidence in their competencies and social adaptation within professional environments. This reality aligns with this study's findings, which indicate that most respondents demonstrate moderate to high levels of self-confidence; however, further developmental efforts are still required to ensure their readiness is truly optimal upon entering the industrial world. These socio-psychological conditions suggest that self-confidence (self-efficacy) and professional adaptability are relevant issues within the context of education and the transition to the workforce.

Previous studies have shown that self-efficacy significantly influences work readiness. For instance, research involving final-year university students has found a positive correlation between career self-efficacy and work readiness. Similarly, studies conducted among vocational or senior secondary vocational school students indicate that self-efficacy consistently predicts work readiness. Based on this body of

literature, the present study, which links levels of self-confidence to readiness to enter the workforce, is situated within an academic and practical framework aimed at bridging the gap between formal education and professional competence. Accordingly, this study contributes by examining actual psychological conditions within a specific population while enriching the literature through the inclusion of specific social contexts and respondent characteristics.

Considering this context, the study aims to address several key research questions to gain a deeper understanding of the dynamics between self-confidence and work readiness. First, how are respondents' levels of self-confidence—categorized as low, moderate, and high—distributed within the population? Second, how is the distribution of respondents' social relationship status (e.g., single, in a relationship, married), and what are its implications for psychosocial aspects and interpersonal adaptation? Third, is there a relationship or specific pattern between social relationship status and respondents' levels of self-confidence? Fourth (optional), how can these measurement results be positioned within the context of industrial guidance and counseling efforts to support work readiness? Thus, this study not only describes current conditions but also explores potential practical interventions within the context of guidance and counseling.

This study is expected to provide both empirical and conceptual contributions to the fields of guidance and counseling, vocational education, and career preparation. More specifically, the findings may provide an empirical database on psychological capital (self-confidence) and social factors (relationship status) relevant to the design of industrial counseling programs. Furthermore, by incorporating social variables and interpersonal relationship contexts, this study expands the scope of inquiry beyond the traditional focus on individual technical or competency-based aspects. Therefore, this research is expected to support the development of vocational education policies and counseling services that are more responsive to the psychosocial needs of prospective workers in Indonesia.

Literature Review

The Effect of Self-Efficacy on Self-Confidence and Work Readiness

Previous studies consistently indicate that self-efficacy significantly contributes to individuals' confidence in tackling tasks and challenges. For example, studies on students measuring self-efficacy show that individuals with strong beliefs in their own abilities tend to demonstrate more stable self-confidence and more effective interpersonal communication. Furthermore, in the context of vocational education and higher education, self-efficacy has also been shown to predict work readiness: the higher the level of self-efficacy, the greater the individual's readiness to enter the workforce. These findings support the theoretical argument that self-efficacy constitutes an important form of psychological capital for anticipating academic and professional demands.

However, several researchers emphasize that self-efficacy alone does not automatically guarantee work readiness or optimal performance if it is not accompanied by supportive contextual conditions, such as motivation, technical and social skills (soft skills), and environmental support. Thus, although self-efficacy plays a significant role, work readiness and successful adaptation to professional environments should be viewed as the result of interactions among self-belief, actual competence, and external context. This suggests that the findings of the present study, which show that the majority of respondents have moderate to high levels of self-confidence, are relevant to psychological capital but need to be complemented by other factors to fully represent holistic work readiness.

The Role of Counseling and Guidance Interventions in Enhancing Self-Confidence

Several studies have examined the effectiveness of guidance and counseling services in enhancing individuals' self-confidence and self-efficacy. One study demonstrated that individual counseling interventions using modeling techniques in vocational high school settings significantly increased students' self-confidence in active learning. This indicates that psychosocial manipulation through counseling can alter self-perceptions and enhance individuals' willingness to perform, participate, and engage actively in learning. Similarly, recent studies on senior high school students using group guidance approaches (with specific media and techniques) reported significant improvements in self-confidence after several

intervention cycles. These findings reinforce the role of guidance and counseling not only as a response to psychological problems but also as a preventive and developmental effort to enhance individual potential.

Nevertheless, the effectiveness of such interventions often depends on service continuity, flexibility of approaches tailored to individual needs, and environmental support from schools, peers, and families. This suggests that although counseling and guidance techniques can be effective, their sustainability and adaptation to individual characteristics are critical determinants of outcomes. Therefore, the literature indicates that counseling programs in educational or vocational training settings must be designed contextually and implemented continuously so that the self-confidence and self-efficacy gained are sustained and supportive of long-term adaptation in the workplace.

The Relationship between Self-Efficacy, Work Readiness, and Contextual Variables

Recent studies have found that self-efficacy is a significant predictor of work readiness among both vocational high school students and university students. Some research even shows that self-efficacy and motivation jointly strengthen work readiness, accounting for a substantial proportion of the variability in individuals' preparedness to enter the workforce. In addition, studies on work engagement reveal that self-efficacy enhances psychological well-being, which in turn mediates the relationship between self-efficacy and work engagement. This indicates that deeper psychological aspects, such as well-being and self-confidence, interact to influence professional adaptation.

On the other hand, not all studies support a direct relationship between self-confidence or self-efficacy and work readiness when other contextual variables are not considered. For instance, in the context of Indonesia's younger generation (Generation Z), some studies indicate that self-confidence alone is insufficient to predict work readiness; career guidance services and work interest also play crucial roles. This highlights that work readiness is a multidimensional construct influenced by a combination of intrapersonal factors (such as self-efficacy and motivation), social environment, and institutional support. Therefore, the literature emphasizes the importance of a holistic approach in preparing individuals to enter the industrial world, integrating psychological, career-related, and social aspects simultaneously.

METHOD

This study employed a quantitative, descriptive design to describe the characteristics of variables within a population at a specific point in time. This approach was selected because the collected data consisted of respondents' self-confidence scores and relationship status, which are suitable for numerical analysis to produce frequency distributions and proportions. A quantitative descriptive design allows researchers to assess actual conditions and distribution patterns of self-confidence within the sample, in accordance with methodological principles in quantitative research literature. Thus, this design

provides a strong empirical foundation and allows for replication in other contexts.

The study was conducted among students/individuals (in accordance with the characteristics of the respondents in the data) who served as a representative sample of the target population within the relevant institution or setting. The selection of research location and subjects was carried out purposively to ensure relevance to the research objectives, namely, evaluating levels of self-confidence and social relationship status in the context of academic or career transition. This selection aligns with common practices in quantitative social research, in which subjects are chosen based on their relevance to the observed variables. As outlined in survey research guidelines, sample selection requires justification to ensure that the findings are considered valid and representative.

In this study, the total number of respondents was 204, consistent with the reported data. The sampling technique employed may be described (e.g., total sampling, purposive sampling, or convenience sampling) according to population availability and representativeness objectives. The choice of sampling technique is explained to enable readers to understand the limitations and scope of data generalization. In addition, the study ensured that all respondents met specific inclusion criteria (e.g., active students, adult age, willingness to complete the instrument) and excluded those who did not to maintain data accuracy and consistency.

Data were collected using a closed-ended questionnaire based on a scale (e.g., a Likert scale) to measure self-confidence and social relationship status. The use of such instruments is common in quantitative research because it allows responses to be converted into numerical data for statistical analysis. Prior to distribution, the instrument was tested for validity and reliability to ensure consistent and accurate measurement—an essential procedure to ensure that the research findings are trustworthy and can be interpreted appropriately. Subsequently, the questionnaire was distributed to all respondents using the selected sampling technique, and data were collected within the specified time period.

Following data collection, the data were verified by checking completeness, response consistency, and the presence of missing or biased entries. The data were then coded and entered into statistical software (e.g., SPSS or Excel) for processing. Descriptive analysis was conducted to obtain frequency distributions and percentages for each self-confidence and relationship status category. Cross-tabulation analysis was then performed to examine the relationship between relationship status and self-confidence categories. This analytical approach is consistent with common practices in quantitative social research.

The results are presented in the form of frequency distribution tables, percentages, and cross-tabulations to

facilitate interpretation and analysis. The researcher ensured that respondents' identities were protected, data were anonymized, and informed consent was obtained before questionnaire completion, in accordance with ethical standards in quantitative research. In addition, measures to maintain objectivity and minimize bias were described, such as the use of standardized instruments and consistent statistical analysis procedures. According to research methodology guidelines, transparency in describing these procedures is essential to enable replication and critical evaluation by other researchers.

RESULTS AND DISCUSSION

Results

The analysis indicates that respondents' levels of self-confidence generally fall within the moderate to high range. A total of 87 respondents (43%) were classified as having high self-confidence, while 116 respondents (57%) were in the moderate self-confidence category. These findings suggest that the majority of individuals possess positive self-regulation abilities that support readiness in facing social and environmental demands. Only one respondent (0%) was categorized as having low self-confidence, indicating that self-confidence issues within this population are relatively minimal. This condition reflects a strong potential for psychological development through industrial guidance and counseling services. From a counseling perspective, moderate to high levels of self-confidence represent psychological capital that can be further developed to address future challenges related to academic, social, and occupational adaptation.

Based on relationship status, single respondents constituted the majority, totaling 122 individuals (60%). 78 respondents (38%) were in a romantic relationship, while only 4 (2%) were married. This variation in relationship status suggests that most respondents are in the developmental stages of adolescence and early adulthood, during which individuals are actively forming self-identity and stable social relationships. Relationship status may serve as either a supporting or an inhibiting factor in the development of self-confidence through interpersonal interaction.

Table I presents the distribution of respondents' self-confidence level categories by relationship status—single, in a relationship, and married—displayed as frequencies and percentages. The data in this table indicate that the moderate category predominates across all relationship statuses, while the low category is almost nonexistent. The presentation of this table aims to provide a systematic, quantitative overview of trends in respondents' self-confidence levels, examined in relation to their relationship status.

Table I. Relationship Status Categories

Categories	Relationship Status						Total
	Single		Partnered		Married		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
High	58	48%	29	37%	0	0%	
Moderate	64	52%	48	62%	4	100%	
Low	0	0%	1	1%	0	0%	
Total	122	100%	78	100%	4	100%	100%

Within the industrial guidance and counseling approach, healthy interpersonal relationships are an important aspect in shaping individuals' work ethic, teamwork abilities, and effective communication in professional environments. Therefore, mapping respondents' social conditions is relevant for planning preventive, developmental counseling interventions.

The analysis of the relationship between relationship status and self-confidence levels reveals an interesting pattern. Among single respondents, 48% were classified as having high self-confidence and 52% as moderate, with no respondents in the low category. This indicates that the absence of a romantic partner is not necessarily associated with low self-confidence, suggesting that personal and environmental factors play a more significant role in shaping self-belief. Among respondents who were in a romantic relationship, the majority also fell within the moderate and high categories, although one respondent (1%) was classified as having low self-confidence. Meanwhile, all married respondents were in the moderate category; however, the very small sample size requires caution in making generalizations. These findings support the industrial counseling perspective that self-confidence development is not determined by a single variable but by the integration of intrapersonal, social, and professional readiness factors.

When linked to the concept of industrial guidance and counseling, these findings underscore that enhancing self-confidence is a crucial element in preparing individuals to enter a competitive, dynamic workforce. Self-confidence supports the development of career competencies such as decision-making skills, the ability to express ideas, and the management of work-related stress. Given the dominance of the moderate self-confidence category, counseling interventions can be focused on strengthening self-efficacy, career orientation, and interpersonal skills. Industrial counselors play a role in providing continuous self-development strategies to enable individuals to achieve optimal performance in the workplace. Thus, the results of this study provide a basis for planning adaptive counseling programs to maximize the psychological development potential of future workforce candidates.

Figure 1 presents a visualization of the data in Table 1, comparing the high, moderate, and low self-confidence categories by respondents' relationship status. This figure facilitates readers' understanding by clearly and comparatively illustrating the proportional differences across relationship statuses. Through this visual representation, the dominance of the moderate category is readily apparent, thereby reinforcing the interpretation of the descriptive analysis results presented in the table.

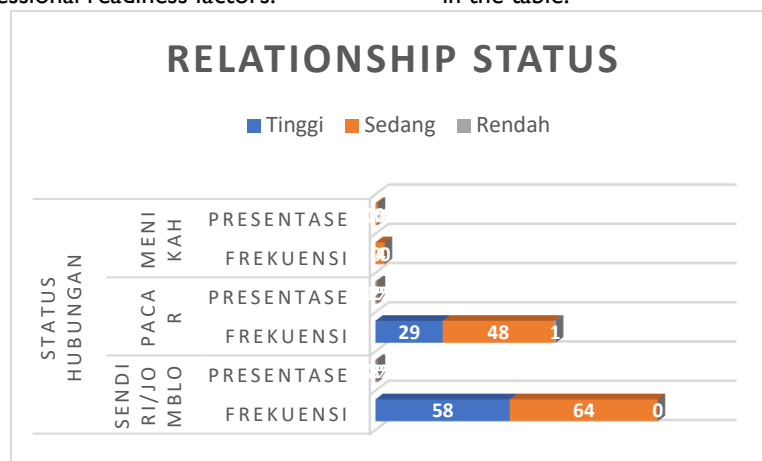


Figure 1. Categories by Relationship Status

Discussion

Predominantly Moderate–High Levels of Self-Confidence

This study found that the majority of respondents (57% in the moderate category and 43% in the high category) demonstrated relatively high levels of self-confidence. In contrast, only one respondent fell into the low category. These findings are consistent with Albert Bandura's concept of self-efficacy, which posits that individuals' beliefs in their capabilities influence their readiness to perform tasks or face challenging

situations. This indicates that the study population generally possesses sufficient psychological capital, particularly self-belief, which serves as an important foundation for the transition to the workforce.

Although the level of self-confidence is relatively high, it does not guarantee that all individuals can fully optimize their potential in industrial environments. Several studies emphasize that self-efficacy must be supported by motivation, skills (both hard and soft), and concrete experience to contribute

significantly to work readiness and performance. Thus, these findings add to the existing literature by showing that, although positive self-perceptions (self-confidence) are relatively dominant, industrial counseling should not focus solely on self-confidence but also consider complementary factors to ensure optimal workplace adaptation.

Social Relationship Status and Its Implications

The data show that the majority of respondents were single (60%), followed by those in a romantic relationship (38%) and married respondents (2%). This condition illustrates that many respondents are at a developmental stage in which self-identity and interpersonal relationships are still being formed, which, from a psychosocial perspective, may influence self-confidence and readiness to face adult life. From an industrial counseling perspective, relationship status is relevant because social interactions in both academic and work environments often affect interpersonal skills, communication, and social adaptation.

The literature indicates that, in addition to self-efficacy, external variables such as social support, interpersonal networks, and motivation play important roles in shaping work readiness. For example, recent studies have shown that the combination of self-efficacy and soft skills significantly influences students' work readiness. Therefore, the findings of this study, which map respondents' social relationship status, demonstrate that industrial counseling should not focus solely on individual aspects (self-confidence) but should also consider social relational aspects in counseling intervention planning. This is essential for fostering more holistic work readiness.

The Relationship between Relationship Status and Self-Confidence Levels

The analysis of the relationship between relationship status and self-confidence categories reveals a pattern in which single respondents still exhibit substantial proportions in the

high and moderate categories, with no respondents in the low category. Similarly, respondents in a romantic relationship predominantly fall into the moderate–high categories, with only one in the low category. Married respondents were few in number, and all fell within the moderate category. These findings indicate that having or not having a partner does not automatically determine self-confidence levels; rather, self-confidence is more strongly influenced by intrapersonal factors and other environmental conditions than by marital status or romantic relationships alone.

Previous research in the field of work readiness indicates that self-efficacy significantly affects work readiness. However, the magnitude of this effect varies depending on its interactions with other factors, such as motivation and skills. In addition, studies in industrial and occupational contexts show that self-efficacy does not necessarily translate directly into optimal performance unless accompanied by a supportive work environment and adequate training. Thus, these findings support the theoretical framework, suggesting that the development of self-confidence and work readiness should be treated as a multidimensional process involving psychological, social, and contextual factors, which adaptive industrial counseling services can facilitate.

Table II summarizes the research discussion, linking empirical findings to their implications for theory and practice in industrial counseling. This table is systematically organized to clarify the relationships among the discussed aspects, the main research findings, and their contributions to the development of more contextually relevant and applicable counseling approaches. Through this presentation, readers can gain a comprehensive understanding of how the research findings support existing theories and provide practical recommendations for planning industrial counseling interventions.

Table II. Summary of Discussion

Aspect Discussed	Research Findings	Implications for Industrial Counseling Theory/Practice
Level of respondents' self-confidence.	The majority in the moderate–high categories; very few are in the low category.	Supports self-efficacy theory; indicates adequate psychological capital for work adaptation, but needs to be combined with other aspects (skills, motivation).
Respondents' social relationship status.	Mostly single or in a relationship; a few are married.	Highlights the importance of interpersonal relationship context in planning industrial counseling to ensure more holistic work readiness.
Relationship between relationship status and self-confidence.	Relationship status does not significantly determine self-confidence.	Supports the view that self-confidence is shaped by a combination of intrapersonal and environmental factors; requires multidimensional interventions.

CONCLUSION

This study concludes that the majority of respondents have moderate to high levels of self-confidence, indicating that their psychological capital for coping with developmental demands and preparing for work is relatively strong. This finding aligns with the view that self-confidence (self-efficacy) reflects individuals' beliefs in their ability to complete tasks and influences motivation and achievement across various

situations. The findings also show that most respondents are single or in a romantic relationship, suggesting that identity formation and social interaction are still ongoing. Relationship status is recognized as a factor that may influence the development of interpersonal skills that are essential in industrial and workplace environments. Therefore, this study emphasizes that self-confidence is not solely related to internal

factors but is also influenced by social contexts that can be strengthened through industrial guidance and counseling services.

This study has strengths in presenting data that illustrate the interaction between psychological and social factors in shaping individuals' readiness for professional life. Support from prior literature further confirms that self-efficacy plays a significant role in students' work-readiness. However, there are limitations, such as the lack of diversity in the sample regarding relationship status—particularly the very small number of married respondents—which requires caution when generalizing the findings. In addition, variables such as motivation, work experience, and learning environment were not fully accounted for, even though the literature emphasizes that relevant skills and training also influence work-related behavioral change. Thus, there remains considerable scope for further development, particularly regarding variables that influence work readiness in multidimensional ways.

Based on these findings and limitations, future research is recommended to include variables such as soft skills and social support, as both aspects are known to play important roles in optimally preparing individuals for the demands of the industrial world. Sampling procedures should also be expanded to ensure a more proportional distribution of respondent characteristics across all categories of interpersonal relationships and stages of adult development. In addition, a longitudinal approach may be considered to examine the dynamics of self-confidence and work readiness over a longer period. Industrial guidance and counseling programs should also be empirically tested for their effectiveness in enhancing self-confidence and professional adaptation. Through these efforts, the contribution of research to the development of counseling practices aligned with workforce needs will become stronger and more sustainable.

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