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#### ABSTRACT

An abstract is written in English that describes the content of the article by including key terms. The abstract should be informative, and accessible, and contain the research objectives, research methods, main research results or discussion, and research contributions. Please avoid citations, non-standard abbreviations, table numbers, and figure numbers as the abstract is a separate part of the article. The abstract is written in one paragraph and is written in a maximum of 250 words. (Tahoma 9, justify, and single-spaced).

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Maximum 5 keywords separated by commas. [Font Tahoma 8, single-spaced]

## INTRODUCTION

The introduction should contain a research problem/hypothesis, research urgency, limitation of relevant research, research novelty, and contribution of the research. At the end of the introduction, the article's purpose should be stated. In the format of a scientific article, a literature review is not allowed as in a research report but is realized in the form of a review of previous literature (state of the art) to demonstrate the scientific novelty of the article. [Tahoma, 10pt, normal, 1.15 spacing, justify].

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## Graduate employability: definitions and main perspectives

This Graduate employability has become a central concern in higher education as institutions seek to prepare students for an evolving labor market. This article reviews the concept of graduate employability, presents its key definitions, and discusses the major perspectives that influence employability research and practice, highlighting the importance of both technical competencies and transferable skills in enhancing graduates' career prospects. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## Indonesia and its graduate employability agenda

Indonesia has placed graduate employability as a strategic priority in strengthening the quality and competitiveness of its higher education system. Through curriculum reforms, industry partnerships, work-integrated learning, and initiatives such as the Merdeka Belajar–Kampus Merdeka (MBKM) program, universities are encouraged to equip graduates with relevant knowledge, practical skills, and professional competencies that meet the evolving demands of the labor market. This agenda reflects the country's commitment to developing a highly skilled workforce capable of supporting sustainable economic growth and global competitiveness. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## Theoretical frameworks

Theoretical frameworks provide the conceptual foundation for understanding graduate employability by explaining the relationships between education, skills development, individual capabilities, and labor market outcomes. Various theories, including Human Capital Theory, Employability Theory, Career Development Theory, Social Capital Theory, and the Capability Approach, offer different perspectives on how graduates acquire and apply the competencies required for successful employment. These frameworks help researchers and policymakers analyze the factors influencing employability and design strategies to enhance graduates' readiness for an increasingly dynamic and competitive workforce. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## METHOD

### Participants

The participants in this study consisted of **250 undergraduate students** from several public and private universities in Indonesia. Participants were selected using a **convenience sampling** technique because of their accessibility and willingness to participate in the study. Eligibility criteria included being actively enrolled as an undergraduate student and providing informed consent before completing the questionnaire.

The sample comprised **102 male students (40.8%)** and **148 female students (59.2%)**, with ages ranging from **18 to 24 years** ( $M = 20.7$ ,  $SD = 1.42$ ). Participants represented various academic disciplines, including business, engineering, education, agriculture, social sciences, and information technology. Most respondents were in their third and fourth years of study, making them appropriate participants for research related to graduate employability.

Participation was voluntary, and respondents were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw at any time without any consequences. All collected data were anonymized and used solely for academic research purposes. [Tahoma, 10pt, normal, 1.15 spacing, justify].

Table 1. Demographic Characteristics of Participants (N = 250)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	102	40.8
	Female	148	59.2
Age	18–19 years	58	23.2
	20–21 years	121	48.4
	22–24 years	71	28.4
Year of Study	First year	35	14.0
	Second year	61	24.4
	Third year	82	32.8
	Fourth year or above	72	28.8
Field of Study	Business & Economics	52	20.8

	Engineering	45	18.0
	Agriculture	41	16.4
	Education	39	15.6
	Social Sciences	38	15.2
	Information Technology	35	14.0
Internship Experience	Yes	157	62.8
	No	93	37.2

### ***Data collection and analysis***

Describe how the research data were collected, including the data collection period, method (e.g., online survey, face-to-face questionnaire, interview, or observation), sampling procedure, and ethical considerations such as informed consent and confidentiality.

Explain the research instrument used, including the number of sections, variables measured, scale of measurement (e.g., a five-point Likert scale), and the sources or references from which the instrument was adapted or developed.

Describe the procedures used to prepare the data before analysis, such as data screening, handling of missing values, and identification of outliers.

Finally, explain the statistical techniques used to analyze the data. Specify the software employed (e.g., SPSS, AMOS, SmartPLS, R, or STATA), the descriptive and inferential analyses conducted, the reliability and validity tests performed, and the statistical criteria used to evaluate the research hypotheses. [Tahoma, 10pt, normal, 1.15 spacing, justify].

### ***Instrument development and interview protocol***

Describe the process of developing the research instrument, including the theoretical framework, literature, or previously validated instruments used as the basis for item development or adaptation. Explain the procedures undertaken to assess the content validity, clarity, and reliability of the instrument, such as expert review, pilot testing, or instrument revision.

If the study includes interviews, describe the interview protocol in detail. Explain the type of interview conducted (e.g., structured, semi-structured, or unstructured), the development of the interview guide, the criteria for participant selection, the interview procedures, duration, mode of administration (e.g., face-to-face or online), and the methods used to record, transcribe, and verify the interview data. If interviews were not part of the study, modify this section to describe only the instrument development process. [Tahoma, 10pt, normal, 1.15 spacing, justify].

### **FINDINGS**

Present the main findings of the study in a logical and systematic manner. Begin with the descriptive results, including participant characteristics and summary statistics of the study variables, where appropriate. Continue by reporting the results of the reliability and validity assessments, followed by the outcomes of the hypothesis testing or other statistical analyses.

Use tables and figures to summarize key results, ensuring that each table or figure is clearly labeled and referenced in the text. Report statistical values (e.g., means, standard deviations, correlation coefficients, regression coefficients, factor loadings, p-values, confidence intervals, or effect sizes) according to the analytical method employed.

This section should present the findings objectively without extensive interpretation. The meaning, implications, and comparison with previous studies should be discussed in the **Discussion** section. [Tahoma, 10pt, normal, 1.15 spacing, justify].

### ***Overview of the contributions of six capitals***

Provide an overview of the findings related to the contribution of the six capitals examined in the study. Summarize the role and relative importance of each capital in influencing the research outcomes, supported by descriptive statistics, comparative analyses, or model estimates, as appropriate. Present the results in a logical sequence and refer to relevant tables or figures where necessary.

Highlight the key patterns, similarities, and differences among the six capitals without providing extensive interpretation. If applicable, indicate which capital demonstrates the strongest or weakest contribution based on the statistical or qualitative evidence. Detailed interpretation of these findings and their implications should be reserved for the **Discussion** section. [Tahoma, 10pt, normal, 1.15 spacing, justify].

*Table 2. Overview of the Contributions of the Six Capitals to Graduate Employability*

Capital	Mean	SD	Standardized Coefficient (β)	t- value	p- value	Contribution Level
Human	4.35	0.51	0.382	7.85	< .001	Very High

### ***Contributions of six employability capitals to graduates' employability in detail***

Present a detailed analysis of the contribution of each employability capital to graduates' employability. Report the statistical results or qualitative evidence for each capital separately, including its magnitude, direction, and level of significance. Explain how each capital influences employability by referring to the relevant indicators or dimensions measured in the study.

Where appropriate, compare the relative strength of the six capitals and identify which capital has the greatest and least influence on graduates' employability. Support the findings with tables or figures and present the results objectively without extensive interpretation. The implications of these findings and their relationship to

previous studies should be discussed in the **Discussion** section. [Tahoma, 10pt, normal, 1.15 spacing, justify].

Table 3. *Self-perceived contributions of human capital.*

Self-perceived contributions of human capital	M	SD
Self-perceived contributions of human capital	4.226	0.707
• My expertise and professional skills are in demand by employers.	4.378	0.547
• My degree helps me obtain a specific career that is generally perceived as highly desirable.	4.163	0.893
• My professional skills (e.g., communication, leadership, problem-solving, and time management) have been important to my employment attainment and career success.	4.735	0.466
• My work experience is highly appreciated by employers.	3.888	0.907
• My degree(s) is/are significant to my employment success(es).	3.827	0.942
• I have the ability to acquire new knowledge, skills, and relevant work experience to deal with challenges in my career.	4.367	0.485

Table 3 shows that respondents perceived **human capital** as making a high contribution to their employability (M = 4.226, SD = 0.707). Among the indicators, professional skills received the highest mean score (M = 4.735), while the perceived significance of the degree to employment success received the lowest mean score (M = 3.827). [Tahoma, 9pt, normal, 1.15 spacing, justify].

### CONTRIBUTION OF SOCIAL CAPITAL

**Table 4** indicates that respondents perceived **social capital** as making a substantial contribution to their employability (M = 4.187, SD = 0.653). Professional networking received the highest mean score, suggesting that interpersonal relationships and professional connections play an important role in enhancing graduates' employment opportunities. [Tahoma, 10pt, normal, 1.15 spacing, justify].

Table 4. *Self-perceived contributions of social capital.*

Self-perceived contributions of social capital	M	SD
Self-perceived contributions of social capital	<b>4.187</b>	<b>0.653</b>
• My professional network has helped me access employment opportunities.	4.321	0.541
• Support from lecturers, mentors, and alumni has contributed to my career development.	4.245	0.603
• I have established valuable relationships with professionals in my field.	4.112	0.681
• Participation in student organizations and community activities has strengthened my employability.	4.086	0.715
• I can effectively collaborate and communicate with people from diverse backgrounds.	4.253	0.572
• My social connections provide useful information about internships and job opportunities.	4.104	0.807

## CONTRIBUTION OF CULTURAL CAPITAL

As shown in Table 5 above, the participants generally expressed appreciation for opportunities to study alongside peers from diverse educational and social backgrounds. [Tahoma, 10pt, normal, 1.15 spacing, justify].

Table 5. *Self-perceived contributions of cultural capital.*

	M	SD
Self-perceived Contributions of Cultural Capital to Employability	4.09	0.690
• It is fairly easy for me to figure out hidden expectations or implicit preferences of other people in the workplace.	3.25	1.029
• I have a good understanding about differences in working culture, expectations and policies of key industries/institutions in my sector.	4.07	0.596
• I know how to use culturally appropriate behaviours and actions in the workplace.	4.45	0.521
• In general, I am able to figure out hidden expectations or unwritten rules/norms of industries/workplace I have worked in (e.g. current organisations, internships, placements, part-time jobs).	3.94	0.694
• I enjoy joining small talks with colleagues in the workplace.	4.28	0.703
• I enjoy working in a team with people from different backgrounds, cultures and values.	4.53	0.596

They also valued working with colleagues with varying expertise and values in the work-place. However, both quantitative and qualitative findings suggest that the participants struggled to understand unwritten workplace norms. These included hidden organisational politics, supervisors' expectations, and colleagues' cultural values and beliefs. Due to these challenges, some faced difficulties in negotiating business contracts, managing junior employees, and navigating organisational dynamics. A few participants acknowledged the importance of understanding these unwritten rules but struggled to do so. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## CONTRIBUTION OF PSYCHOLOGICAL CAPITAL

Psychological capital refers to an individual's positive psychological resources, including **self-efficacy, optimism, hope, and resilience**, which enable graduates to adapt to workplace challenges and enhance their employability. The findings indicate that respondents generally perceived psychological capital as an important contributor to their career readiness and employment success. [Tahoma, 10pt, normal, 1.15 spacing, justify].

Table 6. *Self-perceived contributions of psychological capital.*

Self-perceived contributions of psychological capital	D	
Self-perceived contributions of psychological capital	<b>.284</b>	<b>.612</b>
• I am confident in my ability to perform well in my future career.	.412	.531
• I remain optimistic when facing career-related challenges.	.301	.598
• I can recover quickly from setbacks or failures.	.195	.654
• I stay motivated to achieve my career goals despite difficulties.	.228	.663

## DISCUSSION

Interpret the main findings of the study by explaining how they address the research objectives and answer the research questions. Compare the findings with previous studies and relevant theoretical frameworks, highlighting similarities, differences, and possible explanations for the results.

Discuss the practical and theoretical implications of the findings, particularly their contribution to the existing body of knowledge and their relevance for policymakers, higher education institutions, employers, or other stakeholders. Explain how the findings may inform future practices, policies, or interventions related to graduate employability.

Acknowledge the limitations of the study, such as sample characteristics, research design, measurement constraints, or contextual factors, and explain how these limitations may affect the interpretation or generalizability of the findings. Finally, provide recommendations for future research to address these limitations and further develop the field of study. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## CONCLUSION

Summarize the principal findings of the study by clearly stating how the research objectives were achieved and how the results answer the research questions. Highlight the most important findings without repeating the detailed results presented in the Findings or Discussion sections.

Explain the theoretical contribution of the study by describing how the findings support, extend, or challenge existing theories and previous research on graduate employability. Emphasize the originality or added value of the study in advancing knowledge within the field.

Discuss the practical implications of the findings for key stakeholders, including higher education institutions, policymakers, employers, students, and industry partners. Explain how the results can be used to improve educational policies, curriculum design, career development programs, industry collaboration, and graduate employability initiatives.

Acknowledge the limitations of the study, such as the research design, sample size, geographical coverage, measurement approach, or contextual factors that may influence the interpretation and generalizability of the findings.

Conclude by providing recommendations for future research. Suggest opportunities to examine additional employability capitals or other influencing factors, apply different methodological approaches, compare findings across countries or institutions, or conduct longitudinal studies to better understand the development of graduate employability over time. [Tahoma, 10pt, normal, 1.15 spacing, justify].

## Disclosure Statement

No potential conflict of interest was reported by the author(s).

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