The Effect of Interpersonal Skills, Intrapersonal Skills, Suprapersonal Skills, and Career Adaptability on Employability Skills in Indonesian Aviation Polytechnic Cadets

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Abstract

This study aims to determine the influence effect of Interpersonal skills, Intrapersonal skills, Suprapersonal skills, and Career adaptability on Employability skills in Aviation Polytechnic Cadets. This research was conducted in seven official schools under the Indonesian Civil Aviation Human Resources Development Centre. The sample of this study amounted to 300 cadets who were determined using purposive random sampling. Data collection techniques consisted of distributing questionnaires and documentation. The data analysis technique in this study uses the Structural Equation Model (SEM), which consists of a measurement model and a structural model. The measurement model produces research constructs that fit the data. The structural model describes the causal or predictive relationship between exogenous and endogenous variables. The exogenous variables consist of Intrapersonal skills, Interpersonal skills, Suprapersonal skills, and Career adaptability. The endogenous variable is Employability skills. Structural model testing uses the SEM-PLS Program. The structural model analysis shows that the model fits significantly with the data, with the standardized regression coefficient (SRW) estimates being significant (p<0.001). The results showed: (1) There is a significant positive influence between Intrapersonal Skills on Career Adaptability; (2) There is a significant positive influence between Interpersonal Skills on Career Adaptability; (3) There is a significant positive influence between Suprapersonal Skills on Career Adaptability; (4) There is a significant positive influence between Career Adaptability on Employability Skills; (5) There is a significant positive influence between Intrapersonal Skills on Employability Skills through the mediator Career Adaptability; (6) There is a significant positive influence between Interpersonal Skills on Employability Skills through the mediator Career Adaptability; (7) There is a significant positive influence between Suprapersonal Skills on Employability Skills through the mediator Career Adaptability. The research implies that it is recommended that lecturers in teaching not only pay attention to academic aspects (cognitive) but also pay attention to other aspects such as Intrapersonal, Interpersonal, Suprapersonal, Employability, and Career adaptability.

Keywords: *Interpersonal Skills, Intrapersonal Skills, Suprapersonal Skills, Career Adaptability, Employability Skills.*

Introduction

The Aviation Polytechnic in this study is an official university managed by the Ministry of Transportation of the Republic of Indonesia. The objectives of the Indonesian Aviation College are: a) Creating human resources in the field of aviation that prioritize safety, independence, professionalism, and a culture of faith and piety; b) developing applied science and technology in the field of aeronautics; c) increasing public awareness of aviation safety culture; and d) strengthening position as a professional higher education provider through cooperation with national and international institutions and/or expert organizations. Aviation Polytechnics in

Indonesia has several study programs with Diploma III and Diploma IV education levels. The current Diploma III study programs include Air Traffic, Aviation Communication, Aircraft Engineering, Airport Electrical Engineering, Airport Mechanical Engineering, Building and Ground Engineering, Aeronautical Lighting, Aircraft Accident Rescue, Airport Operations, and Air Transportation Management. While at the Diploma IV study program level, consists of the Aviator Study Program, Air Traffic Guidance Study Program, Airport Electrical Engineering Study Program, Aircraft Engineering Study Program, and Air Navigation Engineering Study Program. Graduates from Aviation Polytechnics in Indonesia are prepared to fill various types of jobs including aircraft technicians, Air Movement Controller (AMC) personnel, Air

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Traffic Controller (ATC) personnel, Helicopter Landing Officer (HLO) personnel, cargo personnel, Flight Operation Officer (FOO) personnel, Baggage Handling System (BHS) personnel, Aircraft Assembly technicians, Aircraft Electrical Mechanics, Aircraft System Maintenance personnel, Helpers, Automotive Company Employees, Pilots, Members of the Armed Forces, and so on.

According to Pan & Lee (2011), employability refers to the skills and characteristics that make a person desirable to recruiters. Employability skills are a set of skills that are used in daily work and can be transferred to various fields of work and professions, such as B. Teamwork, communication skills, problem-solving, adaptability, and self-management. Teamwork, communication skills, problem-solving, adaptability, self-management. (Hager & Holland, 2007). Overtom (2000) defines employability as transferable core competencies that define the key functions of knowledge, skills, and attitudes needed in 21st-century working life. Universities are still trying to find appropriate ways to develop these skills in training programs and develop appropriate and accurate methods for their evaluation. The curriculum used should offer students the opportunity to practice and develop their professional skills in a context appropriate to their subject. It can be concluded that occupational competencies are general skills that play a very important role in the effective and successful participation of individuals in the workplace. Munap et al (2015) found that job opportunities are increasing, but graduates are unable to fill the positions offered due to the lack of skills and competencies required by employers.

Coetzee & Harry (2014) revealed that employability is influenced by various factors, including self-confidence, social support, self-efficacy job satisfaction, and career development training. Employability is influenced by many internal and external factors of students. The influence of internal factors includes professional competence (professional), personality, social, etc. According to 21st-century skills, employability is influenced by different competencies such as Intrapersonal skills, interpersonal skills, suprapersonal skills, job adaptation, and employability. Goleman & Hermaya (2005) stated that interpersonal skills are correlative skills, but they are introspective. Personal skills include openness, work ethic determination, and good self-confidence. This ability focuses on oneself. Interpersonal competence is one's ability to understand everything that happens within oneself. Individuals assume great responsibility for what they want to achieve (Avram et al., 2019)

Shea et al (2014) stated that interpersonal skills are the ability to analyze and reflect on oneself, calmly reflect and evaluate one's achievements, evaluate one's behavior and innermost feelings, make plans, and set achievable goals. Lwin (2005) states the ability to understand oneself and take responsibility for one's life. So it can be said that inner skills relate to self-understanding, not only in terms of emotions but also in terms of thinking problems.

The Suprapersonal is the realm of association with spiritual presence, higher power, divinity, concepts, or "ultimate" (Walton, 1999). Three of the twelve aspects are identified with superpersonal aspects, namely transactional, transformational, and transfigurative aspects. Through careful consideration, we hope that what we do has religious values that not only make

Us successful in our working life, but can also become good values that we instill in our future proposals. From this, it can be concluded that transpersonal abilities are "something" that transcends and is above us, such as conscience, conscience, and inner voice. Conscience has a divine dimension, so it is often called the voice of God. Superpersonal skills include those that place conscience and divine values in such a way that in every action and deed one always considers the benefits and consequences for oneself, others, and the organization.

Several previous studies examined the Employability Skill variable which is influenced by different factors. Khairunnisa, Widiana, & Suyono (2022) examined the effect of self-confidence and psychological well-being factors on the employability skills of vocational school students. Researchers found that psychological well-being factors are more dominant than self-confidence. Nugroho S.A. & Fajrianthi (2021) examined the effect of Career Adaptability and Psychological Capital on Self Perceived Employability in Final Year Students. Career adaptability and psychological capital affect self-perceived employability in final-year students. Another study was conducted by Aydin (2022) entitled Exploring the Impact of Career

Adaptability on Perceived Future Employability: The Mediation Role of Self-Efficacy. The results of this study indicate that career adaptability has a positive relationship with perceived future employability. In addition, self-efficacy has a mediating effect on the relationship between career adaptability and perceived future employability.

Based on the description above, the researcher aims to study the influence of other variables on employability skills. These variables are the influence of intrapersonal skills, interpersonal skills, suprapersonal skills, and career adaptability on the Employability of Aviation Cadets in Indonesia. This research is expected to build a measurement model of intrapersonal skills, interpersonal skills, superhuman skills, job adaptation and employability, and a structural model of employability. The results of the research are expected to create a learning model that can improve the quality of learning at Aviation Universities in Indonesia and reduce the unemployment rate of graduates.

Materials and Methods

Intrapersonal Skills

Gardner (2011) suggests that intrapersonal skills are interconnected but inward-looking skills. It is the ability to form an accurate and reliable model of oneself and use it to function effectively in life. Inner intelligence describes the knowledge of oneself, including access to life's emotions, the range of emotions, the ability to manipulate the differences between those emotions, and finally naming emotions and using them. Lwin (2005) explains that intrapersonal skills are skills related. This intelligence is the ability to understand yourself and take responsibility for your own life. Although Lai (2011) claims that intrapersonal intelligence is self-knowledge and the ability to act adaptively based on it. This intelligence includes an accurate picture of the individual (one's strengths and limitations); awareness of moods and thoughts, intentions, motives, temperament, and desires; and skills of, self-understanding and self-esteem. Lai (2011) also explains that people with good intrapersonal intelligence can easily access their own emotions, distinguish between different emotional states, and use their understanding to enrich and guide lives. From the discussion of intrapersonal skills above, it can be concluded that intrapersonal intelligence is intelligence that comes from within the individual. The function of this intelligence is to understand you in terms of individual weaknesses and strengths.

Interpersonal Skills

Interpersonal skills are an individual's ability to interact effectively with others. A person with good interpersonal skills can understand and respond to the behavior, intentions, and desires of others, the individual has a high level of empathy (Muhdar, 2015). How harmonious relationships can be built by understanding and responding to others is part of interpersonal skills. Interpersonal skills are the ability to understand how you are different from others. If you have this ability, you can also understand how others perceive you (Melo & Dourado, 2022). Everyone is capable, skillful, and focused in carrying out their duties thanks to good interpersonal communication. Good interpersonal skills will be built by the ability to develop confident and effective behavior and communication, have a strong self-concept and personality, improve interpersonal relationships in social life and organ Increase one's self-esteem and communication effectiveness. However, interpersonal competence, also known as interpersonal skills, is not just a learned trait; it is also a competence that can be learned.

Suprapersonal Skills

The superpersonal is conscience. Conscience has a religious dimension, so it is often said that conscience is the voice of God. Suprapersonal skills can be seen from the following attitude indicators honest, responsible, reliable, wise. Transpersonal or awareness is often referred to as metacognition. Metacognition as "knowledge related to thinking", is often interpreted broadly to include all cognitive processes that receive information from other cognitive processes and have a dominant influence on other cognitive processes. Lai (2011) defines metacognition as the process of "thinking about thinking". Metacognitive knowledge includes knowledge about oneself as a learner and factors that can affect performance,

knowledge about strategies, and knowledge about when and why these strategies should be used. Metacognitive regulation is the monitoring of one's thinking and includes awareness of action planning, task understanding and completion, and evaluation of the effectiveness of monitoring processes and strategies. Conscience and conscience form the superpersonal. Conscience has a religious component; hence it is often stated that Conscience is the Voice of God. Suprapersonal skills can be seen through knowledge indicators such as Honesty, responsibility, reliability, and wiseness are all qualities that someone with good suprapersonal skills has. Suprapersonal or awareness is often referred to as metacognition. According to Strong (2017), who defines metacognition as "knowledge associated with speculation," any cognitive process that requests information from another cognitive process and shows dominance over that process must be stopped. Metacognition is described by Lai (2011) as the process of "thinking about thinking." It also suggests that metacognition consists of two parts: information and rules. Metacognitive knowledge includes knowledge of oneself as a learner and various factors that can influence work, as well as knowledge of strategies and other related concepts.

Career

Adaptation is a key decision in career growth theory (Siddiqi et al, 2015). It is defined as "a psychosocial construct that exhibits a person's core identity to help them cope with current challenges, transitions, and trauma, and which is countered in their professional behavior". According to Rasyidi et al. (2021), career adaptability is self-regulatory, transactional, and malleable it empowers employees to successfully solve unusual, complex, and ambiguous problems throughout their careers. Employees prepare for future career responsibilities (care), take responsibility for their career development (control), seize career opportunities (curiosity), and believe in their ability to make career decisions with concerns (including self-acceptance; a longer explanation of the basic theory of work capacity adaptability).

Career adaptability is described in the psychological literature as an alternative to the concept of vocational maturity older than 35 years (Donald et al, 2018). However, to date, a systematic integration and review of the literature on the issue of career adaptability has not been achieved. Hence to present a meta-analysis based on a customizable career construction model (Creswell, 2016).

Employability Skills

Employability is a key component of work readiness that consists of basic skills taught to students when they enter the world of work. It has to do with becoming more confident in one's ability to find and/or get a job, to achieve goals within one's field of work, and to succeed in that job in the end. Donald et al (2018) researched students' perspectives on education and employability that support career transition from higher education to the labor market. The results of the study clearly show that students consider studying in college an investment to get a decent income. Students think it will be easy to get a job, but in reality, it is difficult for them to do so because of the competition among graduates and the cost/benefit issues of the resources introduced (Donald et al., 2018). The biggest challenge facing education today is to produce students with strong academic, technical, and professional backgrounds.

Employability skills are a necessary prerequisite for technical school graduates to complete their work obligations by keeping up with changes in the labor market. These are nontechnical skills that can be transferred and learned through instruction, whether the person is looking for a job or already working. Aydın (2022) argues that employability skills are very important and should be prioritized by school administrators because they have the potential to significantly improve the academic performance of each student. Hanafi conveys the message that employability serves a very important purpose as the characteristics of today's workplace draw attention to an individual's drive, flexibility, and capacity to handle a wide variety of tasks. According to Turner (2002), employability skills are a critical component of a resume and are essential for anyone seeking employment. The skills one possesses while working should not be specific; rather, it should focus more on the services provided and, more importantly, have a high level of social energy. Employability skills include (1) the ability to read, write, and think critically; (2) the ability to communicate with others and work in teams; and (3) personal qualities, such as initiative and perseverance.

Relationship between Variables

Relationship between Intrapersonal Skills and Employability Skills

Intrapersonal intelligence is one's ability to understand oneself, including one's unique qualities and shortcomings. The ability to communicate with oneself through reflection, musing about oneself, and other means is a key component of intrapersonal competence. A person who has strong intrapersonal bonds becomes more outspoken. The person concerned has their own time to start, whether it is to start moving towards their goal to live below or to start reflecting on what has happened. Because of this, people with high levels of intrapersonal intelligence have goals and aspirations for their daily lives, which makes them more driven to learn about their quotes and targets. As a result, employees with strong intrapersonal skills will have good work skills. Thus, it can be concluded that there is a positive and significant influence between intrapersonal skills and employability skills. Intrapersonal skills are an important variable because Intrapersonal Skills provide more value to the self and are expected to work well in the company in the future.

Relationship between Interpersonal Skills and Employability Skills

Interpersonal competence is the potential for people to cooperate and engage with their environment. Because people are so easily offended by what others say, a person with strong interpersonal skills will be able to resolve any issues quickly. Individuals with strong interpersonal skills can, among other things: 1) able to initiate and conduct social relationships; 2) able to show empathy towards others; 3) able to maintain social relationships; 4) able to use verbal and nonverbal communication effectively; and 5) able to handle interpersonal problems effectively.

Hard skills are an important factor in working, but a person's success at work is usually more determined by their good soft skills. Soft skills include interpersonal skills. Interpersonal skills affect a person's employability because companies tend to choose candidates who have a better personality even though their hard skills are lower. The reason is that providing skills training is much easier than character building.

Relationship between Suprapersonal Skills and Employability Skills

Suprapersonals are equipped with this ability due to their strong connection with Esa and their understanding of it. One will be able to determine whether something they observe or experience is favorable to them and others by having sufficient suprapersonal abilities. Suprapersonal factors mainly impact one's professional adaptability and level of employability. The suprapersonal has a relationship with employability skills. This is because the suprapersonal is a positive resource that enhances an individual's capacity and motivation to take on, persist in, and succeed at challenging tasks. Where one of the important tasks in an individual's development is the transition into the world of work, this explains why individuals with high suprapersonal capital are better prepared for the transition and have a higher perception that they will be employed.

Relationship between Career Adaptability and Employability Skill

Career adaptability is the ability a person has to prepare themselves to complete a variety of predictable tasks, engage in job roles, and be able to overcome unexpected or predictable problems that will occur due to changes in work and working conditions. There are 4 dimensions of career adaptability, namely career concern, career control, career curiosity, and career confidence. The ability of career adaptability owned by a person can help individuals understand the sense of competence, examine one's career choices, and do career planning which can increase the possibility of finding suitable jobs for individuals. Individuals who have career adaptability also have a lower chance of being long-term unemployed which means that the individual will be employable after they graduate. Furthermore, it is also explained that when individuals strive to continuously develop their competence (career adaptability), then they will also be better prepared to face all the demands of the role. When individuals are better prepared to deal with all the demands, they also feel more capable of getting the job they want (employability).

Relationship between Intrapersonal Skills and Employability Skills through Career Adaptability

A person with strong intrapersonal motivation also has a specific goal in mind when performing a task. If one loses patience or engages in argumentative behavior while performing a given task, one will reflect on what happened and learn from it. As such, there is a small chance that he or she will eliminate similar challenges, causing the career adaptability he or she experiences to increase over time. A person with strong intrapersonal motivation will also have a specific goal in mind when performing a task, which will make them more driven to achieve that goal. Because of his drive to achieve his goal, he will study harder and concentrate more, resulting in career adaptability which is crucial for learning outcomes. Given the above, intrapersonal intelligence also has the potential to influence career adaptability. From this description, it can be concluded that there is a positive relationship between aspects of Intrapersonal skills to employability skills through career adaptability.

The Relationship Between Interpersonal Skills and Employability Skills Through Career Adaptability

Interpersonal Skills are defined as a person's ability, capability, cleverness, or proficiency when working on a particular project. Their work skill level will increase if they have positive interpersonal skills. Good interpersonal skills can be created from a starting point. Although it is unlikely that one will have close relationships with others throughout a typical day, interpersonal skills training is necessary. The idea that humans are social creatures who must live near each other has long been accepted as law. One will have good professional flexibility if they can connect with others through strong interpersonal skills. There are four components of professional adaptation, namely career concern (having a future), career control (being in control of a future), career curiosity (exploring one's potential), and career confidence (building an expected future and facing obstacles). With the increase in these skills, alumni will be better able to find suitable jobs and succeed in their efforts to modify their careers. From this description, it can be concluded that there is a positive relationship between aspects of interpersonal skills and employability skills through career adaptability.

The Relationship between Suprapersonal skills and employability Skills through Career Adaptability

The correlation between career adaptability and employability is a significant interaction between a set of career flexibility and employability and identifies the variables most likely to impact that interaction. There is a relationship between employability skills and career adaptability. To understand the relationship between employability skills and career flexibility there is a positive relationship between the two variables. Based on this ongoing study that shows a positive relationship between employability skills and career adaptability, students are motivated to learn more about the influence of employability on career adaptability. From the description, it can be concluded that there is a positive relationship between aspects of suprapersonal skills to employability skills through career adaptability.

Figure 1. Relationship Between Variables Research

Hypothesis

Based on the framework described above, the hypothesis proposed in this study is:

- H1: There is an influence of intrapersonal skills on the career adaptability of Aviation Polytechnic cadets in Indonesia

- H2: There is an influence of interpersonal skills on the career adaptability of Aviation Polytechnic cadets in Indonesia.

- H3: There is an effect of suprapersonal skills on the career adaptability of Aviation Polytechnic cadets in Indonesia.

- H4: There is an effect of career adaptability on the employability skills of Aviation Polytechnic cadets in Indonesia.

- H5: There is an influence of intrapersonal skills on employability skills through career adaptability of Aviation Polytechnic cadets in Indonesia.

- H6: There is an influence of interpersonal skills on employability skills through career adaptability of Aviation Polytechnic cadets in Indonesia.

- H7: There is an influence of suprapersonal skills on employability skills through career adaptability of Aviation Polytechnic cadets in Indonesia.

Research Methods

The study in question uses a type of exploratory non-experimental study that explains how and why certain phenomena occur. In addition, this study also examines the relationship between variable a and the dependent variable while reducing the strength of the relationship between the two variables. Since both are independent and dependent variables, the causal relationship is the reason. Another type of explanatory non-experimental writing is called causal modeling. In this study, researchers developed a causal modeling model and then evaluated the model using the Structural Equation Modeling (SEM) approach. The population in this study were cadets at seven Aviation Vocational Higher Education throughout Indonesia. For hypothesis testing, quantitative methods are used with statistical tests. In this study, the analytical technique used to analyze data and test hypotheses is Structural Equation Modelling (SEM) with Smart-PLS software. The sample used in the study must be representative to accurately describe the population. Sample randomization is a procedure used in quantitative analysis to identify participants. According to Cresswell (2014), every individual in a population has the same potential to become extinct and turn into a sample. The sampling technique used Purposive random sampling of as many as 300 people from Aviation Polytechnic Surabaya, Indonesian Aviation Polytechnic Curug, Aviation Polytechnic Makassar, and Aviation Polytechnic Palembang.

Results and Discussion

Descriptive Statistics Results

The variables in this study are Interpersonal Skill (TER), Intrapersonal Skill (TRA), Suprapersonal Skill (SUP), Career Adaptability (CAR), and Employability (EMP) with 300 cadets as respondents.

Table 1. Results of Descriptive Statistical Test of Variables

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
TER	300	42,00	80,00	20106,00	67,02	7,40286
TRA	300	49,00	80,00	19822,00	66,073	7,3431

SUP	300	61,00	100,00	23743,00	79,14	5,547
CAR	300	65,00	104,00	25453,00	84,84	9,42
EMP	300	40,00	80,00	21211,00	70,703	8,6354
Valid N (listwise)	300					

Source: SmartPLS 4 output, 2024

Table 1. explains that the Interpersonal Skill (TER) variable has a minimum respondent answer of 42, and a maximum of 80, with a total of 20106, an average of 67.02, and a standard deviation of 7.40286. The standard deviation value indicates a deviation of 7.40286 from the average value of respondents' answers to statements about Interpersonal Skill (TER) which is

67.02. The Intrapersonal Skill (TRA) variable has a minimum respondent answer of 49 and a maximum of 80, with a total of 19822, an average of 66.073, and a standard deviation of 7.3431. The standard deviation value indicates a deviation of 7.3431 from the average value of respondents' answers to statements about Intrapersonal Skill (TRA) which is 66.073. The Suprapersonal variable (SUP) has a minimum answer of 61 and a maximum of 100, with a total of 23743, an average of 79.14, and a standard deviation of 5.547. The standard deviation value indicates a deviation of 5.547 from the average value of respondents' answers to the statement about Suprapersonal (SUP), which is 79.14. The Career Adaptability (CAR) variable has a minimum respondent answer of 65 and a maximum of 104, with a total of 25453, an average of 84.84, and a standard deviation of 9.42. The standard deviation value indicates a deviation of 9.42 from the average value of respondents' answers statements about Career Adaptability (CAR), which is 84.84. The Employability variable (EMP) has a minimum respondent answer of 40 and a maximum of 80, with a total of 21211, an average of 70.703, and a standard deviation of 8.6354. The standard deviation value indicates a deviation of 8.6354 from the average value of respondents' answers to the statement about Employability (EMP), which is 70.703.

Based on the results of the descriptive statistical test above, it can be concluded that the average respondent's answer to the Interpersonal Skill (TER), Intrapersonal Skill (TRA), Suprapersonal (SUP), Career Adaptability (CAR), and Employability (EMP) variables is agreed.

Measurement Model Test or Outer Model

SEM-PLS testing requires researchers to assess validity and reliability at an early stage of construct measurement. The logic of using multiple research indicators for each variable allows the accuracy of respondents' responses. However, there is still a possibility of measurement error. There are many error factors in research, such as B. weak sentences in survey statements, inconsistency and lack of understanding of answer rating scales, errors in research statistical methods, and others that can trigger systematic errors. Therefore, the purpose of research validity and reliability is to reduce the possibility of measurement errors (Hair Jr et al., 2017). The data analysis stage in the Measurement Model Test or Outer Model with SmartPLS consists of Convergent Validity, Discriminant Validity, and Reliability tests.

Convergent Validity Test Results

This stage in Convergent Validity measures the reflective value of indicators which are assessed based on the correlation between component scores estimated by SmartPLS 4 software. The reflective measure of the indicator value is said to be high if it correlates higher than 0.70 with the measured construct, for this reason in this study researchers limit the Outer Loadings value that can be used to have a minimum value of 0.7.

Table 2. Outer Loadings Test Results

|	CAREER ADAPTABILITY	EMPLOYABILITY	INTERPERSONAL	INTRAPERSONAL	SUPERPERSONAL
CAR1B	0.798				
CAR1C	0.751				
CAR2F	0.824				
CAR3E	0.749				
CAR3G	0.860				
CAR3H	0.847				
CAR4E	0.844				
CAR4F	0.785				
EMP1A		0.802			
EMP2A		0.841			
EMP2B		0.840			
EMP3A		0.906			
EMP3B		0.891			
EMP4A		0.897			
EMP4B		0.847			
EMP5A		0.846			
SUP1D					0.811
SUP2B					0.835
SUP2C					0.798
SUP2F					0.789
SUP4I					0.866
SUP4K					0.848
TER1D			0.830		
TER2A			0.740		
TER2B			0.736		
TER2C			0.765		
TER3C			0.773		
TER3D			0.723		
TER4A			0.839		
TER5D			0.846		
TRA2C				0.798	
TRA2D				0.791	
TRA4A				0.855	
TRA4B				0.782	
TRA5A				0.792	

Source: SmartPLS 4 output, 2024

From the results of data processing in Table 2. the outer loadings value of 39 questionnaire items has met the value of 0.7 in the first calculation of a total of 114 statement items, 75 statement items have not met so they need to be removed from the model to produce relevant research. The excluded statements are TER_1A, TER_1B, TER_1C, TER_2D, TER_3A, TER_3B, TER_4B, TER_4C, TER_4D, TER_5A, TER_5B, TER_5C; TRA_ 1A, TRA_1B, TRA_2A, TRA_2B, TRA_2E, TRA_3A, TRA_3B, TRA_3C, TRA_3D, TRA_4C, TRA_4D, TRA_5B, TRA_5C, TRA_5D; SUP_ 1A, SUP_1B,

SUP_1C, SUP_1E, SUP_1F, SUP_1G, SUP_2A, SUP_2D, SUP_2E, SUP_3A, SUP_3B, SUP_3C, SUP_3D, SUP_4A, SUP_4B, SUP_4C, SUP_4D, SUP_4E, SUP_4F, SUP_4G, SUP_4H, SUP_4J; CAR_1A, CAR_1D, CAR_1E, CAR_1F, CAR_2A, CAR_2B, CAR_2C, CAR_2D, CAR_2E, CAR_3A, CAR_3B, CAR_3C, CAR_3D, CAR_3F, CAR_4A, CAR_4B, CAR_4C, CAR_4D; EMP_1B, EMP_1D, EMP_2C, EMP_2D, EMP_3C, EMP_4C, EMP_5B, EMP_5C, EMP_5D.

After that, the PLS Calculation was retested with 39 statement items, from these calculations, 4 statements did not fulfill so 35 items remained. The question items that need to be removed are EMP_1C, EMP_3D, EMP_4D; and TRA_1C. Outer Loadings that have met the minimum value of 0.7 after modifying the expenditure of several model indicators can be seen in the following figure:

Figure 2. Outer Loading Test Diagram
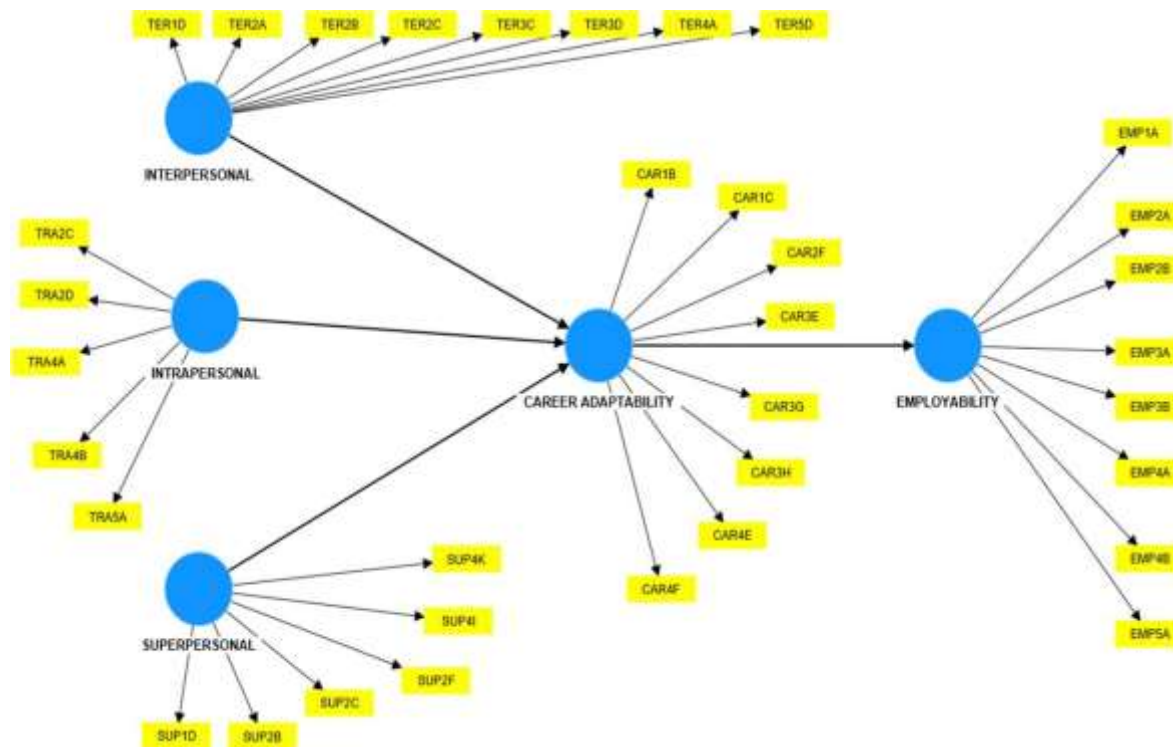
Source: SmartPLS 4 output, 2024

Discriminant Validity Test Results

Discriminant Validity is done to ensure that the concept of each variable is different and strong when compared. The model has good Discriminant Validity if each value of the indicator has the highest value of other indicators when compared to the variable. Cross-loadings are considered good if they have at least a value of > 0.50.

Table 3. Cross Loadings of the Discriminant Validity Test

	CAREER ADAPTABILITY	EMPLOYABILITY	INTERPERSONAL	INTRAPERSONAL	SUPRAPERSONAL
CAR1B	0.798	0.400	0.345	0.357	0.382
CAR1C	0.751	0.357	0.356	0.339	0.338
CAR2F	0.824	0.431	0.406	0.453	0.414
CAR3E	0.749	0.369	0.448	0.385	0.381
CAR3G	0.860	0.470	0.473	0.467	0.504
CAR3H	0.847	0.382	0.421	0.438	0.465
CAR4E	0.844	0.459	0.430	0.429	0.456
CAR4F	0.785	0.403	0.373	0.355	0.350
EMP1A	0.386	0.802	0.351	0.403	0.478

EMP2A	0.416	0.841	0.314	0.504	0.573
EMP2B	0.375	0.840	0.330	0.515	0.569
EMP3A	0.462	0.906	0.444	0.591	0.580
EMP3B	0.475	0.891	0.415	0.603	0.600
EMP4A	0.459	0.897	0.419	0.589	0.553
EMP4B	0.460	0.847	0.401	0.548	0.511
EMP5A	0.445	0.846	0.405	0.578	0.566
SUP1D	0.425	0.480	0.349	0.460	0.811
SUP2B	0.395	0.547	0.354	0.489	0.835
SUP2C	0.449	0.514	0.356	0.513	0.798
SUP2F	0.405	0.469	0.430	0.475	0.789
SUP4I	0.465	0.613	0.376	0.620	0.866
SUP4K	0.390	0.561	0.434	0.562	0.848
TER1D	0.443	0.408	0.830	0.313	0.405
TER2A	0.288	0.290	0.740	0.331	0.277
TER2B	0.418	0.328	0.736	0.321	0.312
TER2C	0.418	0.307	0.765	0.358	0.392
TER3C	0.404	0.341	0.773	0.346	0.330
TER3D	0.352	0.324	0.723	0.305	0.324
TER4A	0.390	0.381	0.839	0.406	0.402
TER5D	0.418	0.422	0.846	0.367	0.431
TRA2C	0.374	0.463	0.328	0.798	0.518
TRA2D	0.426	0.468	0.356	0.791	0.494
TRA4A	0.426	0.552	0.386	0.855	0.540
TRA4B	0.367	0.558	0.341	0.782	0.493
TRA5A	0.417	0.507	0.346	0.792	0.497

Source: SmartPLS 4 output, 2024

Table 3. shows that the Career Adaptability (CAR) construct is higher against its indicators (CAR_1B, CAR_1C, CAR_2F, CAR_3E, CAR_3G, CAR_3H, CAR_4E CAR_4F)

compared to other constructs so that it has good Discriminant Validity. The same thing is also found in the Employability (EMP) construct which provides a higher indicator value against its indicator compared to other constructs against the indicator (EMP_1A, EMP_2A, EMP_2B, EMP_3A, EMP_3B, EMP_4A, EMP_4B. EMP_5A) so that it has good Discriminant Validity. The Suprapersonal Skill (SUP) variable is higher on its indicators than other constructs on indicators (SUP_1D, SUP_2B, SUP_2C, SUP_2F, SUP_4I, SUP_4K) so it has good Discriminant Validity. Likewise, the Interpersonal Skill (TER) variable is higher against its indicators than other constructs against indicators TER_1D, TER_2A, TER_2B, TER_2C, TER_3C, TER_3D, TER_4A, TER_5D) so it can be concluded that has good Discriminant Validity. Finally, the Intrapersonal Skill (TRA) variable is higher on its indicators than other constructs on indicators (TRA_2C, TRA_2D, TRA_4A, TRA_4B, TRA_5A) so it has good Discriminant Validity. All loading factor values for each indicator of each latent variable already have the largest cross-loading value compared to the cross-loading value of other latent variables. This means that all latent variables already have good Discriminant Validity.

Reliability Test Results

Composite Reliability and Cronbach's Alpha are useful for looking at research reliability criteria. Constructs are said to have high reliability if they have a Composite Reliability value>

0.70 and have a Cronbach's Alpha value> 0.60.

Table 4. Composite Reliability and Cronbach's Alpha Test Results

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
CAREER ADAPTABILITY	0.924	0.928	0.938	0.653

EMPLOYABILITY	0.949	0.952	0.958	0.739
INTERPERSONAL	0.909	0.914	0.927	0.613
INTRAPERSONAL	0.863	0.865	0.901	0.646
SUPRAPERSONAL	0.906	0.908	0.927	0.681

Source: SmartPLS 4 output, 2024

Based on Table 4. The Composite Reliability of the Career Adaptability (CAR) variable is 0.938, the Employability (EMP) variable is 0.958, the Interpersonal (TER) variable is 0.927, the Intrapersonal (TRA) variable is 0.901, and the Supapersonal (SUP) variable is 0.927, which means that all variables have a Composite Reliability value of> 0.70 so it can be concluded that all constructs meet the reliability criteria. While the Cronbach's Alpha of the Career Adaptability (CAR) variable is 0.924, the Employability (EMP) variable is 0.949, the Interpersonal (TER) variable is 0.909, the Intrapersonal (TRA) variable is 0.863, and the Suprapersonal (SUP) variable is 0.906, which means it can be said that all variables have met the reliability criteria already have Cronbach's Alpha value> 0.60 so that it shows the level of consistency of respondents' answers in each construct has good reliability.

Structural Model Test or Inner Model

The data analysis stage in the Structural Model Test or Inner Model with SmartPLS 4 consists of the R-Square, Q-Square, and Goodness of Fit (GoF) tests.

R-Square Test

In assessing the model with PLS, we start by looking at the R-Square (R2). Assessing the model with PLS starts by looking at the R-Square for each dependent latent variable.

Table 5. R-Square Test Results

Variables	R Square
CAR	0.384
EMP	0.258

This study uses 2 variables that are influenced by other variables, namely the variables Career Adaptability (CAR) and Employability (EMP). Interpretation of Table 4.7. namely, the independent variables are simultaneously able to explain the CAR variable by 38.4%. The independent variables are simultaneously able to explain the EMP variable by 25.8%. The rest is explained by other independent variables that have not been listed in this study.

Q-Square Test

Q-Square will measure how well the observed value is generated by the model and also the parameter estimation. A model is considered to have good predictive relevance if the Q- Square value is greater than 0 (zero). The Q Square value is good if the value exceeds zero and approaches one and is obtained in the following way.

R^2= intervening R-1square value= 0.384
R^2 = dependent R square value = 0.

Settlement:

$$Q^2 = 1 - (1-R1^2)(1-R2^2)\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (1-Rp^2)$$

= 1 - (1- 0.384) (1- 0.258)

= 1 - (0.616) (0.742)

= 1 - (0.457072)

= 0.542928

The results of the Q-Square calculation in this study are 0.542928 which is in the good predictive relevance category. This means that 54.29% of the independent variables are suitable for explaining the dependent variable, namely Employability.

Goodness of Fit (GoF) Test

Explains how much the research model can explain empirical data. The goodness of fit model evaluation is carried out for purification and refinement of construct validity or reliability tests (Ghozali, 2015) so that GoF is used to validate the combined performance of the inner model and outer model. This GoF value ranges from 0 to 1 with the interpretation of this value being 0.1 (Small GoF), 0.26 (Moderate GoF), and 0.36 (Large GoF). The GoF value is obtained in the following way.

AVE: CAR = 0.653, EMP = 0.739, TER = 0.613, TRA= 0.646, SUP = 0.681

R^2 = intervening R-1square value= 0.

R^2 = dependent R-square value = 0.258 Com
formula = total2 ave value/5 Formula R2=
R1+R2/2 Completion:

GoF = $\sqrt{}$Com **x** R2

=$\sqrt{}$ **(**(0.653+0.739+0.613+0.646+0.681)/5**) x (**(0.384+0.258)/2**)**

=$\sqrt{}$ **(**2.719/5**) x (**0.642/2**)**

= $\sqrt{}$ **(**0.5438**) x (**0.321**)**

= $\sqrt{}$ **(**0.1745598**)**

= 0.4178035423

The results of the GoF calculation in this study show a value of 0.4178035423 greater than 0.26 so it can be said that the model in this study has a moderate ability almost close to high in explaining empirical data.

Hypothesis Test

The results of hypothesis testing are carried out to see the effect of constructs on other constructs by looking at the parameter coefficient and T-statistic value (Ghozali, 2015). The basis used in testing the hypothesis is the value contained in the SmartPLS 4 output in the form of the Path Coefficient. The results of the proposed hypothesis are seen and compared from the magnitude of the T-statistic and P-values. The T-statistic value is compared with the T-table determined in this study which is 1.96 where the df value is 298 (number of samples minus two: 300-2) and significance α) of 0.05 for a test. If the t-statistic value is in the range of -1.96 and 1.96 the hypothesis (Ha) will be rejected and directly accept the null hypothesis (H0).

Direct Effect Testing

In this test, researchers get the results of how the independent variable affects the dependent variable, as well as how the independent variable affects the intervening variable. This test will be useful for answering the seven hypotheses in this study.

Table 6. Results of Path Coefficients Test - Direct Effect

	Original sample (O)	Sample average (M)	Standard deviation (STDEV)	T-statistic (|O/STDEV|)	P-value (P values)
CAREER ADAPTABILITY -> EMPLOYABILITY	0.508	0.517	0.072	7.069	0
INTERPERSONAL -> CAREER ADAPTABILITY	0.3	0.301	0.061	4.934	0
INTERPERSONAL -> EMPLOYABILITY	0.152	0.156	0.04	3.85	0
INTRAPERSONAL -> CAREER ADAPTABILITY	0.223	0.222	0.062	3.606	0
INTRAPERSONAL -> EMPLOYABILITY	0.113	0.116	0.038	2.958	0.003
SUPRAPERSONAL -> CAREER ADAPTABILITY	0.233	0.238	0.071	3.283	0.001
SUPRAPERSONAL -> EMPLOYABILITY	0.119	0.124	0.043	2.772	0.006

Source: SmartPLS 4 output, 2024

Table 6. shows that the effect of Career Adaptability (CAR) on Employability (EMP) is 0.508 with a T-statistic value of 7.069> 1.96 and significance at a P value of 0> 0.05. The effect of Interpersonal (TER) on Career Adaptability (CAR) is 0.3 with a T-statistic value of 3.85> 1.96 and significance at a P value of 0< 0.05. The effect of Intrapersonal (TRA) on Career Adaptability (CAR) is 0.223 with a T-statistic value of 3.606> 1.96 with significance at a P value of 0< 0.05. The effect of Intrapersonal (TRA) on Employability (EMP) is 0.113 with a T-statistic value of 2.958> 1.96 with significance at a P value of 0.003 < 0.05. The effect of Suprapersonal (SUP) on Career Adaptability (CAR) is 0.233 with a T-statistic value of 3.283 with significance at a P value of 0.001 < 0.05. The effect of Suprapersonal (SUP) on Employability (EMP) is 0.119 with a T-statistic value of 2.772 with significance at a P value of 0.006. The largest influence of direct influence in this study is career adaptability on employability 7.069 then the second largest influence is interpersonal on career adaptability 4.934, the third largest influence is Interpersonal on employability 3.85, the fourth largest influence is intrapersonal on career adaptability 3.606, the fifth largest influence is suprapersonal on career adaptability 3.283, the sixth largest influence is Intrapersonal on employability 2.958, and the seventh largest influence is Suprapersonal on employability 2.772. Based on the results of this description, it can be concluded that the entire model in this variable has a positive path coefficient value.

Indirect Effect Testing

In this test, the researcher gets the results of how the influence of the independent variable on the dependent variable by involving the intervening variable as a mediation. This test will be useful in answering the three hypotheses in this study.

Table 7. Results of Path Coefficients Test - Indirect Effect

	Indirect Effect Size
INTERPERSONAL -> CAREER ADAPTABILITY -> EMPLOYABILITY	0.152
INTRAPERSONAL -> CAREER ADAPTABILITY -> EMPLOYABILITY	0.113
SUPERPERSONAL -> CAREER ADAPTABILITY -> EMPLOYABILITY	0.119

Source: SmartPLS 4 output, 2024

Table 7. shows that the effect of Interpersonal TER) on Employability (EMP) with the mediation of Career Adaptability (CAR) is 0.152 with a T-statistic value of 0.152 <1.96. Meanwhile, the effect of Intrapersonal (TRA) on Employability (EMP) with the mediation of Career Adaptability (CAR) is 0.113 with a T-statistic value of .113 <1.96. Finally, the effect of Suprapersonal (SUP) on Employability (EMP) with the mediation of Career Adaptability (CAR) is 0.119 with a T-statistic value of .119<1.96.

Discussion

In the following discussion, the researcher will explain the further interpretation of each hypothesis, based on preliminary information on descriptive statistics and based on the path coefficient including the results obtained and whether they are by the results obtained by previous research. The following is a discussion of the test results of this study:

The Effect of Interpersonal Skills on Career Adaptability in Aviation Polytechnic Cadets in Indonesia

Intrapersonal skills are the ability to read the moods, intentions, and desires of others. Based on the results of the analysis conducted, it can be seen that the Interpersonal variable has a positive and significant effect on Career Adaptability. In this case, it is strengthened by the statement as evidenced by the statistical t value of 4.934 or > 1.985, so the effect is significant and the p-value is 0 < 0.05. This shows that the Career Adaptability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by Interpersonal Skills. Based on these results, the proposed H1 can be accepted.

This is in line with research that empirically proves the relationship between intrapersonal skills and interpersonal skills on job readiness in college students "X" is the purpose of this study which states that Interpersonal Ability has a positive and significant effect on Career Adaptability. Therefore, to be able to increase the Career Adaptability of cadets, Interpersonal skills can be improved by training cadets' ability to interact with others. Interpersonal skills are closely related to other skills, such as listening and communication skills. Cadets who have good communication skills and are willing to listen to others will be able to perform tasks as well as possible which has an impact on their ability to adapt to the world of work later. They will be able to communicate and interact with others effectively and can minimize conflicts and misunderstandings, and cadets who have high work readiness will be able to provide quality work results.

The Effect of Intrapersonal Skills on Career Adaptability in Aviation Polytechnic Cadets in Indonesia

Intrapersonal skills are the ability to examine and know one's feelings. Based on the results of the analysis carried out, it can be seen that the intra-personal skills variable has a positive and significant effect on Career Adaptability. In this case, it is strengthened by the statement as evidenced by the statistical t-value of 3.606 or> 1.985, so the effect is significant and the p-value is 0 < 0.05. This shows that the Career Adaptability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by intrapersonal skills. Based on these results the proposed H2 can be accepted.

This is by research showing that there is a strong relationship between soft skills and student work readiness in facing the AEC. The soft skills are divided into two, namely intrapersonal skills and interpersonal skills. This means that the invisible abilities possessed by a person will affect work readiness. This strengthens that Intrapersonal Skill has a positive and significant effect on Career Adaptability. For this reason, to increase the Career Adaptability of cadets, intrapersonal skills can be improved by making cadets have good self-assessment, high self-confidence, good emotional awareness, and be proactive in taking responsibility for their own lives. Cadets who have good Intrapersonal Skills will be able to understand themselves well so that they can face the situations and difficulties they face without feeling unyielding.

The Effect of Supra Personal Skills on Career Adaptability in Aviation Polytechnic Cadets in Indonesia

Based on the results of the analysis carried out, it can be seen that the Supra Personal variable has a positive and significant effect on Career Adaptability. In this case, it is strengthened by the statement as evidenced by the statistical t-value of 3.283 or> 1.985, so the effect is significant and the p-value is 0.001 <0.05. This shows that the Career Adaptability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by Suprapersonal. Based on these results the proposed H3 can be accepted.

This is in line with research that proves the relationship between spiritual intelligence and career adaptability. From this study, it was found that there is a positive and significant relationship between spiritual intelligence and career adaptability which indicates that the higher the spiritual intelligence, the higher the career adaptability. Therefore, to be able to increase the Career Adaptability of cadets, the Suprapersonal Skill of cadets can be improved by making cadets hone their conscience more.

The influence of career adaptability on employability skills in Aviation Polytechnic cadets in Indonesia

Based on the results of the analysis carried out, it can be seen that the self-efficacy variable has a positive and significant effect on Employability. In this case, it is strengthened by the statement as evidenced by the statistical t value of 7.069 or > 1.985, so the effect is significant and the p-value is $0 < 0.05$. This shows that the Employability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by Career Adaptability. Based on these results H4 proposed can be accepted. This is in line with research conducted by Nasrudin (2019) which states that the results of the research conducted have a value and correlation coefficient of r = 0.302 and significance p < 0.001, which indicates a relationship between employability skills and career adaptability in students. Skills and qualities that employers look for include adaptability, business or organizational understanding, analytical skills, commercial awareness, interpersonal sensitivity, initiative, IT skills, numerical skills, planning and prioritization, presentation skills, project management, leadership qualities, self-awareness, self-leadership lessons, teamwork, and written communication. Employability Skills are proven to significantly influence career adaptability. So it can be concluded that the two variables influence each other, therefore to be able to increase the employability of cadets, the ability to adapt to the career that will be owned must be improved. Institutions must further develop activities that hone the adaptability of cadets to the careers they will have in the future so that it has a positive impact on their Employability.

The influence of intrapersonal skills on employability skills through career adaptability in Aviation Polytechnic cadets in Indonesia

Based on the results of the analysis carried out, it can be seen that the self-efficacy variable has a positive and significant effect on Employability. In this case, it is reinforced by the statement as evidenced by the statistical t-value of 3.85 or> 1.985, so the effect is significant and the p-value is $0 < 0.05$. This shows that the employability of cadets under the Civil Aviation Human Resources Development Centre is influenced by their interpersonal skills. Based on these results the proposed H5 can be accepted.

This is following research that states that interpersonal skills have a positive and significant effect on Employability Cadets. Therefore, to be able to improve the employability of cadets, they must be trained to improve their interpersonal skills by always learning to be a good listener, learning to understand the

information provided by others, building and maintaining relationships with others, learning to provide feedback to others, and improving persuasive skills. When entering the world of work, prospective workers are not only assessed from the academic side (hard skills) but also from the soft skills side to get human resources with maximum skills.

The Effect of Interpersonal Skills on Employability Skills through Career Adaptability in Aviation Polytechnic Cadets in

Based on the results of the analysis carried out, it can be seen that the Interpersonal Skills variable through Career Adaptability has a positive and significant effect on Employability. In this case, it is strengthened by the statement as evidenced by the statistical t value of 2.958 or > 1.985, so the effect is significant and the p-value is 0.003 < 0.05. This shows that the Employability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by their intrapersonal abilities. Based on these results the proposed H6 can be accepted.

This is following this study which states that work readiness is influenced by intrapersonal skills. The relationship between emotional intelligence and career adaptability shows that emotional functions can improve the cognitive, affective, and behavioral adaptation functions of students in the career adaptability domain. There is a positive and significant influence between intrapersonal skills and work readiness. Intrapersonal skills are an important variable in developing individual careers because to give more value to themselves and later be able to work well in the company To be able to increase the employability of cadets, they must improve their intrapersonal skills by practicing to understand themselves, including their needs and fulfillment.

The Effect of Suprapersonal Skills on Employability Skills through Career Adaptability in Aviation Polytechnic Cadets in

Based on the results of the analysis carried out, it can be seen that the Suprapersonal Skills variable through Career Adaptability has a positive and significant effect on Employability. In this case, it is strengthened by the statement as evidenced by the statistical t-value of 2.772 or > 1.985, so the effect is significant and the p-value is 0.006 < 0.05. This shows that the employability ability of cadets under the Civil Aviation Human Resources Development Centre is influenced by their suprapersonal. Based on these results the proposed H7 can be accepted. We did not find the same research on all variables about suprapersonal. Suprapersonal or transpersonal which is part of spiritual intelligence can affect one's performance. This corroborates that cadets' suprapersonal skills have a positive and significant effect on their employability. Therefore, to improve the employability of cadets, cadets must increase their sensitivity and listen to their conscience.

Table 8. Recapitulation of Hypothesis Testing Results

No.	Hypothesis	Test Statistics	Decision Ha	Description
1.	Interpersonal Skills Influence Career Adaptability.	Tstat: 4.934>1.96 P: 0.<0.05	H1 accepted	Influential and significant
2.	Intrapersonal Skills Influence Career Adaptability.	Tstat: 3.606> 1. P: 0< 0.05	H2 accepted	Influential significant
3.	Suprapersonal Influence on Career Adaptability.	Tstat: 3.283>1.96 P: 0.001<0.05	H3 accepted	Influential and significant
4.	Career Adaptability Affects Employability.	Tstat: 7.069> 1.96 P: 0< 0.05	H4 accepted	Influential significant

5.	Interpersonal Skill Affects Employability.	Tstat: 3.85>1. P: 0< 0.05	H5 accepted	Influential and significant
6.	Intrapersonal Skill Affects Employability.	Tstat: 2.958>1. P:0.003<0.05	H6 accepted	Influential and significant
7.	Suprapersonal Skills Affect Employability.	Tstat: 2.772>1.96 P: 0.006 < 0.05	H7 accepted	Suprapersonal Skills Affect Employability.

Conclusions

The purpose of this study is to examine the effect of Interpersonal Skills, Intrapersonal Skills, Suprapersonal Skills, and Career Adaptability on Employability Cadets. The respondents in this study were 300 aviation polytechnic cadets from four polytechnics at the Indonesian Civil Aviation Human Resources Development Centre. Based on the results of data analysis that has been collected and the results of tests conducted using SmartPLS 4 data processing software, the following conclusions from this study: (1) There is a significant positive influence between Intrapersonal Skills on Career Adaptability, (2) There is a significant positive influence between Interpersonal Skills on Career Adaptability, (3) There is a significant positive influence between Suprapersonal Skills on Career Adaptability, (4) There is a significant positive influence between Career Adaptability on Employability Skills, (5) There is a significant positive influence between Intrapersonal Skills on Employability Skills through the mediator Career Adaptability, (6) There is a significant positive influence between Interpersonal Skills on Employability Skills through the mediator Career Adaptability, and (7) There is a significant positive influence between Suprapersonal Skills on Employability Skills through the mediator Career Adaptability.

Future Work

Researchers hope that future research can develop and improve research results with several suggestions, including: distributing questionnaires proportionally throughout Indonesia to obtain data representing the region as a whole. Future research is recommended to add other variables that follow the topic to be studied, such as Self-Confidence, Self-Efficacy, and Locus of Control. Future research is expected to add data in the form of interview results with respondents to obtain results with additional data that are more relevant to enrich the discussion. Future research is expected to complement its research with qualitative data from the results of observations. Quantitative studies will be rich if complemented or refined with qualitative data.

Acknowledgment

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