

Case Study: Student Organizations In Increasing Confidence And Work Readiness For The Digital Industry

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Abstract. The purpose of this study is to see how students' self-confidence and readiness in facing the world of work are influenced by the role of student organizations. Student organizations are very important to develop students' attributes and skills, both soft skills and hard skills. This research uses a qualitative approach by collecting data through observation, interviews, and literature studies. Respondents consisted of students involved in student organizations at Universitas Negeri Jakarta and Universitas Pembangunan Nasional "Veteran" Jakarta. The results showed that student organizations made a significant contribution to student empowerment through organizational experience, improved communication skills, filing, and quality of ability in preparing professional curries. In addition, students' work readiness is also enhanced through their active participation in leadership seminars and organizational programs, as well as through the development of professional mindsets and attitudes. These activities boost students' self-confidence while exposing them to challenges that are in line with the dynamics of the world of work. The findings suggest that student organizations provide a significant and strategic platform to prepare students to be competent, resilient and confident in entering the professional world.

Keywords: Self-confidence, Work Readiness, Student Organizations

Introduction

Universities are educational institutions that play a strategic role in realizing the goals of national education. One form of this role's implementation is through organizing student activities that support the development of students' interests and talents (Poernomo, 2020). These activities are believed to enhance students' intellectual capacity and personal quality. Therefore, universities are encouraged to provide platforms that support students' potential exploration, including the development of critical and creative thinking skills as well as the strengthening of character values (Maretha, Siahaan, & Sitorus, 2022).

Student organizations serve as one of the essential mediums for the development of soft and hard skills, which are crucial for students as they enter the workforce. These organizations not only provide space for practicing technical competencies but also serve as a platform for strengthening students' professional character (Pertiwi et al., 2021). One of the crucial aspects of student development is self-confidence, which significantly determines their ability to respond to challenges in the workplace. Student organizations also function as leadership training platforms where students can hone their communication skills, decision-making, management, and teamwork – skills relevant to the demands of the professional world (Yudhoyono, 2020).

In an era of rapid technological advancement and global transformation, students are expected to adapt to both a changing work environment and changing societal needs. Human resources should now be developed in terms of future-oriented skills that go beyond traditional academic learning. The more technology redefines the way we work, the greater the need for people who not only have technical skills, but are also able to innovate, collaborate and make ethical decisions. In this context, student organizations have an even greater role to play as they provide a practical environment to

foster adaptability, resilience and forward thinking - qualities that are increasingly important in the age of digital disruption.

Society 5.0 is able to overcome various challenges and social problems by using innovations from the era of Industrial Revolution 4.0 such as the Internet of Things (Internet for Everything), Artificial Intelligence, Big Data and robots to improve people's quality of life (Pratama et al., 2021). Society 5.0 can also be understood as a human-centered and technology-supported society. People in the era of Society 5.0 will need strong problem-solving skills, creativity and critical thinking.

Through active involvement in student organizations, students can develop emotional intelligence, strengthen mental resilience, and build an optimistic mindset. Various organizational activities provide concrete experiences that directly enhance self-confidence. Intense interactions among students within the organization create a conducive environment for personal growth, where students learn to respect others' perspectives, express ideas effectively, and confidently make decisions in challenging situations.

Preliminary observations conducted on active students at Universitas Negeri Jakarta and Universitas Pembangunan Nasional Veteran Jakarta show that involvement in student organizations impacts the development of self-confidence and work readiness. Active students tend to be more confident in expressing opinions, have good interpersonal communication skills, and demonstrate readiness to face professional environments. These findings align with previous studies (Aulia et al., 2024; Mulyana, 2024) which concluded that active participation in student organizations has a positive and significant correlation with increased self-confidence and work readiness among students.

However, comprehensive studies that explore the interrelation between student organizations, self-confidence, and work readiness are still limited. Therefore, this study aims to identify and analyze the contribution of student organizations in supporting the development of self-confidence and students' preparedness to face professional challenges, both academically and professionally.

Methods

Research Location and Time:

The research location refers to the site or subject of the study. For this research, the researcher selected the Classroom of Universitas Negeri Jakarta and the MOLD Coffee Shop in Tebet, South Jakarta. The selection of these locations was based on ease of data access, relevance to the research topic, and the availability of respondents who met the study's criteria. This research was conducted from March to April 2025.

Data Collection Techniques:

Data collection techniques are crucial steps in the research process to obtain relevant and accurate information for addressing the research objectives. The techniques used in this study include:

1. Observation
Observation is a specific data collection method that differs from interviews or questionnaires (Sugiyono, 2018). This research used both participant and non-participant observation, allowing the researcher to be directly involved in observed activities to better understand the situation. Data were collected through direct interaction with research subjects.
2. Interview
The interview method involved directly asking respondents about the influence of self-confidence and work readiness on the role of student organizations. These interviews were conducted with active students at Universitas Negeri Jakarta and Universitas Pembangunan Nasional "Veteran" Jakarta.
3. Literature Study
Literature study is the process of reading references such as books, articles, journals, and more that serve as sources for the paper (Abdhuil, 2023). Two databases were used for this literature search: Google Scholar and ResearchGate, restricted to the past five years (2020–2025).

Validity and Reliability of Data:

In qualitative research, validity and reliability are not assessed through numerical scores, but rather through the researcher's efforts to ensure the accuracy, consistency, and credibility of the data collected. The following elements were applied to guarantee validity and reliability:

- **Credibility**, The researcher can take several steps, such as conducting triangulation by collecting information from various sources, such as interviews, to gain a more comprehensive understanding of self-awareness development and job market readiness among students.
- **Transferability**, Refers to the extent to which the findings about self-confidence and work readiness related to student organizations can be generalized or applied in other contexts.
- **Dependability**, The researcher can utilize an audit trail to document the data collection and analysis processes, including the interview methods and the criteria for selecting informants, so that other researchers can follow the steps taken.
- **Confirmability**, Ensures that research findings reflect the participants' perspectives, not the researcher's bias. This includes acknowledging potential personal bias due to prior experience or views on student organizations. Triangulation was also used by comparing perspectives from multiple individuals to gain an objective overview.

Data Analysis Techniques

The data analysis technique employed in this study is thematic analysis. The researcher conducted data processing and analysis through direct observation, in-depth interviews, and case study approaches. In addition, the researcher utilized scholarly databases such as Google Scholar and ResearchGate to obtain supporting literature in the form of theses, scientific articles, and books. To ensure the relevance of the selected literature to the research objectives, the researcher began by analyzing data from five key informants as well as five prior studies that are contextually related.

Result and Discussion

Result

In This study, interviews were conducted with experienced members of student organizations, and each of them provided in-depth views on the role that student organizations play in developing their self-awareness. In addition, observations were supplemented with personal experiences and a literature review was conducted to enhance the understanding and analysis of the role of student organizations in faculty advancement.

1. The Role of Student Organizations in Developing Self-Confidence

According to Saragih & Valentina, as cited in Angeberta Avelenia Go'o et al. (2023), student organizations are forums or platforms supported by universities that provide students with opportunities to develop themselves in various aspects through organizational activities. In this context, the role of student organizations is essential in fostering self-confidence through a range of activities that serve as a primary means for personal growth.

Based on interviews conducted by the researcher, the findings indicate that experiences within student organizations play a significant role in building students' self-confidence. Through various responsibilities and activities, students are encouraged to develop interpersonal skills, enhance their self-assurance, and prepare themselves to become more competent and competitive individuals in both academic and professional settings.

Student organizations play an important role in nurturing and enhancing self-confidence. Active involvement in organizational activities allows students to confront real-life challenges, improve communication skills, and develop a sense of responsibility and leadership. These experiences directly foster courage, decision-making abilities, and interpersonal interaction, ultimately increasing their confidence. Thus, student organizations function as strategic spaces for personal development beyond the academic realm.

Theoretically, this aligns with Kolb's experiential learning model, which emphasizes concrete experiences in shaping attitudes and behaviors. Thus, organizational participation provides deep learning experiences that are often not accessible through classroom activities alone. Furthermore, student organizations offer actual spaces for leadership practice and decision-making, helping students develop more stable and lasting confidence. In conclusion, student organizations play a strategic role in fostering psychological and functional self-confidence in both academic and social life.

Moreover, student organizations are an ideal place for fostering professionalism. Each member in an organization has responsibilities to implement work programs aligned with

the organization's vision, mission, and goals. This shows that being part of a student organization can instill values such as hard work, discipline, responsibility, and self-confidence. Furthermore, decisions in such organizations are typically made through consensus, fostering patience, tolerance, and sincerity when fulfilling duties based on collective agreements.

In summary, student organizations in higher education are essential for student development. They act as internal forums that promote students' cognitive, affective, and psychomotor skills through leadership training, teamwork, and soft skills development to face social and professional challenges.

2. The Role of Student Organizations in Enhancing Work Readiness for the Digital Industry

One of the most effective ways to develop a professional attitude is through student organizations, where each member holds responsibilities in executing work programs based on the organization's vision and mission. This indicates that students strive to enhance their discipline, responsibility, and work ethic through organizational involvement (Azidin et al., 2022). Research findings suggest that student organizations have a positive impact in preparing students for professional life.

Based on the various opinions conveyed above, it is evident that student organizations provide invaluable preparation for entering the professional world. Through their organizational experiences, students learn to face challenges and manage responsibilities. They also acquire crucial competencies such as communication, leadership, time management, and teamwork, all of which are highly relevant in professional contexts. Therefore, student organizations serve not only as a platform for personal development but also as an essential foundation for cultivating readiness and confidence in entering the workforce with greater maturity and competence.

According to Azky, S., & Mulyana, O. P (2024), the indicators of work readiness include the following internal and external factors:

1. Career Planning Career planning is a set of activities undertaken by an individual to achieve their professional goals in alignment with their aspirations. It involves self-assessment, exploration, decision-making, and preparation to enter the real world of work (Latif et al., 2017).
2. Adversity Quotient (Resilience) This represents a person's ability to face and endure life's challenges. According to Agusta (2014), individuals with high resilience perceive challenges as growth opportunities and steps toward achieving goals.
3. Self-Efficacy In a psychological context, self-efficacy refers to an individual's belief in their ability to achieve goals, overcome challenges, and handle different situations. It significantly influences a person's motivation, behavior, and performance (Zimmerman, 2000).
4. Psychological Capital Psychological capital influences students' willingness to work. If they are capable of overcoming challenges, have self-optimism, and believe in themselves, it motivates them to reach goals and commit to their tasks (Salsabilah & Izzati, 2022).
5. Soft Skills Soft skills include interpersonal and personal competencies that enhance performance, communication abilities, motivation, and adaptability in an ever-evolving job market (Lisdianti, 2019, in Syifa et al., 2023).
6. Motivation to Enter the Workforce Motivation to work has a positive and significant impact on job readiness. Students with high motivation are more likely to develop the necessary skills to succeed in the workforce (Hariyati et al., 2022).
7. Managerial Ability Managerial skills refer to the ability to lead, coordinate, and manage subordinates to achieve organizational goals (Gunawan et al., 2019).
8. Social Support Social support refers to feelings of comfort, assistance, and help received from others when needed (Sarafino, 2014, in Saraswati, 2022). Social support serves as a resource that helps students cope with challenges when searching for jobs or adjusting to new professional environments.

Discussion

1. The Role of Student Organizations in Enhancing Students' Self-Confidence and Work Readiness for the Digital Industry

Student organizations have been empirically proven to make a significant contribution to the development of students' self-confidence. Besides that, student organizations also has a significant implication for students' preparedness to face a dynamic and competitive workforce. The professional world demands a range of essential competencies, both in terms of hard skills and soft skills, such as managerial capabilities, effective communication, teamwork, and adaptability to change. These competencies are largely developed through active engagement in organizational activities.

Students in this generation represent potential new entrants to organizations who are multitasking, have digital skills/qualifications, and seek and value more information and networks. They learn by doing and have a greater desire for immediate rewards. It must in this case also be in line with the organization's strategy and activities, as human resources determine the process of successful organizational performance. The development of human resources aims to support the implementation of organizational goals, as qualified human resources are considered capable of fulfilling their tasks and functions as employees in an organization.

These findings indicate that student organizations indirectly serve as pre-professional institutions, offering simulations of real-world workplace dynamics. In other words, organizations function as a training ground for students to cultivate professionalism, social responsibility, and work ethics. This perspective is reinforced by the informants, who acknowledged that organizational experience trained them to handle pressure, act professionally in various conditions, and think critically and solution-oriented when resolving problems. Through these activities, students internalize key professional values, such as integrity, discipline, and commitment to their responsibilities. From an academic standpoint, these findings align with the concept of employability skills, which refers to the set of skills and attributes required for individuals to succeed in the workplace. Therefore, student organizations can be positioned as strategic mediums that integrate academic and practical dimensions, shaping graduates to become adaptive, competent, and professionally prepared to contribute to society.

Furthermore, student organizations provide a space for self-actualization, allowing students to practice leadership and make independent decisions, which ultimately fosters a more stable and sustainable sense of self-confidence. Therefore, it can be concluded that student organizations play a highly strategic role in strengthening students' psychological and growth in a digital industry.

2. The Role of Student Organizations in Overcoming Barriers to Self-Confidence and Work Readiness

Although the contributions of student organizations to the development of self-confidence and career readiness have been empirically substantiated, the process of such development is invariably accompanied by a range of challenges and constraints. These include, but are not limited to, public speaking anxiety, limited coordination and organizational competencies, as well as deficiencies in conflict resolution and the management of situational pressures.

Nonetheless, student organizations offer a supportive and structured environment conducive to overcoming these obstacles through gradual and progressive means. Through an experiential learning framework, students are systematically exposed to real-life organizational dynamics, thereby fostering resilience and the capacity for adaptive coping in the face of adversity. As conveyed by the informants, engagement in high-pressure situations, the assumption of organizational responsibilities, and the need to make consequential decisions serve as formative experiences. These processes not only enhance problem-solving skills but also facilitate the internalization of a growth mindset – the belief that intellectual and personal capacities can be cultivated through deliberate practice, strategic thinking, and ongoing mentorship.

Moreover, student organizations act as platforms for peer-to-peer learning and social reinforcement, allowing members to benefit from shared experiences, constructive feedback, and mutual encouragement. This collective learning environment contributes significantly to the enhancement of self-efficacy and accelerates the social-emotional maturation of students.

Consequently, student organizations transcend their functional role as co-curricular entities and emerge as vital instruments of holistic personal development.

In summary, the role of student organizations in navigating developmental challenges is both strategic and indispensable. Participation in such organizations affords students not only practical exposure but also psychosocial support systems and reflective spaces necessary for cultivating individuals who are intellectually equipped and emotionally resilient to meet the multifaceted demands of both academic life and the professional realm.

Conclusion

The findings of this research suggest that student organizations play a strategic role in supporting students' personal and professional development, especially in boosting their confidence and readiness to face the world of work. Amidst the rapid development of the digital industry and the transition to the era of society 5.0, students are not only required to master technical aspects, but also critical thinking skills, effective communication, leadership and interpersonal skills.

Student organizations provide students with relevant and hands-on learning environments where they can develop these skills through active engagement in various activities such as program management, teamwork and interaction with different stakeholders. This experience directly boosts students' self-confidence and increases their readiness to face the challenges of an increasingly digitalized and dynamic working world. Student organizations are therefore not only a tool for personal development, but also a forum for building adaptable and competitive human resources in the age of digital transformation.

Recommendations for Future Research

Based on the limitations identified in this study, several recommendations are proposed for future research:

1. It is recommended that future studies involve a larger and more diverse group of respondents, including students from various academic disciplines, year levels, and types of student organizations. This would aim to yield more representative results and enrich the analysis of how student organizations influence the development of self-confidence and career readiness.
2. The research methodology may be expanded by employing a quantitative or mixed-methods approach to obtain broader and more accurate data. This would allow for a more objective measurement of the relationship between involvement in student organizations and the development of self-confidence and career readiness.
3. Future research is also encouraged to include additional variables, such as the influence of external factors (e.g., family support, internship experiences, or supplementary training) on students' preparedness for the professional world. Broadening the scope of analysis is expected to produce more comprehensive findings.

By considering these recommendations, future studies are expected to make a more substantial contribution to understanding the strategic role of student organizations in enhancing students' potential and career preparedness.

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