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The Role of Learning Satisfaction in Mediating Influence on Interpersonal Communication, Self-Efficacy, and Motivation Readiness Work at the Faculty of Economics Students, Bhayangkara University, Surabaya

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This study examines the role of learning satisfaction in mediating the influence of interpersonal communication, self-efficacy, and motivation on work readiness among students of the Faculty of Economics, Bhayangkara University Surabaya. The research addresses the challenge of how higher education institutions can better prepare graduates for the labor market by identifying the psychological and behavioral factors that shape employability. A quantitative research design was applied using a survey method. Data were collected from 210 students through a structured questionnaire, and the analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the hypothesized relationships. The results indicate that interpersonal communication, self-efficacy, and motivation positively influence learning satisfaction and work readiness. However, learning satisfaction does not significantly mediate the relationship between these predictors and work readiness. These findings suggest that while satisfaction with learning contributes to employability outcomes, it is not the sole mechanism through which personal and interpersonal factors affect work readiness. Additional experiential and contextual factors, such as internships, soft skills development, and practical exposure, may play a stronger role. This study contributes to the literature by providing empirical evidence from the Indonesian higher education context, highlighting the limited mediating role of learning satisfaction. Practically, the findings underscore the importance for universities to enhance not only the quality of learning experiences but also to integrate work-based learning and career development programs to strengthen students' readiness for the workplace.

Indonesian Title (Capitalize Each Word)

Abstract

Penelitian ini mengkaji peran kepuasan belajar dalam memediasi pengaruh komunikasi interpersonal, efikasi diri, dan motivasi terhadap kesiapan kerja mahasiswa Fakultas Ekonomi Universitas Bhayangkara Surabaya. Tujuan penelitian adalah menjawab tantangan perguruan tinggi dalam mempersiapkan lulusan yang lebih siap memasuki pasar tenaga kerja melalui faktor psikologis dan perilaku yang membentuk employability. Penelitian ini menggunakan desain kuantitatif dengan metode survei. Data dikumpulkan dari 210 mahasiswa melalui kuesioner terstruktur dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa komunikasi interpersonal, efikasi diri, dan motivasi berpengaruh positif terhadap kepuasan belajar dan kesiapan kerja. Namun, kepuasan belajar tidak berperan signifikan sebagai mediator dalam hubungan tersebut. Temuan ini menegaskan bahwa kepuasan belajar berkontribusi pada kesiapan kerja, tetapi bukan satu-satunya jalur yang menentukan. Faktor pengalaman praktis, program magang, serta pengembangan soft skills berpotensi lebih kuat dalam membentuk kesiapan kerja. Penelitian ini memberikan kontribusi empiris dalam konteks pendidikan tinggi Indonesia dengan menekankan keterbatasan peran mediasi kepuasan belajar. Secara praktis, universitas perlu tidak hanya meningkatkan kualitas pembelajaran, tetapi juga mengintegrasikan pembelajaran berbasis kerja dan program karier untuk memperkuat kesiapan mahasiswa menghadapi dunia kerja.

Kata kunci: kepuasan belajar, komunikasi interpersonal, efikasi diri, motivasi, kesiapan kerja, kemampuan kerja

INTRODUCTION

The company must use strategies to adapt to change and win competition in the business world that is getting tougher. Due to globalization, growing businesses are very competitive. (Enny Istanti et al, 2020) In terms of this, human source human resources (HR) are very important components for success business and its capabilities For surviving in the era of globalization moment this. (Istanti, 2024)

Readiness work readiness becomes issue important in the world of education high in the era of globalization and revolution Industry 4.0. At the global level, the challenges of the world of work more and more in terms of this, human source human resources (HR) are very important components for success business and its capabilities For surviving in the era of globalization moment This technology, automation, and digitalization demands skills adaptive as well as adequate soft *skills* (Han et al., 2024).

One of element important in global competition is interconnectedness and interdependence between nation, namely development source Power quality human beings with high skills and abilities. (Istanti Enny & Aisyah, 2022) Source Power man is type of capital and is very important For success organization. (Enny Istanti et al., 2023)

College tall sued No only produce graduate of with knowledge academic,

but also equip they with interpersonal skills, trust self and motivation high workload. In Indonesia, the issue This the more relevant because the Central Statistics Agency data show that number unemployment open from graduate of college tall reached 6.19%, which means Enough Lots bachelor Not yet Ready optimally enter the job market. (<https://www.bps.go.id>) this fact confirm the need research that explores factors that can increase readiness Work students, especially in college tall private.

A number of internal and external factors influence readiness in Work students, including interpersonal communication, self-efficacy, and motivation. Interpersonal communication plays an important role in build network professional, improve cooperation team, and support work performance (Sariski et al., 2022). On the other hand, the efficacy self as belief individual to his abilities For finish the task is also proven influence readiness student in face demands of the world of work (Siallagan et al., 2022). Motivation, both intrinsic and extrinsic, to be driving force for students to develop competence as well as readiness face competition Work (Adelia & Mardalis, 2024) With Thus, the combination from third variables This potential form of runway important in development readiness Work student.

Study previously give description empirical about connection between

variables For example , research at Muhammadiyah University of Surakarta found that that efficacy self and interpersonal communication influence significant to readiness work, even though motivation Work No show influence direct (Adelia & Mardalis, 2024) . Meanwhile that , research on students nursing in Medan shows very strong correlation ($r = 0.879$; $p < 0.05$) between efficacy self with readiness Work (Siallagan et al., 2022) . Other findings at Sam Ratulangi University Manado confirm that combination efficacy self , *soft skills* , and motivation Work contribute significant to readiness Work (Mamentu et al., 2023) . However thus, some big study the only emphasize connection direct between variable, without review factor possible mediation influence strength connection the.

One of gap research (*research gap*) that is still seldom explored is role satisfaction learning (*learning satisfaction*) in mediate connection between the above variables to readiness work. Satisfaction Study reflects to which students feel satisfied with academic experience studies undertaken , including quality teaching, involvement in learning, as well as support academic environment (Han et al., 2024) . Studies previously Lots emphasize role motivation, efficacy self, and *soft skills*, but not yet many are researching How satisfaction Study can become strengthening connector

influence factors psychological and interpersonal readiness Work students , in particular in context education high in Indonesia.

Limitations study previously open opportunity for study This For give contribution new. Research This make an effort fill in emptiness with test whether *learning satisfaction* can mediate influence interpersonal communication, efficacy self and motivation to readiness work students. Focus on students The Faculty of Economics, Bhayangkara University, Surabaya, has become relevant Because as institutions education high, faculty This sued prepare graduates face increasingly competitive job market competitive. Thus, the results this study No only strengthen academic literature, but also provide implications. practical for college tall to develop learning and development strategies student

In a way theoretical , research This based on *social cognitive theory* (Bandura, 1989) emphasizes importance efficacy self in influence behavior and readiness individual in face challenges . In addition, the theory satisfaction Study explain that satisfaction student to experience of Study will increase involvement they in the learning process and impact on the academic results as well as readiness facing the world of work (Han et al., 2024) . Motivation theory like *self-determination theory* (Deci & Ryan, 2000) is also relevant in explain How

motivation intrinsic and extrinsic influence involvement students and ultimately readiness Work

Main purpose from study this is for analyze influence interpersonal communication, efficacy self and motivation to readiness work, good in a way direct and through mediation *learning satisfaction*. Study this also aims test how much big contribution variables mediation the in strengthen connection between variables independent and dependent. With Thus, the results study can give understanding comprehensive about determining factors readiness Work students, at the same time give recommendation practical for development curriculum education tall.

Hypothesis Development

Relationship between Two or More Variables

Study This submit Question: (1) What is interpersonal communication, efficacy self and motivation influential significant to readiness work students? (2) What *learning satisfaction* can mediate influence interpersonal communication, efficacy self and motivation to readiness work? Based on question this, the hypothesis proposed is: H1: Interpersonal communication has an influence positive to readiness work. H2: Efficacy self influential positive to readiness work. H3: Motivation influential positive to readiness work. H4: *Learning satisfaction* play a role as variables mediation in connection

between third variables independent to readiness Work .

METHOD

Study This use design correlational structural model design with approach quantitative non- experimental. (Creswell, JW, & Creswell, 2023) The main objective is test connection between variables interpersonal communication, efficacy self, motivation, learning satisfaction, and readiness Work as well as role mediation of learning satisfaction towards readiness work. This design in accordance for measure connection between variables without manipulation experimental, similar with the approach used in previous SEM studies

Study This rely on primary data, which is collected direct from respondents use method survey. Instrument main in the form of questionnaire 5-point Likert- based (1 = Strongly Disagree to 5 = Strongly Agree), covering all over variables research. Use questionnaire in study quantitative quasi-experimental has Lots done, such as in study about chatbots and ride-sharing that use questionnaire via Google Forms, combined with SEM

Population in study This is student active Faculty of Economics, Bhayangkara University, Surabaya. For determine size sample , research This follow guide in SEM literature , where samples of at least 100–200 are often considered adequate For SEM analysis (Memon et al., 2025) With Thus , research This targeting a minimum of 200 respondents so that SEM results are more accurate stable and valid.

Study This using purposive sampling (purpose sampling), where respondents chosen based on criteria: students Faculty of Economics is currently taking the final semester and willing fill in questionnaire. This technique general used in study quantitative with population special, and the guide has explained in literature methodology quantitative latest

Instrument in the form of questionnaire that measures fifth variables the arranged based on adaptation instrument previously valid as follows in various literature. Every variables measured with several items (e.g. , 4–6 per variable) and have through the assessment process content (content validity) by experts and trials small to meet standard quality measurement.

Validity and reliability instrument evaluated use combination: (a) *content validity* through evaluation expert, (b) *construct validity* with exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), and (c) internal reliability using Cronbach's alpha and

composite reliability (CR). This method in harmony with procedure validation instrument in PLS-SEM and SEM-PLS

Data analysis begins with statistics descriptive (mean value, standard deviation, frequency, and percentage) for explore characteristics respondents. Next, it was carried out analysis inferential with using Structural Equation Modeling (SEM) to testing a comprehensive model connection variables. SEM technique was chosen Because his abilities test connection direct and indirect direct (mediation), as well as accommodate latent variables, as described in various study SEM methodology

Testing hypothesis done through analysis path analysis in SEM, with measure *standardized coefficients* and see significance p-value (usually $p < 0.05$ as threshold). Mediation tested use bootstrapping approach to identify Is learning satisfaction significant mediate connection between variables independence and readiness work. This method in line with practice study quantitative contemporary

RESULTS AND DISCUSSION

Table 1. Construct reliability and validity

Construct	Cronbach's e Alpha	Composit Reliability (rho_a)	Composite Reliability (rho_c)	AVE	Decision
ED	0.893	0.892	0.921	0.702	Reliable & Valid
KI	0.868	0.879	0.905	0.657	Reliable & Valid
KK	0.649	0.814	0.789	0.515	Enough Reliable * & Valid
LS	0.856	0.857	0.898	0.639	Reliable & Valid
M	0.864	0.869	0.902	0.648	Reliable & Valid

Source : Researcher (2025)

Reliability test results show that part big construct own Cronbach's Alpha value is above 0.70, Composite Reliability (rho_c) is above 0.70, and Average Variance Extracted (AVE) is above 0.50. This is show that constructs ED (0.893), KI (0.868), LS (0.856), and M (0.864) meet criteria good internal reliability. However, the KK construct has Cronbach's Alpha value of 0.649, slightly

below the minimum limit of 0.70 , although mark rho_a (0.814), rho_c (0.789), and AVE (0.515) remain constant. fulfil minimum standards. With thus, in a way general all construct stated reliable and valid, even though the KK construct contains weaknesses in internal reliability that need to be addressed noticed.

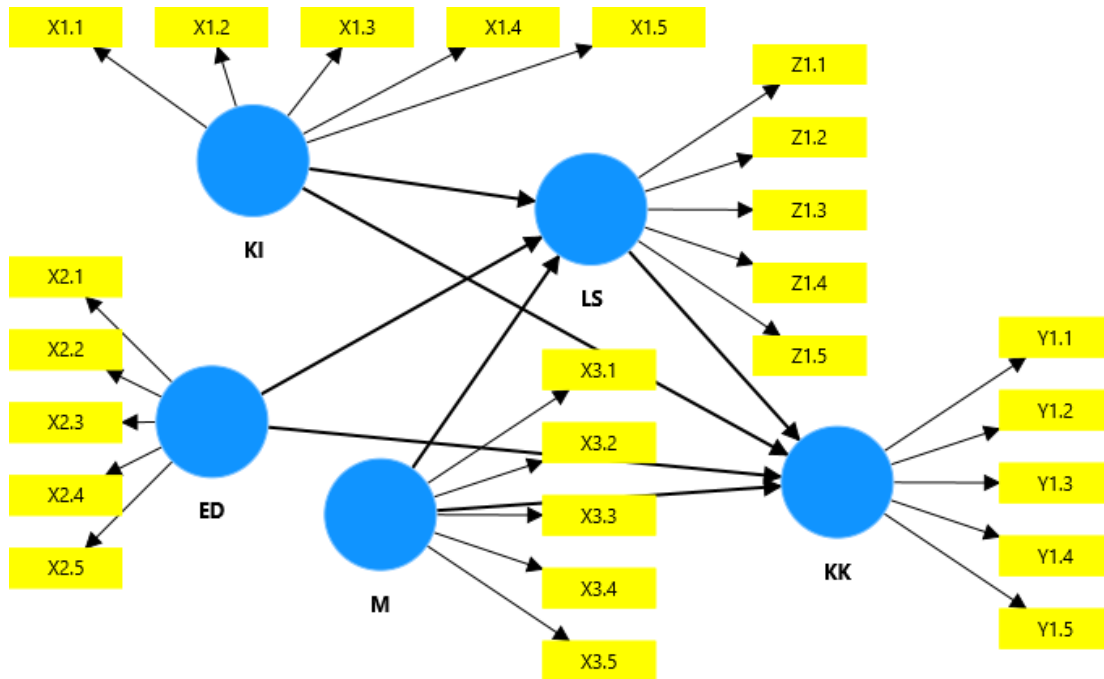
Table 2. Outer loadings

Connection	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics	P Values	Decision
M → LS → KK	-0.090	-0.097	0.058	1,563	0.118	Not Significant
ED → LS → KK	-0.005	-0.005	0.007	0.717	0.473	Not Significant
KI → LS → KK	0.004	0.004	0.005	0.767	0.443	Not Significant

Source : Researcher (2025)

Analysis results mediation show that all over track No significant Because p-value > 0.05. Path *Motivation (M)* → *Leadership (LS)* → *Employee Performance (KK)* own coefficient -0.090 with p = 0.118, which means effect LS mediation in relationships between motivation and performance employee No proven significant. Similarly, the path *Environmental Development (ED)* → *LS*

→ *KK* yields p = 0.473, and track *Competence Individual (KI)* → *LS* → *KK* with p = 0.443, both also showed No existence influence significant mediation. With thus, it can concluded that role *leadership* No capable mediate connection between motivation, environmental development, and competence individual to performance employee in study this.



Source: Researcher (2025)

Figure 1. Framework Conceptual

Research model This describe connection between latent variables consisting of from

Competence Individual (KI), Environmental Development (ED), Motivation (M), Leadership (LS), and Employee Performance (KK). Each construct measured through a number of indicators, for example KI is measured with five indicators (X1.1–X1.5), ED with five indicators (X2.1–X2.5), M with five indicators (X3.1–X3.5), LS with five indicators (Z1.1–Z1.5), and KK with five indicators (Y1.1–Y1.5).

Connection track in the model shows that KI, ED, and M have influence direct towards

LS and KK, so that LS variable is positioned as variables mediation. Meanwhile that, the KK variable as main endogenous variables influenced in a way directly by ED, M, KI, and LS. This model aim for test how far LS is capable bridging (mediating) the influence of KI, ED, and M on KK. with thus, this model integrate role competence, environment, and motivation as factor the driving force performance employees, as well as put leadership as factor potential key strengthen or weaken connection

Table 3 R-Square

	R-square	R-square adjusted
KK	0.883	0.880
LS	0.893	0.892

Source: Researcher (2025)

The R-square value shows that the research model own Power explain very strongly. The Employee Performance (KK) variable has an R^2 of 0.883 (adjusted 0.880), which means that 88.3% of the KK variation can be explained. explained by the variables KI, ED, M, and LS. Similarly, the Leadership (LS) variable has an R^2 of 0.893 (adjusted 0.892), so that 89.3% of the variation in LS can be explained. explained by KI, ED, and M. This is show that the model has ability high predictive, appropriate with criteria strong in PLS-SEM analysis

Research result show that hypothesis first (H1), namely *interpersonal communication has an influence positive to readiness work*, no fully proven significant through mediation *learning satisfaction*. This different with findings Indrawati et al., (2023) who stated that interpersonal communication has influence strong to readiness Work through improvement interaction and collaboration . Differences This possibility caused by context research, where students Faculty of Economics, Bhayangkara University, perhaps Not yet fully get experience learning based intensive collaborative so that satisfaction Study No Enough strong become a mediator.

Hypothesis second (H2), namely *efficacy self-influential positive to readiness work*, also did not find strong support through mediation *learning satisfaction*. These results No fully in line with Social Cognitive Theory (Bandura, 1989) , which emphasizes that efficacy self push behavior adaptive and readiness face challenges . Findings this is also different with study Siallagan et al., (2022) who reported existence correlation strong between efficacy self and readiness work . Difference This can explained by facts that

although efficacy self student height, other factors such as exposure to the world of work real or support institutions Still necessary for satisfaction. Study can functions optimally as a mediator.

Hypothesis third (H3), namely *motivation influential positive to readiness work*, also not significant through mediation of *learning satisfaction*. These results No supports Cavell's Self-Determination Theory , (1954) which asserts importance motivation, intrinsic and extrinsic, in push involvement in learning and readiness for work. Different with findings Rahmadani & Mardalis, (2022) who stated that motivation contributes significant to readiness work , research This show that motivation student Not yet Enough strong increase satisfaction study as factor intermediary . One of the possibility reason is that motivation Study student more nature term short (eg only to pass the exam college), so that No impact significant on perception readiness work.

Hypothesis fourth (H4), namely *learning satisfaction mediates connection interpersonal communication , efficacy self and motivation to readiness work* , also not proven . These results different with Han et al.'s (2024) research which confirms that satisfaction Study can increase involvement students and readiness work. In the context of study this, although variables *learning satisfaction* own contribution to readiness work, influence mediation No Enough strong. This is Possible due to limitations experience practical student or lack of integration curriculum with needs of the world of work

In a way practical, findings This confirm that improvement readiness Work student No can only depends on satisfaction Study only, but require additional strategies, such as internship programs, soft skills training,

and support learning based experience. From the side theoretical, research This give contribution with show that *learning satisfaction* No always play a role as a significant mediator, so that enrich literature related to employability in the context education Indonesian height.

Limitations study This covers use cross-sectional design that does not catch dynamics term long, and limitations samples that only covers one faculty. Research next recommended use longitudinal design, involving student cross faculty, as well as add moderator variables such as experience apprenticeship or climate learning for test more models comprehensive.

CONCLUSION AND RECOMMENDATION

Study This conclude that interpersonal communication, efficacy self and motivation influential positive to satisfaction learning and readiness Work student Faculty of Economics, Bhayangkara University, Surabaya. However, satisfaction Study No proven significant as mediator in connection intervariable This means that, even though satisfaction Study contribute to readiness work, factors This No the only one the path that explains influence factor psychological and interpersonal findings This confirm importance experience practical, soft skills development, and internship programs in strengthen readiness student facing the world of work.

Based on results said, research This recommend that universities improve integration learning based practice to in curriculum, expanding chance internships, and developing programs to strengthen students' soft skills. In addition, support

institutions in form training, guidance career, and collaboration with the industrial world is also very necessary so that students get experience directly relevant with job market needs. For study next, it is recommended use longitudinal design, expanding sample cross faculty, as well as add moderator variables such as experience Work or climate learning to enrich understanding about factors that influence readiness work student.

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