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Creativity and Transformational Leadership as Predictors of Fresh Graduates' Self-Confidence of University "X" Who Tried to Get a Job During the Covid-19 Pandemic

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Abstract

Fresh graduates compete to get the desired job. Creativity is a skill that can be an advantage to compete with other college graduates. Transformational leadership of lecturer can be a provision for students to face the world of work. If students have developed creativity and experienced transformational leadership, it is hoped that fresh graduates will be more confident in the process of getting a job. This study used a quantitative method with the aim of simultaneously testing creativity and transformational leadership to become a predictor of fresh graduates' self-confidence who tried to get a job during the Covid-19 pandemic. The Participants were fresh graduates at

university X with a total of 175 participants and used convenience sampling. The scales used are self-confidence scale by Lauster, Epstein Creativity Competency Inventory for Individuals (ECCI-i) developed by Epstein, and Multifactor Leadership Questionnaire (MLQ) from Bass and Avolio. This study used multiple linear regression analysis method. The results showed that creativity and transformational leadership were simultaneously predictors of fresh graduates' self-confidence with an effective contribution of 6% and the rest were influenced by other variables not examined in this study at 94%.

Keywords: Fresh Graduates, Transformational Leadership, Self-Confidence, Creativity

1. Introduction

The need for employment is high and disproportionate to the large number of people who are looking for work, resulting in intense competition for positions in various companies. Fresh graduates should have values that differentiate themselves from graduates from other tertiary institutions. The demands then became even more severe when the Covid-19 pandemic occurred. During the Covid-19 pandemic, most universities adapted to new habits in teaching and learning activities.

Maximizing the quality of tertiary graduates is a joint role between the students themselves, lecturers, and institutions. One of the things that can help fresh graduates in self-development and job search is self-confidence. According to Lauster (in Erdina *et al.*, 2018) ^[13] self-confidence is the belief in one's abilities and self-assessment of tasks by taking an effective practical approach. Lauster (2015) said that the factors that influence individual self-confidence are physical condition, ideals, careful attitude, and life experience.

The aspects of self-confidence expressed by Lauster (in Oktary *et al.*, 2019) ^[30] are as follows: 1) Confidence in one's own abilities, the individual understands what he is doing and has a positive attitude towards himself; 2) Optimistic, a person has hope, ability, and has a positive view of himself; 3) Objectively, someone views the problem according to the truth that should be, not according to his own point of view; 4) Responsible, individuals dare to bear all the consequence of something they do; 5) Rational and reality, accepting and analyzing events according to thoughts that are acceptable to reason and in accordance with reality.

There is a potential for the quality of students not to develop optimally during a pandemic. Not a few students who have difficulty developing their quality. This can affect fresh graduates' anxiety to face the world of work, even though anxiety is negatively correlated with fresh graduates' self-confidence have. The higher the anxiety, the more students are not ready to face the world of work (Dimenggo & Yendi, 2021) ^[10]. Purnamasari *et al.*, (2022) ^[32] revealed that there was a 65% correlation between self-confidence and anxiety during a pandemic.

Individuals who believe in themselves will try to give the best they can do (Mirhan & Jusuf, 2016) ^[26]. (Handayani, 2022) ^[17] shows that one's responsibility and performance in carrying out tasks can be influenced by the important role of self-confidence. Confidence plays a role in one's work readiness. This is also supported by research conducted by Auliya (2020) ^[6]

which states that self-confidence can affect a person's readiness to work. With the provision of maximizing knowledge and experience, it is hoped that fresh graduates are confident to get the job they want.

Final students have confidence in facing the world of work with a moderate category of 53% (Risnia & Sugiasih, 2019)^[38]. The results of other studies reveal fresh graduates who are looking for work show optimism in the moderate category of 35% and as many as 28% are in the high optimism category. Optimism is one aspect of self-confidence. The most optimistic aspect plays a role in adolescent self-confidence (Fitri *et al.*, 2018)^[15]. Sulfemi (2020)^[49] states that individuals who have high self-confidence have good performance, these individuals will provide visionary thinking looking for various alternative solutions to problems that exist within their organization. Dimopoulos (2020)^[11] said that one that influences recruiters' decisions in considering and inviting candidates in the next process is the confidence shown during job interviews. Self-confidence influences individuals to seek goals, develop interests, reduce anxiety and feel comfortable sharing opinions (Akbari & Sahibzada, 2020)^[3]. This is because one of a person's main assets for achieving success in various matters is having self-confidence (Rais, 2022)^[35]. Therefore, self-confidence is very useful to support the job search process as well as for individuals who are already working.

Previous research said that individual self-confidence can be characterized by one of the creative traits they possess. Creativity is a skill that can be learned and measured by setting conditions that can be interconnected (Epstein, in Chai & Fan, 2018)^[9]. According to Epstein and Phan (2012)^[12] the competence of creativity is as follows:

1. Broadening, following training, experience and knowledge outside of the current area of expertise. To generate novelty behavior can be by way of acquiring knowledge, information and skills far beyond the individual's field of expertise, or in other words expanding their knowledge and skills.
2. Capturing, generating new ideas, finding places and times where new ideas can be explored more easily, using dreams and daydreams as a source of ideas
3. Challenging, taking on difficult tasks, being open with purpose, managing the fear and stress associated with failure.
4. Surrounding, changing the physical and social environment on a regular basis and looking for stimuli or unusual combinations of these stimuli.

Creativity can also be used to increase positive behavior, performance, and job satisfaction Astuti *et al.* (2019)^[5]. Creative things that a person does have an impact on the individual's self-confidence (Rizzi *et al.*, 2020)^[40] This is supported by research conducted by (Brazil, 2003)^[8] who revealed that implementing practical activities can make a person more confident. Creative individuals have abilities such as fluency, flexibility, originality, and have characteristics that are not abilities such as good commitment to completing tasks, controlling temperament, and having motivation (Guilford, in Rismanita *et al.* 2011)^[37].

One of the factors that influence a person's self-confidence is the environment (Sujadi and Setioningsih, 2018)^[48]. The interaction of fresh graduates and lecturers can be a means for transferring knowledge, values, beliefs, and motivation.

Lecturers give a role in leading their students. Leadership experience and perception of power are the factors most related to one's self-confidence thereby increasing the possibility of influencing someone (Mowday, 1979)^[27]. Leadership is important in the organization in this case higher education, because it has a significant impact on changes in the organization, creating conformity and organizational stability (Suherman, 2019)^[47]. Transformational leaders can lead with a strong role, support their members to try new ways and develop innovative approaches, build a healthy climate and are willing to listen to the input and needs of their members, and talk about the big hopes (vision) that the organization will carry out (Bass & Avolio, in Kresnandito & Fajrianti, 2012)^[21].

Transformational leadership style is a process of motivating and inspiring followers to achieve goals (Bass & Avolio, in Nilwala *et al.*, 2017)^[29]. Competencies of transformational leadership (Bass & Avolio, in Korejan & Shahbazi, 2016)^[20]:

1. Idealized Influence: the leader serves as a model for followers and treats followers kindly.
2. Inspirational Motivation: Inspiring and motivating leaders are those who challenge their followers in their work and create a clear perspective to achieve goals and head to the future by increasing efficiency in the workplace.
3. Intellectual Stimulation: Leaders encourage their subordinates to try to create motivation and creativity by modifying their own subordinates' approaches and opportunities.
4. Individualized Consideration: Leaders behave with their subordinates according to their own characteristics and abilities. Leaders provide personal attention to individuals sequentially developing healthy relationships by providing new learning opportunities according to their interests and skills.

According to Wang *et al.* (2011)^[52] transformational leaders can increase the intrinsic value of their followers, self-confidence, motivation and performance. This is supported by Hamdani and Handoyo (2012)^[16] who explain that transformational leaders build employee confidence and pride in the organization. As revealed by Ali and Puah (2018)^[4] that the employee's level of self-confidence is positively influenced by transformational leadership because it increases emotional attachment.

From the explanation of the research findings above, the research hypothesis is creativity and transformational leadership as simultaneous predictors of fresh graduates' self-confidence who are tried to get a job during the Covid-19 pandemic. However, there are differences in the findings from Rahayu (2016) which reveals that flexibility in finding ideas and trying various problem solutions does not affect a person's self-confidence. Likewise with research results which reveal that transformational leadership can influence a person's self-confidence (Saputro & Palupiningdyah, 2017)^[44]. Supported by Sulla's findings *et al.*, (2022)^[50] stated that Covid-19 had no significant effect on students' self-confidence.

Because of the differences in these findings, the researchers wanted to conduct research on creativity and transformational leadership as predictors of fresh graduates' self-confidence in getting a job during the Covid-19 pandemic. As far as the search has been carried out, researchers have not found research that discusses creativity

and transformational leadership simultaneously as predictors of self-confidence, especially in fresh participants. Graduates who are trying to get a job during the Covid-19 pandemic and this is a novelty in this research.

2. Method

This study used a quantitative approach with multiple regression design which aims to determine the effect of creativity and transformational leadership on fresh graduates' self-confidence who tried to get a job during the Covid-19 pandemic. There were 175 participants in this study who were fresh graduates at university X with the criteria of graduating a maximum of 24 months after the graduation date and have/are trying to get a job during a pandemic. The sampling technique in this study was a convenience technique samples with scale deployed via Google Form. Test the hypothesis with multiple linear tests and will be carried out if the research data has passed the assumption test requirements. Data analysis was carried out using SPSS software version 19.0. The operational definition of each research variable is as follows:

1. Confidence (Y)

Confidence is the belief that an individual has in his abilities. Self-confidence consists of five aspects, namely acting optimistically, having confidence in oneself, being objective, being responsible and having rational and realistic thoughts. Confidence is measured using the self-confidence scale from Lauster (2015). The score results obtained explain that the higher the score, the higher the individual's self-confidence and conversely if the score is lower, it means lower the individual's self-confidence.

2. Creativity (X1)

Creativity is the ability to innovate and solve different problems with new ideas, manage fear and stress due to failure, develop experience and knowledge, and create an interesting environment for oneself in an effort to get a job. Creativity consists of four competencies, namely broadening, capturing, challenging, and surrounding. Measurement of creativity using Epstein's Creativity Competencies Inventory for Individuals (ECCI-i) (Epstein *et al.*, 2013). The higher the score shows that the higher the creativity that person has and conversely if the score is lower, it means lower the creativity.

3. Transformational Leadership (X2)

Transformational leadership is a leadership style that motivates and inspires followers to achieve goals. There are four dimensions of transformational leadership, namely ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leadership is measured by the Multifactor scale leadership Questionnaire (MLQ) (Bass & Avolio, in Martinez-Leon *et al.*, 2020). The higher the score of the measurement results, the higher the self-confidence possessed by the individual and conversely if the score is lower, it means lower the transformational leadership.

3. Result and Discussion

3.1 Result

The following are the results of the descriptive statistical analysis of each of the research variables:

Table 1: Results of Descriptive Statistical Analysis

Information	Y	X1	X2
Number of Items	22	26	18
Lowest Response Alternative	0	1	1
Highest Response Alternative	4	5	5
Minimum Score	0	26	18
Max Score	88	130	90
Means	44	78	54
Range	88	104	72
Standard Deviation	14.67	17,33	12

Table 2: Participant Categorization Results

Category	Y		X1		X2	
	Freq	%	Freq	%	Freq	%
Very low	7	4	1	0,6	1	0,6
Low	34	9,4	9	5,1	0	0
Everage	77	44	41	23,4	11	6,3
High	46	26,3	71	40,6	84	48
Very high	11	6,3	53	30,3	79	45,1

The participants of this study showed that the majority of fresh graduates who tried to get a job during the Covid-19 pandemic were in the everage category of their self-confidence at 44% or a total of 77 people. The participant have creativity in the high category as much as 40.6% with total of 71 people. As many as 48% of fresh graduates from X university experienced transformational leadership from lecturers in the high category with a total of 84 people.

3.1.1 Assumption Test

1.) Normality test

The data is normally distributed with a significance of $p > 0.05$. The normality test used the Kolmogorov-Smirnov test which showed a significance of 0.880 ($p > 0.05$). It can be concluded that the data in this study are normally distributed.

2.) Linear Test

Deviation from linearity value between the variables of creativity and self-confidence was 0.911 ($p > 0.05$). So it can be said that creativity and self-confidence have a linear relationship. Transformational leadership and self-confidence variables show a significance of 0.295 ($p > 0.05$) in the deviation from linearity. Therefore, this shows that the two variables have a linear relationship.

3.) Heteroscedasticity Test

Creativity showed a significance result of $0.153 > 0.05$ and transformational leadership showed a significance result of $0.062 > 0.05$. So, it can be concluded that these two variables do not experience heteroscedasticity.

4.) Multicollinearity Test

In the multicollinearity test, the tolerance value for creativity and transformational leadership is $0.893 > 0.1$ and the VIF value is $1.120 < 10$. So, it can be concluded that this regression model does not experience multicollinearity.

3.1.2 Multiple Linear Regression Test

1.) Partial Multiple Regression Test (T test)

Table 3: Partial Regression Test Results (T Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.340	8.506		3.097	.002
X1	.201	.064	.244	3.125	.002
X2	.005	.113	.003	.041	.967

It is known that the significance value of the influence of creativity on self-confidence is $0.002 (p < 0.05)$ or the $t_{\text{count}} 3.125 > t_{\text{table}} 1.979$, so that it can be concluded that creativity partially has a positive effect on self-confidence, which means that creativity can be partially used as a predictor of fresh graduates' self-confidence who tried to get job during the Covid-19 pandemic.

The results of the calculation of the significance of the influence of transformational leadership on self-confidence is $0.967 (p > 0.05)$ and the value of $t_{\text{count}} 0.041 < t_{\text{table}} 1.97385$. It can be concluded that transformational leadership partially has no effect on self-confidence. In other words, transformational leadership partially cannot be used as a predictor of the confidence of fresh graduates trying to get a job during the Covid-19 pandemic.

2.) Simultaneous Linear Regression Test (Test F)

Table 4: Simultaneous Multiple Regression Test Results (Test F)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1781.214	2	890.607	5.517	.005 ^a
	Residual	27764.924	172	161.424		
	Total	29546.137	174			

a. Predictors: (Constant), Transformational Leadership, Creativity
b. Dependent Variable: Self-Confidence

Based on the calculation of multiple regression tests, it is known that the significance value for the influence of transformational creativity and leadership simultaneously on self-confidence is $0.005 < 0.05$ and $F_{\text{count}} 5.517 > F_{\text{table}} 3.05$ so it can be concluded that the hypothesis is accepted which means creativity and transformational leadership are simultaneously become a predictor of fresh graduates' self-confidence who tried to get a job during the Covid-19 pandemic.

3.) Determination Coefficient Test (R2)

Table 5: Determination Coefficient Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246 ^a	.060	.049	12.70527

a. Predictors: (Constant), Transformational Leadership, Creativity
b. Dependent Variable: Self-Confidence

This shows that the effective contribution of creativity and transformational leadership as a predictor of fresh graduates' self-confidence simultaneously is 6%.

3.2 Discussion

The results of this study show that creativity and transformational leadership are simultaneously predictors of fresh graduates' self-confidence in trying to get a job during a pandemic. The results of the study show predictions that may be due to the first, most fresh graduates think that creativity and transformational leadership applied by lecturers are simultaneous because they play an important role in fresh graduates' confidence in getting a job. This is supported by research from Agustin, (2021) ^[2] the role of creativity is to hone all the ideas that individuals have and develop their potential, one thing that needs to be considered is to respect each process. Hamdani and Handoyo (2012) ^[16] that transformational leaders build self-confidence and pride in organizational members.

The first reason can also be supported by the creativity of X university fresh graduates in the high category, transformational leadership in the high category, and self-confidence in the medium category. The self-confidence of fresh graduates is high because fresh graduates hone their confidence by participating in activities on campus and benefiting from these activities. Salim (2022) ^[42] revealed that one of the effects of carrying out activities that increase self-confidence is reducing one's anxiety in interpersonal communication. As written in the research by Oktary *et al.* (2019) ^[30] that well-developed interpersonal communication confidence can help individual intellectual and social development. Next discusses the self-confidence of fresh graduates, according to research conducted by Putri (2018) ^[34] if someone has maximized their creativity at the previous stage it will make it easier and help the individual to solve problems that arise in early adulthood. Creativity also makes individuals able to carry out tasks and have openness, so that if you experience work problems, these obstacles can be resolved more quickly. This is in line with previous research by Hermayanti (2015) ^[19] which said that doing creative activities can affect a person's confidence to do a job. Those who directly lead students and play an important role in realizing higher education effectiveness are lecturers. From the explanation of Wang *et al.*, (2011) ^[52] states that transformational leaders can increase self-confidence, motivation, increase intrinsic value, and member performance. From the explanation above, creativity and transformational leadership can play an important role in fresh graduate confidence in their efforts to get a job during a pandemic.

Second, their creativity and transformational leadership are the starting point in determining directions and views which together increase fresh graduates' confidence in getting a job. Being confident can be built with a creative process. This is supported by research from Mahfud (2017) ^[23] which reveals that someone whose way of thinking is planned and coherent can be caused by one of the reasons for the strong creative thinking process they have. The use of creative reason makes individuals more self-confident, life becomes more enjoyable, perseverance increases, critical of others, has high curiosity, dares to express opinions and beliefs, likes to seek new experiences. Those who think creatively

will try to analyze the weaknesses and strengths of the decisions taken, prepare for potential problems, and improve ideas (Maier *et al.*, 2013) ^[24]. With careful consideration, it can increase confidence in the decisions that fresh graduates make.

Fresh graduates creativity and transformational leadership are the starting point in determining direction and outlook because creativity is a skill that comes from within fresh graduates and transformational leadership is a variable that comes from outside fresh graduates. According to (Mahfud, 2017) ^[23] things that already exist in a person such as openness to new things, internal evaluation, and exploration of things that already existed influence creativity to be honed stronger. The strength of the creative thinking process makes a person organized and planned. The use of creative reason makes life more enjoyable, high persistence, critical of others, high curiosity, dare to express opinions and beliefs, likes to seek new experiences, and believes in oneself (Mahfud, 2017) ^[23]. According to research conducted by Sujadi and Setioningsih (2018) ^[48] one of the external factors that influence a person's self-confidence is the environment. Lecturers become part of the environment of students. This then affects the confidence of fresh graduates. The frequency of meeting with lecturers provides an opportunity to exchange values and views. Fabiani and Krisnani (2020) ^[14] reveal that appreciation, practicing independence, being a good listener, helping to develop an optimistic attitude, practicing problem solving, providing opportunities to help, giving appreciation, fostering interests and talents, providing time can build self-confidence and individual personality.

Then discussing creativity and self-confidence, the results of this study revealed that creativity partially became a predictor of X university fresh graduates' self-confidence in trying to get a job. Creativity being a predictor of self-confidence is possible because first, most of the participants think that creativity can strengthen the emergence of self-confidence. Creative things that a person does have an impact on individual self-confidence (Rizzi *et al.*, 2020) ^[40]. Confidence can be strengthened by sharpening aspects of self-confidence.

The first aspect of self-confidence that can be influenced by creativity is self-efficacy. This is in accordance with the findings of Agustina *et al.* (2021) ^[2] which explains that the ability to think creatively has an influence on self-efficacy. The next connection is about the aspect of optimism. Rasulzada and Dackert (2009) ^[36] revealed that high creativity and innovation can support levels of well-being in terms of being happier, enthusiastic and optimistic. The next aspect is objectivity, Sitorus *et al.* (2019) ^[45] explained that creativity can influence a person's cognitive abilities in reasoning, designing, confirming something, analogizing, imagining, solving problems, understanding, determining, mentioning, drawing, dividing, and willing to try solutions until the problem is resolved. In other words, creativity makes individuals look more broadly and objectively at a problem. Aspects of responsibility in self-confidence can be increased by developing creativity. Development of creativity using the Creative Responsibility Based Learning Model is valid for increasing one's responsibility, skills, and scientific creativity (Suyidno *et al.*, 2017) ^[51]. Another aspect is about rationalization and a realistic view of a problem. Creativity allows individuals to think and see various possibilities in solving problems and is the key to

improving the quality and standard of living of individuals (Bara, 2012) ^[7]. Thus, all aspects of self-confidence can be strengthened by creativity because there is influence between the two.

Second, creativity is a predictor of self-confidence because most fresh graduates have the ability to develop ideas that make fresh graduates self-confident. This is supported by research conducted by Gist and Mitchell (in Marasabessy, 2019) ^[25] which reveals that creativity is built with previously possessed knowledge which is then processed into something new. It can be said that the resource of creativity is knowledge.

Creativity is built with previously owned knowledge which is then processed into something new. It can be said that the resource of creativity is knowledge (Gist and Mitchell, in Marasabessy, 2019) ^[25]. Knowledge is used to formulate creative ideas, and when someone realizes an idea, it means that the individual is self-actualizing. Self-actualization means using all competencies and talents to make oneself qualified and capable. This is in accordance with research conducted by Safrianti & Kamal (2022) ^[41] which states that creativity and self-actualization are positively related. Someone who has an existential life, has confidence and is creative allows individuals to live their lives well (Hasneli & Riska, 2019) ^[18].

Next discusses transformational leadership and self-confidence. This research shows that the transformational leadership that lecturers apply cannot be used as a predictor of fresh graduates' self-confidence. Partially, transformational leadership cannot be a predictor of self-confidence because of the first reason, namely most X university fresh graduates think that transformational leadership cannot strengthen the emergence of self-confidence. In accordance with the findings of Saputro and Palupiningdyah (2017) ^[44] that transformational leadership has no significant positive effect on self-confidence.

The fact is whether leadership is effective or not depends on the situation and condition of an organization. The behavioral needs of an organization can determine which leadership is more suitable for use in an organization (Sanjaya, 2016) ^[43]. Successful leaders should have several criteria depending on the point of view or approach used, whether it is personality, skills, talents, traits, authority possessed which ultimately affects the leadership style to be applied (Solikin *et al.*, 2017) ^[46]. Fresh graduates may experience other factors that can make them less confident. Factors that make a person lack self-confidence include self-esteem, life experience, education, work, family environment (Puspitasari *et al.*, 2022) ^[33]. Supported by research conducted by Riyanti and Darwis (2021) that lack of confidence is caused by cognitive distortions (negative thoughts) which have an impact on the behavior that appears.

Second reason is that transformational leadership has not become a determinant that influences self-confidence. Oktavianus (2017) revealed that a person will respond positively to something if it is interesting and useful for him and if there is no harmony in a group, it is difficult to achieve success in group goals. It can be concluded that there is no value transfer, motivation, support as transformational leaders do.

One of the reasons why transformational leadership has not become a determinant that influences self-confidence is the feeling of inferiority that arises when students interact with

lecturers. Some of the ideal characteristics of leaders who are idolized both now and in the future according to research conducted by Mujiati and Dewi (2017)^[28] are leaders who believe in God Almighty, have broad influence, are honest, humble, disciplined, assertive and initiative, open to accepting change, radiates positive energy, has the spirit to do good, has the ability to always learn, is good at communicating, understands all aspects of organizational activities, serves, speaks little but works a lot, motivates, gives encouragement, treats members fairly, is courageous, objective, assertive and dares to take make decisions and be able to work together, live in balance, have good emotional control, be visionary but also sensitive to the current situation, be responsible, and lastly not be lazy, shy and inferior. However, if you meet a leader, in this case a lecturer, who is too ideal, it can elicit different responses from fresh graduates. Some feel comfortable and some are not comfortable.

It is possible that students who are uncomfortable feel that there are differences in knowledge, speaking and communication styles, work ethic in achieving the vision, and the lecturer's social environment that deals with many important people, these things can make students feel small and then doubt their abilities. According to research conducted by Oktavianus (2017) a person will respond positively to something if it is felt interesting and useful for him or herself. It usually occurs in research participants who have a moderate cognitive level, a strong affective level, and a strong conative level. If it is related to this research, to be able to survive in transformative lecturer leadership, students have cognitive ability to understand perceptions and knowledge that are in the same understanding as the lecturer, affective components or feelings that are the same as the lecturer in achieving goals and being comfortable in the group, and conative or behavior that is manifested in achieving goals between the lecturer and the student.

The strength of this study is disclose novelty that transformational leadership of the lecturers don't affect on fresh graduates' self-confidence or in other words can't predict fresh graduates' self-confidence in their efforts to get job during the Covid-19 pandemic.

The weakness this study is election participant research who are fresh graduates from period graduation between January 2022 to June 2022. On that period, Covid-19 already starts sloping and life already closer to normal like before Covid-19 pandemic. There is a possibility difference results study if the participants are from period graduation between June 2020 to December 2021 which is the beginning and peak the Covid-19 pandemic.

Researcher encountered difficulties to analyzed effective contribution from each aspect from variable independent on this study. Effective contribution respectively component/competence can use for determine which component/competence has the most influence for increase fresh graduates' self-confidence.

Another weakness is because this study perception transformational leadership of the lecturer but not for students, so no evaluate transformational on fresh graduates. Because of that no can see level transformational leadership transformational by the fresh graduates alone as the advantages you can used for compete in the process of searching job.

4. Conclusion

The results of this study reveal that creativity and transformational leadership are simultaneously predictors of fresh graduates' self-confidence for university X who tried to get jobs during the Covid-19 pandemic. The effective contribution of creativity is 6% and transformational leadership is 0%.

Author's suggestion for development study furthermore is as following:

- a. Do study with see donation effective from each competence creativity and component transformational leadership which the most gives influence on fresh graduates' self-confidence.
- b. Study furthermore also can notice participant study so that results study will more accurate.
- c. Do comparison study group of fresh graduates who are active organize with those that don't active organize for see creativity and transformational leadership possession fresh graduates whether increase fresh graduates' self-confidence in the process of getting job.

Author's suggestion for X university is as following:

- a. Institution Student Affairs level faculty nor university can create useful programs for enhancement self-confidence with increase activities creative involvement that created interaction between the two as well can made means application style transformational leadership. Multiply interaction between lecturer with student with inside discussion nor outside class. Enhancement creativity can do with enable group talent interest student and push student follow committee so that from there student can distribute talent and the idea.
- b. Human Resources Department can apply Focus Group Discussion on lecturer for knowing the obstacles encountered student or lecturer each faculty, and furthermore can do training to lecturer form training leadership or training in accordance with need faculty whose goal increase role lecturer in increase readiness graduate of in face world of work.
- c. Alumni Department can compile aspirations from graduates who yet or already work so that aspirations the can applied for enhancement competence X university students who haven't graduated yet to prepare world of work. Increase related competencies with need market of work in accordance with field knowledge each graduates.

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