# THE EFFECTS OF GEN-Y PERSONALITIES, CONFIDENCE, MENTORING, AND SKILL ON AGILITY GEN-Y IN BANJARMASIN

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## ABSTRACT

*The increasing of Generation-Y (Gen-Y) workforce's competence and affectivity in Banjarmasin need to be done to get through other countries employment field. Accordance with ASEAN Economic Community (AEC) that have implemented has purpose such as; presence of goods, service, and skilled labour free flow and also more free investment flow can agree with expectancy. To make Gen-Y workforce be more effective, it is needed to know some factors with their indicator which are Gen-Y's personality, confidence, mentoring, and skill. For Gen-Y workforce who is not ready yet to confront AEC, efforts for preparing them to work in global market should be done. This research is aimed to give model about Gen-Y's personality, confidence, mentoring, and skill effects on skilled Gen-Y in Banjarmasin and put Gen-Y agility as intervening variable.*

*Results of this research are dimensions of personality, confidence, mentoring, and skill effects on skilled Gen-Y in Banjarmasin. By interpreting those effects, Gen-Y work labour factors' condition will be discovered. From data analysis inferential, this research provision hypotheses model can be made. It can be made by measuring correlation coefficient of determination on both equations.*

*This result shows model contribution which used for explaining structural correlation from 4 equations is 78,7%. Meanwhile the rest, 21,3%, is explained by other variables that does not exist in research model. Indirect influence of Personality Variable (X1), Confidence Variable (X2), and Mentoring Variable (X3) on Skill Variable (Y2) shows that there is bigger influence than their direct influence on Skill Variable (Y2). So it can be said Agility Variable (Y1) has big contribution on Skill Variable (Y2). To answer the research problem and to test research hypotheses, SPSS 19 data analysis technique is used in this research.*

**Keywords:** Gen-Y, Personality, Confidence, Mentoring, Skill, Agility, AEC

## INTRODUCTION

ASEAN is a regional organisation realize the importance of integral area. ASEAN countries make ASEAN Visions 2020 based on three pillars politic security, economy and socio-culture. There are three comunities which suit with it in *ASEAN Community, such as; in politic security field* (*ASEAN Political-Security Community*), ecomony field (*ASEAN Economic Community*), and sosio-cultural field (*ASEAN Socio-Culture Community*). By the presecense AEC, the main goal that want to be reached are free fllow of goods, services, skill labour, and also more free investment flow. On its implementation AEC will apply 12 priority sectors, which are, fishery, e-travel, e-ASEAN, automotif, logistic, wood industry, rubber industry, furniture, food and drink, textile, and health. There are also eight fields that will be free to devolve; engineer, nurse, architeck, tourism worker, health worker, education worker, accountant and doctor.

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Not only finances, industry and trade sectors wil be obstacle for Indonesia in having big role in AEC 2015. But human resource quality also be an obstacle. It is weakness point this country has to been involved in the "trade war". Nevertheless Indonesian worker ability is less in local skill quality to compete with other ASEAN countries. It is a very crucial problem. Generation of Indonesia professional porker will face difficulty to get through on other countries work field because the lack of quality in worker competency. Employment is one of the crucial problem and concidered for future national development process In this research, researcher combine some research models which is connected with the effects of Gen-Y's personality, confidence, leadership, and skilled on agility Gen-y. Theoritically, the purpose of combining these models are; to examine and analize presence of gap research which brought by influences of research variables; to examine that with the existance of Gen-Y's personality, confidence, leadership and skilled variables on agnity Gen-y will increase performance and create increasing of Gen-Y's skill. Tested variables in this research are as antecedent to make skilled Gen-Y as hoped by Kalimantan Selatan Province Government

## RESEARCH OBJECTIVES

Based on the background and problem formulation which has been outlined before, the specefic purpose of the research are, to examine and analyze the effects of :

1. Gen-Y personality on Gen-Y agility in Banjarmasin.
2. Gen-Y confidence on Gen-Y agility in Banjarmasin.
3. Gen-Y mentoring on Gen-Y agility in Banjarmasin.
4. Gen-Y personality on skilled Gen-Y in Banjarmasin.
5. Gen-Y confidence on skilled Gen-Y in Banjarmasin.
6. Gen-Y mentoring on skilled Gen-Y in Banjarmasin.
7. Gen-Y agility on skilled Gen-Y in Banjarmasin.

## THEORETICAL FRAMEWORK

### *Gen-Y Personality*

Personality can also be defined as profile image of someone or combination of natural characteristic and uniqueness and its interaction with others. In other word, personality is combination between set of physical and mental characteristic of someone. There are a few perspectives on personality whether it is fixed or can be developed; whether it is born naturally or can be shaped by experience (Yukl, 2005:231-232).

It can be concluded from a research that as an impact of personality, it is not possible to have a people with high skill on all aspects of decision making process. A few people will be very good at one part of the process while the others will be better at other parts with different characteristics such as intelligence and different phases of decision making process. Relationship between personality and decision making process maybe different for each groups which differ on a few factors such as sex and social status. According to Myers-Briggs indicator (Robins, 2003:82), there are 14 special features which can illustrate someone's personality. From those 14 features, it can be simplified to The Big Five model of Myers-Briggs Type Indicator (MBTI) of personality factor.

1. Extraversion is personality of someone who has high social taste, likes to be friend and emphatic.
2. Agreeableness is personality of someone who is kind, cooperative and reliable.

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3. Conscientiousness is personality of someone who is responsible, loves to bond, diligent and organizational.
4. Emotional stability is personality of someone who is calm, confidence, always ready, not nervous and no risk taking.
5. Openness to experience is personality of someone who has imagination, artistic, sensitive and intellectual.

***Gen-Y Self-efficacy***

Bandura (Feist & Feist, 2010:212), define *self-efficacy* as one's belief on his ability to do control of function of himself and events in his environment.

Baron and Bryne (Ishtifa, 2011) define *self-efficacy* is one's evaluation of his ability and competency in completing tasks, getting goal, and resolving obstacle.

Ellis (2009:20) said, generally *self-efficacy* is one's valuation of his own ability in starting particular behaviour, to get particular goal.

*Self-efficacy* is connected with college university student on his ability, it will be connected with one's level of success. Hacket and Betz, Lent, Brown, and Larkin (Zimmerman, 2000) said that *self-efficacy* is significantly correlated on major that university student chose in University and his success in performing courses. This is also connected with university student's belief in completing and dealing with his academic tasks, including thesis examination. Based on experts' description it can be concluded that *self-efficacy* is a belief one has on his ability in completing and dealing with problems to achieve his goals.

***Gen-Y Mentoring and Counselling***

Super in Sarvickas (2001:52-53) put forward four aspects that can be used to measure university student career maturity, such as; planning (individual awareness that he has to make education and career choice, and prepare himself to make the decision); exploration (individual uses many source actively to get information about world of work and to choose one field of work) Informative competency (ability in using information about his career and also start crystallizing his choice on certain work field and level) and decision-making (individual knows things that have to be considered in making decision for education and career, then making decision about work that go with his ability and talent.)

Etymologically counselling comes from Latin, "consilium", means with or together which assembled with accept and understand. Meanwhile in Anglo-Saxon, counselling comes from "sellan" means give or deliver.

Counselling meaning. Walgito (Aqib 2012:29) express that counselling is a form of help which is given to individual to solve one's problem by interviewing, and giving ways that appropriate individual's condition in achieving his welfare. Based on the analysis above, Guidance and Counselling can be concluded as a series of activities of help which performs by guidance professional in a way of meeting, face to face or group meeting, by giving additional knowledge continuously and systematically to concur problems .

***Gen-Y Agility***

Agility is mention as dynamic capablity, means as quick pengendusan quality to many threats and chances, problem solving, and adaptation abilitiy in arranging resource base. Agility, speed, accuracy and internal ability become really important. With metaphors it can be easier to used it.

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Agility is needed to produce innovation and new excellences. Changes as agile as lion is needed, even though people who are led are nice but sluggish and stil have occupant mentality. Occupant mentality produce worker group which difficult to be form as leader because they are shackled by the comfort zone. Change paradigm actually is already shifted from strategic plan to action plan which focused on execution. Entrepreneurial leadership principal emphasize on early action to find out the condition virtually.

So, except strategic agility, personal agility is also needed. The queation is, what can change leader be done to increase his team personal agility? Clark (2008) introduces 3 personal agility dimension: intellectual, emotional and physical

### *Gen-Y Skill*

Skill is often connected as a practical ability. Skill means able. In *Kamus Besar Bahasa Indonesia* (Alwi, 2005:1043) Skill is defined as ability in performing assignment. Poerwadharminta defines skill as deft, ability, and capability to do something well and accurately. (1996:1088). Soemaryadi (1995:2) define skill as deft. Deft is cleverness in doing works quickly and well.

Widely spread coaching and skill elaborating is understood as things that contains all level of live. Basis education gives people foundation to expand Gen-Y potential. It will give foundation for employability. Early training will give basic work skills, general knowledge, industrial and professional base competency. These skills can help them do transition from education world to work field. If one realize and learn from everyday experience for one become more capable and skillfull in one's field.

## HYPOTHESIS

Based on the problem formulation and some assumption, hypothesis can be defined:

1. Banjarmasin Gen-Y personality is effected significantly on Gen-Y agility.
2. Banjarmasin Gen-Y confidence is effected significantly on Gen-Y agility.
3. Banjarmasin Gen-Y mentoring is effected significantly on Gen-Y agility.
4. Banjarmasin Gen-Y personality is effected significantly on skilled Gen-Y.
5. Banjarmasin Gen-Y confidence is effected significantly on skilled Gen-Y.
6. Banjarmasin Gen-Y mentoring is effected significantly on skilled Gen-Y.
7. Banjarmasin Gen-Y dexterity is effected significantly on skilled Gen-Y.

## RESEARCH METHOD

This research is explanatory research, which mengkaji direct and indirect effects of research's varible by using hypothesis experiment. This research method is based on Gen-Y on Private university in Banjarmasin, Kalimantan Selatan Province. The research is aimed to measure the effects of university students' persepsion about Gen-Y's personality, confidence, and mentoring on Gen-Y agility and skilled Gen-Y in Banjarmasin, Kalimantan Selatan.

### *Research Population and Sample*

Based on Sugiono (2010:61), population is general region contain of objek/subject which have quality toward certainty which is set in by researcher to learnt and then the conclusion is drawn.

Based on it, the population of this research is 2050 university students in Banjarmasin, and the total sample is 205 university students.

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## ANALYSIS AND DISCUSSION

Validity testing in the research uses item analysis, which correlate each item's score with total score as summary of item's score. Correlation technique which is used is pearson product moment correlation on significant level 95% (α=0,05%).

Validity testing is used to get instrumen validity which is used to determine a valid item or is not used to compare between correlation coefficient value (r), result of calculation with correlation coeffisient value in table. On 5% free degree (n-2) r value in table is 0,098. Refer to Ari Kunto (2002), if r in calculation result is bigger than r in table so the result is significant. It means that the item is valid and can be used to measure variable which will be measured. The result of validity measurement is served on following table.

Table 1. **Result of Instrument Validity Examination**

| No | Variable | Item | Correlation Coeffisient ( r) | r table | Explanation |
|---|---|---|---|---|---|
| 1 | Personality | X1.1 | 0,487 | 0,098 | Valid |
| | ( X1 ) | X1.2.1 | 0,726 | | Valid |
| | | X1.2.2 | 0,665 | | Valid |
| | | X1.2.3 | 0,616 | | Valid |
| | | X1.3 | 0,629 | | Valid |
| | | X1.4 | 0,466 | | Valid |
| | | X1.5 | 0,608 | | Valid |
| | | X1.6 | 0,576 | | Valid |
| 2 | Confidence | X2.1 | 0,705 | 0,098 | Valid |
| | ( X2 ) | X2.2 | 0,594 | | Valid |
| | | X2.3 | 0,664 | | Valid |
| | | X2.4 | 0,759 | | Valid |
| | | X2.5 | 0,713 | | Valid |
| | | X2.6 | 0,692 | | Valid |
| 3 | Mentoring | X3.1 | 0,597 | 0,098 | Valid |
| | ( X 3 ) | X3.2 | 0,519 | | Valid |
| | | X3.3 | 0,622 | | Valid |
| | | X3.4 | 0,698 | | Valid |
| | | X3.5 | 0,589 | | Valid |
| | | X3.6 | 0,694 | | Valid |
| | | X3.7 | 0,616 | | Valid |
| 4 | Agility | Y1.1 | 0,774 | 0,098 | Valid |
| | ( Y1 ) | Y1.2 | 0.801 | | Valid |
| | | Y1.3 | 0,769 | | Valid |
| 5 | Skill | Y2.1 | 0,738 | 0,098 | Valid |
| | ( Y2) | Y2.2 | 0,810 | | Valid |
| | | Y2.3 | 0,815 | | Valid |
| | | Y2.4 | 0,820 | | Valid |
| | | Y2.5 | 0,777 | | Valid |

Source : Processed Primer Data

On table above, it is showed that value of correlated item for each question items is not as small as 0,098 (r table), reference to Ari Kunto (2002), it can be concluded that all questions is fulfill instrument validity requirement to be used to collect research data.

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**Instrument Reliability Test**

This test is done to get know consistency of a respondent's answer, reliability result can be seen from the reliability cronbach alpha good value is the one which is the closest to 1. Reliability measurement is done with one shot or one time measurement. Variable is called reliable if it gives cronbach alpha value > 0,60 (Ghoxali,2005). Reliability test result is given in following table.

**Table 2. Reliability Instrument Measurement Result**

| Variable | Alpha Value | Explanation |
|---|---|---|
| X1 | 0,748 | Reliable |
| X2 | 0,777 | Reliable |
| X3 | 0,741 | Reliable |
| Y1 | 0,656 | Reliable |
| Y2 | 0,843 | Reliable |

Source : Processed Primer Data

On calculation table above it can be seen that each variable's alpha value has value greater than 0,60.

**en-Y Confidence Variable (X2)**

Confidence variable is describe as table below:

**Table 3. Respondent Statement Frequency Distribution about Confidence**

| Score | X2.1 | | X2.2 | | X2.3 | | X2.4 | | X2.5 | | X2.6 | | X2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 8 | 2,3 | 4 | 1,2 | 4 | 1,2 | 8 | 2,3 | 4 | 1,2 | 2 | 0,6 | 5,0 | 1,48 |
| 2 | 42 | 12,3 | 20 | 5,9 | 36 | 10,6 | 63 | 18,5 | 62 | 18,2 | 30 | 8,8 | 42,0 | 12,38 |
| 3 | 123 | 36,1 | 138 | 40,5 | 95 | 27,9 | 119 | 34,9 | 115 | 33,7 | 127 | 37,2 | 119,5 | 35,05 |
| 4 | 46 | 13,5 | 79 | 23,2 | 101 | 29,6 | 77 | 22,6 | 67 | 19,6 | 89 | 26,1 | 76,5 | 22,43 |
| 5 | 122 | 35,8 | 100 | 29,2 | 105 | 30,8 | 74 | 21,7 | 93 | 27.3 | 93 | 27,3 | 97,8 | 28,68 |
| Total | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 |
| Mean | 3,68 | | 3,74 | | 3,78 | | 3,43 | | 3,54 | | 3,71 | | 3,65 | |

Source : Processed Primer Data

***Explanation :***

X2.1 = Certain about ability to solve effectively event and situation involved
X2.2 = Dilligent and serious in performing assignment
X2.3 = Believe on one's ability and like to find new situation
X2.4 = Commited in deciding challenging goal
X2.5 = Look at problems as challenge not threat
X2.6 = Try to give and increase effort when experiencing failure.
X2 = Confidence variable

Table above shows that mayority respondent answers (138 people or 40,5%) about confidence are sometime perform their assignment dilligently and seriously (X 2.2). All respondent choose sometimes 119,5 respondent or 35,05% for Confidence variable.

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**Research Data Result Description**

***Gen-Y Personality Variable (X1)***

Personality variable description can be explained as following

**Table 4. Respondent Statement Frequency Distribution about Personality**

| Score | X1.1 | | X1.2.1 | | X1.2.2 | | X1.2.3 | | X1.3 | | X1.4.1 | | X1.4.2 | | X1.5 | | X1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 2 | 0,6 | 3 | 0,9 | 6 | 1,8 | 4 | 1,2 | 3 | 0,9 | 3 | 0,9 | 5 | 1,5 | 6 | 1,8 | 4 | 1,2 |
| 2 | 8 | 2,3 | 12 | 3,5 | 15 | 4,4 | 28 | 8,2 | 12 | 3,5 | 22 | 6,5 | 20 | 5,9 | 34 | 10,0 | 18,9 | 5,54 |
| 3 | 38 | 11,1 | 84 | 24,6 | 119 | 34,9 | 96 | 28,2 | 40 | 11,7 | 83 | 24,3 | 63 | 18,5 | 105 | 30,8 | 78,5 | 23,0 |
| 4 | 176 | 51,6 | 167 | 49,0 | 137 | 40,2 | 155 | 45,5 | 191 | 56,0 | 141 | 41,3 | 160 | 46,9 | 127 | 37,2 | 156,8 | 45,96 |
| 5 | 117 | 34,3 | 75 | 22,0 | 64 | 18,8 | 58 | 17,0 | 95 | 27,9 | 92 | 27,0 | 93 | 27,3 | 69 | 20,2 | 82,9 | 24,3 |
| Total | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 |
| Mean | 4,17 | | 3,88 | | 3,70 | | 3,69 | | 4,06 | | 3,87 | | 3,93 | | 3,64 | | 3,87 | |

*Source*: Processed Primer Data

***Explanation :***

X1.1 = Self openness to other people, togetherness and relationship
X1.2.1 = Commitment to do assignment appropriately
X1.2.2 = Commitment to do assignment fastly
X1.2.3 = Commitment to do assignment accuratly
X1.3 = Sincerity
X1.4.1 = Sympathy to others when they are in trouble
X1.4.2 = Sincerity and total awareness on effort
X1.5 = mind openness on new nice hings which is concerned and seen
X1 = Personality Variable

Table above shows that mayority respondent answers (191 people or 56%) about personality are often perform and try to increase their work quality with resposibility (X 1.3). All respondent choose often 156,8 respondent or 45,96% for Personality variable.

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Mentoring variable is describe as table below:

**Table 5. Respondent Statement Frequency Distribution about Mentoring**

| Score | X3.1 | | X3.2 | | X3..3 | | X3.4 | | X3.5 | | X3..6 | | X3.7 | | X3 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 4 | 1,2 | 3 | 0,9 | 5 | 1,5 | 7 | 2,1 | 13 | 3,8 | 2 | 0,6 | 5 | 1,5 | 5,57 | 1,67 |
| 2 | 38 | 11,1 | 24 | 7,0 | 55 | 16,1 | 23 | 6,7 | 75 | 22,0 | 35 | 10,3 | 14 | 4,1 | 37,71 | 11,05 |
| 3 | 144 | 42,2 | 114 | 33,4 | 160 | 46,9 | 100 | 29,3 | 91 | 26,7 | 151 | 44,3 | 117 | 34,3 | 125,29 | 36,72 |
| 4 | 71 | 20,8 | 80 | 23,5 | 58 | 17,0 | 78 | 22,9 | 69 | 20,2 | 69 | 20,2 | 85 | 24,9 | 72,86 | 21,36 |
| 5 | 84 | 24,6 | 120 | 35,2 | 63 | 18,5 | 133 | 39,0 | 93 | 27,3 | 84 | 24,6 | 120 | 35,2 | 99,57 | 29,20 |
| Total | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 |
| Mean | 3,57 | | 3,85 | | 3,35 | | 3,90 | | 3,45 | | 3,58 | | 3,88 | | 3,65 | |

Source : Processed Primer Data

***Explanation :***

X3.1 = Understand self potential and adapt environtment dinamicaly and constructive
X3.2 = Loyal on behaviour, character and self specialization
X3.3 = Achieve development goal systematic and continously
X3.4 = Repair on things that relate to personal, social, study and career aspect
X3.5 = Choose extracurriculer activity
X3.6 = Adapt education program to education background, interest and ability
X3.7 = Can adapt dinamically and constructive on education program
X3 = Mentoring variable

Table above shows that mayority respondent (160 people or 46,9%) about mentoring answers they sometime perform systematiccaly their sustainable development goal (X 3.3). All respondent choose sometimes 125 respondent or 36,72% for Mentoring variable.

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### *Gen-Y Agility Variable (Y1)*

Agility variable is describe as table below

Table 6. **Respondent Statement Frequency Distribution about Agility**

| Score | Y1.1 | | Y1.2 | | Y1.3 | | Y1 | |
|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % |
| 1 | 3 | 0,9 | 3 | 0,9 | 10 | 2,9 | 5,33 | 1,57 |
| 2 | 8 | 2,3 | 7 | 2,1 | 26 | 7,6 | 13,67 | 4,00 |
| 3 | 105 | 30,8 | 118 | 34,6 | 147 | 43,1 | 123,33 | 36,16 |
| 4 | 126 | 37,0 | 151 | 44,3 | 107 | 31,4 | 128,00 | 37,57 |
| 5 | 99 | 29,0 | 62 | 18,2 | 51 | 15,0 | 70,67 | 20,73 |
| Total | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 |
| Mean | 3,91 | | 3,77 | | 3,48 | | 3,72 | |

Source : Processed Primer Data

Explanation :

Y1.1 = Agility on analytical, critical, curiousity thinking and inovative skill
Y1.2 = Agility on controling emotion in conforting tensions
Y1.3 = Physical, tenacity, and stamina capacity to get maximal result
Y1 = Agility variable

Table above shows that mayority respondent (151 people or 44,3%) about agility answers they are advanced in controlling their emotion in conforting tensions (Y1.2).

All respondent choose advanced 128 respondents or 37,57% for agility variable.

### *Gen-Y Skill Variable (Y2)*

Skill variable is describe as table below

**Table 7. Respondent Statement Frequency Distribution about Skill**

| Score | Y2.1 | | Y2.2 | | Y2.3 | | Y2.4 | | Y2.5 | | Y2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 3 | 0,9 | 5 | 1,5 | 2 | 0,6 | 2 | 0,6 | 5 | 1,5 | 3,4 | 1,02 |
| 2 | 11 | 3,2 | 13 | 3,8 | 14 | 4,1 | 11 | 3,2 | 12 | 3,5 | 12,2 | 3,56 |
| 3 | 137 | 40,2 | 150 | 44,0 | 122 | 35,8 | 145 | 42,5 | 130 | 38,1 | 136,8 | 40,12 |
| 4 | 131 | 38,4 | 120 | 35,2 | 145 | 42.5 | 125 | 36,7 | 131 | 38,4 | 130,4 | 38,24 |
| 5 | 59 | 17,3 | 53 | 15,5 | 58 | 17.0 | 58 | 17,0 | 63 | 18,5 | 58,2 | 17,06 |
| Total | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 | 341 | 100 |
| Mean | 3,68 | | 3,60 | | 3,71 | | 3,66 | | 3,69 | | 3,67 | |

Source : Processed Primer Data

***Explanation :***

Y2.1 = Ability on sustainable learning to increase Y2 competency = Ability in having communication , teamwork and problem solving skill.
Y2.3 = Ability proffesional skill
Y2.4 = Portability skill
Y2.5 = Work capability
Y2 = Skill

Table above shows that mayority respondent (150 people or 44%) about skill answers they are intermedieted in communication , teamwork and problem solving skill (Y2.2).

All respondent choose intermedieted 136,8 respondents or 40,12% for skill variable.

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## Classic Regression Double Linear Assumption Test

### *Normality Test*

Normality Test data is done to determine whether in regression double linear model the data is distributed normally or not. Normality test in this research uses skewness ratio and kurtosis ratio. Skewness Ratio is Skewness value which devided by skewness error standard as orientation. If kurtosis ratio and skewness ratio are different between -2 to +2 the data distribution is counted as normal (Santoso, 2000).

The data of normality test result is describe as table below:

**Table 8. Research Variable Normality Test Result**

| | Skewness | | Kurtosis | |
|---|---|---|---|---|
| Variable X1,X2,X3..Y1 | statistic | Std.Error | statistic | Std.Error |
| Unstandardized Residual Valid N ( listwise) | 0,226 | 0,132 | - 0,032 | 0,263 |
| Variable X1,X2,X3..Y2 | | | | |
| Unstandardized Residual Valid N ( listwise) | 0,113 | 0,132 | -0,051 | 0,263 |

Source : Processed Primer Data

1. It is seen that skewness ratio = 0,226 : 0,132 = 1,71, meanwhile Kurtosis ratio = - 0,032 : 0,263 = - 0,121
2. It is also seen that skewness ratio = - 0,113 : 0,132 = 0,86, meanwhile kurtosis ratio = -0 ,051 : 0,263= - 0,194

Because skewness ratio and kurtosis ratio is between -2 to +2, so it can be concluded that data distribution is Normal.

### *Autocorrelation Test*

Based on Duwi Priyatno (2009) Durbin-Watson value is used to determine Autocorrelasion Test with rules if Durbin Watson value is under 5 so autocorrrelation is not happen. Meanwhile based on Ghozali (2009) it should be compared with Durbin Watson position . If du < d < 4-du , so it can be said that the model is not autocorrelation.

Based on data process result it is obtained that Durbin Watson statistic is 1,7773

From Durbin-Watson table if α 5%, n = 341 and many coffesient which is estimated (k) = 3, it can be obtained that du = 1,834 and 4-du = 2,166. So Durbin-Watson value (d) is between du and 4-du. In other way du = 1,834 < 1,773 < 4-du = 2,166. It means that there is no autocorrelation

### *Multikolinearity Test*

Uji ini bertujuan untuk menguji apakah dalam model regresi ditemukan adanya korelasi antar variabel bebas.Model regresi yang baik seharusnya tidak terjadi korelasi diantara variabel bebasnya. Menurut Ghozali (2009) untuk mendeteksi ada tidaknya multikolinearitas didalam model regresi dapat dilihat dari nilai *Tolerance* dan Variance Inflation Faktor (VIF). Jika nilai Tolerance > 0,10 atau nilai VIF < 10 berarti tidak terdapat Multikolinearitas.

Hasil Pengujian Multikolinearitas disajikan pada tabel berikut

This test is aimed to test whether in regression model it can be found the correlatin between its free variables. Based on Ghozali (2009) to detect the existence of multikolinearity in

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regression model it can be seen from Tolerance dan Variance Inflation Faktor (VIF) value. If Tolerance > 0,10 pr VIF value < 10 means that there is no multikolinearity.

**Table 9. Multikolinearity Test Result**

| Variable | Tolerance | VIF |
|---|---|---|
| X1 | 0,795 | 1,258 |
| X2 | 0,633 | 1,579 |
| X3 | 0,623 | 1,604 |

Source : Processed Primer Data

It can be seen from the table above free variable has Tolerance value > 0,10 an has VIF value under 10,00, which mean that there is no Multikolinearity.

***Heteroskedastisity Test***

Good regression model is not Heteroskedastisity, based on Gujarati in Ghozali (2005), one way to detect the existence of Heteroskedastisity is by doing Glejser by making regression between absolut residual as band variable with each free variable. If each free variable is not effected signifficantly on absolut residual so in regression process Heteroskedastisity sympthons is not exist. The foundation of taking a decision in Heteroskedastisity test is if significancy value is bigger than 0,05 so the conclusion is Heteroskedastisity does not happen. Test result can be seen on table below:

**Table 10. Heteroskedastisity Test Result**

| Free Variable | Koef,Regresi | t | Sig | Decision |
|---|---|---|---|---|
| X1 | 0,152 | 3,346 | 0,817 | Not Significant |
| X2 | 0,320 | 6,281 | 0,713 | Not Significant |
| X3 | 0,340 | 6,630 | 0,225 | Not Significant |
| VVV Bound Variable = Absolut Residual Y1 | | | | |

**Table 11. Heteroskedastisity Test Result**

| Free Variabel | Koef,Regresi | t | Sig | Decision |
|---|---|---|---|---|
| X1 | 0,268 | 3,346 | 0,225 | Not Significant |
| X2 | 0,275 | 6,281 | 0,535 | Not Significant |
| X3 | 0,348 | 6,630 | 0,695 | Not Significant |
| VVV Bound Variabel= Absolut Residual Y2 | | | | |

Source : Processed Primer Data

Regression Significant result for each variable > 0,05 shows the constant residual value, so the decision is taken based on Heteroskedastisity in regression model.

***Data Analysis Method***

The goal of data analysis tool is to simplified data into easier to read form and will be interpret appropriate on research purpose . This research uses Path Analysis for data analysis method , Path Test is statistic analysis tools to test the existence of variable influence between variable X and Y (Ghozali, 2011).

Path Analysisi Steps that is done in the research are:

Path diagram can be depicted as follow:

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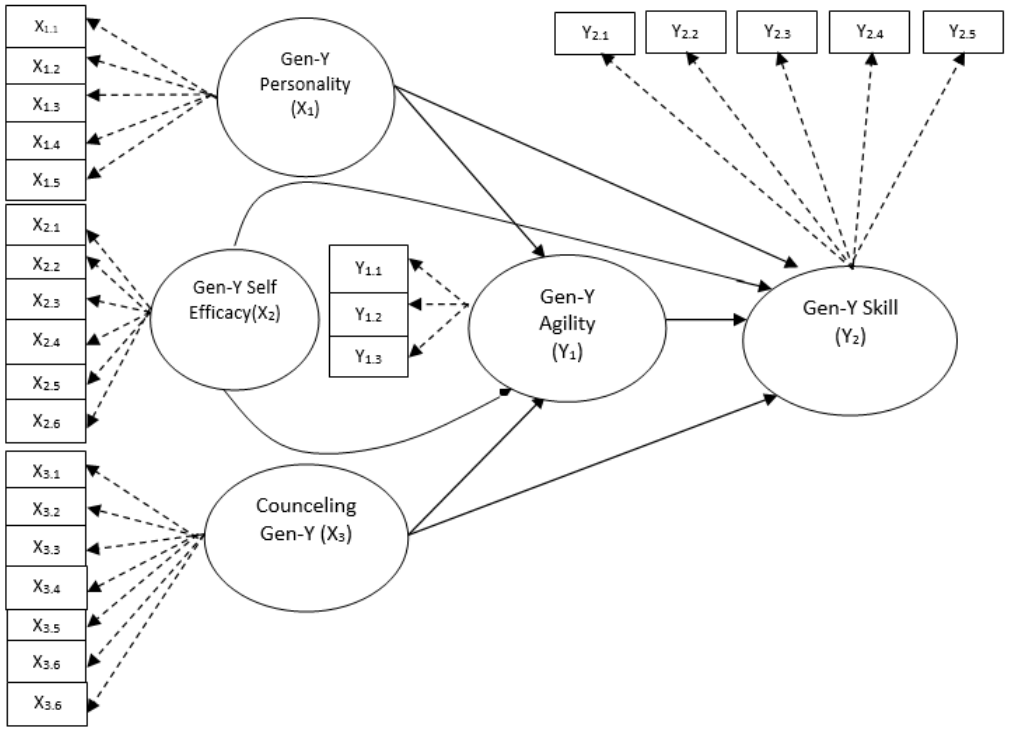


**Figure 1: Path Diagram Complete with Outer Model**

## DISCUSSION

### *Direct Inferensial Analysis Result*

On the following table is the result of processed result data; the effects of Personality (X1), Confidence (X2), Mentoring (X3) on Agility (Y1)

**Table 12. Effects Result of Personality (X1), Confidence (X2), Mentoring (X3) on Agility (Y1)**

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std.Error | Beta | t | Sig |
| (Constant) | 1,846 | 0,655 | | 2,818 | 0,005 |
| X1 | 0,73 | 0,22 | 0,152 | 3,346 | 0,001 |
| X2 | 0,147 | 0,23 | 0,320 | 6,281 | 0,000 |
| X3 | 0,150 | 0,23 | 0,340 | 6,630 | 0,000 |
| Dependent Variabel | Y1 | | | | |
| R | 0,772 | | | | |
| R square | 0,596 | | | | |
| Adjusted R Square | 0,574 | | | | |

Source: Processed Primer Data

On this analysis it can be obtained adjusted R Square value 0,574 which shows the size of free variable support on bounded variable is 57,4% and the rest is comes from other variable (42,6%).

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From statistic result above it can be seen directly the personality free variable (X1), Confidence (X2), and Mentoring on Agility (Y1) on the following:

1. Path coefitient = 0,152 with probability t = 0,001 ( 0,001 < 0,05 ) so agility is influenced significantly and partially by Personality (X1), on 0,05 standard error (alpha=5%). So it can be concluded that agility (Y1) is influenced directly and significantly by Personality.
2. Path coefitient = 0,320 with probability t = 0,000 ( 0,000 < 0,05 ) so agility is influenced significantly and partially by confidence (X2) on 0,05 standard error (alpha=5%). So it can be concluded that Agility (Y1) is influenced directly and significantly by Confidence.
3. Path coefitient = 0,340 with probability t = 0,000 ( 0,000 < 0,05 ) so agility is influenced significantly and partially by mentoring (X3) on 0,05 standard error (alpha=5%). So it can be concluded that Agility (Y1) is influenced directly and significantly by Mentoring.

**Table 13. Effects Result of Personality (X1), Confidence (X2), Mentoring (X3), and Agility (Y1) on Skill (Y2)**

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std.Error | Beta | t | Sig |
| (Constant) | O,987 | 0,996 | | 0,991 | 0,005 |
| X1 | 0,210 | 0,33 | 0,268 | 6,305 | 0,000 |
| X2 | 0,206 | 0,36 | 0,275 | 5,779 | 0,000 |
| X3 | 0,249 | 0,34 | 0,348 | 7,255 | 0,000 |
| Y1 | 1,149 | 0,62 | 0,708 | 8,447 | 0,000 |
| Dependent Variabel | Y2 | | | | |
| R | 0,708 | | | | |
| R square | 0,501 | | | | |
| Adjusted R Square | 0,499 | | | | |

Source : Processed Primer Data

From statistic result above it can be seen the direct effectsof each free variable; Personality (X1), Confidence (X2), and Mentoring, and Agility (Y1) on Skill (Y2) like the following:

1. Path coefitient = 0,268 with probability t = 0,000 ( 0,000 < 0,05 ) so skill (Y2) is influenced significantly and partially by Personality (X1) on 0,05 standard error (alpha=5%). So it can be concluded that Skill (Y2) is influenced directly and significantly by Personality.

2. Path coefitient = 0,275 with probability t = 0,000 ( 0,000 < 0,05 ) so skill (Y2) is influenced significantly and partially by Confidence (X2) on 0,05 standard error (alpha=5%). So it can be concluded that Skill (Y2) is influenced directly and significantly by Confidence.

3. Path coefitient = 0,348 with probability t = 0,000 ( 0,000 < 0,05 ) so skill (Y2) is influenced significantly and partially by Mentoring (X3) on 0,05 standard error (alpha=5%). So it can be concluded that Skill (Y2) is influenced directly and significantly by Mentoring.

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4. Path coefitient = 0,708 with probability t = 0,000 ( 0,000 < 0,05 ) so skill (Y2) is influenced significantly and partially by Agility (Y1) on 0,05 standard error (alpha=5%). So it can be concluded that Skill (Y2) is influenced directly and significantly by Agility.

**Indirect Effect**

Personality (X1), Confidence (X2), Mentoring (X3) variable on Skill (Y2) through Agility (Y1)

Path Analysis Result on table 3.6.1. and table 3.6.2. show that:

1. Indirect effects of Personality variable (X1) on Skill variable (Y2) through Agility variable (Y1) as PX1Y1 x PY1Y2 = 0,152 x 0,708 = 0,108. It can be concluded that there is indirect effect of personality variable on skill variable through agilidy 0,108
2. Indirect effects of Confidence variable (X2) on Skill variable (Y2) through Agility variable (Y1) as PX2Y1 x PY1Y2 = 0,320 x 0,708 = 0,227. It can be concluded that there is indirect effect of confidence variable on skill variable through agility 0,227
3. Indirect effects of Mentoring variable (X3) on Skill variable (Y2) through Agility variable (Y1) as PX3Y1 x PY1Y2 = 0,340 x 0,708 = 0,241. It can be concluded that there is indirect effect of Mentoring variable on skill variable through agilidy 0,241

Based on both table above (table 5.12 and Table 5.13) the equation of Path result is:

Y1 = 0,152X1 + 0,320 X2 + 0,340 X3

Y2 = 0,268X1 + 0,275X2 +0,348 X3 + 0,708 Y1

**Table 14. Presentation of Direct and Indirect Effects**

| Variable | Direct | Indirect (Through Y1) | Total |
|---|---|---|---|
| X1 terhadap Y1 | O,152 | | 0,152 |
| X2 terhadap Y1 | 0,320 | | 0,320 |
| X3 terhadap Y1 | 0,340 | | 0,340 |
| X1 terhadap Y2 | 0,268 | ( 0,152 x 0,708) = 0,108 | 0,376 |
| X2 terhadap Y2 | 0,275 | (0,320 x 0,708 ) = 0,227 | 0,502 |
| X3 terhadap Y2 | 0,348 | ( 0,340 x 0,708 ) = 0,241 | 0,589 |
| Y1 terhadap Y2 | 0,708 | | 0,708 |

Source : Processed Primer Data

From the inferential data analysis so hypotheses model firmness can be made from research data by calculating coeffisient determination relation ($R^2$) on both equation as following:

$R^2$ model = 1 – ( 1 - $R^2$1 )( 1 - $R^2$2)

= 0,787 atau 78,7 % .

## CONCLUSION

Result shows model contribution to clarify structural relationship between 4 research variable 78,7%, meanwhile rest 21,3% is describe by other variable which is not exest in the research model.

From table 5.14 above it can be known that indirect variable variable; Personality (X1), Confidence (X2), and Mentoring on Skill (Y2) show that there is bigger effect than the effect of those three variable directly on Skill variable (Y2).

So it can be said that Agility variable (Y1) has bigger contribution on Skill Variable (Y2)

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