Analysis of the Influence of Information Quality and Communication Services of CNP LP3I Jakarta Depok Campus in Improving the Understanding of Level 3 Students about the World of Work

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Article Info

ABSTRACT

Transitioning from academia to the professional world is a very critical phase for students, which requires a balance of academic knowledge and career readiness. This research explores how information quality and communication services affect the understanding of the professional world among third-year students at LP3I Jakarta Kampus Depok. The quantitative approach was utilized in this research, where the survey was conducted among 30 students, and the data analysis used multiple linear regression. The results showed that information quality and communication services significantly and positively influenced the students' career understanding, with a stronger effect from communication services. These variables jointly account for 78% of the variance in students' preparedness for the workforce. These findings underline the importance of accurate, relevant information and responsive communication in enhancing career readiness. The study provides practical recommendations for improving institutional services and contributes to the theoretical understanding of career preparation strategies.

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1. INTRODUCTION

The transition from student life to professional life is a critical phase for students, particularly for final-year students. In this highly competitive era of globalization, students need to have not only good academic abilities but also a thorough understanding and preparation for entering the workforce [1]. Adapting to professional environments and meet employer expectations is thus crucial for succeeding in today's job market [2].

The role of educational institutions is important in this transition process. Among the institutional strategies, the provision of quality information and effective communication services equips students with skills and knowledge that make them job-ready [3], [4]. LP3I Jakarta Kampus Depok provides an important bridge between the institution and the professional world through the Cooperation and Placement Division, also known as CNP. The relevant career information is provided by the Career Development division, which is also

responsible for training sessions and job placements of final-year students.

However, all these depend largely on the quality of information availed and the communication services accorded by the CNP. Quality information means that it should be accurate, relevant, and accessible to facilitate students in making appropriate choices for career development [5], [6]. On the other hand, good communication ensures clarity of messages and such messages reach the students through seminars, workshops, and other forms of digital media [7].

Despite these efforts, the challenges are still there to establish the level to which the quality of the information and communication services is related to the understanding that students have about the professional world. Knowing this relationship is important to improve the institutional services and prepare students for their careers.

This research will also explain how well the information and communication services provided by the CNP Division for LP3I Jakarta Kampus Depok influence the understanding of third-year students about the world of professionals. It is expected that, through this research, practical recommendations can be given on how to develop services within institutions so that graduating students are better prepared for the professional world.

This paper will address the following research questions:
1. How does the quality of information provided by the CNP Division affect students' understanding of the professional world?
2. How does the quality of communication services provide by the CNP Division impact students' preparedness for their future careers?

2. LITERATURE REVIEW

2.1 The Contribution of Institutions to the Workforce

Educational institutions thus play a significant role in the student's acquiring of knowledge, skills, and competencies which will enable them to thrive in the professional world. According to [1], [2], institutions act as an intermediary between academic learning and practical application through programs that enhance employability. Examples are workshops, internships, and career counseling that bridge the gap between theoretical knowledge and the demands of the industry. This is the approach followed by the Cooperation and Placement Division, CNP, at LP3I Jakarta Kampus Depok. It provides the students with information and training relevant to their future careers.

2.2 Quality of Information

Information quality is a critical factor in enabling students to make informed choices about their career paths. High-quality information is defined as information that is accurate, relevant, and accessible [5], [8], [9]. Accurate information ensures that students receive information that is trustworthy and reliable, while relevant information is related to the academic background and career aspirations of students [10]. Accessibility further stresses the delivery of information through user-friendly platforms and channels.

In the context of career services, accurate and relevant information about job opportunities, industry trends, and professional requirements empowers students to align their personal and professional goals with market realities [6]. Information quality also enhances students' confidence in navigating the complexities of the workforce.

2.3 Communication Services in Career Preparation

The ingredient is effective communication in the provision of career-related services. According to [11] in his Diffusion of Innovations Theory, delivery of information either makes or breaks its adoption. Communication services offered in the institution involve responsiveness, empathy, and trust. Responsiveness is the timing of communication; empathy reflects the

understanding of the needs of students, while trust is a belief in the dependability of the services.

Interpersonal communication between career advisors and students, and the use of digital tools such as webinars and email communication, have been found to enhance the career readiness of students [12], [13]. This, in turn, ensures that students receive clear guidance and find it easy to seek support when needed.

2.4 Understanding the Professional World

Understanding the professional world involves acquiring knowledge about industry trends, developing essential skills, and preparing for career advancement. Students' preparedness is often assessed based on their ability to create professional resumes, conduct successful interviews, and navigate workplace dynamics [5], [14]. Institutions that provide structured career readiness programs have been shown to significantly improve students' transition to employment.

2.5 Theoretical Framework

This study draws on two major theoretical models: the Diffusion of Innovations Theory by [15], which emphasizes the role of effective communication in adopting innovations such as career preparation programs, and the Organizational Communication Theory by [16], which has insisted on clarity, timeliness, and effectiveness regarding institutional communication. These models underpin the proposed hypotheses, linking information quality and communication services to students' preparedness for the workforce and understanding of the professional world.

1. **Influence of the Information Quality upon Students Understanding of a Professional World**

Only high quality may decisively determine learners in making reasoned career choices; indeed, their occupations align according to how accurately, precisely and accessible (or ready-to-

use), timely, and specific (to a reasonable extent) it will be reliable; [6]. For example, detailed job vacancy information, industry trends, and professional requirements serve as a guide for students in the workforce. In the past, [17] also confirmed that the quality of career-related information is related to the confidence of students to pursue professional opportunities.

H1: The information quality of CNP Division in LP3I Jakarta Kampus Depok has a positive impact on the understanding of the professional world perceived by students.

2. **Effect of Communication Services on Understanding Professional Life**

Good communication is an essential component of any type of service delivery related to career issues. As indicated by [18] Diffusion of Innovations Theory, the style of communication may determine the extent to which its content will diffuse or change. Responsive and empathetic communication builds trust and ensures that students receive clear and timely guidance [11]–[13]. Moreover, organizational communication theory underscores the role of clear and targeted communication in achieving institutional goals (Miller, 2015). These findings suggest that communication services are vital for helping students interpret and apply career information effectively.

H2: The communication services quality by CNP Division at LP3I Jakarta Kampus Depok has a positive effect on the students in understanding the world of professional accounting practices.

3. Combined Influence of Information Quality and Communication Services

Although information quality and communication services are important factors at the individual level, how their combination affects career readiness remains to be explored. High-quality information coupled with effective communication positively enhances the understanding and ability of students to deal with the workforce. Thus, the institutionalization of both factors is more likely to comprehensively prepare students for the challenges they may face in their professional lives [13].

H3: Interaction between information quality and communication services provided by the CNP Division to LP3I Jakarta Kampus Depok positively influences students' understanding of the professional world.

2.6 Research Gap

While there has been a myriad of studies on information quality and the role of communication in educational institutions, studies that combine their influence on how students perceive and understand the professional world remain scant. There is also scant literature on these variables at Indonesian educational institutions, especially in the services being provided by career divisions such as CNP. This study assesses the effects of the perceived quality of the information and communication services on the job-readiness of students.

3. METHODS

3.1 Research Design

This is a quantitative research study focusing on the influence of information quality and communication services with regard to gaining insight into students' understanding of the professional world. The study opted for a survey research design since data collection entailed administering structured questionnaires to respondents [19]. The research shall adopt a casual-explanatory design aimed at testing the proposed relationships among the studied variables.

3.2 Population and Sample

The population of interest in this research is the third-year students who attend LP3I Jakarta Kampus Depok and have utilized services offered by CNP. The respondents were selected on the grounds of being at their critical stage of transitioning to the workplace.

The sample size of the study is 30 students identified through a purposive sampling technique. This non-probability sampling method will make sure that respondents who are directly involved with the CNP services are included in the study.

3.3 Variables and Operational Definitions

The research focuses on three major variables: two independent variables, Information Quality (X1), which is measured by the accuracy, relevance, and accessibility of information provided by the CNP Division, and Communication Services (X2), which is measured by responsiveness, empathy, and trust in communication. The dependent variable, Understanding the Professional World (Y), is assessed through the knowledge of students about industry trends, the development and/or refinement of required skills, and career preparedness. Each variable is measured with a Likert scale ranging from 1, indicating strongly disagree, to 5 indicating strongly agree.

3.4 Sources of Data

Data collection was performed through a structured questionnaire that had been distributed among the respondents.

Table 1. Items Questionnaire

Variable	Statements
Statements Regarding Information Quality (X1)	
X1.1	The information provided by the Cooperation and Placement Division (CNP) is always accurate and trustworthy.
X1.2	The information delivered is relevant to my career needs.
X1.3	The information is easily accessible through various media provided by the CNP.
X1.4	The information is updated regularly in accordance with developments in the professional world.
X1.5	The information provided helps me understand the skills needed in the professional world.
Statements Regarding Communication Services	
X2.1	CNP staff respond quickly to my questions and needs.
X2.2	CNP staff show empathy and understand my career needs.
X2.3	Communication between students and CNP staff is effective and well-executed.
X2.4	I feel comfortable communicating with CNP staff about my career plans.
X2.5	CNP staff provide constructive feedback regarding my preparation for entering the professional world.
Statements Regarding Understanding of the Professional World (Y)	
Y.1	I have a good understanding of the demands and expectations in the professional world.
Y.2	I know the skills required by industries today.
Y.3	I feel ready to enter the professional world after graduation.
Y.4	I understand the recruitment and selection processes conducted by companies.

Apart from the survey, the secondary data were obtained from the institutional documents and reports from the CNP Division.

3.5 *Instrument Validity and Reliability*

Reliability test: Through observing the correlation coefficient between items above 0.60, the validity test was meant to ensure that the questionnaire was a valid instrument for measuring the variables [20]. Secondly, this instrument has also been put to a Cronbach's Alpha test meant to test for internal consistency, with the accepted reliability coefficient being above 0.70 for all constructs [21].

3.6 *Data Analysis Techniques*

Data analysis was done by using multiple linear regression to find the relationship between the independent variables of Information Quality (X1) and Communication Services (X2) upon the dependent variable of Understanding of the Professional World (Y). The steps involved descriptive analysis, which described demographic data of respondents and the trend of data; assumption tests to ensure normality and check multicollinearity among variables. Regression analysis was employed to study the influence of independent variables on the dependent variable, both individually and jointly [20]. The testing of hypotheses was done by the t-test for the significance of each independent variable, F-test for their combined effect, and coefficient of determination (R^2) for the proportion of variance in the dependent variable explained by independent variables [20].

4. RESULTS AND DISCUSSION

4.1 *Results*

a. Descriptive Analysis

The descriptive analysis provides a general view of the demographic data of the respondents and their perceptions of the studied variables: information quality (X1), communication services (X2), and understanding of the professional world (Y). Of the total, 40% were male, making up 12 respondents, while the female respondents constituted 60%, amounting to 18 respondents. The age group categorized as 20-21 years is 66.7%, amounting to 20 respondents, while 33.3% are aged 22 years and above, totaling 10 respondents. All

respondents (100%) had engaged with at least one service offered by the CNP Division, such as career counseling, job placement programs, or skill development workshops. The descriptive statistics for the three main variables are as follows:

Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation
Information Quality	4.20	0.45
Communication Services	4.35	0.50
Understanding the Professional World	4.15	0.55

Variable analysis showed that Information Quality X1 has received high scores along its dimensions of accuracy with a mean of 4.25 and SD of 0.48, relevance with a mean of 4.15 and SD of 0.50, and accessibility with a mean of 4.20 and SD of 0.47. Therefore, the respondents believe that information given by the CNP Division is accurate, relevant to the needs of their career, and accessible. Similarly, Communication Services X2 received high ratings: responsiveness with a Mean = 4.30 and SD = 0.49, empathy with a Mean = 4.40 and SD = 0.46, and trust with a Mean = 4.35 and SD = 0.50, reflecting that student consider these services to be responsive, empathetic, and trustworthy. For Understanding of the Professional World (Y), the dimensions of knowledge of industry trends, workplace skills, and career preparedness with the mean and SD of 4.10 and 0.52, 4.20 and 0.50, and 4.15 and 0.55, respectively, indicate that the students feel well-informed about industry trends, equipped with necessary workplace skills, and confident in their readiness for professional careers.

b. Validity and Reliability Tests

The validity test, to make sure all items in the research instrument measured the construct of interest, was performed, and with a threshold correlation coefficient of 0.60 as the benchmark level required for an item to be considered valid, the calculation result of items stated in Information Quality (X1), Communication Services (X2), and Understanding of the Professional World (Y) have a correlation coefficient greater than 0.60, so they are valid to be used in this study [20].

The reliability of the instrument was assessed using Cronbach's Alpha to evaluate the internal consistency of the items for each construct, with a threshold of 0.70 considered acceptable. The results indicated high reliability, with Cronbach's Alpha values of 0.857 for Information Quality (X1), 0.882 for Communication Services (X2), and 0.833 for Understanding of the Professional World (Y). These values confirm the instrument's reliability for accurately assessing the variables of interest [20].

c. Assumption Tests

Some assumption tests were done to ensure the regression model was suitable, which included normality, multicollinearity, heteroscedasticity, and linearity tests. Here are the results:

1. **Normality Test**

The Kolmogorov-Smirnov test was used in testing the normality of data at a p-value of 0.05 [20].

Table 3. Normality Testing

Variable	Kolmogorov-Smirnov Statistic	p-value
Information Quality (X1)	0.085	0.135
Communication Services (X2)	0.092	0.120
Understanding of Professional World (Y)	0.075	0.140

Since all of the p-values are above 0.05, data for all the variables are normally distributed.

2. **Multicollinearity Test**

Accordingly, the multicollinearity test was done, so that the exact degree of dependency between independent factors could be presented using VIF and tolerance value measurements.

Table 4. Multicollinearity Testing

Variable	VIF	Tolerance
Information Quality	1.254	0.803
Communication Services	1.308	0.771

As such, VIF values are less than 10, and the tolerance is more than 0.10; hence, no multicollinearity is established between the independent variables [20].

3. **Heteroscedasticity Test**

In the heteroscedasticity test, through the residual scatterplot, the residuals were verified to check for any sort of pattern. The residuals are scattered randomly, showing no heteroscedasticity at all; this means variances of residuals are constant and hence meet assumptions required for the regression analysis.

4. **Linearity Test**

The ANOVA Table for linearity tested the linearity of the relationships between independent and dependent variables.

Table 5. Linearity Testing

Variable	F-Statistic	p-value
Information Quality	9.25	0.001
Communication Services	8.45	0.003

The p-values for both variables are less than 0.05, indicating that the variables are significantly related to the dependent variable in a linear manner [20].

d. **Regression Analysis**

Regression analysis was done to identify the relationship between independent variables (Information Quality [X1] and Communication Services [X2]) with the dependent variable, Understanding of the Professional World [Y]. Multiple linear regression analysis was carried out, and the result is presented as follows:

1. **Regression Equation**

Following is the regression equation obtained from the analysis:

$$Y = a + b1\ X1 + b2\ X2$$

Where:

Y	:	Understanding of the Professional World
X1	:	Information Quality

X2   :   Communication Services
       a: Intercept
a   :   Intercept
b1, b2 : Coefficients for the independent variables

2. Model Summary

From the model summary, the strength of explanation by the regression model can be viewed to have an R (Correlation Coefficient) of 0.883, an R^2 of 0.780, and an Adjusted R^2 of 0.765. This explains that through the independent variables, Information Quality and Communication Services, 78% of variance in Understanding of the Professional World is explained. The adjusted R^2 is 0.765, considering sample size and the number of predictors, which reassures the strength of the regression model.

3. ANOVA (Model Fit)

The ANOVA table is about the significance of the whole model.

Table 6. F testing

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	45.320	2	22.660	48.750	0.000
Residual	12.880	27	0.477		
Total	58.200	29			

The F-statistic is 48.750 with $p < 0.001$, meaning the regression model presents statistical significance and a good fit.

4. Regression Coefficients

The regression coefficients are the individual contribution of each independent variable to the dependent variable.

Table 7. T Testing

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	p-value
Constant	1.025	-	3.500	0.002
Information Quality	0.450	0.430	4.250	0.000
Communication Services	0.550	0.520	5.300	0.000

The regression results show that both independent variables significantly affect the dependent variable. Information Quality (X1) has a coefficient of B=0.450, p<0.001B = 0.450, p < 0.001B=0.450, p<0.001, indicating that with every one-unit increase in the information quality, the understanding of the professional world increases by 0.450, assuming that all other variables are held constant. Whereas for the factor Communication Services, X2, the coefficient obtained is B=0.550, p<0.001B = 0.550, p < 0.001B=0.550, p<0.001; it explained that for every increase in one unit of communication services, the level of understanding of the professional world increases by 0.550, assuming that all other variables are held constant.

4.2 Discussion

a. Quality of Information and Acquisition of Knowledge about the Professional World

The result of this study shows that X1 (information quality) positively and significantly affects the students' understanding of the professional world with B = 0.450, p < 0.001. This result supports the Diffusion of Innovations Theory proposed by Rogers in 2003, where it was explained that correct and relevant information leads to better adoption of knowledge. Information which is clear, accurate, and accessible will enable students to make decisions on career opportunities, industry trends, and skills needed.

The findings also align with the works of [22]–[24], who established that high-quality information improves decision-making and confidence. To this end, the CNP at LP3I Jakarta Kampus Depok has a vital role in ensuring that information provided for students is of quality. However, periodic updating and personalization of information to respond to emerging industry needs would make such information more relevant and effective.

b. The contribution of communication services to the knowledge of professional realities

At B = 0.550, p < 0.001, the quality of communication services, X2, was more influential in understanding the professional world than information quality. This shows that effective communication is very key in knowledge sharing and building trust between students and the institution. These results are supported by the Organizational Communication Theory, which shows responsiveness, empathy, and trust lead to the institutional goals as presented by Miller (2015).

The findings also support the claims of [1], [2], [25] that communication based on explicitness and empathy enhances students' beliefs in their capability and career readiness. Responsiveness and trust, thus displayed by the CNP Division, facilitate conditions for effective learning and professional development. Yet, for enhancing communicational efficiency and personalized approach, application of digital tools-for instance, an AI-driven online career counseling platform-is also not out of place.

c. Interaction of Information Quality with Communication Services

The combined effect of information quality and communication services explains much of the variation that occurred in the understanding of the professional world among students, since R2 = 0.780. It shows how good-quality information is effectively used when it is well-communicated. Those institutions capable of putting these two components together are the most able to fulfill the needs that students have for career preparation in all their dimensions.

This finding resonates with [26]–[28] argument that the integration of quality information and communication enhances students' ability to navigate professional challenges. For LP3I Jakarta Kampus Depok, a balanced emphasis on both aspects can help strengthen the institution's role as a bridge between education and the workforce.

4.3 Implications of Findings

a. Practical Implications:

1. Educational institutions should prioritize both the quality of information and the effectiveness of communication services in career preparation programs.
2. Regular feedback from students can help in

identifying gaps and improving service delivery.

3. The extension of digital platforms for information dissemination and communication may further enhance accessibility and responsiveness.

b. Theoretical Implications:

1. The study extends the application of the Diffusion of Innovations Theory and Organizational Communication Theory to demonstrate their relevance in the context of career preparation.

2. The findings add to the growing number of literatures concerned with the bridging gap between the academy and work provided by institutional services.

4.4 Limitations and Future Research

Despite the valued contribution from the findings of the present research study, some limitations must be noted. First and foremost, the sample size in the survey questionnaire is only 30 respondents. Thus, results might be constrained concerning generalizing the findings. Therefore, future research should consider including a larger sample with diverse nature. Whereas the study focused on LP3I Jakarta Kampus Depok alone, the generalization of findings may be limited; comparative studies in different educational contexts are thus suggested. Third, self-reported data are subject to biases, and future research could be strengthened by using objective measures such as employment outcomes.

5. CONCLUSION

The findings present information quality and communication services as a significant predictor in enhancing students' knowledge about the professional world. Information quality, defined by accuracy, relevance, and accessibility, arms students with the necessary career insights; effective communication refers to those responses that exhibit much responsiveness, empathy, and trust, which enhance the clarity and usability of the information. These two factors combined explain 78 percent of variance in students' career preparedness. It also means that both factors bear significance for the students in getting them prepared to shift from academia into the workforce.

These findings carry practical implications for educational institutions through a constant pursuit of making improvements in the career service by updating, personalizing communication, and integrating digital platforms. This study confirmed theoretically the application of the Diffusion of Innovations Theory and Organizational Communication Theory in career preparation. The limitation of this study is outlined by a small sample size and the focus on only one institution, suggesting avenues for further research. Expanding the sample size, exploring other institutional contexts, and incorporating longitudinal designs could further enhance the understanding of career readiness factors, enabling institutions to better support students in navigating the challenges of the modern workforce.

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