



The Effect Of Soft Skill And Hard Skill On Work Readiness Of The 2018 STIE Jayakarta Students

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Received: June 25, 2022; **Accepted:** August 22, 2022 ; **Published:** August 25, 2022

Abstract – This study aims to determine the effect of soft skills and hard skills on the work readiness of STIE Jayakarta students batch 2018.

The population of this research is STIE Jayakarta students class of 2018 and the sample is 38 students. Sampling by incidental sampling. The variables used are soft skills, hard skills and work readiness. Analysis of the data using multiple linear correlation regression analysis, which looks at the relationship between soft skills, hard skills and student work readiness, determines the closeness of the relationship between these variables and examines the effect of soft skills and hard skills on student work readiness, either partially or simultaneously.

Partially, the results of the study indicate that there is no influence of soft skills on student work readiness, but there is an influence of hard skills on student work readiness. Meanwhile, from the results of simultaneous testing, it can be concluded that soft skills and hard skills together have an influence on student work readiness. .

Keywords: soft skills, hard skills, student work readiness

I. Introduction

A. Background

Unemployment is a very scary problem in a modern country, if unemployment is high then human resources will be wasted which results in a decrease in people's income levels. In this situation, economic conditions will decline which will result in various problems in society. Universities are required to be able to produce graduates who are competitive and ready to take part in the business and industrial world and take part in development. STIE Jayakarta as a university must also be able to produce graduates who are competitive in the world of work. The



DOI: 10.52362/ijiems.v1i2.881

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demands of a career in today's world of work are growing so that it has an impact on the skills needed to achieve a better career.

However, in reality, the crisis of human productivity is still happening today. As happened in Indonesia, the high labor force and the low quality of job seekers and the difficulty of distribution due to limited vacancies have caused a large number of unemployed in Indonesia. In this situation, prospective workers must prepare themselves to have work readiness in accordance with the abilities needed in the world of work.

Human resources are very important in a company. The main focus is the employees. Employees are one of the most dominant strategic elements in the effort to achieve goals. So that in a business organization empowering and developing human resources in this case, employees, need to always be improved in order to achieve the goals and results as desired by the company. In achieving the company's goals, employees must also have soft skills and hard skills.

Hard skills are the ability to master science, technology, and technical skills related to the field of science. This ability itself is owned by every human being, but at different levels. Science, technology, and technical skills are acquired through learning and experience. Hard skills can also be interpreted as processes, procedures, and specifications of abilities that can be measured. These include accounting, legal, political, medical, mathematical, computer, musical and other technical skills. In general, this ability is obtained through educational channels such as schools and courses, and even some are obtained by self-taught and natural talent.

Meanwhile, soft skills are a person's skills in dealing with other people (interpersonal skills) and skills in self-regulation (intrapersonal skills) that are able to develop to work optimally. and habits and other characteristics besides technical ability. This ability is usually formed through a person's social life such as interacting with others and building networks/connections with others. These soft skills can be honed within an organization, because generally in an organization which is a collection of people, it will automatically form and grow the ability to interact with other people in an organization.

The relationship between hard skills and soft skills with human resources is an interesting thing to study. So this study takes the title "The effect of soft skills and hard skills on the work readiness of the 2018 STIE Jayakarta students".

B. Research Objectives

The aim of this research is :

1. To determine the effect of soft skills on the work readiness of the 2018 STIE Jayakarta students
2. To determine the effect of hard skills on the work readiness of the 2018 STIE Jayakarta students
3. To determine the effect of soft skills and hard skills on the work readiness of the 2018 STIE Jayakarta students



DOI: 10.52362/ijiems.v1i2.881

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II. THEORY

A. Education

Based on Law (*Undang-undang*) No. 20 of 2003¹ concerning the National Education System article 3, that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. National Education aims to develop the potential of students (in this study, especially students) to become fully adult human beings, who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens. and be responsible. It can be said that Indonesia needs humans who are not only intelligent in their fields, but also have character, have a religious personality, are able to uphold religious values in life. In education it is necessary to maximize efforts to instill student character values with the right goals, not only theoretical but more practical. Not only enough in the cognitive domain but also to be effective. Because at this time, students are in a transition period from adolescence to early adulthood. Adolescence as a problematic age, and busy looking for self-identity.

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Muzahid (2014)² said that education increases the theoretical, conceptual, and moral skills of employees. An education is basically a process of developing human resources. Education is the preparation of individuals to assume different or higher responsibilities within the organization.

Educational background can be seen from the level of education (formal education) namely basic and secondary education (SD, SMP, SMA) and higher education (University). Educational background can also be seen from the specifications or majors that show the suitability of the field of science being pursued with the field of work. Companies in accepting employees will consider both formal educational backgrounds and specifications. The company will analyze the suitability of the education department with the position / position that is in accordance with the education, so that employees can provide good performance for the company.

The basic capital that is very important for every nation is human resources, both in terms of quantity and even more so in terms of human quality. To deal with this, the younger generation such as students need to have knowledge and experience to improve the quality and quantity of themselves. One of them is the students while in college they will carry out field work practices (PKL). The importance of PKL for students is to be able to know firsthand about the world of work and go directly to the field. PKL are one of the factors that affect work readiness.

According to Chalpin (2006)³, experience is certain knowledge or skills obtained from practice or from outside the learning effort. A person can be said to be experienced if he already has a level of mastery of knowledge and skills in accordance with the field of expertise he has. Experience in the world of work is needed by students when starting work after graduation.





Through various sources, both from the media and from people who have worked, students can get an overview of the experiences of those who have worked so that students can appreciate the success of someone who has been achieved.

Competition in the world of work is getting tighter, so it takes a workforce who has the expertise and skills. Skills and expertise of a workforce can be obtained through learning in educational institutions or through skills training at skills training institutions. Student academic ability can also be a factor that affects student work readiness. Students' academic ability can be measured based on the learning outcomes achieved. Achievements achieved by students are a reflection of skills in certain fields. Students who have skills and expertise in certain fields will have the readiness to enter the world of work after graduation.

B. Soft skills

The concept of soft skills is actually a development of a concept that has been known as emotional intelligence (emotional intelligence) which is related to a collection of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people (Hibur Tanis, 2013)⁴¹. Soft skills can be classified into two categories: intrapersonal and interpersonal skills. Intrapersonal skills include: self-awareness (self-confidence, self-assessment, traits and preferences, emotional awareness) self-skills (improvement, self-control, trustworthiness, time management, proactive, conscientious). While interpersonal skills include social awareness (political awareness, developing others, utilizing diversity, service orientation, empathy and social skills such as leadership, influence, communication, conflict management, cooperation, teamwork, synergy). Weaknesses in the field of soft skills are in the form of character that is inherent in a person. It took a lot of effort to change it. This ability can be honed and improved along with work experience. There are many ways to improve soft skills. One of them is through learning by doing. In addition, soft skills can also be honed and improved by participating in management trainings and seminars.

Good soft skill attributes include communication skills (communication skills), critical thinking and problem solving skills (critical thinking skills and problem solving), team work skills (the ability to work together in groups), ethical morals and professionalism (moral ethics and professionalism).), leadership skills (leadership skills). The factors that affect soft skills according to Yati Suhartini (2011)⁵¹ include:

1. Intrinsic factors: are factors that arise because of the influence that arises within the individual itself, such as self-esteem to gain popularity, maintain prestige and avoid dependence on others. In addition, there is a feeling of pleasure which is a psychological event, feeling happy or not happy but he still loves, later will arise interest that can make a person happy.
2. Extrinsic factors: are factors that affect individuals due to the influence of external stimuli, such as the family environment, community environment, education and knowledge, interactions with other people that are beneficial.





C. Hard skills

Hard skills are knowledge and technical abilities that a person has. The description of a person's behavior and skills that can be seen (explicit) and can be assessed is the concept of hard skills. Hard skills are skills that can produce something visible and immediate. The definition of hard skills is often interpreted as determining the size of an individual in terms of technical ability which can be seen from the evidence he has, such as certificates, awards and others. This means that hard skills are obtained by someone through educational institutions to gain the ability to support them in solving problems.

College graduates (students) must pay attention to the work they will receive with their abilities. During the recruitment process and job interviews, the company will compare the hard skills of one candidate with other candidates. In some industries, companies even conduct hard skills tests to find out if job applicants really have the skills listed on a resume. Then, when someone has entered work, the boss will evaluate the employee's hard skills. Comparing abilities to the work to be done is a good thing. For this reason, students need to prepare themselves by developing hard skills as a basis for applying for jobs and balanced with soft skills as a basis for doing work. Because almost all companies today require the right combination of hard skills and soft skills. The company wants its employees to have good soft skills, such as being able to work in a team (team work), communication and so on. But the company also wants its employees to have hard skills, namely a certain level of education, training certificates and so on. Usually companies are more concerned with employees who have good soft skills than hard skills. Because forming soft skills (characters) is more difficult than forming hard skills (Tegar, 2014)⁶¹.

Hard skills that are considered when someone registers as an employee, in addition to education, include foreign language skills, being able to operate computers, updating software commonly used in offices.

D. Work readiness

Work readiness is the ability of students to directly enter the world of work after graduation without requiring a long adjustment time in the work environment, supported by physical maturity, mental maturity and learning experiences that match the needs of the world of work.

Work readiness contains six elements, namely:

1. Responsibility Workers assume responsibility for themselves, as well as responsibilities towards co-workers, the workplace, and the fulfillment of work goals.
2. Health & safety (health and safety). Must be able to maintain personal hygiene and tidiness. Always take care of your physical and mental health.
3. Communication (communication) . Good communication skills, will be able to follow directions and accept feedback and criticism.
4. Skills Skills are the abilities a person has to change something into something more valuable and meaningful, including skills related to work, assets, intellectuals, and expertise.





5. Self view (view of self) Self-concept determines the individual's attitude in behaving, for example, if you think you will succeed, then this will be a driving force towards success.
6. Flexibility. Must be able to adapt to new roles and work situations.

Factors that affect work readiness are:

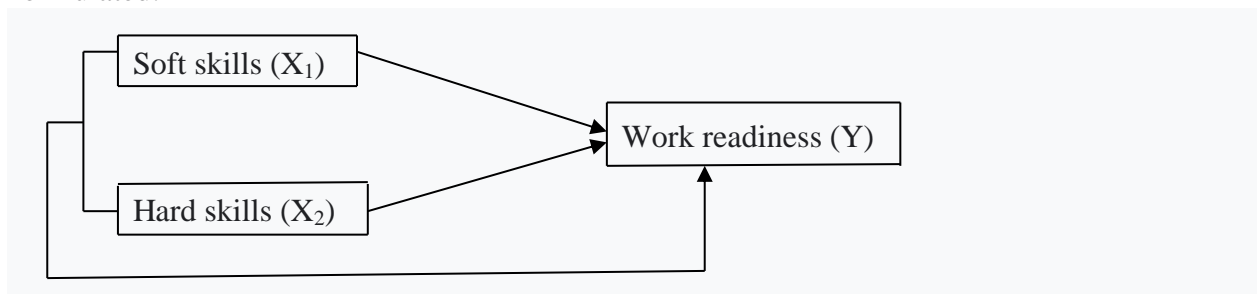
1. Internal internal factors or factors that come from oneself (individuals) such as talent, work motivation, soft skills, intelligence, interests, attitudes, knowledge of the world of work, achievements, work experience, outward appearance.
2. External factors or factors originating from outside oneself (environment) such as the role and guidance of parents, the state of the surrounding community, the state of peers.

Work readiness is the state of a person who is ready based on the level of maturity to carry out various activities and is able to respond in a certain way in certain situations. In addition, it is also a harmonious condition between physical, mental maturity and student experience so that students are able to carry out an activity with the ability to overcome an obstacle that occurs. Then it can be stated that indicators of work readiness include physical and mental conditions, logical and objective considerations, ability to work with others, attitude of responsibility, critical thinking and willingness to move forward.

E. Framework and Hypotheses

Ni Komang Sumartini's research (2019)⁷¹ entitled "The Effect of Industrial Internship Experience on Work Readiness of Class XI Students in the Marketing Department of SMK Negeri 1 Negara" gives the result that industrial internship experience has a significant effect on job readiness. Research from Lisdiantini, N., Utomo, P.Y. and Afandi, Y.(2019)⁸¹ entitled "The Influence of Soft Skills on Work Readiness in Students of the Madiun State Polytechnic Business Administration Study Program" stated that there is a significant influence between soft skills and student work readiness. While research from Desi Setiawati, Mayasari (2021)⁹¹ entitled "The Influence of Soft Skills and Hard Skills on Work Readiness of Graduates of SMA Negeri 3 Jambi City during the Covid 19 Pandemic" gave the results that partially (individually) Soft Skill and Hard Skill variables positive and significant effect on the variable of job readiness.

Based on the existing theoretical basis and some previous research, the following framework is formulated:





Hypothesis:

H1: Soft skills have a significant effect on the work readiness of the 2018 STIE Jayakarta students

H2: Hard skills have a significant effect on the work readiness of the 2018 STIE Jayakarta students

H3 : Soft skills and Hard skills together have a significant effect on the work readiness of the 2018 STIE Jayakarta students

III. RESEARCH METHODS

This research is a quantitative survey research. The population of this study was STIE Jayakarta students batch 2018. From the population, 38 students were sampled by incidental sampling (by chance without planning).

Data collection technique is by distributing questionnaires in the google form. The questionnaire contains a list of closed questions, namely the answers have been provided. The questions are structured in such a way that the answers to these questions refer to the Linkert scale with the answer choices strongly agree (SS = 5), agree (S = 4), Neutral (N = 3), disagree (TS = 2), strongly disagree (STS = 1).

A. Variable

There are several variables used in this study. The variables that show the demographic characteristics of the respondents are gender and age variables. Variables that show variable relationships in accordance with the objectives of this study consist of:

1. The independent variable (variable X) is a variable that affects or causes changes in other variables. In this study there are two independent variables, namely the soft skill variable (X_1) and the hard skill variable (X_2). The operational definition of soft skill (X_1) is an ability that is inherent in a person, but can be developed to the maximum and is needed in the world of work as a complement. of the ability of hard skills. Variable X_1 is arranged based on 5 questions (talking attitude, helping colleagues, being given a warning, working honestly, following existing rules). Meanwhile, hard skill (X_2) is the mastery of science, technology, and technical skills related to the field of science. Variable X_2 is reflected from 5 questions (doing the job well and correctly, doing assignments, completing assignments on time, using authority properly, being able to solve problems).
2. The dependent variable or dependent variable (Y) is the variable that is affected, the value of which depends on the value of other variables. In this study, the dependent variable is the work readiness variable (Y) which has an operational definition as the ability, skills, and work attitudes that are in accordance with the demands of society and in accordance with the potential of students in various types of certain jobs that can be directly applied. Variable Y is explained in 5 questions (think objectively and logically,



DOI: 10.52362/ijiems.v1i2.881

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have curiosity, have responsibility, can adapt, have a vision and mission for the development of work).

B. Data analysis

In this study, data analysis uses correlation regression analysis because it will see the relationship or influence of the soft skill variable (X_1) and the hard skill variable (X_2) on the work readiness variable (Y). Before performing a correlation regression analysis, the data collected must be confirmed to be valid and reliable and the existing data must meet the classical assumptions. Data analysis stages:

1. Validity and reliability test

Validity test is used to measure whether or not a questionnaire is valid. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali (2018)¹⁰⁾). With a significance level of = 5% we will compare the calculated Pearson correlation value (r) with the standard Pearson coefficient value (table). If the value of $r_{\text{count}} > r_{\text{table}}$, the instrument (questionnaire) used is valid. For anything else invalid

Reliability test is used to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if the respondent's answer to the statement is consistent or stable from time to time (Ghozali (2011)¹⁰⁾). To determine the level of reliability used Cronbach's Alpha value. It is said to be reliable if the value of Cronbach's Alpha > 0.6 .

2. Classical assumptions

The classic assumptions consist of:

1. Normality test, which shows whether in the regression model, the confounding or residual variables have a normal distribution or not. The normality test was carried out with the Kolmogorov-Smirnov test which was carried out on the residual value. This test is done by looking at the value of sig.(2-tailed). If the data has a significance level greater than 0.05 or 5%, it can be concluded that the data is normally distributed. on the other hand, if the data has a significance level of less than 0.05 or 5%, it can be concluded that the data is not normally distributed.
2. Multicollinearity test, which shows whether there is a correlation between the independent variables in the regression model. Multicollinearity can be seen from the tolerance value or VIF (Variance Inflation Factor). There is no multicollinearity if the tolerance value is > 0.10 or the VIF value is < 10 .
3. Heteroscedasticity test is to test whether in a regression model there is an asymmetry of variance from the residual of one observation to another observation. Heteroscedasticity test can be seen by using a scatterplot graph. If the scatterplot graph forms a spread pattern, then there is no heteroscedasticity.

3. Regression and correlation analysis



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In correlation regression analysis, it is explained about the regression equation, correlation coefficient, coefficient of determination and hypothesis testing.

- a. The regression equation in this study uses multiple linear regression equations because there are 2 independent variables that will be seen in relation to the dependent variable. Multiple linear regression equation shows

$$Y = A + B_1X_1 + B_2X_2$$

With Y = work readiness, X_1 = soft skills, X_2 = hard skills

- b. The correlation coefficient (r) will show the close relationship between the variables used in the research, in this case it shows the close relationship between the soft skills and hard skills variables on the work readiness variable. If the correlation coefficient (r) is getting closer to 1 then the relationship between soft skills and hard skills on the work readiness variable is close and positive, and if the correlation coefficient (r) is getting closer to -1 then the relationship between soft skills and hard skills is on the job readiness variable. close but negative. The coefficient of determination (r^2 .100%) indicates the percentage of the influence of the independent variable on the dependent variable. In this study, the coefficient of determination shows the percentage of the influence of soft skills and hard skills on work readiness.
- c. Hypothesis testing was conducted to show whether the independent variable had an effect on the dependent variable either partially or simultaneously. The hypothesis test uses the t test if it will partially test the effect of the independent variable on the dependent variable. In this case, the t test is used to test whether the soft skill variable has an effect on work readiness and also to test whether the hard skill variable has an effect on work readiness. By taking the significance level = 5% and paying attention to t_{count} and t_{table} , then if $t_{count} > t_{table}$ OR $-t_{count} < -t_{table}$, it means that the independent variable has an effect on the dependent variable. The hypothesis test using the F test shows a simultaneous test (together), that is, seeing the independent variables that are used together have an effect on the dependent variable. In this study, it will be tested whether the variables of soft skills and hard skills together have an effect on work readiness. By taking the significance level = 5% and paying attention to F_{count} and F_{table} , if $F_{count} > F_{table}$, it means that the independent variables jointly affect the dependent variable.

IV. RESEARCH RESULT

Jayakarta College of Economics (STIE) was founded in 1969. The management of this college is the Jakarta Dharma Pendidikan Foundation (YDPJ). STIE Jayakarta has 2 (two) majors, namely Accounting and Management with around 1000 (one thousand) students.

The population of this study was STIE Jayakarta students class 2018 with a total sample of 38 students. From this sample, a general description of their characteristics (respondents) was obtained. From 38 students (respondents) there were 12 male students and 26 female students.



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Based on age, there are 34 students aged 15-25 years and 4 students aged 26-41 years. To obtain data from the variables studied, namely soft skills, hard skills and work readiness, respondents filled out a questionnaire containing closed questions whose answers had been provided and referred to the linkert scale. For the soft skill variable it is reflected by 5 questions, for the hard skill variable it is reflected by 5 questions and for the job readiness variable it is reflected by 5 questions. The stages of data analysis are as follows.

A. Validity and reliability test

For soft skill variables represented by 5 questions, the results of the validity test are:

Table 4.1 Soft Skill Variable Validity Test Results

Correlation	<i>r count</i>	<i>r table</i>	conclusion
X.1	0.447	0.329	VALID
X.2	0.634	0.329	VALID
X.3	0.349	0.329	VALID
X.4	0.389	0.329	VALID
X.5	0.482	0.329	VALID

The results of the reliability test, resulted in Cronbach's alpha value of 0.694. Value of 0.694 > 0.60, so it can be concluded that all instruments for X₁ are reliable.

For the hard skill variable reflected by the 5 questions, the results of the validity test are:

Table 4.2 Hard Skill Variable Validity Test Results

Correlation	<i>r count</i>	<i>r table</i>	conclusion
X.1	0.895	0.329	VALID
X.2	0.855	0.329	VALID
X.3	0.821	0.329	VALID
X.4	0.822	0.329	VALID
X.5	0.683	0.329	VALID

The results of the reliability test resulted in Cronbach's alpha value of 0.927. The value of 0.927 > 0.60, so it can be concluded that all instruments for X₂ are reliable.

For the work readiness variable reflected by the 5 questions, the results of the validity test are:

Table 4.3 Validity Test Results for Work Readiness Variables

Correlation	<i>r count</i>	<i>r tabel</i>	conclusion
Y1	0.623	0.329	VALID
Y2	0.615	0.329	VALID





Y3	0.783	0.329	VALID
Y4	0.676	0.329	VALID
Y5	0.720	0.329	VALID

The results of the reliability test resulted in Cronbach's alpha value of 0.861. The value of 0.861 > 0.60, so it can be concluded that all instruments for Y are reliable.

B. Classical assumptions

This study uses multiple linear regression analysis with the regression equation $Y = A + B_1X_1 + B_2X_2$ where X_1 = soft skill variable, X_2 = hard skill variable and Y = work readiness. Then the data used for this regression analysis must meet the classical assumptions

1. Normality test

The results of the normality test using the Kolmogorov-Smirnov test show:

Table 4.4 Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.27291121
	Absolute	.130
Most Extreme Differences	Positive	.094
	Negative	-.130
Kolmogorov-Smirnov Z		.804
Asymp. Sig. (2-tailed)		.537

a. Test distribution is Normal.

b. Calculated from data.

The value of asymp.sig (2-tailed) = 0.537 > 0.05, which indicates that the assumption of normality is met.

2. Multicollinearity Test

The results of the multicollinearity test are as follows:

Table 4.5 Multicollinearity Test Results

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
X ₁ (Soft Skill)	.293	3.414
X ₂ (Hard Skill)	.293	3.414





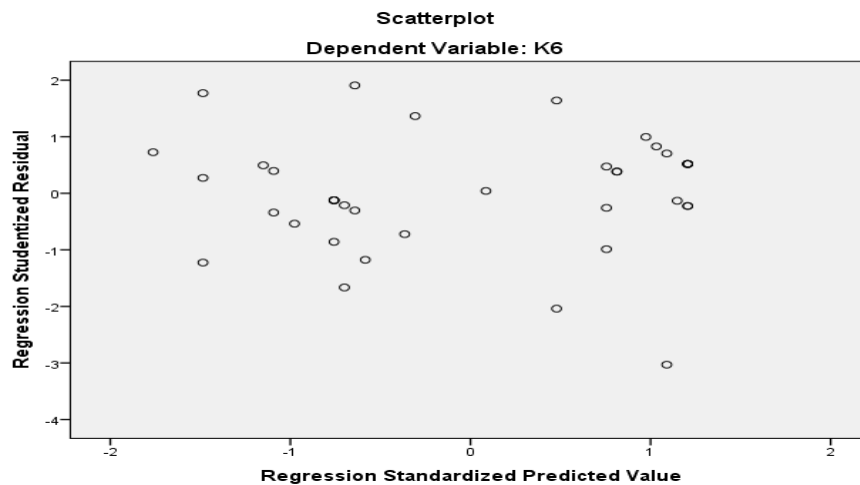
a. Dependent Variable: Y (Work readiness)

The VIF values for the soft skills and hard skills variables are all < 10, so there is no multicollinearity between the soft skills and hard skills variables.

3. Heteroscedasticity test

Heteroscedasticity test using a scatter plot the results are:

Figure 4.1 Homoscedasticity Test Results with Scatterplot



It can be seen that the dots spread randomly above and below the number 0, there is no certain pattern so that it can be said that there is no heteroscedasticity.

C. Regression and correlation analysis

1. Multiple linear regression equation

The regression equation $Y = A + B_1X_1 + B_2X_2$ with X_1 = soft skill variable, X_2 = hard skill variable, Y = work readiness, and A = constant and B_1, B_2 = regression coefficient.

Table 4.6 Results of Multiple Linear Regression Equations

. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.726	.521		1.393	.172
X ₁ (Soft Skill)	.122	.213	.097	.573	.570
X ₂ (Hard Skill)	.705	.158	.756	4.448	.000

a. Dependent Variable: Y

Based on table 4.6 the regression equation is: $Y = 0.726 + 0.122X_1 + 0.705X_2$ which means If the soft skill (X_1) and hard skill (X_2) variables are constant or 0, then the student's work readiness will be worth 0.726 units.





If the soft skill variable (X_1) is increased by 1 unit, the student's work readiness value will increase by 0.122 units assuming a constant hard skill (X_2).

If the hard skill variable (X_2) increases by 1 unit, the student's work readiness value will increase by 0.705 units with the assumption that the soft skill (X_1) is constant.

2. Correlation coefficient

The results of data processing for the correlation coefficient are as follows:

Table 4.7 Simultaneous Correlation Coefficient Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.839 ^a	.704	.687	.28060

The correlation coefficient $r = 0.839$ indicates that the relationship between soft skills (X_1) and hard skills (X_2) on student work readiness (Y) is close and positive. The more soft skills and hard skills increase, the student's work readiness also increases. The coefficient of determination $r^2 \cdot 100\% = 70.4\%$ shows the effect of soft skills and hard skills on student work readiness by 70.4%, the remaining 29.6% of student work readiness is influenced by other variables.

3. Test the hypothesis.

The partial hypothesis test will test the effect of soft skills (X_1) on student work readiness (Y) and will test the effect of hard skills (X_2) on student work readiness (Y). Test the hypothesis partially using the t test.

Hypothesis 1.

H_0 : soft skills have no effect on student work readiness

H_1 : soft skills affect student work readiness

Hypothesis 2.

H_0 : hard skills have no effect on student work readiness

H_1 : hard skills affect student work readiness

The results of data processing for the t-test are as follows:

Table 4.8 Partial Test With t test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.726	.521		1.393	.172
X_1 (Soft Skill)	.122	.213	.097	.573	.570





X ₂ (Hard Skill)	.705	.158	.756	4.448	.000
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a. Dependent Variable: Y (job readiness)

The t-test for hypothesis 1 shows the value of $t_{count} = 0.573$. While the value of $t_{table} = 2.028$ for $\alpha = 5\%$, $n = 38$ and degrees of freedom $df = 36$. Because the value of $-t_{table} < t_{count} < t_{table}$ which means the value $-2.028 < 0.573 < 2.028$ or the value of $sig = 0.570 > 0.05$, it is decided H_0 accepted or soft skills have no effect on student work readiness.

The t-test for hypothesis 2 shows the value of $t_{count} = 4.448$. While the value of $t_{table} = 2.028$ for $\alpha = 5\%$, $n = 38$ and degrees of freedom $df = 36$. Because the value of $t_{count} > t_{table}$ which means the value is $4.448 > 2.028$ or the value of $sig = 0.00 < 0.05$, it is decided that H_0 is rejected or H_1 is accepted, which means that hard skills have an effect on student work readiness.

Simultaneous hypothesis testing will test the effect of soft skills (X_1) and hard skills (X_2) together on student job readiness (Y). Simultaneous hypothesis testing using the F test. The hypotheses for this simultaneous test are:

H_0 : soft skills and hard skills together have no effect on student work readiness

H_1 : soft skills and hard skills together affect student work readiness

The results of data processing for the F test are as follows:

Table 4.9 Simultaneous Test Results With F test

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6.559	2	3.279	41.651	.000 ^b
Residual	2.756	35	.079		
ANOVA^a	9.315	37			

a. Dependent Variable: Y (job readiness)

b. Predictors: (Constant), X₂ (Hard Skill), X₂ (Soft Skill)

From this table the value of $F_{count} = 41,651$. While the value of $F_{table} = 3.27$ for the level of significance = 5% with $n = 38$ and degrees of freedom 1 $df_1 = 2$ and degrees of freedom 2 $df_2 = 36$. Because the value of $F_{count} > F_{table}$ which means $41.651 > 3.27$ or $sig = 0.00 < 0.05$, the decision is to reject H_0 and accept H_1 . So soft skills and hard skills together affect student work readiness.

The results of this study are soft skills do not affect the work readiness of STIE Jayakarta students batch 2018, but hard skills affect the work readiness of STIE Jayakarta students batch 2018. While soft skills and hard skills jointly affect the work readiness of STIE Jayakarta students batch 2018. Can it be said that companies in selecting employees who will work in the company look at the soft skills and hard skills of their prospective employees. The ability of soft





skills and hard skills that are getting better shows the work readiness of prospective job seekers is getting better as well.

V. CONCLUSION

The conclusions of this study are:

1. Soft skills have no significant effect on the work readiness of STIE Jayakarta students batch 2018.
2. Hard skills have significantly affect the work readiness of STIE Jayakarta students batch 2018
3. Soft skills and hard skills together have a significant effect on the work readiness of STIE Jayakarta students batch 2018.

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DOI: 10.52362/ijiems.v1i2.881

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DOI: 10.52362/ijiems.v1i2.881

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