



PERCEPTIONS OF STUDENT SOFT SKILLS AND SELF EFFICACY ON PERCEPTIONS OF STUDENT WORK READINESS IN SURABAYA

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ABSTRACT

This research aims to determine and test the influence of Soft Skills and Self Efficacy on Work Readiness and Self Efficacy as mediating variables. This research was conducted on students who are currently taking their final semester and students in Surabaya. This research was raised because undergraduate graduates have increased from year to year, but due to the high demands that must be met to obtain a job and the limited competencies they possess, graduates are not immediately ready to face the world of work. The sample in this study was taken using the Non Probability Sampling method using a saturated sample technique of 130 respondents. The analytical method used is Structural Equation Model (SEM) and uses Partial Least Square (PLS) to test the strength of direct and indirect relationships between various variables. The results of this research prove that soft skills have no effect on work readiness, self-efficacy has a significant effect on work readiness and soft skills have a significant effect on work readiness through self-efficacy.

Keywords: Soft Skills, Self Efficacy, Work Readiness

A. INTRODUCTION

With the development of time and time, undergraduate graduates have increased from year to year, however, due to the high demands that must be met to obtain a job and the limited competencies they possess, graduates are not immediately ready to face the world of work. (Chotimah & Suryani, 2020) argue that work readiness is the ability, skills and work attitudes that are in accordance with the demands of society and in accordance with the potential of students in certain types of work that they can directly apply.

In working, students must have work readiness with the skills they have. There are two types of skills, namely soft skill and hard skills. Soft skills are attitude, ability to organize and work together. Meanwhile, hard skills are skills that a person has in a certain field. Hard skills and soft skills are prerequisites for a graduate's success in pursuing life after completing education. In reality, in the world of work you not only need an achievement index (IP), but also soft skills. According to Afif & Arifin (2022), in order for graduates to be able to compete in the world of work, state and private universities must develop learning related to soft skills. This is because there are certain qualifications in accordance with labor market demand, even though demand is very high, the result is higher unemployment rates. increasing (Anjarwati & Juliprijanto, 2021).

Apart from that, according to research in 2023, survey results from the National Association of Universities and Employers (NECA), competency in work ethic was 97.5%, critical thinking/problem solving competency was 96.3%, oral/written communication competency was 91.6%. %, team work competency is 90%, IT application competency is 72%, leadership competency is 55.9% and career competency is 45%. The common thread can be drawn that soft skills are more important than hard skills.

However, in Surabaya up to 2021, according to BPS data, there are 276,113 students studying at state and private universities, this number comes from 5 PTNs and 23 PTSs. From this data, it is recorded that unemployment in Surabaya is 201,619 students, and if presented as a percentage, it is 7%. Then, the level of open employment opportunities in the Surabaya city area reached 90.21% based on BPS 2021, while the population of Surabaya residents in 2021 was 2,880,284 people.

Based on the background above, research will be carried out regarding soft skills and self-efficacy in influencing student work readiness. This research will take a sample of students to determine and prove perceptions of work readiness. So the problem can be formulated as follows:

1. Does the perception of soft skills have a positive and significant effect on the perception of work readiness of undergraduate students in Surabaya?
2. Does the perception of self-efficacy have a positive and significant effect on the perception of work readiness of undergraduate students in Surabaya?
3. Does the perception of soft skills have a positive and significant effect on the perception of work readiness of undergraduate students with self-efficacy as a mediator?

Soft Skills

Putra and Pratiwi (2005) stated that soft skills are invisible abilities needed for success, for example the ability to work together, integrity, etc. Suhartini (2011) expressed the opinion that the factors that influence soft skills are as follows:

1. Intrinsic Factors

Intrinsic factors are factors that arise due to influences that arise within the individual himself.

- a. Self-esteem, to gain popularity, maintain prestige, and avoid dependence on other people.
- b. Feelings of joy, where the state of a person's heart or mental state, whether they are happy or not happy, but they still love them, will later show interest which can make a person happy.

2. Extrinsic Factors

Extrinsic factors are factors that influence individuals due to the influence of external stimuli.

- a. Family environment, the family is the foundation for the growth and development of children, it is here that provides the initial influence on the formation of personality.
- b. The community environment is the environment outside the family or the area where one lives or other friends who can influence it.
- c. Education, knowledge gained during the learning process as basic capital that is used, utilized and studied.
- d. Interaction, is a relationship between two or more people and their interaction with each other is mutually beneficial.

Self Efficacy

The definition of self-efficacy in language "self-efficacy consists of two words, namely self, meaning oneself, while efficacy means the correct method (effort, work) in

carrying out something without wasting time, energy, money. Apart from that, it can also be interpreted as being able to carry out tasks precisely and carefully. According to (Gufron & Risnawita, 2014:78-79), self-efficacy can be grown and studied through four main sources of information. The following are four sources of this information:

1. Mastery Experience

An individual's personal experiences have a big influence on self-efficacy. Because it is based on real individual experience in the form of success and failure. Experiences in the form of success will increase individual self-efficacy, while experiences of failure will reduce individual self-efficacy. Strong self-efficacy develops through success, the negative impact of these failures will generally be reduced. Even these failures can be overcome with certain efforts that can strengthen self-motivation if an individual finds a way through his experience that the most difficult obstacles can be overcome through continuous effort.

2. Vicarious Experience

Observing the success of other people with comparable abilities in carrying out a task will increase the individual's self-efficacy in carrying out the same task. Conversely, observing other people's failures will reduce the individual's assessment of his abilities and will reduce the effort he makes.

3. Verbal Persuasion

In verbal persuasion, individuals are directed with suggestions, advice and guidance so that they can increase beliefs about their abilities which can help individuals achieve their desired goals. Individuals in this condition of verbal persuasion tend to try harder to achieve success.

4. Physiological State

Individuals will base information on physiological conditions to assess their abilities. Physical tension in certain stressful situations is seen by individuals as a sign of incompetence because it can weaken the individual's work performance.

Working readiness

Work readiness consists of two words, namely readiness and work. "Ready" according to the Big Indonesian Dictionary is "already ready". Work readiness is 1. a condition of a person who knows his or her job, 2. understands the criteria based on interrelated dimensions, 3. has standards as a worker, 4. has a positive view, is liked and motivated towards every worker's rules, 5. has good behavior and accept risks as a worker, understand and 6. be able to have problem solving for the problems they face, Mohamad Muspawi and Ayu Lestari (2020). According to Knight 2004, there are several factors that influence work readiness:

1) Understanding

Understanding relates to an individual's ability to understand something in order to determine, estimate and prepare for what will happen, and make decisions.

2) Skills

Skills relate to an individual's ability to do a job. The skills possessed by individuals will later support their readiness to do a job.

3) Efficacy belief

Doubt or lack of confidence in an individual's abilities can cause the individual to not be ready to work. In this regard, individuals who are not confident in their abilities will

tend to avoid or give up when facing a problem. This is coupled with a fear of failure which causes the individual to later blame his own incompetence.

4) Metacognition

Metacognition is related to the intelligence abilities possessed by individuals. As is known, individuals have different intelligence abilities, where people who have a higher level of intelligence will solve the same problem more quickly when compared to people who have a lower level of intelligence. Intelligence ability plays an important role as a factor in individual readiness for work.

B. RESEARCH METHOD

Data Type

This type of research has a sampling technique, namely purposive sampling with 130 respondents. Purposive sampling is a sample determination technique by selecting samples according to the research objectives or problems, which makes the sample able to represent the characteristics of a population. This research has the criteria that students are currently studying for undergraduate studies in Surabaya, while the characteristics of respondents in this research are grouped based on university and semester. The following are the characteristics of respondents presented in Table 1:

Characteristics	Amount	%	Characteristics	Amount	%
University Origin			Semester		
Univ. Dinamika	21	16%	Semester 7	17	13%
Univ. Hang Tuah	6	5%	Semester 8	39	30%
Univ. Hayam Wuruk	5	4%	Semester 9	39	30%
Univ. 17 Agustus	11	8%	Semester 10	4	3%
Univ. Muhammadiyah	11	8%	Semester 11	17	13%
Univ. Katolik Widya Mandala	4	3%	Semester 12	1	1%
Univ. Surabaya	2	2%	Semester 13	12	9%
Univ. PGRI Adi Buana	4	3%	Semester 13 keatas	1	1%
Univ. Narotama	5	4%	Total	130	100%
Univ. Bhayangkara	5	4%			
Univ. Terbuka	2	2%			
Univ. Ciputra	3	2%			
Univ. Airlangga	3	2%			
Univ. Islam Negeri	3	2%			
Univ. Pembangunan Nasional	3	2%			
Univ. Negeri Surabaya	42	32%			
Total	130	100%			

Operational Definition of Research Variables

1. Soft Skills (X1)

Soft Skills are soft skills that support each person's success in carrying out the activities needed in the world of work. According to Suleman, Q, Syed, M, et al (2021), there are several indicators, namely: 1. responsibility, 2. having integrity, 3. managing relationships, 4. decision making skills, 5. positive attitude, 6. problem solving skills, 7. flexible, 8. teamwork, 9. empathy, 10. interested in learning, 11. enthusiastic, 12. communication skills.

2. Self-Efficacy (X2)

Self-efficacy is one's own skill in managing one's self-confidence in every activity one undertakes. According to Nopriadi. S, Khairinal, et al (2022), there are several indicators, namely: 1. self-confidence in their skills, 2. ability to lead human resources, 3. having confidence in their dreams.

3. Work Readiness (Y)

Work readiness is describing students who will graduate as having the following indicators, namely: 1. level of maturity, 2. having previous work experience, 3. harmonious mental and emotional state, Ratuela.Y, Nelwan.O, (2022).

Data analysis method

In this research, data analysis was carried out using Structural Equation Modeling (SEM) analysis using the Partial Least Square (PLS) evaluation model with the SmartPLS 4.0 software program. Evaluation of the Partial Least Square (PLS) model is carried out by evaluating the outer model and inner model.

C. RESEARCH & DISCUSSION RESULTS

This research tested three variables, namely: soft skills, self-efficacy, and work readiness by naming the indicators as follows:

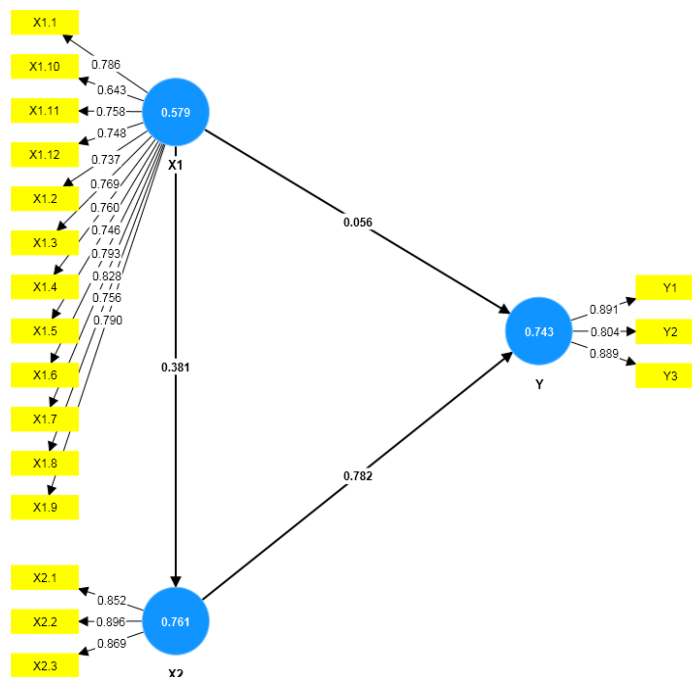


Figure 1. Partial Least Square Model

Testing and Analysis of the Measurement Model (Outer Model)

1. Convergent validity can be said to be valid if the value loading factor is greater than 0.70 and the Average Variance Extracted (AVE) value is greater than 0.50.

2. Discriminant validity or discriminant validity can be said to be valid if the cross loading value is greater than other constructs (Ghozali & Latan, 2015).
3. Cronbach's alpha and Composite Reliability can be said to be reliable or consistent if the Cronbach's alpha value is more than 0.60 (>0.60) and Composite Reliability is more than 0.70 (>0.70) (Ghozali & Latan, 2015, p. 199).

Testing and Analysis of the Measurement Model (Inner Model)

1. Model Suitability or Goodness of Fit (GoF) is used to measure the suitability of the overall structural model and validate outer model and inner model tests. The three levels of GoF strength are a value <0.24 which is classified as small, a value of 0.25 - 0.35 which is moderate, and a value >0.36 which is classified as large (Ghozali, 2016).

variable	AVE	R ²
Soft Skill	0,579	
Self Efficacy	0,761	0,145
Working readiness	0,743	0,649
<i>average</i>	0,649	0,397

Table 2. AVE value

Shows the average value of AVE and R². The results of the Goodness of Fit calculation of this research are:

$$\text{GoF} = \sqrt{\text{AAVE} \times \text{AARS}} = \sqrt{0,649 \times 0,397} = \sqrt{0,257} = 0.507$$

Based on the calculations above, a GoF value of 0.507 is obtained, which shows that the model can explain 50% of the information. Then a model fit test was carried out.

	Saturated Model	Value
SRMR	0,084	>0,10
Chi-Square	412.131	0,145
NFI	0,757	0-1

Table 3. Model Fit value

Table 3 shows that the SRMR value is 0.084, which is still an acceptable value (Schermelleh et al, 2003), the chi-square value is 412.1 which exceeds the ideal value, and the Normed Fit Index is 0.757 which is close to one, meaning the model is said to be quite suitable.

2. Testing of the structural model is carried out by looking at the R-Square value which is a model goodness-fit test. Testing the inner model can be seen from the R-square value in the equation between latent variables. The R² value explains how much the exogenous (independent) variables in the model are able to explain the endogenous (dependent) variables.

variable	R-square
X1: soft skill	
X2 : self efficacy	0,145
Y :working readiness	0,649

Table 4. R-square test results

R^2 value = 0.649. This can be interpreted to mean that the model is able to explain the phenomenon of work readiness which is influenced by exogenous variables, including soft skills and self efficacy, a percentage of 64%, while the remaining 36% is explained by other variables outside this research (apart from the soft skills and self efficacy variables).

Hypothesis test

Hypothesis testing in this research was carried out using the bootstrapping method to determine the direct or indirect effect of the variables. Hypothesis testing can be accepted if the t-statistical value is greater than the t-table (1.96) and the p-values are less than 0.05 (p-values < 0.05) with a significance level of 5%.

	Sample mean	T statistics	P values	results
X1 -> Y	0,071	0,795	0,427	Not significant
X2 -> Y	0,768	10,273	0,000	Significant
X1 -> X2 -> Y	0,314	4,258	0,000	Significant

Table 5. Direct and Indirect Effect Test Results

Table 5 shows the results of hypothesis testing with the following results:

H1: Soft skills have a positive and insignificant effect on Job Readiness

Soft skills have an insignificant effect on work readiness of 0.071 with T-Statistics (0.795<1.96) and P-Values (0.427>0.05) so that H1 is **rejected**.

H2: Self-efficacy has a positive and significant effect on work readiness

Self-efficacy has a positive and significant influence on work readiness of 0.768 with T-Statistics (10.273>1.96) and P-Values (0.000<0.05) so that H2 is **accepted**.

H3: Soft skills have a positive and significant effect on work readiness through self-efficacy

Soft skills have a positive and significant influence on work readiness through self-efficacy of 0.314 with T-Statistics (4.258>1.96) or P-Values (0.000<0.05) so that H3 is **accepted**.

Mediation Testing and Analysis

Mediation testing is used to determine the role of mediation which falls into three levels of VAF values. A VAF value <20% is classified as not mediating, a value between 20-80% is classified as partially mediating, and a Variance Accounted For (VAF) value >80% is classified as fully mediating (Hair, 2014).

variable	Original Sample
X1 → X2 → Y	0,301
X1 → X2	0,385
X1 → Y	0,060
X2 → Y	0,780

Table 6 Path Analysis Test Results

Table 6 shows the results of path analysis of direct and indirect effects, with the following results:

The mediating role of soft skills in the influence of self-efficacy on work readiness

$$\text{Nilai VAF} = \frac{0.301 \times 0.780}{0.385 + (0.301 \times 0.780)} = 0.378 = 37\%$$

The VAF value of the mediating role in the influence of self-efficacy on work readiness is 37% so it is included in the partially mediating category.

D. CONCLUSION

This research examines the influence of soft skills and self-efficacy on student work readiness in Surabaya with the mediating variable self-efficacy. Based on the results of the tests carried out, it can be concluded as follows:

Soft skills have an insignificant positive influence on student work readiness in Surabaya. This can be proven that every change that occurs in soft skills does not increase work readiness significantly. This is influenced by the indicator with the lowest value, namely the ability to learn new things, therefore students must improve their soft skills related to learning new knowledge.

Self-efficacy has a positive and significant influence on student work readiness in Surabaya. This is proven that every change that occurs in self-efficacy will significantly increase work readiness. This is influenced by the highest indicator, namely the ability to lead human resources so that students who have the ability to lead human resources can influence work readiness.

Self-efficacy can partially mediate the influence of soft skills on work readiness. This has been proven that every change that occurs in self-efficacy will partially mediate soft skills in increasing work readiness. This is influenced by indicators that have a high value, namely self-confidence in one's skills, ability to lead human resources, having confidence in one's dreams. Therefore, students who have confidence in their skills, leadership abilities and belief in their dreams can increase their work readiness.

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