

Determining Factors for Work Readiness of Students in The Management Program at Muhammadiyah University of Purworejo

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The study explores the impact of soft skills, hard skills, and internship experience on the employability of Management students at Muhammadiyah University of Purworejo's Faculty of Economics. The background of this research is the high unemployment rate among university graduates in Indonesia, indicating a gap in graduates' readiness to enter the workforce. In the current era of globalization and digital transformation, students are required to demonstrate not only academic excellence but also essential non-academic skills like communication, leadership, and problem-solving, as well as gain hands-on experience through internships. This quantitative research adopts a survey approach, with a purposive sample of 100 students. Data were collected using questionnaires and analyzed using SPSS with multiple linear regression. The analysis confirms that work readiness is positively and significantly shaped by students' soft skills, hard skills, and internship involvement. Soft skills exert the strongest effect (52.8%), followed by hard skills (27.9%) and internship experience (24.4%), all with a significance level of < 0.001 . The R-Square value of 0.919 indicates that these three variables collectively explain 91.9% of the variation in work readiness. These results highlight the crucial role of integrating both academic and practical skill development to enhance graduate employability.

1. Introduction

1.1 Background

The success of a company in running its business cannot be separated from the factor of quality human resources. Quality human resources are an important asset for companies because of their role as policy implementers and operational actors who support the achievement of company goals. Therefore, in facing increasingly competitive global competition, human resources are needed who are able to drive company performance so that they can compete with other companies [1]. In the dynamic era of Industry 4.0, human resources are required to possess high skills and competencies to adapt to changes and enhance work productivity. Employees are not only required to have technical knowledge, but also to demonstrate good performance and have a work ethic that is in line with industry needs [2]. However, the actual condition shows that the standard of human resources in Indonesia is still below expectations. This can be seen

from the high unemployment rate, including among higher education graduates who are considered unprepared for the world of work. The low level of job readiness among university graduates is one of the contributing factors to the high unemployment rate among educated individuals. This condition is influenced by the lack of practical skills, work experience, and non-academic abilities such as communication and teamwork. According to data from the Central Statistics Agency (BPS) in August 2024, the number of unemployed individuals with a university degree reached 842,376. This indicates that holding a bachelor's degree does not necessarily guarantee easy entry into the workforce. There exists a gap between the output of higher education institutions and the evolving demands of the industry. This situation requires universities to not only focus on academic achievements but also strengthen the development of students' job readiness. Job readiness encompasses mental preparedness, technical skills (hard skills), social abilities (soft skills), and practical experience such as internships. These efforts are essential to minimize the mismatch between graduates' competencies and labor market demands, thereby enhancing their competitiveness in the workforce. According to [3], work readiness is a critical aspect in the transition from education to the workforce and involves comprehensive preparation to face the demands and dynamics of the workplace. Soft skills are one of the key elements in work readiness. According to [4], soft skills include communication skills, teamwork, leadership, emotional intelligence, and adaptability. These skills must be developed by students to enable them to work effectively in teams and interact with a dynamic work environment. Additionally, hard skills are equally important. Hard skills reflect technical or academic competencies mastered within one's field of study, such as the ability to use technology, logical thinking, and completing tasks professionally [5]. The third factor that influences work readiness is internship experience. Internships provide students with the opportunity to dive directly into the industrial world, observe real work processes, and develop responsibility and work ethics. [6] States that internship experience can enhance students' motivation and work skills. Muhammadiyah University Purworejo recognizes the importance of equipping students with good work readiness. Therefore, the university provides an internship program as part of the learning process aimed at honing students' practical skills and providing work experience in their respective fields of study. The hope is that students will not only excel academically but also be able to compete and contribute professionally in the workplace.

1.2 Problem Statement

In the era of increasingly fierce job competition, a bachelor's degree alone is no longer a guarantee that someone will easily get a job. A considerable number of university graduates, including those from the Management Study Program, continue to face challenges in transitioning from academic life to the professional world, primarily due to inadequate work readiness. This reflects a misalignment between the competencies students acquire and the demands of the industry. Previous studies have identified soft skills, hard skills, and internship experience as key determinants of an individual's work readiness. However, there are still few studies that comprehensively examine how these three variables simultaneously affect the work readiness of final year students. Therefore, this study was conducted to answer these problems with a focus on students of the Management Study Program at Muhammadiyah University of Purworejo.

1.3 Objectives and Scope

This study focuses on exploring the extent to which soft skills, hard skills, and internship experience contribute to enhancing the work readiness of final-year students enrolled in the Management Study Program at Muhammadiyah University of Purworejo. This study aims to provide insight into how these variables shape students' readiness to enter the workforce and meet industry demand. The scope of this research is limited to Management Study Program students at Muhammadiyah University of Purworejo who have participated in internship activities. This study focuses exclusively on three independent variables namely soft skills, hard skills, and internship experience and their relationship with the dependent variable, namely work readiness.

2. Literature Review

Work Readiness

Work readiness is a critical aspect of the transition from education to the workplace and involves comprehensive preparation to meet the demands and dynamics of the world of work [3]. According to Slameto (2010:113) in [7], the factors influencing readiness include three aspects: physical, mental, and emotional conditions; needs, motives, and goals; and skills, knowledge, and other learned understandings.

Soft Skills

Soft skills refer to personal and interpersonal abilities that support individuals in interacting effectively and harmoniously with others. Soft skills focus on the ability to communicate, work in teams, solve problems, manage emotions, and demonstrate a positive attitude in various situations [8]. According to [9], soft skills are essential aspects that need to be developed in both personal and professional life. Students not only need to achieve academic excellence but also must cultivate these skills to prepare for their future. Soft skills include communication skills, social abilities, emotional intelligence, personal character, and adaptability in daily life and workplace environments. According to Sharma (2009) in [10], factors influencing soft skills include communication ability and problem-solving and thinking skills.

Hard Skills

Hard skills refer to mastery of knowledge, technology, and technical skills relevant to one's field of study. These technical skills are closely related to specific professional competencies required in a job [10]. According to [11], hard skills are the ability to master academic knowledge and technical skills in accordance with one's discipline. [10] mention that the development of hard skills is driven by factors such as technical abilities, scientific knowledge, and technological proficiency.

Internship Experience

Internships are training or practical experiences designed to help individuals master specific competencies under the guidance and supervision of experienced instructors [12]. According to [13], internship experience is a pre-employment learning and training process that students undergo directly in the workplace, aimed at equipping them with relevant knowledge, skills, and experiences to prepare for real-world employment. [13] identify the indicators of internship experience as follows: work knowledge, work skills, adaptability, and work attitude.

Various studies on student employability have underlined the importance of both competencies and practical experience. These studies generally conclude that soft skills, hard skills, and internships are key to enhancing graduates' job readiness.

This research supports the findings of Sari et al. (2023), which showed that soft and hard skills contribute positively to students' job readiness. Communication, teamwork, and leadership help

students adapt in the workplace, whereas technical skills are essential for carrying out professional responsibilities. Sari emphasized the importance of synergy between these two types of skills to prepare graduates for the dynamic demands of the labor market.

Meanwhile, Mustari et al. (2021) discovered that internship experience and career interest significantly influence work readiness. Through internships, students gain firsthand insight into industrial practices and develop relevant skills, including soft skills and work ethics. Career interest also motivates students to take their preparation seriously during their academic years. Therefore, work readiness is influenced not only by ability but also by real-world experiences and internal motivation.

In this study, researchers only used three main variables, namely soft skills, hard skills, and internship experience, as factors influencing students' work readiness. The selection of these three factors was based on their urgency and relevance to the demands of the modern workplace, where companies consider not only academic abilities but also non-technical skills and practical experience. Soft skills include communication skills, teamwork, leadership, and emotional intelligence, which are crucial in navigating the dynamics of the workplace. Hard skills refer to technical proficiency and specialized academic knowledge within a particular field of study, while internship experience provides direct insight into the industrial world and serves as a bridge between the educational and professional spheres.

Several previous studies also support the selection of these three variables. Sari et al. (2023) found that both soft skills and hard skills have a significant impact on students' work readiness, while Mustari et al. (2021) highlighted the influence of internship experience and career interests. Similarly, Wahyuni et al. (2023) reinforced the role of soft skills and internship experience in enhancing students' readiness for the workforce. However, the combined impact of all three variables has not been analyzed within a unified model. To bridge this research gap, the present study adopts a more comprehensive approach, focusing on Management students at Muhammadiyah University of Purworejo, with the goal of offering valuable theoretical insights and practical implications for graduate preparation.

2.1 Related Work

Research on student work readiness has been widely conducted in previous studies. Sari et al. (2023) reported that both soft skills and hard skills have a positive and significant correlation with students' preparedness for employment, indicating the importance of technical as well as interpersonal competencies. Furthermore, Mustari et al. (2021) examined how internship experience and career interest contribute to shaping students' work readiness. Their results showed that internship experience significantly influences work readiness, as internships provide students with practical insights and a better understanding of the real-world work environment. Both studies are relevant to the present research as they explore the factors influencing students' readiness for employment. This study is distinctive in its integrated examination of the combined effects of soft skills, hard skills, and internship experience. Centered on students from the Management Study Program in the Faculty of Economics at Muhammadiyah University of Purworejo, it aims to address a gap in existing research while offering insights that are valuable for both academic discourse and practical initiatives to improve graduate employability.

2.2 Research Gap

Sari et al. (2023) found that both soft skills and hard skills have a positive effect on students' work readiness, while Mustari et al. (2021) demonstrated that internship experience significantly contributes to students' preparedness for entering the workforce. Nonetheless, these studies are limited in scope, as they each examined only two factors separately and did not integrate soft skills, hard skills, and internship experience into a single comprehensive research model.

Moreover, prior research has not been specifically focused on students of the Management Study Program, Faculty of Economics, Muhammadiyah University of Purworejo. In fact, the conditions and characteristics of students in this environment can be different from students from other universities. Therefore, there are empirical and contextual gaps that need to be answered, namely by simultaneously testing the effect of soft skills, hard skills, and internship experience on student work readiness, especially in Management Study Program students at Muhammadiyah University of Purworejo. A more comprehensive and contextually grounded view of the factors affecting student work readiness in the local environment is expected to be provided through this study, thereby addressing the identified research gap.

3. Methodology

This study employs a quantitative research method, with a research design categorized under the survey method using questionnaires. Survey research is a type of quantitative approach aimed at obtaining data related to past or present events, including beliefs, opinions, characteristics, behaviors, variable relationships, and testing several hypotheses concerning sociological and psychological variables. The data are collected from a sample drawn from a specific population. This method involves structured data collection techniques and is often supported by in-depth observations. The results of survey research are generally intended to be generalized to the broader population [14].

3.1 Data Collection

Sample calculation using the Cochran formula approach is used to calculate the population whose number is not known with certainty [15]. Questionnaires were distributed to Management students at Muhammadiyah University of Purworejo to collect data, with the sample selected through purposive sampling. According to [13]. Purposive sampling involves selecting participants based on predefined criteria. The sample in this study included Management students from the Faculty of Economics at Muhammadiyah University of Purworejo who had undertaken an internship.

3.2 Analysis Techniques

This research utilizes multiple linear regression analysis, conducted with SPSS version 29.0 for Windows, to process and interpret the data. Multiple linear regression is a statistical technique designed to evaluate the influence of two or more predictor (independent) variables on a single criterion (dependent) variable. The aim of this method is to determine whether a functional relationship exists between the independent variables (X) and the dependent variable (Y).[16], with a specific focus on assessing the impact of soft skills, hard skills, and internship experience on work readiness.

3.3 Validation

To guarantee the precision of the research results and the trustworthiness of the collected data, this study conducted validity and reliability tests on the questionnaire instrument. The validity test employed Pearson Correlation to examine the relationships among items, revealing that all items were valid, as their correlation coefficients surpassed 0.3. Reliability was measured using Cronbach's Alpha, with all variables obtaining alpha values greater than 0.7, confirming that the instrument was consistent and dependable in measuring the intended constructs.

4. Results and Discussion

1. Validity Test

In this study, the validity test was carried out on the variables of soft skills (X1), hard skills (X2), internship experience (X3), and work readiness (Y).

Table 1
Validity Test Results

Variabel	Questionnaire Item	Person Correlation	r min
Soft Skill (X1)	X1.1	0,754	0,3
	X1.2	0,751	
	X1.3	0,767	
	X1.4	0,807	
	X1.5	0,839	
Hard Skill (X2)	X2.1	0,757	0,3
	X2.2	0,777	
	X2.3	0,802	
	X2.4	0,765	
	X2.5	0,740	
	X2.6	0,770	
Internship Experience (X3)	X3.1	0,858	0,3
	X3.2	0,860	
	X3.3	0,860	
	X3.4	0,874	
Work Readiness (Y)	Y1	0,694	0,3
	Y2	0,581	
	Y3	0,718	
	Y4	0,741	
	Y5	0,728	
	Y6	0,669	
	Y7	0,643	
	Y8	0,663	
	Y9	0,654	
	Y10	0,753	
	Y11	0,645	
	Y12	0,661	
	Y13	0,770	
	Y14	0,634	
	Y15	0,705	
	Y16	0,705	
	Y17	0,715	
	Y18	0,758	
	Y19	0,716	
	Y20	0,732	
	Y21	0,686	
	Y22	0,547	
	Y23	0,706	

Y24	0,695
Y25	0,752
Y26	0,727

Source: Primary Data Processed (2025)

Based on Table 1, all correlation values for each statement item are positive and exceed 0.3, indicating that the questionnaire items are valid for measuring the research variables. This implies that the statements in the questionnaire are appropriate and effective in measuring the variables of soft skills (X1), hard skills (X2), internship experience (X3), and work readiness (Y).

2. Reliability Test

Reliability testing is used to measure the consistency of respondents' answers. In this study, the reliability test was applied to the variables of soft skills (X1), hard skills (X2), internship experience (X3), and work readiness (Y).

Table 2
Results of the Reliability Test

Variable	Corbach Alpha	Information
Soft skill	0,842	Reliable
Hard skill	0,860	Reliable
Internship experience	0,883	Reliable
Work readiness	0,956	Reliable

Source: Primary Data Processed (2025)

Table 2 shows that all items have Cronbach's Alpha values above 0.7, indicating that the instruments for soft skills (X1), hard skills (X2), internship experience (X3), and work readiness (Y) are reliable. Thus, the questionnaire statements consistently measure the intended variables.

3. Multiple Linear Regression Analysis

The multiple linear regression model is a regression model that involves two or more variables. The results of the multiple linear regression analysis from 100 respondents are shown in the table below:

Table 3
Coefficients

Model		Unstandardized B	Standardized Coefficienst Beta	t	Sig.
1	(Constanta)	7,957		2,697	0,008
	soft skill (X1),	2,579	0,543	11,185	<,001
	hard skill (X2),	1,006	0,246	5,324	<,001
	internship experience (X3)	1,331	0,261	5,775	<,001

Source: Primary Data Processed (2025)

Table 4

ANOVA

ANOVA					
Model		Sum of Squares	df	Mean Square	F
1	Regression	20471.228	3	6823,743	362,53 1
	Residual	1806.962	96	18,823	
	Total	22278.190	99		

Source: Primary Data Processed (2025)

Based on Table 3, the multiple linear regression equation model obtained from the analysis is as follows:

$$Y = 7.957 + 0.543(X1) + 0.246(X2) + 0.261(X3) + e$$

$$Y = 7.957 + 0.543(1) + 0.246(1) + 0.261(1) + e$$

$$Y = 9.007$$

The regression coefficients of (0.543), (0.246), and (0.261) indicate the expected increase in the dependent variable (Y) in this case, work readiness corresponding to each unit increase in the independent variables, namely soft skills (X1), hard skills (X2), and internship experience (X3). This multiple linear regression equation ($7.957 + 0.543(X1) + 0.246(X2) + 0.261(X3) + e$) can be used to estimate students' work readiness, which is influenced by the validated variables: soft skills, hard skills, and internship experience.

4.1 Key Findings

1. Partial Test (t-test)

For soft skills, the calculated t-value of 11.185 exceeds the t-table value of 1.984, with a significance level of 0.01, which is well below the 0.05 threshold. This finding supports the acceptance of the Alternative Hypothesis (H_a), confirming that soft skills have a significant partial effect on work readiness. Similarly, hard skills yield a t-value of 5.324 also higher than the t-table value—along with a significance level of 0.01, leading to the acceptance of H_a and indicating that hard skills partially and significantly influence students' readiness for employment. For internship experience, the t-value of 5.775 surpasses the critical value of 1.984, with a significance level of 0.01, thereby confirming the acceptance of H_a and showing that internship experience has a statistically significant partial impact on students' work readiness.

4.2 Interpretation of Results

The Influence of Soft Skills on Students' Work Readiness

The multiple linear regression results reveal that soft skills have a coefficient of 0.543 with a significance value of 0.001 ($p < 0.05$). This finding supports the hypothesis that soft skills partially influence work readiness. In other words, the greater the mastery of soft skills among students, the better their preparedness for entering the workforce. Soft skills include a range of interpersonal abilities, such as effective communication, teamwork, leadership, adaptability, time management, and emotional intelligence. In today's dynamic workplace,

where interdisciplinary collaboration is essential, soft skills play a pivotal role. The findings of this study underscore the need to reinforce soft skills development within higher education through various approaches such as integrated coursework, participation in student organizations, targeted training programs, and practical field experiences. Graduates who possess strong soft skills are typically more adaptable, self-assured, and better equipped to navigate the increasingly complex and competitive job market.

The Influence of Hard Skills on Students' Work Readiness

Based on the regression results, hard skills show a coefficient of 0.246 with a significance value of 0.001 ($p < 0.05$), confirming their partial influence on work readiness. This means that improved mastery of hard skills correlates with increased student readiness for employment. These skills reflect the technical and academic competencies gained through education, which are essential for performing job-related duties.

The Influence of Internship Experience on Students' Work Readiness

Regression results indicate that internship experience has a coefficient of 0.261 and is statistically significant at $p = 0.001$ ($p < 0.05$). This supports the hypothesis that internship experience partially affects students' work readiness. Students with internship experience tend to have higher levels of work readiness compared to those without such experience. Internships provide direct exposure to real work environments, allowing students to understand organizational culture, professional ethics, work processes, and actual performance demands. Furthermore, internships help students refine their technical and interpersonal skills in practice, build professional networks, and increase self-confidence in facing the professional world after graduation.

5. Discussion

5.1 Comparison with Prior Research

The findings of this research align with those of Sari et al. (2023), who found that both soft skills and hard skills play a significant role in enhancing students' work readiness. Essential competencies including communication, leadership, and technical expertise are crucial in equipping students to meet the challenges of today's workplace. Moreover, the current findings also align with those of Mustari et al. (2021), who emphasized the importance of internship experience in fostering work readiness. Their research highlights that practical exposure to real work environments helps students adapt more easily to professional settings and increases their motivation to enter the workforce.

5.2 Limitations

This study has several limitations that should be acknowledged. First, the scope of the respondents is limited only to students of the Management Study Program at Muhammadiyah University of Purworejo, which restricts the generalizability of the findings to other study programs or universities. Second, the data collection instrument relied on self-reported questionnaires, which are highly dependent on the subjective perceptions of the respondents, potentially leading to inaccuracies in assessing their soft skills, hard skills, and work readiness. Third, the study focused solely on three main variables and did not consider other potential influencing factors such as career interest, learning motivation, family background, and institutional support, all of which may also affect students' work readiness.

5.3 Future Research

Based on the findings and limitations of this study, several suggestions are proposed for future research. Future studies are encouraged to expand the population and sample coverage to

include various study programs and other universities to ensure more representative and generalizable results. Additional variables such as work motivation, perceptions of the industrial world, self-efficacy, and institutional support should also be considered to gain a more comprehensive understanding of the factors influencing students' work readiness. Researchers are also advised to adopt a mixed-method approach by incorporating interviews or case studies to complement quantitative data and explore students' subjective experiences more deeply. Furthermore, conducting longitudinal studies is recommended to observe the development of students' work readiness from the beginning to the end of their academic journey, in order to capture the dynamic progression of their competencies over time.

6. Conclusion

This study examines the impact of soft skills, hard skills, and internship experience on the work readiness of students in the Management Study Program, Faculty of Economics, Muhammadiyah University of Purworejo. It responds to the pressing issue of high educated unemployment in Indonesia, particularly among university graduates, which signals insufficient work readiness. This study applied a quantitative approach, utilizing survey data from 100 respondents analyzed through multiple linear regression. The analysis revealed that soft skills, hard skills, and internship experience all exert a significant and positive influence on students' work readiness. These results highlight the critical role of both technical and non-technical competencies, along with practical experience, in shaping employability. This study contributes to the field by offering empirical support for curriculum development that better aligns higher education outcomes with labor market demands, thus addressing the skills gap and improving graduate employability. Based on the multiple linear regression analysis, the following conclusions were drawn:

1. Soft skills partially influence students' work readiness. The test results show a coefficient of 0.543 and a significance value of 0.001 ($p < 0.05$). This means that the higher the level of soft skill mastery students possess, the higher their readiness to enter the workforce.
2. Hard skills partially influence students' work readiness. The analysis shows a coefficient of 0.246 and a significance value of 0.001 ($p < 0.05$), indicating that students with stronger hard skills demonstrate greater readiness for employment.
3. Internship experience partially influences students' work readiness. The regression analysis shows a coefficient of 0.261 and a significance value of 0.001 ($p < 0.05$). These results suggest that students who have completed internships tend to have a higher level of work readiness compared to those who have not.

These findings indicate that work readiness is not only determined by technical abilities (hard skills) but also significantly influenced by non-technical skills (soft skills) and practical experiences gained through internships. This research provides important contributions to the development of higher education curricula, particularly in strengthening the integration of academic competence, interpersonal skills development, and field experience, as essential provisions for students to face the increasingly complex and competitive world of work.

7. Recommendation

The research results indicate that soft skills, hard skills, and internship experience positively and significantly affect the work readiness of Management students at Muhammadiyah University of Purworejo. These results underscore the critical role of developing these competencies in enhancing graduates' employability. Therefore, the following recommendations are offered to relevant stakeholders:

1. For Educational Institutions (Muhammadiyah University of Purworejo)

Higher education institutions should enhance the integration of soft skills into the curriculum through active learning methods such as case studies, group discussions, public speaking, and student leadership programs. In addition, they should strengthen hard skill training and mentoring in alignment with industry needs through workshops, management software training, and competency certification. Furthermore, internship programs should be optimized to be more structured, relevant to students' fields of study, and comprehensively evaluated to ensure that students gain real and meaningful work experiences.

2. For Students

Students are encouraged to actively develop their soft skills outside the classroom by participating in organizations, group projects, and non-academic training. They should also make the most of internship opportunities as a means of learning directly from the professional world and building a professional network. Moreover, students should begin preparing early for work readiness-mentally, technically, and socially-in order to face the increasingly competitive challenges of the professional world.

Appendix

The respondent's statement is as follows:

No	Statement	Weight				
		1	2	3	4	5
Soft Skill (X1)						
1	I am able to communicate effectively, starting from listening and understanding to responding well to the conversation partner.					
2	I am able to manage stress and remain responsive in demanding work situations.					
3	I am able to collaborate with colleagues to find joint solutions.					
4	I am able to respect differing opinions of others in the workplace.					
5	I am able to provide trust and support to team members by assigning appropriate responsibilities.					

No	Statement	Weight				
		1	2	3	4	5
Hard Skill (X2)						
1	I have good calculation skills.					
2	I am able to think logically and critically in solving problems.					
3	I am able to apply knowledge, methods, and techniques to complete specific tasks.					
4	I have broad knowledge and insight.					
5	I am able to use technology to perform work tasks.					
6	I have a critical way of thinking.					

No	Statement	Weight				
		1	2	3	4	5
Internship Experience (X3)						
1	I am not hesitant to ask colleagues in order to improve my skills.					
2	I constantly strive to learn and develop new skills relevant to my work.					
3	I am able to adapt to the demands or changes in the workplace.					
4	I am committed to completing tasks well without neglecting my responsibilities.					

No	Statement	Weight				
		1	2	3	4	5
Work Readiness (Y)						
1	I attend classes, both online and offline, before the lecture begins.					
2	I make a plan before starting a task to ensure it is completed on time.					
3	I am able to complete tasks properly and correctly.					
4	I return items that I borrow from my friends.					
5	I am able to keep the secrets of friends who confide in me.					
6	I do not share what my friends are going through with others.					
7	I complete my college assignments willingly and with a positive attitude.					
8	I complete college assignments according to the given instructions.					
9	I do my work gladly.					
10	I complete college assignments quickly and systematically.					
11	I am able to adapt to my surroundings.					
12	I follow the rules established by the university.					
13	I am able to complete different tasks in a single day.					
14	I have a GPA higher than 3.00.					
15	I am proficient in using Microsoft Office applications, including Word, PowerPoint, and Excel.					

16	I feel happy when chosen as the group leader for a project.				
17	If there is a problem, I am able to resolve it with a calm and composed mindset.				
18	I have the ability to interact with others properly and effectively.				
19	I ask for help from friends when I am unable to complete a task.				
20	I believe that work can be completed more quickly when collaborating with friends.				
21	I enjoy working together with friends on academic tasks.				
22	I enjoy helping others who are in difficulty.				
23	I am aware of the potential within myself.				
24	I know what I want.				
25	I keep up with developments in science and technology.				
26	I keep my body clean and fresh.				
27	I do not use substances that are harmful to myself.				

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