THE INFLUENCE OF STUDENT ENGAGEMENT IN ORGANIZATIONS, SOFT SKILLS, AND HARD SKILLS ON EMPLOYMENT READINESS (A CASE STUDY ON SOCIAL SCIENCE STUDENTS IN PEKANBARU CITY)

PENGARUH KEAKTIFAN MAHASISWA DALAM BERORGANISASI, SOFT SKILL DAN HARD SKILL TERHADAP KESIAPAN KERJA (STUDI KASUS PADA MAHASISWA DI BIDANG SOSIAL KOTA PEKANBARU)

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ABSTRACT

This study aims to determine the extent of the influence of student involvement, soft skills, and hard skills on job readiness among students in the social sciences field. The research comprises three independent variables: student involvement, soft skills, and hard skills, and one dependent variable, which is job readiness. The analysis method employed is Structural Equation Modeling (SEM) using Partial Least Squares (PLS). Data for this research were collected through a questionnaire filled out by respondents, namely students in the social sciences field in the city of Pekanbaru who are actively engaged in campus organizations. The research findings, based on Partial Tests (t-tests), are as follows: a) There is a significant influence of student involvement in organizations on job readiness. b) There is a significant influence of soft skills on job readiness. c) There is no significant influence of hard skills on job readiness. d) There is a significant simultaneous influence of student involvement in organizations, soft skills, and hard skills on job readiness.

Keywords: *Student Involvement Organizations, Soft Skills, Hard Skills, Employability Readiness*

ABSTRAK

Penelitian ini bertujuan untuk menentukan sejauh mana pengaruh keaktifan mahasiswa, soft skill, dan hard skill terhadap kesiapan kerja di kalangan mahasiswa bidang sosial. Penelitian ini melibatkan tiga variabel independen: keaktifan mahasiswa, soft skill, dan hard skill, serta satu variabel dependen, yaitu kesiapan kerja. Metode analisis yang digunakan adalah Model Persamaan Struktural (SEM) menggunakan Partial Least Squares (PLS). Data untuk penelitian ini dikumpulkan melalui kuesioner yang diisi oleh responden, yaitu mahasiswa bidang sosial di kota Pekanbaru yang aktif terlibat dalam organisasi kampus. Hasil penelitian yang di dapatkan berdasarkan Uji Parsial (uji-t), adalah sebagai berikut: a) Terdapat pengaruh signifikan dari keaktifan mahasiswa dalam organisasi terhadap kesiapan kerja. b) Terdapat pengaruh signifikan dari soft skill terhadap kesiapan kerja. c) Tidak terdapat pengaruh signifikan dari hard skill terhadap kesiapan kerja. d) Terdapat pengaruh bersamaan yang signifikan dari keaktifan mahasiswa dalam organisasi, soft skill, dan hard skill terhadap kesiapan kerja.

Kata Kunci: Keaktifan Mahasiswa Berorganisasi, Soft Skill, Hard Skill, Kesiapan Kerja

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INTRODUCTION

In the current era of globalization, marked by numerous challenges and intense competition, there is a significant demand for high-quality human resources equipped with knowledge, skills, and abilities that align with the needs of development. This is because the requirements for prospective employees in the job market are perceived to be increasingly stringent. The workforce no longer solely prioritizes individuals with high academic capabilities (hard skills) but also places great importance on competencies related to personal values, often referred to as soft skills. An individual's competence that matches their expertise is commendable, but possessing unique strengths, such as proficiency in the English language, can be exceptional. Having such strengths can provide a competitive edge for individuals entering the job market and enhance their employability, as it sets them apart (Junaidi et al., 2018)

Indonesia is one of the countries grappling with issues related to human resources (HR), including the low quality of the workforce, high unemployment rates, and limited job opportunities due to the increasing number of individuals lacking employable skills in the country. Consequently, Indonesia has become one of the primary markets for foreign products and a job market for foreign labor (Sari & Syofyan, 2021).

Highly skilled human resources can generate a level of competence that can compete in the global job market. Conversely, a shortage of skilled human resources contributes to higher unemployment rates. The elevated unemployment rates stem from inadequate efforts to enhance human resources (Irmayanti et al., 2020).

Jumlah Pengangguran menurut Kelompok Umur (Februari 2022)
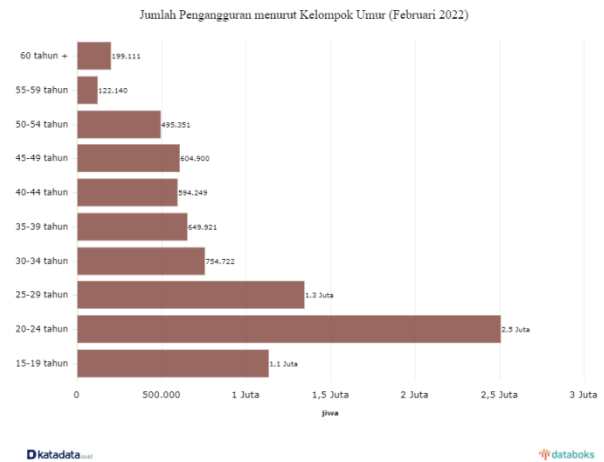
As of February 2022, according to the Central Statistics Agency (BPS) of Indonesia, more than 59% of the country's unemployed population falls within the age range of 15-29 years old. BPS reported that the total number of unemployed individuals in this age group reached 4.98 million as of February 2022. Breaking it down further, there were 1.13 million unemployed individuals aged 15-19, 2.5 million aged 20-24, and 1.34 million aged 25-29. Additionally, there were 1.4 million unemployed individuals aged 30-39 and 1.2 million aged 40-49. Furthermore, there were 617.49 thousand unemployed individuals aged 50-59 and 199.1 thousand aged above 60. In total, the number of unemployed individuals in Indonesia as of February 2022 amounted to 8.4 million. This figure represents 5.83% of the total labor force, which stands at 144.04 million. The number of unemployed individuals was lower compared to August 2021, when it reached 9.1 million (6.49%), and February 2021, when it stood at 8.75 million (6.26%).

To reduce the unemployment rate, the government can improve education as one of the solutions. Education plays a crucial role in shaping high-quality and potentially skilled human resources. Higher education institutions serve as establishments that facilitate individuals in achieving educational

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goals (ANDIKA, 2019). These institutions are expected to produce graduates who are intellectual and possess skills that can serve as assets in preparing for employment (Irmayanti et al., 2020). In this context, students who are future job candidates must prepare themselves to possess job readiness aligned with the skills required in the job market (Setiarini et al., 2022).

Students within the university environment are generally expected to actively participate in organizational activities to complement the various intelligences they have acquired. Involvement in organizational activities can provide new knowledge to understand others, foster personal responsibility, encourage creative thinking to achieve the organization's vision and mission, and offer experiences beyond the academic curriculum (Siu, 2019).

Student involvement in organizations is defined as active participation in activities organized by an organization and being registered as a member of that organization (Sholikhah, 2018). According to Indiana, Widowati, & and Surjawati (2016), as cited in (Safar et al., 2019), active involvement in organizations can take the form of loyalty and commitment to engage in organizational activities or programs. The following are characteristics of student involvement in organizations according to Suryobroto (2009:301): a) Attendance levels in class meetings, b) Positions held within the organization, c) Offering suggestions, proposals, critiques, and opinions for personality development, d) Members' willingness to make sacrifices, e) Members' motivation. This involvement encompasses both physical and psychological aspects (Siu, 2019).

According to Andini et al. (2017), as cited in (Irmayanti et al., 2020), organizational involvement encompasses all activities and actions of students within a framework, namely student organizations, both extracurricular and extracurricular. Engaging in various activities and tasks collectively, interacting, and collaborating towards common goals, students' activism in organizations in Pekanbaru also gives rise to various issues and phenomena. Pekanbaru boasts a multitude of universities and higher education institutions, each with its array of student organizations. This phenomenon reflects the diversity of interests and extracurricular activities offered to students. It is evident in organizations focused on arts, culture, or region-specific social activities. Some student organizations in Pekanbaru engage in social service activities and community-oriented programs, such as Social Service projects in the vicinity of their campuses. This phenomenon underscores the significant role of students in assisting the local community.

Active students often face challenges in sourcing funding and resources to support their organizational activities. This phenomenon may involve fundraising efforts, seeking sponsors, or organizing fundraising events. Involvement in campus organizations can impact the time students allocate to their academic studies. This phenomenon can have either positive or negative effects on their educational quality, depending on how students manage the balance between academics and organizational activities. Engagement in organizations can influence students' job readiness. Skills developed through organizational involvement, such as leadership, time management, and teamwork,

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can serve as assets in seeking future employment opportunities.

Involvement in organizations and skill development are of paramount importance for students who wish to prepare themselves for the workforce. Through organizational activities, students can cultivate skills such as leadership, teamwork, and communication that are highly sought after by employers. Additionally, honing technical or professional skills is also a valuable asset. By actively engaging in organizations and focusing on skill development, students can build a strong portfolio and better equip themselves to meet the demands of the job market after graduation. This can also bolster their confidence and success in the job selection process.

Students who want to succeed in the professional world and achieve excellence in their careers need to possess a diverse set of skills. Generally, these skills can be categorized into two groups, namely hard skills and soft skills. Hard skills are specific, teachable, measurable, and clearly defined abilities, such as typing, writing, mathematics, reading, or the use of computer software. On the other hand, soft skills are more abstract and challenging to quantify, such as ethics, personal habits, interpersonal skills, the ability to listen, and effective communication. Both hard and soft skills are equally crucial in preparing for the job market, as soft skills complement the technical requirements of various types of jobs (Continisio et al., 2021).

Soft skills are life skills and capabilities that relate to an individual's self, their relationships with others in groups and society, as well as with the Divine. Someone with good soft skills will have a more noticeable presence in society. According to Elfindri (2010), as cited in (Hulu, 2020), soft

skills encompass various aspects, including communication skills, emotional skills, language skills, ethical and moral values, and politeness. Meanwhile, according to Sucipta (2009), as cited in (Hidayanti & Prathama, 2019), soft skills are skills related to human relationships, such as conflict resolution, understanding personal dynamics, and negotiation. Soft skills are character traits that enhance a person's interactions, job performance, and career prospects (Robles, 2012). In conclusion, soft skills offer many benefits, such as career development and professional ethics. The importance of soft skills can also be seen in confident students who not only possess technical skills but also have personality related to soft skills.

The Factors Influencing Soft Skills, According to Muhibbin (Deswarta et al., 2023), several factors influence students' soft skills, including internal and external factors: Internal factors that influence them include: a) Intelligence or IQ: The higher a student's intelligence, the more opportunities they have, b) Talent: Talent is an individual's innate ability that grows within them according to their unique potential, c) Interest: Interest enhances an individual's or a student's attention, leading to more diligent learning to achieve their goals, d) Motivation: Motivation is the driving force or desire to fulfill desired needs, e) Student attitude. External factors that can influence them include; a) Family circumstances, b) Lecturers or mentors and their teaching methods, c) Learning tools, d) Social motivation, and e) Environment and opportunities.

According to Laker and Powell (2011), as cited in (Wisshak & and Hochholdinger, 2020), Soft skills involve an individual's ability to manage themselves (intrapersonal) and to interact with others

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(interpersonal). There are issues and phenomena related to the soft skills of students in Pekanbaru, similar to many other cities. Soft skills refer to non-technical skills and abilities that encompass social, interpersonal, and leadership aspects. Students in Pekanbaru may face issues related to communication skills, both verbal and written. The lack of communication skills can hinder their ability to participate in class discussions, perform well in job interviews, or collaborate effectively in team projects.

According to Hawkins (1999) (Hidayanti & Prathama, 2019), The technical abilities associated with specific job fields, such as engineering, marketing, finance, or construction, are known as hard skills due to their specialized nature, tangible presence, and often observable characteristics. On the other hand, according to Han (2011), hard skills are skills where the rules remain the same regardless of the company, circumstances, or people you work with. According to Winarno (2010) (Hidayanti & Prathama, 2019), Hard skills can be categorized into the following three categories: 1) Knowledge is information acquired directly through experience, understood through the senses, and processed by the human mind naturally, 2) Skills (technology/skill) encompass the ability to perform specific tasks, such as using tools or methods in a specific field, for example, the use of computer software or accounting practices, 3) Standard Operating Procedures (SOP) are a set of guidelines within an organization that outline the routine steps to be followed. SOPs are highly crucial for organizations to achieve their goals efficiently and effectively manner. According to Bahrumsyah (2010), as cited in (Wibowo et al., 2020), Hard skills refer to the mastery of

knowledge, technology, and technical skills related to their field of study. Syawal argues that hard skills are more focused on improving intelligence (IQ). From both perspectives, it can be concluded that hard skills are the ability to master technical knowledge and technical skills relevant to a specific field that contributes to the development of the intelligence quotient (IQ). Issues and phenomena related to hard skills among students in Pekanbaru City refer to the challenges and preparations needed by them to develop essential technical skills for success in the job market. One of the main problems is the lack of training and development of technical skills relevant to the needs of the industry in Pekanbaru City.

Similar to issues related to soft skills, the gap between what is taught in universities in Pekanbaru and what is needed by the industry can also apply to hard skills. Academic curricula may not always reflect the latest trends and technologies. Some industries in Pekanbaru, such as oil and palm oil, may have specific requirements for particular technical skills. Students need to ensure that they receive appropriate training for these industries if they are interested in working in them. Internship or work placement opportunities can help students develop technical skills. However, the lack of these opportunities in Pekanbaru can be an issue for students seeking practical experience.

Employability readiness is a multidimensional, context-dependent construct centered among the potential for success in the workplace. This is indicated by the extent to which an individual possesses specific skills, knowledge, and attributes (Zhang et al., 2023). According to Caballero and Walker (2010), as cited in (Schweinsberg

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et al., 2021), Work readiness encompasses a combination of general skills and personal traits, as well as the specific discipline possessed by graduates, which reflects the extent to which they are prepared to transition from student status to becoming successful workers.

According to Robert H. Meier and Diene J. Atkins (2004), as cited in (Anisa et al., 2021), Work readiness can be described as the effort to prepare oneself physically, and mentally, and utilize the vocational resources needed to compete in the world of work. It can be interpreted as the readiness of one's physical, mental, and vocational resources to enter a competitive job market. Factors influencing job readiness originate from both within the individual (internal) and external to the individual (external). Factors from within the individual include intelligence, talents, interests, motivation, attitude, experience, and skills, while factors external to the individual encompass society, family, school, and the surrounding environment (Suyanto et al., 2019).

Many experts have expressed factors that influence employability readiness. According to Sastro Hadiwiryo (Sari & Syofyan, 2021), employability readiness is influenced by several factors, namely: 1) Academic achievement, which serves as a direct measure of a candidate's abilities and provides data related to the candidate's qualifications, 2) Experience, which is a crucial factor for candidates to enter their desired field, as the theory learned in educational settings often differs from practical application in the workplace, 3) Physical and mental health, which is something that companies should consider to prevent potential future losses. These factors play a significant role in determining an individual's readiness for the workforce.

Issues and phenomena related to the employability readiness of students in Pekanbaru often reflect the challenges and preparations needed to enter the workforce. One of the key issues is that many students may have limited practical experience related to fieldwork or relevant industries. This can make them less prepared to tackle actual tasks and responsibilities in the professional world. Some industries or jobs may require specific skills that are not widely taught in universities. Students may need to supplement their education with additional training or certifications to meet these requirements. Students may also require more career development support, including access to mentors, internship programs, or career development centers at the universities in Pekanbaru.

Based on the previous elaboration, it is deemed important to conduct further research on the influence of student involvement in organizations, soft skills, and hard skills on the readiness of social science students in the city of Pekanbaru. This research aims to examine how prepared social science students in Pekanbaru are for entering the workforce and to investigate the relationship between student involvement in organizations and the job readiness of social science students in the city of Pekanbaru.

METHOD

In this research, quantitative method with a descriptive approach was chosen as the primary method. According to Sugiyono (2019), a quantitative methodology is an approach rooted in positivist philosophy. This method is employed to investigate specific populations and samples. Sampling is

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typically done randomly, and data is collected using designed research instruments. Subsequently, the data is analyzed quantitatively or through statistical methods to test the proposed hypotheses. In this study, the population under investigation consists of social science students in the city of Pekanbaru. Given that the exact population size is unknown, the research sample will be determined appropriately (Sugiyono, 2019). The method used in this study is non-probability sampling. Non-probability sampling is a technique that does not provide an equal chance for every element or member of the population to be selected as a sample. The sampling technique used is purposive sampling, which is a technique where samples are chosen based on specific considerations (Sugiyono, 2019). The criteria used for selection were students in the social field in the city of Pekanbaru who are actively involved in campus organizations, such as Universitas Riau, Universitas Islam Negeri Sultan Syarif Kasim (UIN SUSKA) Riau, Universitas Islam Riau, Universitas Muhammadiyah Riau (UMRI), Universitas Lancang Kuning, Universitas Abdurrab, and Politeknik Caltex Riau. The research respondents are described in general terms, presenting characteristics such as age, gender, academic year, and major. The total number of respondents used in this study is 100 respondents.

The hypothesis testing in this research was conducted using the Structural Equation Model (SEM) approach based on Partial Least Squares (PLS). PLS is a compo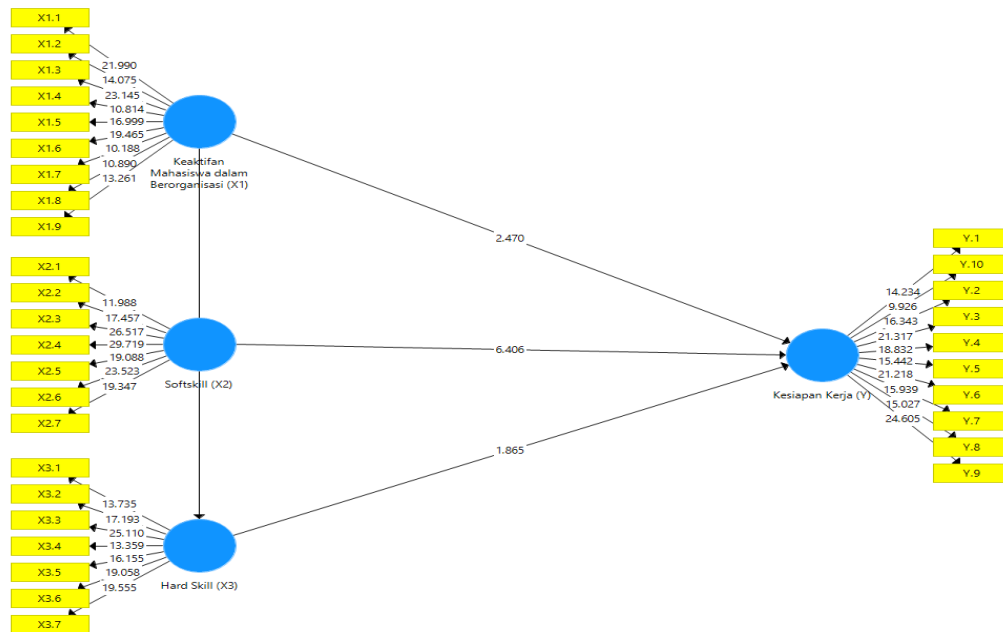nent-based or variance-based Structural Equation Model (SEM). Structural Equation Model (SEM) is a statistical field that can simultaneously test a set of relatively complex relationships (Hair et al., 2019). According to Ghozali (2020), Structural Equation Modeling (SEM) using Partial Least Squares (PLS) is a distinct approach from covariance-based SEM because it places a greater emphasis on variance rather than covariance. Covariance-based SEM is typically used to test causality or theories, while PLS focuses more on building predictive models. However, the main difference between covariance-based SEM and component-based PLS lies in how they employ structural equation modeling, which is used to test or develop theories within the context of prediction. In this research, we will utilize SEM analysis with the Partial Least Squares (PLS) method and the Smart PLS 3.3 software.

RESULT AND DISCUSSION
The Outer Model Testing (Measurement Model)

This research utilized the Partial Least Square (PLS) method with the support of Smart PLS 3.0 software for analysis. PLS is one of the alternative approaches in Structural Equation Modeling (SEM) that is useful in handling issues that arise in complex inter-variable relationships, especially when the data sample size is limited (75-100 samples). PLS also has non-parametric assumption, which means that data do not need to follow a specific distribution. The validity test results generated from the processing using Smart PLS 3.0 through factor loadings in the path algorithm diagram are as follows:

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Figure 4.1
Path Algorithm Diagram

Convergent Validity Test Results

Table 4.1
Loading Factor

	Hard Skills (X3)	Student Involvement in Organizations (X1)	Employment Readiness (Y)	Soft skills(X2)
X1.1		0,877		
X1.2		0,808		
X1.3		0,859		
X1.4		0,754		
X1.5		0,834		
X1.6		0,855		
X1.7		0,743		
X1.8		0,755		
X1.9		0,803		
X2.1				0,776
X2.2				0,831
X2.3				0,893
X2.4				0,905
X2.5				0,859
X2.6				0,893
X2.7				0,859
X3.1	0,784			
X3.2	0,817			
X3.3	0,880			

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X3.4	**0,766**	
X3.5	**0,813**	
X3.6	**0,849**	
X3.7	**0,831**	
Y.1		**0,819**
Y.10		**0,758**
Y.2		**0,839**
Y.3		**0,876**
Y.4		**0,820**
Y.5		**0,833**
Y.6		**0,864**
Y.7		**0,824**
Y.8		**0,847**
Y.9		**0,882**

Source: Processed Primary Data, 2023

After conducting the loading factor analysis, it is observed that many indicators of the research variables have an outer loading value of >0.60. Therefore, it can be concluded that the statements mentioned above are considered suitable or valid for use in the research and can be utilized for further analysis.

Discriminant Validity Test Results
Table 4.2
Cross Loading

	Hard Skills (X3)	Student Involvement in Organizations (X1)	Employment Readiness (Y)	Soft skills (X2)
X1.1	0,692	0,877	0,773	0,716
X1.2	0,676	0,808	0,655	0,604
X1.3	0,659	0,859	0,675	0,659
X1.4	0,572	0,754	0,583	0,605
X1.5	0,602	0,834	0,640	0,623
X1.6	0,664	0,855	0,735	0,661
X1.7	0,566	0,743	0,556	0,587
X1.8	0,617	0,755	0,643	0,599
X1.9	0,639	0,803	0,696	0,681
X2.1	0,731	0,631	0,755	0,776
X2.2	0,715	0,614	0,741	0,831
X2.3	0,735	0,696	0,809	0,893
X2.4	0,723	0,727	0,834	0,905
X2.5	0,615	0,643	0,763	0,859
X2.6	0,700	0,744	0,799	0,893

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X2.7	0,666	0,676	0,750	0,859
X3.1	0,784	0,524	0,575	0,554
X3.2	0,817	0,699	0,744	0,692
X3.3	0,880	0,694	0,737	0,742
X3.4	0,766	0,581	0,581	0,594
X3.5	0,813	0,678	0,718	0,703
X3.6	0,849	0,603	0,645	0,641
X3.7	0,831	0,674	0,756	0,703
Y.1	0,755	0,728	0,819	0,751
Y.10	0,608	0,664	0,758	0,735
Y.2	0,646	0,671	0,839	0,728
Y.3	0,703	0,714	0,876	0,769
Y.4	0,756	0,662	0,820	0,781
Y.5	0,717	0,717	0,833	0,761
Y.6	0,744	0,754	0,864	0,805
Y.7	0,717	0,623	0,824	0,749
Y.8	0,617	0,638	0,847	0,706
Y.9	0,707	0,683	0,882	0,790

Source: Processed Primary Data, 2023

Based on the table above, it can be observed from the results of cross-loading in Table 4.2 that the correlation values between constructs and their respective indicators are higher than the correlation values with other constructs. Therefore, it can be concluded that all constructs or latent variables have good discriminant validity in composing their respective variables.

Results of Average Variance Extracted (AVE) Test

Table 4. 1
Hasil Average Variant Extracted (AVE)

Average Variance Extracted (AVE)
0,674
0,658
0,700
0,740

Source: Processed Primary Data, 2023

Based on the table above, it can be observed that all constructs or variables listed meet the criteria for good validity. This is indicated by the Average Variance Extracted

(AVE) values being above 0.50, as recommended criteria. Thus, it can be stated that each variable has good discriminant validity.

Results of Reliability Test or Reliability of Constructs

Table 4.4
Composite Reliability Results

	Cronbach's Alpha	rho_A	Composite Reliability	Keputusan
(X3)	0,919	0,924	0,935	Reliable
(X1)	0,934	0,938	0,945	Reliable
(Y)	0,952	0,953	0,959	Reliable
(X2)	0,941	0,942	0,952	Reliable

Source: Processed Primary Data, 2023

Based on the table above, it can be observed that the composite reliability and Cronbach's alpha values are above 0.75. Therefore, it can be concluded that the constructs have good reliability and meet the minimum required reliability threshold. Furthermore, considering that the composite

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reliability value is approaching one (1), it indicates that the questionnaire used is reliable, with coefficient reliability ranging from 0.9 to 1.0. This demonstrates that all the variables used have a high-reliability coefficient. Additionally, the rho_A value is greater than >0.7, indicating that all four latent variables meet the established criteria, confirming that these latent variables have good reliability as measurement tools.

Testing the Inner Model (Structural Model)
Results of Variance Analysis (R2) or R-Square Analysis

The R-Square analysis, which is used to determine the magnitude of the influence of independent variables on the dependent

variable, is represented by the coefficient of determination in Table 4.5:

Table 4.5
R-Square Test Results

	R Square	R Square Adjusted
Kesiapan Kerja (Y)	0,864	0,860

Source: Processed Primary Data, 2023

Based on the table above, it can be observed that the R-square value is 0.864 or 86.4%. This indicates a positive and significant influence between student involvement in organizations, soft skills, and hard skills on the employability of social science students in Pekanbaru, accounting for 86.4% of the variance. The remaining 13.6% is explained by other variables outside the scope of this study.

Hypothesis Test Results

Table 4.6
Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Hard Skills (X3) -> Employment Readiness (Y)	0,207	0,190	0,111	1,865	**0,063**
Student Involvement in Organizations"(X1) -> Employment Readiness (Y)	0,203	0,219	0,082	2,470	**0,014**
Soft skills (X2) -> Employment Readiness (Y)	0,578	0,578	0,090	6,406	**0,000**

Source: Processed Primary Data, 2023

Based on the table above, the following conclusions can be drawn from the hypotheses:

1. The Influence of Student Involvement in Organizations (X1) on Employability (Y)

   From Table 4.6 above, it can be seen that the original sample value is 0.203 with a t-statistic value greater than 1.66 (2.470 > t-table 1.66) and a p-value smaller than alpha (0.014 < 0.05). Therefore, H_0 is rejected, and H_a is accepted. The research results indicate

that student involvement in organizations has a significant influence on employability.

2. The Influence of Soft Skills (X2) on Employability (Y)

   From Table 4.6 above, it can be seen that the original sample value is 0.578 with a t-statistic value greater than 1.66 (6.406 > t-table 1.66) and a p-value smaller than alpha (0.000 < 0.05). Therefore, H_0 is rejected, and H_a is accepted. The research results indicate

that soft skills have a significant influence on employability.

3. The Influence of Hard Skills (X3) on Employability (Y)

From Table 4.6 above, it can be seen that the original sample value is 0.207 with a t-statistic value greater than 1.66 (1.865 > t-table 1.66) and a p-value greater than alpha (0.063 > 0.05). Therefore, H_0 is accepted, and H_a is rejected. The research results indicate that hard skills influence employability, but it is not significant.

Table 4.7

R-Square Test Results

	R Square	R Square Adjusted
Kesiapan Kerja (Y)	0,864	0,860

Source: Processed Primary Data, 2023

4. The Influence of Student Involvement in Organizations, Soft Skills, and Hard Skills on Employability.

From Table 4.7 above, it can be seen that the R-square value is 0.864 or 86.4%. This indicates a positive and significant influence between student involvement in organizations, soft skills, and hard skills on the employability of social science students in the city of Pekanbaru, accounting for 86.4% of the variance. This R-square value falls within the substantial (strong) level of influence. The remaining 13.6% is explained by other variables outside the scope of this study.

Table 4.8

Hypothesis Testing Results

Hypothesis	Statement	Probability Value	Significance Level	Result
H1	It is suspected that student involvement in organizations significantly influences job readiness among social science students in the city of Pekanbaru	**0.014**	0.05	**Accepted**
H2	It is suspected that soft skills significantly influence job readiness among social science students in the city of Pekanbaru	**0.000**	0.05	**Accepted**
H3	It is suspected that hard skills significantly influence job readiness among social science students in the city of Pekanbaru	**0.063**	0.05	**Rejected**
H4	"It is suspected that Student Involvement in Organizations, Soft Skills, and Hard Skills collectively have a significant simultaneous influence on job readiness among social science students in the city of Pekanbaru."	**0.864**	0.05	**Accepted**

Source: Processed Primary Data, 2023

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Discussion

Based on the research findings, the researcher can implement the following aspects:

1. The Influence of Student Engagement in Organizational Activities on Job Readiness.

    There is a significant influence of student engagement in organizational activities on job readiness among students in the social field in the city of Pekanbaru. This is evident by the original sample value of 0.203, with a t-statistic value greater than 1.66 (2.470 > t-table 1.66) and a p-value lower than alpha (0.014 < 0.05). Therefore, we can conclude that H_0 is rejected, and H_a is accepted. Participating in campus organizations can assist students in developing soft skills highly valued in the professional world, such as communication skills, leadership, teamwork, and time management. All of these skills can be highly beneficial in a career in the social field, where interaction with various stakeholders and the ability to influence social change is crucial. Engaging in organizational activities often brings students into contact with individuals from diverse backgrounds and professions. This network can be advantageous in job hunting or pursuing future career opportunities. In the social field, a strong network can aid in identifying job opportunities and collaborating with relevant organizations. Therefore, student engagement in organizational activities and job readiness among social field students in the city of Pekanbaru has a mutually influential relationship.

2. The Influence of Soft Skills on Job Readiness.

    There is a significant influence of soft skills on job readiness among students in the social field in the city of Pekanbaru. This is evident by the original sample value of 0.578, with a t-statistic value greater than 1.66 (6.406 > t-table 1.66) and a p-value lower than alpha (0.000 < 0.05). Therefore, we can conclude that H_0 is rejected, and H_a is accepted. Soft skills are highly important in the social field, where students need to interact with various stakeholders, including clients, colleagues, and superiors. Good communication skills help them establish effective relationships, understand client needs, and convey information. Students in the social field are often faced with multiple tasks and tight deadlines. Good time management skills enable them to work efficiently, complete tasks effectively, and stay focused on their job objectives.

    The results of this study align with research conducted by (Hulu, 2020), whose findings showed that soft skills have a positive and significant influence on job readiness among students in the Business Education program of the 2016 cohort at the Faculty of Economics, Universitas Negeri Medan.

3. There is No Significant Influence of Hard Skills on Job Readiness.

    There is no significant influence of Hard Skills on Job Readiness among students in the social field in the city of Pekanbaru. This is evident from the original sample value of 0.207, with a t-statistic value greater than 1.66 (1.865 > t-table 1.66) and a p-value greater than alpha (0.063 > 0.05). Therefore, the null

hypothesis H_0 is accepted, while the alternative hypothesis H_a is rejected. One reason why hard skills may not have a significant influence on job readiness is that having only hard skills without relevant practical experience in their application can reduce their impact on job readiness. Students may possess strong technical skills, but without direct experience in applying these skills in a social context, they may feel less prepared to work in the field. Specific skills may not always align with the job market demands in the city of Pekanbaru or specific regions. For example, if students have highly specialized technical skills that are irrelevant to the industries or organizations in the area, those skills may not have a significant influence on job readiness.

4. There is a Significant Simultaneous Influence of Student Involvement in Organizations, Soft Skills, and Hard Skills on Job Readiness.

There is a significant simultaneous influence of Student Involvement in Organizations, Soft Skills, and Hard Skills on Job Readiness among students in the social field in the city of Pekanbaru. This is demonstrated by an R-square value of 0.864 or 86.4%. Therefore, the null hypothesis H_0 is rejected, and the alternative hypothesis H_a is accepted. Students who possess a combination of strong involvement in organizations, soft skills, and hard skills will have a competitive advantage in their job search within the social sector. They will be considered more prepared to meet job demands, contribute positively, and adapt quickly to diverse and dynamic work environments. In other words,

involvement in organizations provides students with the opportunity to develop a range of skills that simultaneously influence their readiness to enter the workforce in the social field. The soft skills and hard skills they acquire through these experiences will play a key role in shaping students into individuals ready to contribute and succeed in their careers.

CONCLUSION

Based on the review, research findings, and discussions presented earlier, the following conclusions can be drawn: 1) There is a significant influence of student involvement in organizations on the employability of social science students in the city of Pekanbaru. 2) There is a significant influence of soft skills on the employability of social science students in the city of Pekanbaru. 3) There is no significant influence of hard skills on the employability of social science students in the city of Pekanbaru. 4) There is a significant simultaneous influence of student involvement in organizations, soft skills, and hard skills on the employability of social science students in the city of Pekanbaru.

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