THE EFFECT OF ORGANIZATIONAL ACTIVITY, SELF EFFICCY AND SOFT SKILLS ON WORK READINESS OF FEB STUDENTS AT YPPI UNIVERSITY REMBANG

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ABSTRACT

This study aims to prove the influence of organizational activity, self efficacy, and soft skills towards readiness work FEB students of YPPI University Rembang. Population in the study this is student Faculty of Economics and Business, YPPI University, Rembang. Sample from study This is 112 students Faculty of Economics and Business, YPPI University, Rembang. Selection techniques sample using purposive sampling. Data analysis techniques using analysis multiple linear regression. Research results This show that activity organize influential positive significant to readiness work, self efficacy influential positive no significant to readiness work and soft skills influential positive significant to readiness work. Based on results research, can concluded that activity organizational and soft skills are influential positive and significant to readiness work students, while self efficacy influential positive however no significant to readiness work. This is show that the more tall level activity organizational and soft skills possessed students, then the more high level readiness work student.

INTRODUCTIONS

Challenges in the workplace are becoming increasingly complex with the changing times and the era of globalization, which has significantly impacted workforce needs. Companies demand not only quantity but also quality of workers with competencies that meet industry needs. In line with matter the, increasing need power demanding work readiness knowledge And skills in amount Which continues to grow (Jatmiko in Pasamba et al., 2024). This condition requires preparation from prospective graduates, both in terms of knowledge and skills. However, although the number of college graduates continues to grow annually, the unemployment rate among these graduates also shows an upward trend (cnbcindonesia.com, 2025). This become indication that Lots graduate of experience difficulty in entering market Work Which the more competitive. Wrong One reason The main issue is the mismatch between graduates' skills and the needs of the workforce. At the local level, this phenomenon is also

reflected in Rembang Regency. The open unemployment rate (TPT) in Rembang Regency, based on the highest level of education completed, remains quite high.

Table 1. TPT Data by Education Completed in Rembang Regency, August 2022-2024

No.	Highest Education Completed	August		
		2022	2023	2024
1.	≤SD/MI/equivalent	0.30	2.12	1.09
2.	Junior High School/Islamic Junior High School/equivalent	2.51	1.49	3.58
3.	High school/Islamic high school/equivalent	4.99	2.98	4.05
4.	Vocational school/equivalent	1.43	12.01	6.82
5.	Diploma	7.90	0.00	16.38
6.	Bachelor	1.27	0.00	1.91
	Open Unemployment Rate	1.76	2.60	2.84

Source: Sakernas August 2022-2024 BPS, 2025

Based on data from the Central Statistics Agency (BPS) for 2022–2024, the level of unemployment open (TPT) experienced fluctuations in various level education. At the level undergraduate, recorded TPT by 1.27% in 2022, 0% in 2023, and increasing to 1.91% in 2024. This data show that unemployment Still happen even at the level education tall.

Work readiness is a condition of physical maturity, mental maturity, and learning experiences that are appropriate for a person to perform a chosen job (Muspawi and Lestari 2020). This is supported by research by Pratama and Magistarina (2023), which confirms that work readiness is a crucial component for success. in world Work. Readiness Work can seen from physical maturity and mental. Capital main which must owned by student If you want to try the world of work, work readiness is key. A high level of work readiness impacts students' self-confidence when they start enter world Work. Employee which own readiness work high education is something valuable, because it has more competence and knowledge to face the era of globalization (Nur'Aini and Nikmah, 2020). Student job readiness is characterized by physical and mental maturity, supported by the willingness and ability to perform an activity, as well as experience. Students with high job readiness will feel more confident when entering the workforce (Mabruroh and Nurhidayati, (2024). According to Super's Career Development Theory (1957), work readiness is part of the career exploration stage, where individuals begin to identify their interests, abilities, and values that are aligned with their future work roles. Super explains that career readiness develops gradually as individuals gain experience and maturity, both physically and mentally, to prepare themselves for entering the workforce. This perspective supports the idea that work readiness reflects an individual's level of personal development and preparedness to meet work demands.

According to Mupitasari in Pasamba et al. (2024), organizational activity is defined as the level of involvement, participation, commitment, and contribution of an individual to an organization. Organizational activity reflects involvement and commitment. student in reach objective organization, at a time is an essential preparation for facing the competitive world of work. Through organizational activities, students can develop skills such as leadership, communication, teamwork, and time management. This involvement also serves as a form of self-development that supports achievement, experience, and readiness to compete globally. According to Role Theory (Linton, 1936; Biddle, 1986), individuals learn and develop through the social roles they perform within an organization. Active participation in organizational activities allows students to experience different roles and responsibilities, shaping their social interaction, communication, and leadership abilities. This process helps students adapt to various work situations and enhances their readiness to enter the workforce. This finding is in line with research (Labiro and Widjaja 2024) and research by Pasamba et al. (2024) which states that organizational activity has a positive and significant influence on students' work readiness.

Facing an increasingly competitive world of work, besides organizational activity, another factor that is no less important in improving students' work readiness is self efficacy . According to Oktariani et al., in Nurbaiti And

Daughter (2024) mention that Which intended self efficacy is ability for control condition And achieving optimal results . Thus, self efficacy will influence the ability to provide in-depth focus on every task undertaken (Nurbaiti and Putri 2024). High self efficacy can strengthen work readiness by increasing self-confidence and focus in achieving optimal results in the workplace According to Role Theory (Linton, 1936; Biddle, 1986), individuals learn and develop through the social roles they perform within an organization. Active participation in organizational activities allows students to experience different roles and responsibilities, shaping their social interaction, communication, and leadership abilities. believe in their capabilities tend to be more motivated, persistent, and confident in performing work-related tasks. This is in line with Mayya's findings in Pasamba (2024), which state that self efficacy can also improve academic and *soft skills* in enhancing work readiness. These findings are also in line with the research results of Podungge et al. (2023), which stated that self efficacy influences positive and significant to readiness work student.

In addition to organizational activity and self efficacy, soft skills also play a crucial role in supporting job readiness. Soft skills are the ability to Which Already There is on self somebody, but can Developed and maximized, and needed in the workplace as a complement to hard skills (Aly in Podungge et al., 2023). These skills include effective communication, teamwork, leadership, and time management, which are essential in various aspects of work. *Soft skills* also play a crucial role in supporting individual readiness for the workplace (Salsa et al., 2025). Mahalani in Salsa (2025) refers to soft skills as non-technical competencies reflected in social interactions and supporting an optimistic attitude. According to McClelland's Competency Theory (1973), effective job performance is not only determined by intellectual ability (*hard skills*), but also by a set of underlying personal characteristics known as *competencies*, which include motivation, attitude, social skills, and self-control. These competencies are closely related to what is now referred to as *soft skills*. Similarly, Goleman (1995) emphasized that emotional intelligence-comprising self-awareness, self-regulation, empathy, and social skills is a key component of success in professional and personal life. This aligns with the research findings of Salsa et al. (2025) which state that soft skills have a positive and significant impact on readiness work student.

Table 2. Tracer Study Data for Students of the Faculty of Economics and Business, YPPI University, Rembang, Graduation Year 2020-2023

Graduation year	Work	Businessman	Not yet working
2020	45	11	3
2021	50	28	10
2022	57	19	11
2023	72	15	18

(Source: Researcher Processed Data: 2025)

Based on data on Table 2 show that amount the number of FEB graduates from YPPI University Rembang who are not yet employed has increased. from year to year. On graduate of year 2020 recorded as many as 3 graduates are not yet working, this number increased to 10 graduates in In 2021, the number increased to 11 in 2022. A more significant increase occurred in 2023, with the number of unemployed graduates reaching 18. This data indicates that the challenge of absorbing graduates into the workforce remains an issue. Which need get attention. Matter This show that t h e r e a r e still challenges in absorbing graduates into the workforce, even though universities have provided various supporting programs such as training, internships, and entrepreneurship development. This fact indicates the need for further evaluation of the effectiveness of these programs. the in help graduate of get This fact has led researchers to investigate further the work readiness of FEB students at YPPI University in Rembang.

METHOD

Study This obtain data through distribution questionnaire to respondents. Subjects study is FEB students of YPPI University Rembang who were involved active in activity organize. The data used originate from primary sources obtained direct from results filling questionnaire by respondents. Population in study This is FEB students of

YPPI University Rembang for the 2024/2025 Academic Year who are active in organizations , while technique taking sample use purposive sampling method with consideration certain. Amount respondents involved as many as 112 students , with criteria that is YPPI Rembang University students year active 2024/2025 academic year in organize

Data analysis was performed with use multiple linear regression for know to what extent the variables independent influential to variables dependent variable independent in study This covering activity organizing (X1), self efficacy (X2) and soft skills (X3), while variables its dependents is readiness work (Y).
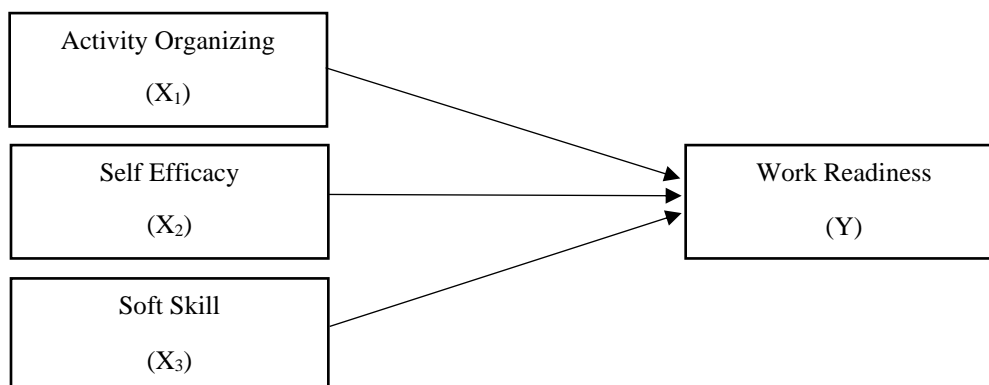

Figure 1. Research Model

RESULTS AND DISCUSSIONS
Result
1.   Uji Instrument

Instrument testing done for know eligibility tool measurement used in study this. Instrument shaped questionnaire closed consisting of of 60 statements, each representing variables activity organizing, self efficacy, soft skills, and readiness work. Before used For analysis, validity and reliability tests were carried out so that the instrument proven worthy used .

 2.   Uji Validitas

As many as 30 respondents participate in implementation validity test instrument research **n**. Testing This aim For ensure that every grains statement in questionnaire truly capable measure the variables in question. Analysis validity done with using the SPSS program version 25. Criteria evaluation validity based on values significance (Sig. 2-tailed), namely :

a)   If the value significance < 0.05, then the statement item declared valid.

b)   If the value significance ≥ 0.05, then the statement item stated invalid.

Based on results testing, it is known that all statement items on each variable own mark significance < 0.05, which means every grains question stated valid. With thus , all 60 statements in questionnaire study This has fulfil condition validity and feasibility used For stage analysis furthermore .

This result show that instruments used capable measure variables studied with right, that is activity organizing, self efficacy, soft skills, and readiness work. High validity this also indicates that respondents can understand statement in questionnaire with good, so the data is obtained can trusted for represent condition actually in the field.

3.   Uji Reliabilitas

Reliability test done for know level consistency something instrument in measure the same variable. Instrument it is said reliable if the result still stable although tested back at a different time . In the study this , reliability

test done use Cronbach's Alpha formula . Criteria used that is if mark Cronbach's Alpha (α) ≥ 0.70 , then instrument stated reliable . Reliability test results For every variables study presented in the table following;

Table 3. Reliability Test Results

Variables	Crobach's Alpha	Standard Significant	Information
Activity Organize (X1)	0.949	>0.70	Reliable
Self Efficacy (X2)	0.935	>0.70	Reliable
Soft Skills (X3)	0.928	>0.70	Reliable
Readiness Work (Y)	0.933	>0,70	Reliabel

(Source: Researcher Processed Data: 2025)

Based on results In Table 3 above , all variables own Cronbach's Alpha value is above 0.70, which means instrument in study This reliable . High value the show that intergranular statement in every variables own level excellent internal consistency . With thus, it can concluded that questionnaire used in study This own very high reliability, so that worthy and able trusted For measure variables activity organizing, self efficacy, soft skills, and readiness Work YPPI Rembang University students.

4.   Uji Hipotesis

t-test is one of the method analysis statistics used for test truth hypothesis regarding population parameters based on sample data. The t-test is used to measure influence One variables independent to variables dependent in a way partial in analysis regression testing done with use level significance α of 5% (0.05). In the research that will be the t-test was used is a two-sided t-test right because the hypothesis used is a positive hypothesis. The test results The hypothesis stated in the table is as following:

Table 4. Hypothesis Test Results

Variables	Coefficient	Significance	Information
(constant)	6,446		
Activity Organize	0,153	0,026	H $_1$ Accepted
Self-Efficacy	0,136	0,088	H $_2$ Rejected
Soft Skill	0,625	0,000	H $_3$ Accepted

(Source: Researcher Processed Data: 2025)

Results of Table 4 Hypothesis Testing the as following:

a)   Hypothesis First state that activity organize influential positive significant to readiness work. The test results in Table 4 can be seen that mark beta coefficient shows direction positive that is of 0.153 with mark significance 0.026 < 0.05. This means that the hypothesis the first to state activity organize influential positive significant to readiness work accepted. Test results hypothesis First show that activity organize influential positive significant to readiness work

b)   Hypothesis second state that self efficacy influential positive significant to readiness work. The test results in Table V 4 can be seen that mark beta coefficient shows direction positive that is of 0.136 with mark significance 0.088 > 0.05. This means that the hypothesis both of which stated self efficacy influential positive significant to readiness work rejected. Test results hypothesis second show that activity organize influential positive No significant to readiness work.

c)   Hypothesis third state that soft skills influential positive significant to readiness work. The test results in Table V 4 can be seen that mark beta coefficient shows direction positive that is of 0.625 with mark significance 0.000 < 0.05. This means that the hypothesis the third one stated soft skills influential positive significant to readiness work accepted. Test results hypothesis third show that soft skills influential positive significant to readiness work.

5.   Uji Determinasi

Determination test aim For measure how much Far model capabilities in explain variation variables dependent . From the analysis coefficient determination obtained as following :

Table 5. Determination Results

Model	Adjusted R Square
Influence activity organize, self efficacy and soft skills to student	0.818

(Source: Researcher Processed Data: 2025)

Based on Table V 5 it is obtained mark *Adjusted R Square* of 0.818. This is means that variables independent activity organizing, self efficacy and soft skills in the regression model research This capable explain variables dependent readiness Work amounted to 81.8% while 18.2% was explained by other variables outside research This.

DISCUSSIONS

The Influence of Organizational Activity To Readiness Work

Test results hypothesis First show that activity organize influential positive significant to readiness work for FEB students at YPPI Rembang University. With Thus, the hypothesis First stated accepted. This means If activity organize experience increase, then readiness Work experience increase. Vice versa If activity organize experience decline, then readiness work experience decline. Activity organize show level participation student in activity organizations that help hone ability leadership, work the same, as well as a sense of responsibility answer. Activeness organizing the results significant to readiness Work show that in active students organize will own readiness more work high. Active students organize usually own ability social, communication, and management good time, so more ready face challenges in the world of work. This show that activity organize influential in a way significant to readiness Work student.

Findings This in line with study (Labiro dan Widjaja 2024) and research Mahiza dan Nurhidayati (2025) that state that activity organize own influence positive and significant to readiness work student.

Influence Self Efficacy To Readiness Work

The results of the second hypothesis show that self-efficacy has a positive but non-significant effect on work readiness for FEB students at YPPI Rembang University. Thus, the second hypothesis is rejected. This indicates that, although students with higher self-efficacy tend to have slightly better work readiness, the influence is relatively small. Conversely, students with lower self-efficacy also show lower work readiness, but the effect is not substantial. This non-significant result may be explained by the local context at YPPI Rembang University, where students' work readiness is more strongly shaped by active participation in organizational activities and the development of soft skills rather than by self-assessed confidence levels. While students may possess high self-efficacy, it does not necessarily translate into measurable increases in work readiness, because practical experience gained through organizational involvement and soft skills training provides more directly applicable competencies for workplace demands.

Self efficacy can be interpreted as an individual's belief in their own abilities and competencies to perform and complete tasks (Bandura in Wiharja et al., 2020). This finding aligns with the results of Alifah and Marsofiyati (2024), who reported that self-efficacy does not have a significant effect on students' work readiness.

The Influence of Soft Skills on Readiness Work

Test results hypothesis third show that soft skills influential positive significant to readiness work for FEB students at YPPI Rembang University. With Thus, the hypothesis third stated accepted. This means that the more tall soft skills possessed students, then readiness work will increase. On the other hand, if student own low soft skills, then readiness work will also decreas.

Soft skills is abilities that have been is in oneself someone, but can developed and maximized as well as needed in the world of work as complement from ability hard skills (Aly in Podungge dkk, 2023). Students who have good

soft skills will more easy adapt with environment work, able work the same in team, and have ability effective communication. This show that soft skills become factor important in form readiness work student.

Study This in line with theory connectionism, in particular law exercises, which explain that the more often somebody practice and hone his ability, then the more strong relationship between the stimulus and the response formed. In the context of this, increasingly often student train and develop soft skills through activity academic and organization, then the more Ready they facing the world of work. Repetitive practice will strengthen interpersonal skills, abilities think critical, and trust self student in face challenge professional. Research results this is also in line with Putri et al.'s research (2023) stated that that soft skills influential positive and significant to readiness work student.

CONCLUSION

Research result show that activity organizational and soft skills are influential positive as well as significant to readiness Work FEB students of YPPI Rembang University, while self-efficacy influential positive however no significant. Findings This indicates that active students in organization and have good soft skills tend more ready facing the world of work. Temporary that, although self efficacy contribute to readiness work, its influence relatively small. With Thus, the increase activity organizing and developing soft skills becomes factor important in prepare student face challenges of the world of work.

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