

THE INFLUENCE OF MASTERING SOFT SKILL AND DIGITAL LITERACY ON THE WORK READINESS OF CLASS XII STUDENTS AT SMKN 30 JAKARTA

Allysya Laila Bilqiis³ Susan Febriantina, S.Pd., M.Pd ², Prof. Dr. Umi Widyastuti, S.E., M.E ³

Faculty of Economics, University of Jakarta

Correspondence		
Email: susanfebriantina@unj.ac.id , umiwidyastuti_feunj@unj.ac.id , Alysabilqis@gmail.com		No. Telp:
Submitted 21 Juni 2024	Accepted 26 Juni 2024	Published 27 Juni 2024

ABSTRACT

This research aims to determine and analyse the influence of mastery of soft skill and digital literacy on the work readiness of class XII students at SMKN 30 Jakarta. This type of research uses quantitative descriptive research. The population chosen by the researchers wa 173 class XII students majoring in culinary, hospitality and fashion design, class of 2023. Furthermore, the sample used was 119 students, where in determining this sample using the slovin formula with the purposive sampling method. The data in this study were analysed using multiple linear regression analysis and processed using the IBM SPSS Statistics 25 application. The result of this study used the t or partial test, soft skills have a significant influence on work readiness with a significant value of 4,259 > 1,980 and digital literacy has an influence which is significant for work readiness, the significant for work readiness, the significant value is 4,259 7,855 > 1,980 for class XII students at SMKN 30 Jakarta.

Keyword: Soft Skill (X1) , Digital Literacy (X2) and Work Readiness (Y)

INTRODUCTION

Rapid technological developments have had a significant impact on the increasing number of unemployed in Indonesia. The implementation of automation and artificial intelligence technology in certain economic sectors has replaced some human jobs, especially those that are routine and repetitive. This automation process tends to be more efficient and productive, but it also creates a skills mismatch among workers who may not have the appropriate skills for the technology.

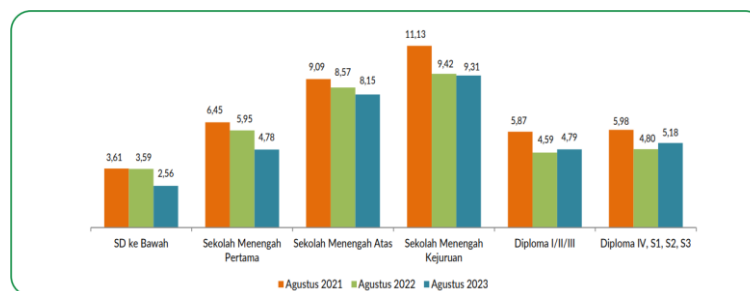
In addition to the direct impact on employment levels, technological change also creates a need for new skills that most workers do not always have. This creates a skills gap and makes it difficult for some people to compete in a job market increasingly influenced by advanced technology. This is based on the results of research conducted by McKinsey & Company (2019) regarding "Automation and the future of work in Indonesia: jobs lost, jobs gained, jobs changed" that by 2030 it is estimated that robotic automation will replace around 23 million jobs in Indonesia. However, robotic automation will also create as many as 27-46 million new jobs in the same period. This new job involves various aspects such as human resources, providing special skills, and interaction capabilities between agencies.

This allows human resources to compete with current technological developments, as well as acting as a major supporter in the economy. Yanti et al., (2020) explained that investment in education is the main factor for the country in its efforts to reduce unemployment. This means that if a country wants to increase the positive aspects in its work rate, then that country needs to allocate greater investment in human development, especially investment in education. Rohmah et al., (2021) also said that education has a role in honing abilities and skills to overcome problems and resolve them appropriately.



One form of education that focuses on improving the quality of prospective workers is Vocational High School (SMK). Vocational Schools aim to provide students with knowledge (cognitive), attitudes (affective) and skills (psychomotor). It is hoped that these three things can be applied in a balanced way so that students become comprehensive human resources. Santika et al., (2023) explains that existing human resources must continue to improve their knowledge, skills, attitudes, and values or competencies in order to remain competitive. Through the curriculum, practical learning and industrial work practice programs, SMK is prepared to create the best workforce graduates according to the existing industrial sector.

Figure 1. Open Unemployment Rate (TPT) in August 2023



Source : (Central Statistics Agency, 2023)

Unfortunately, currently there are still many vocational school graduates who are unemployed. This is proven by data from the Central Statistics Agency regarding the Open Unemployment Rate (TPT) in August 2023. Badan Pusat Statistik (2023) that as many as 9.31 percent of open unemployment came from vocational schools with a total of 731,766 out of 7.86 million people. This shows the lack of work readiness of vocational school students. Job unpreparedness can arise because students experience difficulties in developing their skills and competencies, which in the end can result in low productivity in the workplace and a lack of competitiveness in the professional world.

Anantama (2019) explains that career maturity is influenced by several factors, namely internal and external factors. Internal factors include the values of life followed, level of intelligence, talents possessed, and interests. Meanwhile, external factors include the socio-cultural environment, the economic situation of a country, education and psychology. Meanwhile Ahmad (2023) explains that factors influencing work readiness consist of practical experience, application of learned theory (digital literacy), skills (soft skills), level of intelligence, etc.

The first factor is soft skills, namely an individual's ability to develop internal aspects, communication skills, leadership and other abilities. The importance of mastering Soft Skills for a prospective workforce is very large. Companies today assess a person's technical abilities based on the extent to which the individual adapts to change, the way they communicate, and works in a team. Fauzan (2019) explained that locus of control and Soft Skills are beneficial for graduates' readiness when entering the workplace in the industry 4.0 era.

The second work readiness factor is digital literacy. Digital literacy is a person's skill in understanding digital content. This understanding is not only reading and writing, but skills in listening, seeing, expressing and reflecting ideas critically Safitri et al., (2020). Digital literacy has an important influence on work readiness. Through digital literacy, a person can improve and grow their concentration and focus so that their quality as a prospective workforce becomes better. Carlou John S. Letigio & Deofel P. Balijon, (2022) explained that digital literacy includes a number of skills such as reading screens, surfing the internet, sending

messages, typing and sending letters. Each of these skills certainly has its own indicators. For example, messaging skills include the ability to receive & send messages, internet surfing skills include the ability to search for and evaluate information, etc.

This research related to research conducted by Abrosimova (2020) that digital literacy provides a positive role, because students can have good thinking skills and can solve problems, especially in the field of work. Then research conducted by Ayaturrahman & Rahayu, (2023) demonstrates a significant influence on the findings of his research regarding the impact of soft skills on student work readiness in the industry 4.0 era. So based on previous research, mastery of soft skills and digital literacy are important factors in increasing student work readiness.

There are differences between this research and previous research. Research conducted by N. Asmahani (2022) The difference in this research lies in the number of variables. This research suggests that future researchers choose different variables, therefore, researchers chose 3 (three) variables, namely the soft skills variable, the digital literacy variable and the work readiness variable. Research conducted by Azizah et al., (2021) There are also differences with the research that will be studied by researchers, namely calculation techniques. This research uses calculations with SmartPLS where the analysis is carried out using 2 models, namely the outer model and the inner model. Meanwhile, researchers will use SPSS software where the analysis is carried out in stages by carrying out multiple linear regression. Based on the description above, the researcher is interested in conducting research with the title "The Influence of Soft Skills and Digital Literacy on the Work Readiness of Class XII Students at SMKN 30 Jakarta."

LITERATURE REVIEW

Soft Skill

In the current era of technological development, Soft Skills have a very important role in finding work. Companies will consider prospective workers who have good skills such as communication skills, conflict resolution, ability to work together in a team, adapt to the work environment, etc. Ilmadi (2023) said Soft Skills are non-technical competencies that refer to personality characteristics. Another definition according to Lubis (2022) Soft Skills are a collection of a person's character, social attractiveness, communication skills, personal habits, self-confidence, concern for themselves and others. Sutianah (2022) explained that Soft Skills are the key to achieving success, including those related to religious education, morals, character and culture, a person's attitude and personality, ethics, rules, norms, manners, aesthetics, humanities/human literacy, mutual cooperation, working in a team, managerial skills, leadership skills, career skills, social skills, emotional skills, interpersonal skills, decision making problem solving, communication skills, collaboration skills, critical thinking skills, creativity and innovation. Can be synthesized. Soft Skills are a form of life skills either for oneself, in a group or in society in the form of social interaction, the ability to speak in public, etc. The soft skill indicators are explained by I. Putri (2023) is being able to communicate, emotional intelligence, thinking and problem solving skills, ethics, and leadership skills.

Digital Literacy

Digital literacy is currently very close to people's lives, especially students, considering the rapid development of technology. So, everyone needs to have this skill in order to improve their quality as human resources. According to Muliani et al., (2021) Digital literacy is a person's ability to use various kinds of digital media to search for various information, share information and create information themselves. The American Library Association (ALA) defines digital literacy as the capacity to find, analyze, create and transmit information using

information and communication technology that requires cognitive and technical abilities. A. Kurniawan et al. (2021). Annisa et al., (2021) explains that digital literacy is the ability or competency to digest and learn computer-based news. It can also be interpreted as knowledge about getting information from many things and from anywhere. As for other meanings according to Aisyah & Yuliati, (2022) Computerized education is a singular's advantage, mentality and capacity to straight forwardly utilize advanced innovation and specialized devices to get to, make due, coordinate, break down and assess data, fabricate new information, speak with others to really take an interest. The digital literacy indicators according to Iordache et al., (2017) Is internet operational skills, information search, digital communication, digital and strategic content creation.

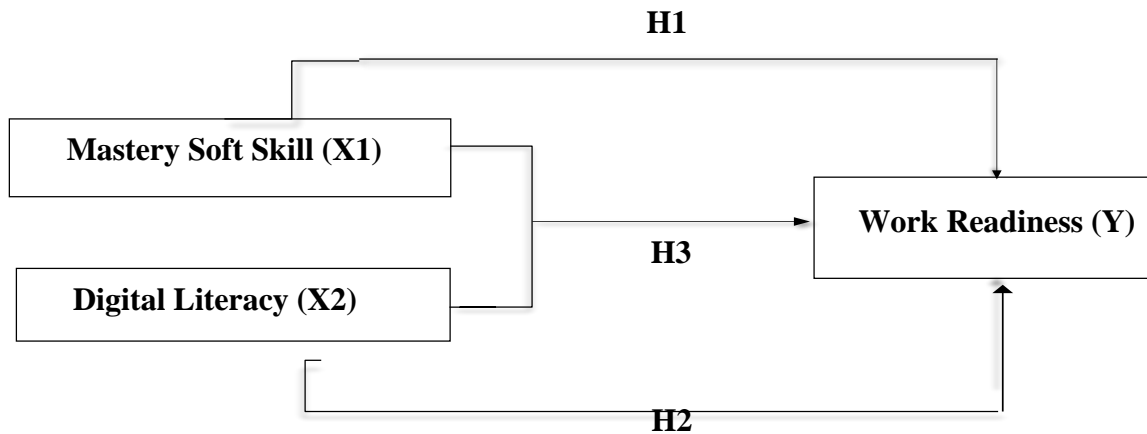
Work Readiness

Vocational Schools are intended to provide practical skills and relevant knowledge to prepare students to become a ready workforce. With good work preparation, vocational school graduates will have an advantage in facing the industrial world later. As explained by Muspawi & Lestari, (2020) that work preparation is a condition that shows the congruity between physical, mental and experiential development so people can complete specific exercises corresponding to work. As for other meanings according to Mutmainah et al., (2020) Work readiness is the ability, skills and work attitudes that are in accordance with the demands of society and in accordance with the student's potential in various types of specific work to which he or she can directly apply. Work readiness is a graduate assessment criterion which indicates that graduates have potential in terms of performance and career advancement. Indraputri & Zoraifi, (2020) Meanwhile, according to Handayani (2022) Work readiness is a condition of a person to achieve and carry out an activity that is carried out using energy in an effort to complete or do something to get a salary. It can be synthesized that work readiness is a situation that shows a person is ready to face the world of work with the abilities, skills and knowledge possessed by harmony and maturity both physically, mentally and in experience. Work readiness indicators according to Fitriyanto (2015) is having logical and objective considerations, having a critical attitude, having the courage to take responsibility, having the ability to adapt, having the ambition to progress.

METHOD

A hypothesis is a temporary answer to a research problem formulation. With a hypothesis, researchers will know what relationships to look for or what they want to study. Based on the supporting theory and theoretical framework above, the following research hypothesis can be formulated:

- H1 : There is an influence between the mastery of soft skills and the work readiness of class XII SMK30 Jakarta students.
- H2 : There is an influence between digital literacy and work readiness of class XII students at SMK 30 Jakarta.
- H3 : There is an influence between the mastery of soft skills and digital literacy and the work readiness of class XII students at SMK 30 Jakarta.



Source : The data processed by researchers (2024)

This research uses quantitative research methods. For processing this data, IBM SPSS Statistics version 25.0 was used. This data collection technique uses questionnaires with assessments using 5 Likert scale answers. The sample in this study amounted to 119 students. The technique used to determine proportional random sampling is used for the sample. With the help of the SPSS program, data analysis employs multiple regression techniques. The classical assumption test is performed first, followed by the regression test.

RESULTS AND DISCUSSION

Normality Test

Based on the table above, the results of the Kolmogorov Smirnov normality test calculation show that the three variables are normally distributed. This is proven based on calculation results with a significance level of $0.200 > 0.05$. So it can be synthesized that the data above is normally distributed and can be used in further data analysis.

Figure 2. Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		119
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.70016627
Most Extreme Differences	Absolute	.055
	Positive	.055
	Negative	-.055
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Source : The data processed by researchers (2024)

Linearity Test

This test was carried out with IBM SPSS using a test of linearity with a significance level of > 0.05 . The output from this test shows that there is a linear relationship between mastery of soft skills and work readiness. This is characterized by a significance value of $0.124 > 0.05$. Then decision making on the soft skill mastery variable on work readiness can be seen from the F_{count} value of $1.354 < 3.07 F_{table}$ so it can be concluded that there is a linear relationship between soft skill mastery and work readiness.

Figure 3. Linearity Test Result X1 to Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	7405.505	59	125.517	2.127	.002
		Linearity	2771.488	1	2771.488	46.973	.000
		Deviation from Linearity	4634.018	58	79.897	1.354	.124
	Within Groups		3481.133	59	59.002		
	Total		10886.639	118			

Source : The data processed by researchers (2024)

Furthermore, there is a linear relationship between digital literacy and work readiness. This can be seen from the significance value of $0.420 > 0.05$. Then decision making on the digital literacy variable on work readiness can be seen from the F_{count} value of $1.048 < 3.07 F_{table}$ so it can be concluded that there is a linear relationship between digital literacy and work readiness.

Figure 4. Linearity Test Result X2 to Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	6800.879	35	188.597	3.852	.000
		Linearity	4780.947	1	4780.947	92.203	.000
		Deviation from Linearity	1839.932	34	54.116	1.048	.420
	Within Groups		4285.760	83	51.638		
	Total		10886.639	118			

Source : The data processed by researchers (2024)

Multicollinearity Test

It was found from the results of this test that the soft skill mastery variable (X1) obtained a Tolerance result of $0.858 > 0.10$ and a VIF value of $1.165 < 10.00$. Furthermore, the digital literacy variable (X2) obtained a Tolerance value of $0.858 > 0.10$ and a VIF value of $1.165 < 10.00$. It was concluded that there was no multicollinearity problem.

Figure 5. Multicollinearity Test Result

Coefficients ^a		
Collinearity Statistics		
Model		
	Tolerance	VIF
1	X1	.858
	X2	.858

a. Dependent Variable: Y

Source : The data processed by researchers (2024)

Heteroscedasticity Test

In this output data table it can be seen that the Unstandardized Residual significance value obtained in the Spearman's rho test for the soft skill mastery variable (X1) is $0.942 > 0.05$ and for the digital literacy variable (X2) the significance value obtained is $0.679 > 0.05$.

Figure 6. Heteroscedasticity Test Result

		SOFT SKILL	DIGITAL LITERACY	Unstandardized Residual
Spearman's rho	SOFT SKILL	Correlation Coefficient	1.000	.335**
		Sig. (2-tailed)	.	.007
		N	119	119
DIGITAL LITERACY		Correlation Coefficient	.335**	1.000
		Sig. (2-tailed)	.000	.038
		N	119	119
Unstandardized Residual		Correlation Coefficient	.007	.038
		Sig. (2-tailed)	.942	.679
		N	119	119

** Correlation is significant at the 0.01 level (2-tailed).

Source : The data processed by researchers (2024)

Then on the Scatterplot graph, there is a pattern of dots that spread from above to below the number 0 on the Y axis and do not form a pattern. So, it can be concluded that there is no heteroscedasticity problem. So a data or residual variance is constant and is declared to meet the homoscedasticity criteria.

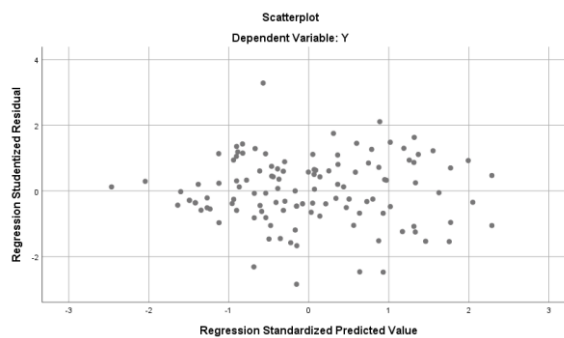


Figure 7. Scatter Plot Result

Source : The data processed by researchers (2024)

Multiple Regression Equation

The multiple linear regression equation obtained in this study is as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

$$\hat{Y} = 9,614 + (0,127X_1) + (0,504X_2)$$

There is a constant value of 9.614, it is known that the regression coefficient value of the soft skill mastery variable (X1) is 0.127, which means that the level of student work readiness is well and positively influenced by soft skill mastery. Then, the digital literacy variable (X2) has a regression coefficient value of 0.504, which means that the level of student work readiness is well and positively influenced by digital literacy.

Figure 8. Multiple Regression Equation Result



Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.614	4.867		1.975	.051
X1	.127	.030	.298	4.259	.000
X2	.504	.064	.549	7.855	.000

a. Dependent Variable: Y

F Test

Based on the test results, it can be seen that the F_count value is 61.198 and the significance value is 0.000. The F_table value can be looked for in the statistical table at a significance level or confidence level of 0.05. $F_{table} = F(k ; n-k)$, $F(2 ; 116) = 3.07$. Based on these data, the F_count value is $61.198 > 3.07 F_{table}$ and the significance value is $0.000 < 0.05$, so it can be concluded that the variables of mastery of soft skills and digital literacy simultaneously have a significant influence on work readiness.

Figure 9. F Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5589.356	2	2794.678	61.198	.000 ^b
Residual	5297.283	116	45.666		
Total	10886.639	118			

a. Dependent Variable: Kesiapan Kerja
b. Predictors: (Constant), Digital Literacy, Soft Skill

Source : The data processed by researchers (2024)

T Test Result

Based on the test results, it can be seen that mastery of soft skills (X1) is 4.259 and digital literacy (X2) is 7.855. The T_table value can be seen in the statistical table, the significance level or confidence level is 0.05 with $df = n-k-1$ or $t(\text{sig}/2 ; n-k-1)$ $t(0.0025 ; 116) = 1.980$. So it can be seen that the soft skills mastery T_count is $4,259 > 1,980 t_{table}$ and the digital literacy t_count value is $7,855 > 1,980 t_{table}$. Hypothesis H_0 is rejected and Hypotheses H_1 and H_2 are accepted with a significance value for mastery of soft skills of $0.000 < 0.05$ and a significance value for digital literacy of $0.000 < 0.05$.

Figure 10. T Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.614	4.867		1.975	.051
Soft Skill	.127	.030	.298	4.259	.000
Digital Literacy	.504	.064	.549	7.855	.000

a. Dependent Variable: Kesiapan Kerja

Source : The data processed by researchers (2024)

Analysis of the coefficient of determination

Based on the SPSS "Model Summary" table, it is known that the coefficient of determination or R Square value for the influence of mastery of soft skills (X1) and digital literacy (X2) on work readiness (Y) is 0.513 or 51.3%. This figure means that the soft skills mastery (X1) and digital literacy (X2) variables together have an influence on the work readiness variable (Y).

Figure 11. Analysis of the coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.513	.505	6.758
a. Predictors: (Constant), Digital Literacy, Soft Skill				

Source : The data processed by researchers (2024)

Discussion

Based on the results of the descriptive analysis of the soft skill mastery variable, it was found that the data was normally distributed, had a linear relationship, and did not experience symptoms of multicollinearity and heteroscedasticity. Meanwhile, the results of the coefficient calculation in the previous calculation table, namely the soft skill mastery variable on work readiness, obtained a reliability result of $0.836 > 0.600$. Meanwhile, the significance of the linearity test is $0.124 > 0.05$. So it can be said that mastering soft skills has a positive and significant effect on the work readiness of class XII students at SMKN 30 Jakarta and H_1 in this research is accepted. This is supported by previous research conducted by Simbolon et al., (2024) dan Aufi & Irianto (2023).

Based on the results of the descriptive analysis of the digital literacy variable, it was found that the data was normally distributed, had a linear relationship, and did not experience symptoms of multicollinearity and heteroscedasticity. Meanwhile, the coefficient calculation results in the previous calculation table, namely the digital literacy variable on work readiness, obtained a reliability result of $0.787 > 0.600$. Meanwhile, the significance of the linearity test is $0.420 > 0.05$. So it can be said that digital literacy has a positive and significant effect on the work readiness of class XII students at SMKN 30 Jakarta and H_1 in this research is accepted. This is supported by previous research conducted by Budiarti et al., (2024) dan Yulianti et al., (2021).

Based on the results of the F test, it can be seen that the calculated F_value is 61.198 and the significance value is 0.000. The F_table value is 3.07. Based on these data, the F_count value is $61.198 > 3.07$ F_table and the significance value is $0.000 < 0.05$, so it can be concluded that the variables of mastery of soft skills and digital literacy simultaneously have a significant influence on work readiness.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the test analysis above, it can be synthesized that there is a significant influence between the soft skills mastery variable on the work readiness variable. This means that the higher the level of mastery of soft skills possessed by students, the higher the level of work readiness. Likewise, the digital literacy variable has a significant influence on the work readiness variable, which means that the higher the level of mastery of digital literacy possessed by students, the higher the level of work readiness. So it can be concluded that the higher the level of mastery of soft skills and digital literacy possessed by students, the higher the level of work readiness.

Recommendation

It is hoped that this research can provide new knowledge regarding renewable science which of course can provide benefits for teaching staff, teachers and other academics, especially in the SMKN 30 Jakarta school environment. In future research, use research samples that are more relevant to the times by using different populations and research methods.

REFERENCES

- Abrosimova, G. A. (2020). Digital literacy and digital skills in university study. *International Journal of Higher Education*, 9(8), 52–58. <https://doi.org/10.5430/ijhe.v9n8p52>
- Kurniawan, A., Octa Indarso, A., Yoga Sembada, W., & Anwar, K. (2021). Pemberdayaan Literasi Digital di Desa Waringin Kurung, Cimanggu Pandeglang. *Indonesian Journal of Society Engagement*, 2(2), 91–105. <https://doi.org/10.33753/ijse.v2i2.35>
- AHMAD, R. H., & RACHMAWATI, R. (2023). Analisis Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja Di Industri Fashion Siswa Tata Busana Smk Negeri 6 Purworejo. *Fashion and Fashion Education Journal*, 12(1), 17–24. <https://doi.org/10.15294/ffej.v12i1.62697>
- Aisyah, S., & Yuliati, L. (2022). Meningkatkan Keterampilan Literasi Siswa Melalui Pemahaman Literasi Digital pada Masa Pandemi Covid-19. *COMSEP: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 13–19. <https://doi.org/10.54951/comsep.v3i1.146>
- Anantama, A. (2019). Kematangan Karir Remaja Dalam Perspektif Islam. *Jurnal Bimbingan Penyuluhan Islam*, 1(01), 92. <https://doi.org/10.32332/jbpi.v1i01.1478>
- Annisa, W. N., Agustina, C. W., & Puspitasari, Wahyuningtyas, D. (2021). Peran Literasi Digital untuk Mencegah Penyebaran Hoaks bagi Masyarakat Indonesia. *Journal of Education and Technology*, 1(2), 113–118. <http://jurnalilmiah.org/journal/index.php/jet/article/view/68%0Ahttp://jurnalilmiah.org/journal/index.php/jet/article/download/68/61>
- Aufi, K., & Irianto, A. (2023). Pengaruh Hasil Belajar dan Soft Skills terhadap Kesiapan Kerja Siswa. *Jurnal Ecogen*, 6(1), 82. <https://doi.org/10.24036/jmpe.v6i1.14345>
- Ayaturrahman, J. D., & Rahayu, I. (2023). Dampak soft skill terhadap kesiapan kerja mahasiswa di era industri 4.0. *Proceeding of National Conference on Accounting & Finance*, 5, 169–175. <https://doi.org/10.20885/ncf.vol5.art19>
- Azizah, D. N., Muslim, S., & Cholik, M. (2021). The correlation of industrial work experience and soft skills on work readiness of graduated of vocational high school. *International Journal for Educational and Vocational Studies*, 3(4), 248. <https://doi.org/10.29103/ijevs.v3i4.3018>
- Badan Pusat Statistik. (2023). Keadaan Ketenagakerjaan Indonesia Agustus 2023. In *Badan Pusat Statistik* (No. 77/11/, pp. 1–28).
- Budiarti, E., Ubaidillah, H., & Firdaus, V. (2024). Pengaruh Literasi Digital, Efikasi Diri dan Motivasi Memasuki Dunia Kerja Terhadap Kesiapan Kerja Mahasiswa Progam Studi Manajemen Universitas Muhammadiyah Sidoarjo Angkatan Tahun 2020/2021. *Management Studies and Entrepreneurship Journal*, 5(2), 6131–6144.
- C. Rohmah, Suratno, K. et al. (2021). Effect of Education and Unemployment on Poverty in Jambi Province. In *Jurnal Ekonomi Pembangunan* (Vol. 19, Issue 01). <https://doi.org/10.22219/jep.v19i01.16817>
- Carlou John S. Letigio, D., & Deofel P. Balijon, M. (2022). Digital Literacy Readiness of Graduates of Philippine Higher Education Institution. *International Journal of Research Publications*, 115(1). <https://doi.org/10.47119/ijrp10011511220224298>
- Fauzan. (2019). PENGARUH SOFT SKILL DAN LOCUS OF CONTROL TERHADAP

KESIAPAN FRESH GRADUATE DALAM ERA INDUSTRI 4.0 (STUDI PADA PRODI MANAJEMEN UNHAZ BENGKULU). *C R M J*, 2(1), 1–10. <https://doi.org/https://doi.org/10.32663/crmj.v2i2.1105>

- Fitriyanto, A. (2015). *Ketidaksiapan Memasuki Dunia Kerja Karena Pendidikan*. Dinamika Cipta.
- Handayani, A. S. (2022). Kepercayaan Diri Dan Kesiapan Kerja Siswa. *WIDYA WASTARA: Jurnal Pendidikan Dan Pembelajaran*, 2(3), 71–78.
- Ilmadi, E. H. (2023). KEMAMPUAN SOFT SKILL DAN KEMANDIRIAN BELAJAR MAHASISWA DALAM PERKULIAHAN ALJABAR ABSTRAK MELALUI MODEL PROBLEM BASED LEARNING (PBL). *Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 4(1), 45–53. <https://doi.org/10.46306/lb.v4i1>
- Indraputri, A., & Zoraifi, R. (2020). FAKTOR-FAKTOR YANG MEMENGARUHI KESIAPAN KERJA SISWA PROGRAM KEAHLIAN AKUNTANSI SMK. In *Tata Arta" UNS* (Vol. 6, Issue 1).
- Iordache, C., Mariën, I., & Baelden, D. (2017). Developing digital skills and competences: A quick-scan analysis of 13 digital literacy models. *Italian Journal of Sociology of Education*, 9(1), 6–30. <https://doi.org/https://doi.org/10.14658/pupijjse-2017-1-2>
- Lubis, D. S. W. (2022). *STRATEGI PENINGKATAN KOMPETENSI SUMBER DAYA MANUSIA MELALUI PELATIHAN SOFT SKILL* (Vol. 4). <https://lpbe.org/index.php/lpbe/article/view/76>
- McKinsey, & Company. (2019). *Automation and the future of work in Indonesia*.
- Muliani, A., Karimah, F. M., Liana, M. A., Pramudita, S. A. E., Riza, M. K., & Indramayu, A. (2021). Pentingnya Peran Literasi Digital bagi Mahasiswa di Era Revolusi Industri 4.0 untuk Kemajuan Indonesia. *Journal of Education and Technology*, 1(2), 87–92.
- Muspawi, M., & Lestari, A. (2020). Membangun Kesiapan Kerja Calon Tenaga Kerja. *Jurnal Literasiologi*, 4(1), 111–117. <https://doi.org/10.47783/literasiologi.v4i1.138>
- Mutmainah, N., Arumsari, C., Noorlaila, F., & Adah, I. ' . (2020). *QUANTA EFEKTIVITAS LAYANAN INFORMASI KARIER MENGGUNAKAN TEORI DONALD. E. SUPER UNTUK MENINGKATKAN KESIAPAN KERJA SISWA*. 4(3). <https://doi.org/10.22460/q.v2i1p21-30.642>
- N. Asmahani, S. (2022). Meningkatkan Kesiapan Kerja Lulusan melalui Softskill. *Jurnal Mirai Management*, 7(2), 339–347. <https://doi.org/10.37531/mirai.v7i2.2014>
- Putri, I. I., Siring, B., Arfah, A., Alwany, T., & Taufan, R. R. (2023). Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Karyawan. *Center of Economic Students Journal*, 6(2), 223–238. <https://doi.org/10.56750/csej.v6i2.588>
- Safitri, I., Marsidin, S., & Subandi, A. (2020). Analisis Kebijakan terkait Kebijakan Literasi Digital di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(2), 176–180. <https://doi.org/10.31004/edukatif.v2i2.123>
- Santika, A., Riris Simanjuntak, E., Amalia, R., Kurniasari, S. R., & Artikel, R. (2023). *PERAN PENDIDIKAN SEKOLAH MENENGAH KEJURUAN DALAM MEMPOSISIKAN LULUSAN SISWANYA Mencari Pekerjaan Info Artikel Abstrak*. 14(1), 84–

94. <https://doi.org/10.31764>

Simbolon, E. H., Gallex, S. K., & Neonufa, S. (2024). PENGARUH PENGUASAAN SOFT SKILL TERHADAP KESIAPAN CALON TENAGA KERJA DALAM MEMASUKI DUNIA KERJA PADA PROGRAM TENAGA KERJA DAN TRANSMIGRASI PROVINSI NTT. *Jurnal Prodi PLS Universitas Nusa Cendana*, 4(1), 93–102.

Sutianah, C. (2022). PENINGKATAN SOFT SKILLS PESERTA DIDIK MELALUI INTEGRATED TEACHING AND LEARNING BERBASIS JOBSKILS DI SEKOLAH MENENGAH KEJURUAN (SMK). *INTELEKTIVA*, 3(5), 137–148. <https://jurnalintelektiva.com/index.php/jurnal/article/view/695>

Yanti, N., Nurtati, & Misharni. (2020). INVESTASI MODAL MANUSIA BIDANG PENDIDIKAN: DAMPAK PENGANGGURAN DAN PERTUMBUHAN EKONOMI. In *Jurnal Ekonomi Pembangunan* (Vol. 6, Issue 1).

Yulianti, M., Asniati, A., & Juita, V. (2021). Pengaruh Keahlian Akuntansi, Literasi Digital dan Literasi Manusia Terhadap Kesiapan Kerja Calon Akuntan di Era Disrupsi Teknologi Digital. *Ekonomis: Journal of Economics and Business*, 5(2), 449–456. <https://doi.org/10.33087/ekonomis.v5i2.389>