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## Are There Soft Skill Ability Different In Gender?

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### ABSTRACT

The importance of soft skills as a complement to higher education is of concern to all parties, both educational institutions and students. This awareness emerged due to criticism from the business world which stated that there was a gap in the soft skills of job seekers and the world of work. Referring to these conditions, this research attempts to explore how important soft skills are for students and explore differences in the soft skills abilities of male and female students. This research interviewed 40 respondents, namely 20 male students and 20 female students on 8 soft skill variables. The analytical tool used is two way ANOVA to determine the differences in 8 soft skill abilities between male and female students. The research results show that in communication, flexibility, interpersonal, professionalism and work ethics there are differences in abilities between women and men, but overall there is no difference in the soft skills abilities of male and female students

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### Introduction

To survive in the competitive and dynamic business world today, employees and employees need to possess both soft skills and hard skills (Ibrahim et al., 2017). Soft skills have become a very popular term related to the development of modern society and industry, which is shown by the increasing content of soft skills in educational syllabi and requirements for entering the world of work. Soft skills have been studied and discussed at length in various circles when several large companies stated that the main requirement in recruiting workers is soft skills. Several large companies, through their CEOs and leaders, stated that the company prioritizes soft skills over hard skills. This is a result of the imbalance between academic results and industry needs, where students tend to only get good grades. This statement can be interpreted as meaning that learning places more emphasis on hard skills.

Soft skills have been a topic of ongoing discussion because there is still a gap between the soft skills expected by the world of work and those possessed by students

or alumni. The demands of the world of work that continue to grow and are not followed by developments in the educational curriculum make the gap even bigger, making it difficult for students or graduates to get jobs. Apart from that, the stigma that female students do not have the same opportunities as male students makes the soft skills of female students lower.

Supported by the reason that hard skills can be learned, while soft skills are attached to a person from birth. Soft skills are formed by the environment, so soft skills are a set of personal and interpersonal attributes that a person has which cannot necessarily be measured, but can determine a person's work performance. Soft skills have many advantages and multiplier effects. Soft skills are vital in today's life. There are voluminous individuals who are willing to master this art. Soft skills possess multiple advantages. To mature in common skills one needs to practice and practice. One needs to graft beyond his comfort zone. The role model is key for the development of soft skills. Any individual who has the desire of developing soft skills needs to observe the role model. Every now and then individuals must be open for feedback (Chaudhari, 2021).

Digitalization in the business environment and management processes at the same time requires additional skills to prepare clients and members of the public by explaining to them the nature and use of the product. Therefore, senior and middle managers must not only be knowledgeable in their profession and develop relevant hard skills, but also, due to labor market demands, must be aware of the importance of training and understanding soft skills. In the process of developing study programs in the field of life sciences and bioeconomics, these challenges are integrated into business higher education, preceded by appropriate investigations. The aim of this research is to explore the role of soft skills and their variability in life sciences education in digital work environments.

Every individual needs to improve their soft skills in order to be able to answer the challenges that are currently growing. Students are given the awareness that it is not only about getting good grades and completing a degree, but also soft skills on an ongoing basis. The gap between academic results and industry needs must be bridged to improve students' employability and improve the quality of higher education. Soft skills are the answer and must become an indispensable part of today's education system. Apart from that, raising children with social and moral ethics is very important so that they become good humans and responsible citizens. Therefore, apart from academic skills, soft skills and emotional management skills, social ethics must also be instilled in children so that they can obtain holistic parenting and education.

Lack of soft skills like communication skills, analytical skills, interpersonal skills, negotiation skills, etc. becoming a problem of greater concern in this rapidly growing industry (Policies et al., 2014). The teaching of soft skills and communication must not be undertaken merely to complete the syllabus; it should also be seen as a means to instill good manners and offer tips on appropriate behavior. Impeccable soft skills and etiquette go hand-in-glove with every level of good and effective communication, good behavior, age-appropriate conduct and, above all, becoming a better co-worker and human being (Kahlon, 2013). Soft skills are the answer, and should become an

indispensable part of the present system of education. In addition to this, it has become absolutely important to raise children with social and moral ethics so that they may become good human beings and responsible citizens. Hence, apart from academic skills, soft skills and emotional management skills, social ethics should also be inculcated in children so that they may have a holistic upbringing and education (Kahlon, 2013). illness/death experiences are at a great risk for burnout (Pagnin et al., 2013). Strategies focusing on changing curriculum structure and focus, increasing students' exposure to practice in different contexts, settings and conditions, providing good mentorship models, developing promotion activities directed to the community, professionals, and students, and creating high-quality postgraduate courses may increase the attractiveness for career (Marques et al., 2019). Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults. Interest Developed Prior to or While in study, Personal Relevance, and Validation of Potential (Alexander et al., 2015), aptitudes, personality, developmental and educational experiences, skills, social trends, role models, cultural factors, and market forces (Hojat, 2016).

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults provide insight into how nursing is perceived to be positioned in relation to medicine and how the participants struggled to locate themselves within this social hierarchy (Ruiz et al., 2013). My interest field, friend advice, opportunities, parent advice, status, role models, salary, working hours, stress level, family hours, intellectual stimulation, interest in the specific speciality and that lifestyle factors did not seem to be so important (Chellappah & Garnham, 2014). Educational experience; job security; advice from others; work-life balance; technical and research specialty; and personal reasons (Kawamoto et al., 2016). Fields of health science that students planned to be involved in after graduation, level of health facilities that students wanted to work in after graduation and types of organisations students wanted to work after graduation (Giang et al., 2015). that traditional job motivators such as materialistic benefits, job security, and stability were more important for the young Vietnamese (Phan & Bae, 2021). Factor of personal, training, culture and organizational may be involved in the career choice in Italian students (Ferrari et al., 2013).

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Clark, 2016; Dong, 2015, 2017; Van de Walle, Steijn, & Jilke, 2015) Clark, A. F. (2016) mahasiswa yang memiliki rasa percaya diri tinggi dan berani mengambil resiko lebih memilih pekerjaan non sector public dan sebaliknya. Toward an entrepreneurial public sector: Using social exchange theory to predict public employee risk perceptions (Dong, H. K. D., 2017).

The explanation above shows that the results of career choice research are mostly carried out in the exact field, especially in the field of health or medicine and very little research on career choice in the social field. This is the reason for this research, namely to first answer the gap in career choice research in the social field where the social field has more and more flexible career choices, secondly to find out

the factors that influence careers which are very beneficial for universities in designing and providing career planning training for students.

of entrepreneurs, all movements are now called social entrepreneurs. It could be true as the researcher commented because people tend to terminate based on extremely slight information. However, at least, people have a cognition of social entrepreneurship. Sensitiveness and consideration in this regard will bring about changes in views and mindsets regarding social enterprises. Also, social business ideas or models can be considered by companies. This social entrepreneurship business idea is urgently required to encounter human necessities and the resources required to fulfill these needs (Ouazzani & Rouggani, 2022).

Social entrepreneurship doesn't mean being oriented only toward helping and improving social issues or fulfill needs, but balancing the company is needed to run on this type of entrepreneurship. The balancing means the company remains to survive while running the business which means optimal balance between social impact and sustain the business (Pacut, 2020; Syrjä et al., 2019). Hence, being an entrepreneur is not only struggling to create social value (Bacq et al., 2016; McMullen & Warnick, 2016), but it is necessary to still secure profits. In contrast to the opinion of Singh et al (2017), business leaders do not only talk about profit but sustainability with social development. The two contrasting opinions actually complement each other. When it comes to long-term sustainability in continuing to operate a business and company, both things are equally important. In addition, collaboration is needed for actors with the same goal of establishing principles to solve social problems (Gupta et al., 2020). Dickel & Eckardt (2021) expressed that social entrepreneurs are the agents of change to attract and create innovative solutions to solve social needs.

Cinar (2019) declared that social entrepreneurs can provide small-scale changes and also encourage large-scale changes in the long term, specifically for young people who will succeed in the nation. These young people have been expected to become agents of change to achieve a better world. Interestingly, Lamio & Sebillio (2022) support the younger generation to be the drivers of this change. This also applies in Indonesia where the population of the younger generation is large, especially Generation Z with an age range of 15-24 years occupying the largest population (27,94%) in Indonesia (Jayani, 2021). The age range is ready and has entered the world of lectures. Meanwhile, most of them already have a genuine preference for the entrepreneurial world, which means that according to Purnomo et al (2019) Gen Z can become the largest generation of entrepreneurs in Indonesia.

This good fact can be displayed that Generation Z in Indonesia is literate and understands entrepreneurship, and has the intention to naturally enter the world. Anggarini (2022) communicated that in his research, 47.7% tried to become an entrepreneur. It is undeniable even globally it has been remarkably supportive and the resources have understood entrepreneurship. Ip et al (2018) and Eysel & Vatansever Durmaz (2019) explain that social entrepreneurship is still relatively new in Asia and developing countries, as evidenced by the lack of government support, little general and specific understanding, and little support from universities or academies which are still obstacles in developing students into entrepreneurs. Furthermore, this study

contributes to the current literature by showing social entrepreneurship as a variabel that has prominent sub-dimensions of social entrepreneurship in developing countries Indonesia and Gen Z students in particular.

## **Literature Review**

### **Softskill definition**

Soft skills are all skills that are related to "being human", namely those that are specifically related to being human and "relating" to other humans (Policies et al., 2014). Specifically, communicating with them, working with them, influencing them, hanging out with them, fighting with them, arguing with them, getting angry with them, agreeing with them, laughing with them, and much more. It is called "life". Employers today place a high value on soft skills because they understand that to get things done, to achieve company goals, they must have the right employees in their organization. People with good personal attributes and excellent interpersonal skills are necessary and invaluable to their business.

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### **Types of soft skills**

Soft skills aims at developing key skills such as: Business etiquette 2. Interpersonal skills 3. Negotiation skills 4. Team skills 5. Social skills 6. Public skills 7. Listening skills 8. Communicative skills, Telephone etiquette 10. Table manners 11. The ability to motivate others 12. The ability to maintain social talk as well as carry on discussions, 13. Group presentation 14. The ability to explain details to others, leadership skill, Behavioural traits such as attitude, motivation and time management, 17. English communication skills 18. Grooming - dressing etiquette, office etiquette, 19. Effective use of body language 20. Presentation skills 21. Interview skills 22. Group discussion 23. Time management 24. Stress management etc (Kahlon, 2013).

Soft skill include interpersonal or people skill, problem solving skills, decision making skills, communication skill, leadership (Ibrahim et al., 2017). Itani & Srour (2016) Risk management, Project (construction) management Decision analysis, Sustainable development, Contemporary technological issues, Engineering economy, Engineering ethics, Entrepreneurship, Technical writing, Management theory, Basic accounting/finance and Basic marketing. Communication, Language proficiency, International language, Behavior, Conversations, Public speaking, Media management, Leadership, personal presentation, Positive Attitude, Willingness to acquire, team work and confidence (Chaudhari, 2021). Communication, flexibility, interpersonal skills, positive attitude, professionalism, responsibility, team working

and work ethic (Tsirkas et al., 2020).

Individuals are like shoes; the more you polish them, the more they shine, said Ramchandram, a soft skills, etiquette and public speaking trainer. This paper aims to drive home the fact that simply scoring good marks and completing a degree is not enough to succeed in this swiftly changing world. The gap between academic output and industrial requirement must be bridged to improve the employability of students and to enhance the quality of higher education. Soft skills are the answer, and should become an indispensable part of the present system of education. In addition to this, it has become utterly important to raise children with social and moral ethics so that they may become good human beings and responsible citizens. Hence, apart from academic skills, soft skills and emotional management skills, social ethics should also be inculcated in children so that they may have a holistic upbringing and education.

### **Softskill on the digital job vacancy**

Soft skills are all skills that are related to "being human", namely those that are specifically related to being human and "relating" to other humans (Policies et al., 2014). Specifically, communicating with them, working with them, influencing them, hanging out with them, fighting with them, arguing with them, getting angry with them, agreeing with them, laughing with them, and much more. It is called "life". Employers today place a high value on soft skills because they understand that to get things done, to achieve company goals, they must have the right employees in their organization. People with good personal attributes and excellent interpersonal skills are necessary and invaluable to their business.

## **Method**

### **Sample and procedure**

Data for this quantitative study were collected through a survey among students. Respondent participation to the survey was voluntary. For the purposes of the study, a convenience sample was used. A stage survey was used for the data collection all students (n=48) participating in the research were asked to provide their perceptions of soft skill they possess. The response rate for the first stage was 83% (40 participants). More specifically, the students were asked for their perceptions of their soft skills level. A coding system was used to match the students responses and the survey reached a 100% response rate (all the 40 students responded).

The students came from 4 universities: 25% Brawijaya University, 25% Politecnic Malang, 25% UIN Malang and 25% UM Malang. 10% of them engineering, 20% agriculture, 40% economic and business, 15% politic and 15% law. In more detail, the students came from java 28%, Sumatera 20%, Kalimantan 16%, Sulawesi and NTT 36%. The majority of the respondents (80%) were last semester. Regarding their age, middle-aged students predominated: with 18% under 18-20 years old, 32% between 21–23 years old, 50% between over 23. With respect to entertainment 15%, business 30%, digital 40% and journalist 15%. In addition, all respondents had previous internship experience. A total of 95% had a good or excellent command of information technology, and 90% had good or excellent knowledge of a foreign language.



## Method

As mentioned above a survey questionnaire was used as the tool for the data collection. The same questionnaire was administered to perceptions of students' soft skills. The questionnaires included items, aiming to explore participants' perceptions of eight soft skills: a) communication, b) flexibility, c) interpersonal skills, d) professionalism, e) responsibility, f) team working and g) work ethic, h) problem solving. After conducting a thorough literature review, the variables, to be used, were specified and the scales for the survey questionnaire were created, based on the description of soft skills by (Tsirkas et al., 2020) and (Ibrahim et al., 2017). Each soft skill was operationalized with a specific description and a number of representative items were linked to each variable, based on the literature (Table 1).

The soft skills items numbered 22 in total. The questionnaire also, included a number of questions on students' socio-demographic characteristics, such as gender and education. These characteristics were used so as to aid in explaining the existing soft skill perception. Students were asked to complete a self-assessment of their soft skills, stressing the level up to which they possessed each skill. A Likert type scale was used for both questionnaires, where 1 represented "strongly disagree" and 5 represented "strongly agree". A pilot survey was conducted with a small group of students to test the accuracy of the questionnaire. The pilot verified that the meaning the participants assign to each question matched the intended meaning and that questions were not ambiguous. Modifications were made to the items of the questionnaires, including semantic changes following the pilot survey. The final version of the questions was also cross-checked by academics in the field.

Table 1: Measure variable

No	Variable	Indicator
1	Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.	Ability to convey 1. Orally idea 2. Writing 3. Presenting 4. Listening
2	Flexibility is the intrinsic property of body tissues which determines the range of motion achievable without injury at a joint or group of joints	Ability to 1. Readily modify 2. Response 3. Integrate with minimal personal resistance
3	Interpersonal skills is the qualities and abilities that help us communicate and build relationships with others	Ability to 1. Interact with others in a friendly 2. empathetic manner
4	Professionalism is the conduct, behavior and attitude of someone in a work or business environment.	ability to 1. businesslike, 2. well-dressed, 3. Appearance, 4. on time
5	Responsibility is refers to an obligation to perform certain	ability to be 1. Accountable

No	Variable	Indicator
	functions in order to achieve certain results.	2. Reliable 3. Conscientious
6	Team working is Team the collaborative effort of a group to achieve a common goal or to complete a task in an effective and efficient way	ability to 1. cooperate with others 2. meet objectives
7	Work ethic is a belief that work and diligence have a moral benefit and an inherent ability, virtue or value to strengthen character and individual abilities.	ability to practice ethical attitude 1. moral 2. ethic
8	Problem solving is the process of articulating solutions to problems	Ability solve problem 1. exacly 2. speed

**Research framework**

This research is research that combines the results of research from (Tsirkas et al., 2020) and (Ibrahim et al., 2017), these two researchers focus on how to develop soft skills and see the differences between men and women. This research model can be described as follows:

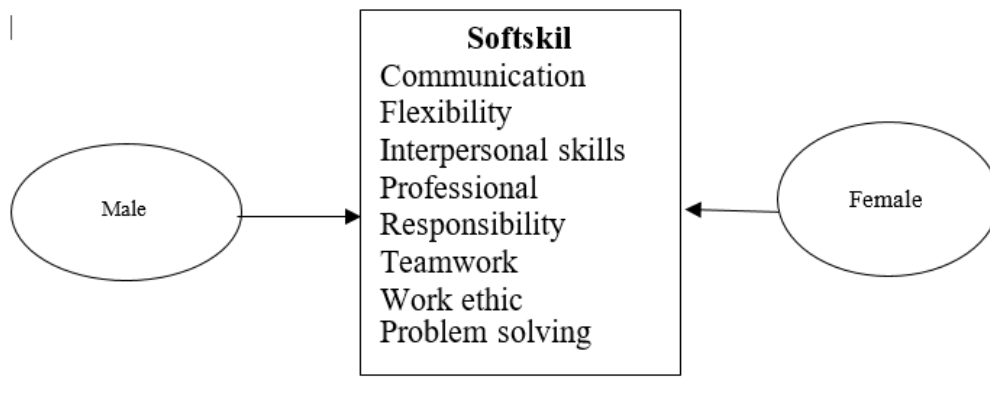


Figure 1 Research framework

**Result and Discussion**

**Result**

The present study determine the level of skills, students’ self-assessments on the level of soft skills. The soft skills descriptive statistics (mean differences between the two groups) have been gender. Paired t-test has been used to identify statistical difference between the matched pairs. Independent samples t-test and two-Way ANOVA, have been used to compare the means of soft skills perceptions of students with different characteristics.

**Between subjects factor**

The results of data analysis using the first two way Anova test are the between subjects factor which shows the variables, number of items, value labels and number



of respondents used in the research.

**Tabel 3. Between subjects factor**

Variabel	Item	Value Label	N
Soft skill	1	Communication	40
	2	Flexibility	40
	3	Interpersonal skill	40
	4	Professionalism	40
	5	Responsibility	40
	6	Teamwork	40
	7	Work ethic	40
	8	Problem solving	40
Gender	1	Male	160
	2	Female	160

The results of data analysis using the first two way Anova test are the between subjects factor which shows the variables, number of items, value labels and number of respondents used in the research.

#### **Discriptive statistic**

The results of the second two way Anova test analysis are descriptive statistics which contain research variables, gender, mean, standard deviation and number of samples. **Tabel 4. Discriptive statistic**

Soft skill	Gender	Mean	Std. deviation	N
Communication	Male	3.5000	.51299	20
	Female	4.1500	.74516	20
	Total	3.2850	.71208	40
Flexibility	Male	4.0000	.64889	20
	Female	3.9000	.71818	20
	Total	3.9500	.67748	40
Interpersonal skill	Male	3.8000	.89443	20
	Female	4.2500	.44426	20
	Total	4.0250	.73336	40

Professionalism	Male	3.9000	.91191	20
	Female	4.0500	.75915	20
	Total	3.9750	.83166	40
Responsibility	Male	3.5500	.94451	20
	Female	3.9500	.68633	20
	Total	3.7500	.83972	40
Teamwork	Male	3.2500	.71635	20
	Female	3.6500	.81273	20
	Total	3.4500	.78283	40
Work ethic	Male	4.0500	.68633	20
	Female	3.8500	.67802	20
	Total	3.9500	.67748	40
Problem solving	Male	3.4500	.82558	20
	Female	3.6000	.75394	20
	Total	3.5250	.78406	40
Total	Male	3.6875	.81021	160
	Female	3.9250	.72294	160
	Total	3.8062	.77575	320

Table 4 is the test results for each variable for each gender type, showing that the mean values for communication, flexibility, interpersonal, professionalism and work ethic are different between men and women. Meanwhile, responsibility, teamwork and problem solving have mean values that are not much different. Overall, the soft skills possessed by male and female students are the same.

#### **Levene's Test of Equity of Error Variance**

The results of data analysis using the third two way Anova test are Levene's Test of Equity of Error Variance which contains variants of the dependent variable, namely gender which consists of male and female which will indicate homogeneous or heterogeneous.

**Tabel 5. Levene's Test of Equity of Error Variance**

		Levene Statistic	df1	df2	Sig

Hasil Soft skill	Based on Mean	1.515	15	304	.098
	Based on Median	1.056	15	304	.398
	Based on Median and with adjusted df	1.056	15	264.750	.399
	Based on trimmed mean	1.471	15	304	.144

Test the null hypothesis that the error of the dependent variable is equal across groups

- dependent variable: Soft skill
- design: intercept + Soft skill + Gender + Soft skill\*Gender

from table 5 shows a significance value of 0.098, this value is greater than the required one, namely 0.05 ( $0.098 > 0.05$ ), meaning that the soft skills variable for men and women is the same.

### Test of Between Subjects Effects

The results of data analysis using the fourth two way Anova test is the Test of Between Subjects Effects containing research factors, degree of freedom, mean square, F count and significance.

**Tabel 6. Test of Between Subjects Effects**

Dependent variable: Soft skill result

Source	Type III sum of squares	df	Mean square	F	Sig
Corrected model	23.487a	15	1.566	2.825	.000
Intercept	4636.013	1	4636.013	8364.082	.000
Soft skill	13.087	7	1.870	3.372	.002
Gender	4.513	1	4.513	8.141	.005
Soft skill*Gender	5.887	7	.841	1.517	.161
Error	168.500	304	.544		
Total	4828.000	320			
Corrected Total	191.987	319			

- R Squared = .122 (Adjust R Squared = .079)

From table 6, 3 things can be explained, namely; Firstly, the significant soft skill value of 0.002 is smaller than 0.05 ( $0.002 < 0.05$ ), which means that the result is that there are respondents' answers to different soft skill variables. Second, the significant value for gender is 0.005, which is smaller than 0.05 ( $0.005 < 0.05$ ), which means that there are differences in respondents' answers regarding gender. Third, the significant value of soft skills for gender is 0.161, which is greater than 0.05 ( $0.161 > 0.05$ ),

meaning there is no interaction between the answers. respondents on the soft skills variable with gender.

### **Discuss**

One of the determinants of being accepted in the world of work is soft skills, soft skills as a complement to hard skills. The combination of soft skills and hard skills makes a complete person who has good knowledge and personality. Hard skills in the form of the ability to gain knowledge can be learned anytime and anywhere, but soft skills are built from the time humans are born with the environment that forms them. Soft skills have become a part of a person in the form of character or disposition that cannot be easily changed in an instant and changing them requires self-awareness and great sacrifice. Soft skills are becoming hotly discussed again as a spotlight on the growth and development of today's young generation, which is considered to be experiencing a decline compared to the past. One of the criticisms is the change in the curriculum from primary education to tertiary education.

Soft skills are not only homework in all households, but also in the world of education. Academics are starting to review the education system and curriculum that has been practiced so far. Everyone is starting to improve and revise educational patterns, upbringing and educational curriculum content. Pressure from the world of work and the Ministry of Education encourages universities to improve by improving the curriculum with soft skills content in formal education. Informal education includes activities outside campus in the form of improving student activity units (UKM) and providing direction, guidance, training, seminars, workshops and other activities oriented towards improving students' soft skills.

Students as the nation's next generation who can determine the fate of the nation in the future are not just equipped with hard skills, but must be equipped with soft skills. However, in reality, more students prioritize getting high grades than taking part in activities to enrich soft skills. It is even stigmatized that male students have more soft skills than female students. This condition triggered research to be carried out to test and prove this stigma through this research.

The research was conducted to determine the comparison of perceptions of soft skills possessed by students in Malang, represented by male and female students from 4 universities in Malang. From the results of research data analysis using 8 soft skill variables which were tested on both female and male respondents, it can be explained that in general there is no significant difference in the perception of soft skills possessed by males and females. This means that the developments that have occurred show that men and women have the same opportunity to equip and develop themselves in various soft skills which are basically intended for everyone. On the other hand, female students have a high awareness of achieving their dreams by achieving the highest career goals, so they flock to take part in various activities to improve their soft skills. The 8 soft skills in this research are Communication, Flexibility, Interpersonal skills, Professionalism, Responsibility, Work ethics, Teamwork and Problem solving which will be explained next.

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. Communication

is the skill of conveying information from one party to another. This communication is very important to convey messages containing tasks, work results and desires to other parties. Communication skills can be demonstrated by the ability to convey ideas, write, present, or listen. In general, female students' communication skills are higher than male students, meaning that female students' communication skills are better than male students. In general, female students tend to be more closed and shy, but in fact female students are able to communicate better. This ability is demonstrated by the ability to develop ideas well, create complete proposals and reports, create presentation materials and present well and provide time to listen to complaints better.

Flexibility is the intrinsic property of body tissues which determines the range of motion achievable without injury at a joint or group of joints. Flexibility is one of the characteristics of a creative and innovative person which is manifested in various creations and the ease of adapting to various changes. In carrying out various activities, it shows that male students are taller than female students, meaning that male students adapt more easily than female students. Adaptability can be in the form of readiness to make modifications, respond quickly to various input and complaints and the ability to interact with various groups.

Interpersonal skills are the qualities and abilities that help us communicate and build relationships with others. Interpersonal skills are the ability to build long-term relationships, establish friendships and friendships with anyone regardless of background. The interpersonal skills of female students are higher than male students, meaning that female students have better abilities in dealing with other parties than male students. This can be understood because female students are more painstaking and more careful in dealing with other parties. In the process of connecting with other parties starting from introductions, it shows that female students pay more attention and are easily touched or sensitive to other parties. This ability is a manifestation of maternal traits which tend to protect and safeguard the feelings of other parties.

Professionalism is the conduct, behavior and attitude of someone in a work or business environment. Professionalism refers to a person's ability to do something according to the skills, knowledge and knowledge they possess. Someone who has basic knowledge will easily solve problems related to their basic knowledge. The professionalism of female students is higher than male students, meaning that female students' ability to work according to their knowledge is better than male students. This shows that female students prefer and are challenged in fields of work or activities that are in accordance with the knowledge and knowledge they have. When carrying out work or activities, female students do not do anything carelessly, but rather choose jobs that are suitable and appropriate. This professionalism is also demonstrated by the ability to carry out business analysis, wear clothes that represent the profile where they are, an attractive appearance and always maintain punctuality.

Responsibility refers to an obligation to perform certain functions in order to achieve certain results. Responsibility refers to the ability to carry out all duties and obligations. Every individual has duties and obligations that must be accounted for. This ability cannot be separated from the habit of accepting trust, both social and

professional. The responsibilities of male and female students are the same or comparable, meaning that male and female students both carry out their responsibilities well. The responsibilities referred to in lectures, organizations and other tasks are carried out well, which is based on the fact that some respondents are in the final semester and tend to be more mature in thinking and acting. They are fully aware and voluntarily responsible for all the things they are charged without feeling pressured or forced. This responsibility is measurable, appropriate and appropriate.

Teamwork is Team the collaborative effort of a group to achieve a common goal or to complete a task in an effective and efficient way. A person's success is often determined by how they can work together in a team. In an organization consisting of various people and various backgrounds, you need the ability to manage yourself in order to accept and be accepted in that environment. Differences in vision, mission and goals often trigger individual conflicts, therefore tolerance and sensitivity towards differences is needed. Male and female students have the same team work abilities, meaning that both male and female students can accept themes from various backgrounds and can work well without feeling intimidated. Teamwork is a group of individuals who will realize the vision, mission and goals of the organization together, have strong ties and are not competitors. They are mutually aware that each individual has strengths and weaknesses, by combining the strengths of all individuals it will be easy to achieve common goals.

Work ethics is a belief that work and diligence have a moral benefit and an inherent ability, virtue or value to strengthen character and individual abilities. Work ethics are the values of individual behavior in carrying out tasks or work in an organization. This value can determine whether an individual is good or not, has the ability and sensitivity to do something in accordance with the norms or teachings of the religion he adheres to. That religious norms and teachings always provide good direction, the rest is up to each individual. Male students have a higher work ethic than female students, meaning that in every action they take, male students think more carefully about ensuring that what they do is in accordance with morals and ethics. Female students in carrying out their activities are very concerned about considering every impact they will receive. In daily life and life in organizations, students can maintain their dignity. Likewise, with class assignments and organizations, they are very careful about the simplest things, namely doing them independently, not cheating or plagiarizing.

Problem solving is the process of articulating solutions to problems, ability to solve problems. Problem solving is the ability of each individual to solve a problem, whether simple or complex. This ability is based on experience in dealing with previous problems which becomes a stepping stone in facing future problems. Male and female students have the same high ability to solve problems, meaning that both male and female students are used to solving problems well. This is based on personal experience, role playing in learning and organization. Apart from that, students are used to listening and reading very open information through social media which makes them quicker and more accurate in solving every problem.



## Conclusion

Male and female students are often thought to have different abilities in various things, but in reality in this research, in general, all male and female students have the same abilities in terms of their soft skills. However, in particular the soft skills of female students in the form of communication, interpersonal and professionalism show that women are better. Meanwhile, for male students, soft skills in the form of flexibility and work ethics are better.

The soft skills of response, teamwork and problem solving are similar between male and female students. This similarity means that male and female students can equally rely on these three things, where these three things are important in carrying out their roles both in class and in organizations. Apart from that, these 3 things show maturity in acting, thinking and behaving.

## Managerial implication

This kind of research needs to be carried out continuously to determine the impact of curriculum and learning and its success. As a form of responsibility from higher education not only emphasizes hard skills, but also improves soft skills. Apart from that, universities need to require students to take part in training, workshops, seminars and extra-curricular and co-curricular activities regarding soft skills.

Universities need to develop curriculum and extra activities every semester on an ongoing basis and provide certificates as something that students must have as a substitute for a diploma. This is because students never feel that these activities are important in supporting their careers in the future.

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