



## **The Influence of Soft Skills, Adversity Quotient, and Self Efficacy on Work Readiness in Students of The 2020 Class of Management Study Program, Universitas Muhammadiyah Malang**

Ambarwati Setyoningrum<sup>1\*</sup>, Rizki Febriani<sup>2\*</sup>, Ratya Shafira Arifiani<sup>3\*</sup>, Nur Yudiono<sup>4\*</sup>

*Management Department, Universitas Muhammadiyah Malang, Indonesia<sup>123\*</sup>*

*Entrepreneurship Department, Bima Nusantara University, Indonesia<sup>4\*</sup>*

*Received: 07-07-2024 | Revision: 08-00-2024 | Accepted: 10-10-2024*

*To cite this document:*

Ambarwati Setyoningrum, (2024) “*The Influence of Soft Skills, Adversity Quotient, and Self Efficacy on Work Readiness in Students of The 2020 Class of Management Study Program, Universitas Muhammadiyah Malang*”, *Manajemen Bisnis*, Vol. 14, No. 02, pp.81-94, <https://doi.org/10.22219/mb.v14i01.41995>

### **ABSTRACT**

*This purpose of this study was to determine the effect of soft skills, adversity quotient and self-efficacy of students on work readiness. The study population was Management Study Program students, University of Muhammadiyah Malang, Class of 2020. Sampling using the Slovin formula method with basic random sides resulted in 86 responses. Multiple linear regression analysis was carried out using SPSS 26 in this method. The findings of this study indicate that although adversity quotient has a positive and insignificant effect on work readiness—that is, it does not affect students' readiness to enter the workforce—skills have a large positive effect on work readiness. Work readiness increases significantly through self-efficacy. In management study program students, University of Muhammadiyah Malang, Class of 2020, self-efficacy has a stronger influence on work readiness.*

**Keywords:** *Adversity Quotient; Self-Efficacy; Soft Skills; Job Readiness.*

### **INTRODUCTION**

Education is something that must be owned and felt by all people. With education we can gain knowledge and also various experiences. In Indonesia itself, education has several levels ranging from kindergarten, elementary school, junior high school, junior high school to higher education. Higher education is a level of education after junior high school which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs. Every year the number of graduates in Indonesia increases, this makes competition in the world of work increasingly tight. Data

---

\*Corresponding Author : [ambarwatisetyaningrum@gmail.com](mailto:ambarwatisetyaningrum@gmail.com)

from the Central Statistics Agency (BPS) quoted from Kompas.com shows the percentage of diploma and bachelor's graduates in the city in 2024 is 75.34%. Meanwhile, diploma and bachelor's graduates who become the workforce are only 24.66%. This shows that not even half of diploma and bachelor's graduates become the workforce. Many aspects can influence work readiness, both from within oneself ( internal ) and from outside oneself ( external ).

Work readiness is a fairly good ability for physical and mental. Physical readiness means sufficient energy and good health, while mental readiness has sufficient interest and motivation to do an activity (Dalyono, 2005) . According to the factors that influence work readiness are divided into two, namely factors from within oneself ( internal ) and factors from outside oneself ( external ). Factors from oneself ( internal ) include intelligence, skills and abilities, talents, abilities and interests, motivation, health, psychological needs, personality, ideals and goals in working. While factors that come from outside oneself ( external ) include the family environment (home), educational environment, work environment, sense of security in one's work, opportunities for advancement, coworkers, relationships with leaders and salary.

Internal factors that can support individuals in having work readiness are skills. Skills are divided into two, namely hard skills and soft skills. Both hard skills and soft skills are prerequisites for a person's success in life after completing their education. Soft skills are a development of the concept that has been known as emotional intelligence which is related to a collection of personality traits, social grace, communication, language, personal habits, friendliness, and optimism that characterize relationships with others. Soft skills are a type of skill that is more related to a person's sensitivity to the environment around them (Prastiwi, 2011).

According to the findings of the Mitsubishi Research Institute (Endrotomo, 2010) , the factors that contribute to success in work are, financial 10%, expertise in the field 20%, networking 30%, and soft skills 40%. Soft skills are considered important especially in facing global competition. In addition to soft skills , the factor that influences a person's work readiness according to Kartini is intelligence . Intelligence is a person's ability to solve problems being faced by acting, thinking rationally and interacting with the environment effectively (Sagala, 2010) . Intelligence is divided into five types, namely, Intelligent Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Moral Quotient (MQ), and Adversity Quotient (AQ). So far, many people think that intelligent quotient and emotional intelligence are important factors in a person's work readiness, but adversity quotient intelligence also plays an important role in work readiness.

Based on research stated that there is a positive influence of adversity quotient on work readiness. This means that in this study it can be stated that adversity quotient can be one of the factors for work readiness in the intelligence category. Adversity Quotient is one of the human intelligences where an individual has the ability to overcome every difficulty or obstacle in various aspects of everyday life. From this adversity quotient aspect , it can be seen how far a person is able to survive when facing problems or challenges that are being experienced, as well as to rise and find solutions to these problems or challenges.

In addition to the skill and intelligence factors according to Kartini, the factors that influence work readiness according to also underlie this study, where the factors that influence work readiness are understanding , skills , self-efficacy , and intelligence ( metacognition ). Self-Efficacy is self-confidence or a sense of trust in oneself in overcoming a problem and being able to find a solution to the problem.

Basically, self-efficacy is the result of a cognitive process in the form of decisions, beliefs or expectations about the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve the desired results (Nuzulia, 2010). Based on the above understanding, we can realize that self-efficacy is very important in human life, because self-efficacy determines and influences many aspects of life, including the potential to handle stressors, to face new environments and readiness in the world of work.

The research gap in this study was taken from pre-survey data provided via google form to management students of the University of Muhammadiyah Malang class of 2020 which attracted the interest of researchers to investigate the impact of self-efficacy , adversity quotient , and soft skills on work readiness. The pre-survey findings are listed below:

**Table 1.** Pre-survey Results

Question	Yes (%)	No (%)
Based on the organizational experience you participated in during college, are you ready to enter the world of work and work?	85.7%	14.3%
Based on the internship experience you had during college, are you ready to enter the workforce and work?	100%	-
Based on the soft skills you have, are you ready to enter the world of work and work?	95.2%	4.8%
Do you have the motivation and keep trying, even if you fail in finding a job?	100%	-
Are you confident in your abilities to enter the world of work and work?	95.2%	4.8%

Source: processed data (2024)

Based on the pre-survey data above taken from 21 respondents of management students from the 2020 intake, work readiness can be seen based on soft skills derived from organizational experience that students have participated in. By participating in an organization, students learn more about the basics of leadership, communicate well, and implement opinions and innovations on something. In addition to organizational experience, students also improve their soft skills for work readiness with internship experience in semester 7.

## LITERATURE REVIEW

### Work Readiness

The term “work readiness” consists of two words: work and readiness. If “work” refers to an activity carried out by a person who expends energy in an effort to complete or achieve something in exchange for payment or recognition, then “readiness” can be understood as a person’s state of mind to respond and practice an activity where the attitude contains the mentality, skills, and behaviors that must be possessed and prepared when carrying out certain activities. Work readiness refers to a person’s talent or capacity to improve their work capacity, which consists of knowledge, skills, and attitudes.. Factors that influence work readiness consist of factors originating from oneself ( internal ), namely intelligence, skills and abilities, talents, abilities and interests, motivation, health, psychological needs, personality, ideals and goals in working. While

factors originating from outside oneself ( external ) include the family environment (home), educational environment, work environment, sense of security in one's work, opportunities for advancement, coworkers, relationships with leaders and salary.

**Soft Skill**

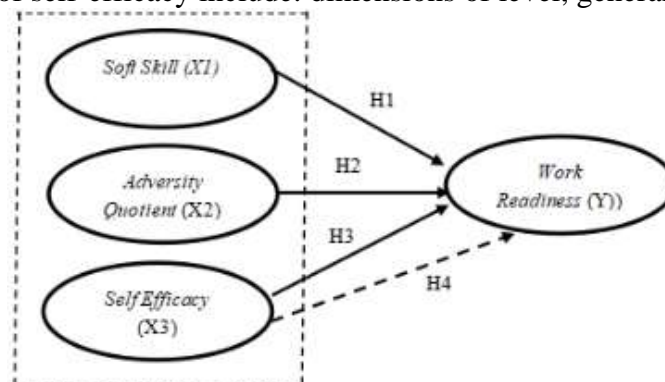
Soft skills are interpersonal skills that are subjective or can be said to be skills that cannot be seen directly but can be felt. According to (O'Brien et al., 2002) " Soft skills are skills that consist of six components, namely communication skills, leadership, organization, cooperation, effort and ethics". "state that soft skills are skills that cannot be seen and must be possessed or needed to achieve success". Meanwhile, according to (Mulyono, 2011) " Soft skills are a complement to hard skills (Putra & Pratiwi, 2005). This type of skill is part of a person's intellectual intelligence, and is often used as a requirement to obtain a certain position or job". Soft skills consist of two basic components: intrapersonal skills and interpersonal skills.Soft skill indicators , according to John Doe in innovation, negotiation, cooperation, leadership , problem solving and self-management.

**Adversity Quotient**

Adversity Quotient according to Paul G. Stoltz, is a person's capacity to recognize problems and apply intelligence to solve them. (Yoga, 2016) . Adversity quotient is another term for struggle that can be transformed into a great opportunity to succeed and increase success. Adversity quotient is a useful tool to improve reactions to difficulties and standards to determine how much someone responds to them. Adversity Quotient is considered capable of supporting individual success in improving academic and non-academic achievements. Individuals who have a high adversity quotient will certainly be better able to overcome the difficulties they are facing. Adversity quotient indicators include : control, origin and ownership, reach and endurance.

**Self Efficacy**

Self-efficacy is the belief that one can complete a task or solve a problem and feel successful in doing so. Higher self-efficacy results in greater confidence in one's capacity to achieve success. People with low self-efficacy will easily reduce their efforts or give up in difficult situations. (Bandura, 1997) said " Self-efficacy is a person's belief in his or her ability to organize and carry out a series of actions needed to complete a particular task". Indicators of self-efficacy include: dimensions of level, generality, and strength.



**Figure 1 Conceptual Framework**

**H1: The Influence of Soft Skills on Work Readiness**

**H2: The Influence of Adversity Quotient on Work Readiness**

**H3: The Influence of Self Efficacy on Work Readiness**

**H4: Soft Skills are the variable that has the most influence on Work Readiness**

**RESEARCH METHOD**

In his study, the researcher used explanatory research using a quantitative descriptive technique approach with the aim of describing the phenomenon objectively and methodically. Joint Lecture Building (GKB) II, campus III, University of Muhammadiyah Malang, located at Jl. Raya Tlogomas No. 246, Babatan, Tegalondo, District. Lowokwaru, Malang City, East Java, is the place where this research was conducted. This research was conducted in the even semester of the 2024–2025 academic year. Participants in this study numbered 593 people who were students of the 2020 management study program, University of Muhammadiyah Malang. The data used to create the population is the Faculty of Economics and Business. The Slovin method is used to determine the sample size of the population studied in this study. With this calculation, 86 respondents were obtained as research samples. The sampling technique used in this study is the probabilistic technique (Sugiyono, 2016). In addition, this study uses a simple random sampling technique, namely simple random sampling of management students from the 2020 intake without special requirements.

**RESULT AND DISCUSSION**

**Scale Range Analysis Results**

**Work Readiness Variable (Y)**

*work readiness* variable scale range can be presented in the following table:

**Table 2.** *Work Readiness* Variable Scale Range

Variable Items	5	4	3	2	1	Number of Items	Total Score	Category
Y1	38	40	5	3	0	85	372	Very Ready
Y2	48	32	4	2	0	85	385	Very Ready
Y3	35	42	9	0	0	85	371	Very Ready
Y4	46	34	5	1	0	85	384	Very Ready
Y5	39	41	4	2	0	85	376	Very Ready
Y6	32	36	12	5	1	85	352	Ready
<b>Total</b>							2240	
<b>Average</b>							373.33	Very Ready

Source: Attachment

Based on the calculation results in general, the range of the *work readiness variable scale* obtained a value of 373.33, which means that *work readiness* is included in the very ready

category.

### **Soft Skill Variable (X1)**

*soft skill* variable scale range can be presented in the following table:

**Table 3. Soft Skill Variable Scale Range**

Variable Items	5	4	3	2	1	Number of Items	Total Score	Category
X1.1	30	44	11	1	0	86	362	Tall
X1.2	33	49	4	0	0	86	374	Very high
X1.3	38	41	6	0	1	86	374	Very high
X1.4	22	47	15	2	0	86	348	Tall
X1.5	28	46	8	4	0	86	357	Tall
X1.6	31	44	9	2	0	86	363	Tall
<b>Total</b>							2178	
<b>Average</b>							363	Tall

Source: Attachment

Based on the calculation results, in general, the range of the *soft skill variable scale* obtained a value of 363, which means that *soft skills* are included in the high category.

### **Adversity Quotient Variable (X2)**

*the adversity quotient* variable scale can be presented in the following table:

**Table 4. Adversity Quotient Variable Scale Range**

Variable Items	5	4	3	2	1	Number of Items	Total Score	Category
X2.1	24	38	20	4	0	86	341	Tall
X2.2	36	38	7	4	1	86	363	Tall
X2.3	24	37	16	8	1	86	334	Tall
X2.4	24	36	15	8	3	86	329	Tall
<b>Total</b>							1367	
<b>Average</b>							341.75	Tall

Source: Attachment

*adversity quotient* variable scale obtained a value of 341.75, which means that *soft skills* are included in the high category.

### **Self Efficacy Variable (X3)**

*the self-efficacy* variable scale can be presented in the following table:

**Table 5. Self Efficacy Variable Scale Range**

Variable Items	5	4	3	2	1	Number of Items	Total Score	Category
X3.1	35	33	12	6	0	86	356	Tall
X3.2	33	33	16	3	1	86	353	Tall
X3.3	25	48	10	3	0	86	354	Tall
X3.4	29	48	7	1	1	86	362	Tall
X3.5	35	39	10	1	1	86	365	Tall
X3.6	31	39	10	5	1	86	353	Tall
<b>Total</b>							2143	
<b>Average</b>							357.17	Tall

Source: Attachment

Based on the calculation results, in general, the range of the *self-efficacy variable scale*

obtained a value of 357.17, which means that *self-efficacy* is included in the high category.

### Validity Test

Test results of the validity test of *soft skills* (X1), *adversity quotient* (X2), *self-efficacy* (X3) and *work readiness* (Y) can be observed in table 6.

**Table 6.** Validity Test Results

Variables	Item	R count	R table	Information
<i>Soft Skill I</i> (X1)	X1.1	0.653	0.1786	Valid
	X1.2	0.521	0.1786	Valid
	X1.3	0.647	0.1786	Valid
	X1.4	0.663	0.1786	Valid
	X1.5	0.636	0.1786	Valid
	X1.6	0.601	0.1786	Valid
<i>Adversity Quotient</i> (X2)	X2.1	0.536	0.1786	Valid
	X2.2	0.530	0.1786	Valid
	X2.3	0.766	0.1786	Valid
	X2.4	0.846	0.1786	Valid
<i>Self Efficacy</i> (X3)	X3.1	0.525	0.1786	Valid
	X3.2	0.688	0.1786	Valid
	X3.3	0.489	0.1786	Valid
	X3.4	0.637	0.1786	Valid
	X3.5	0.690	0.1786	Valid
	X3.6	0.606	0.1786	Valid
<i>Work Readiness</i> (Y)	Y1	0.616	0.1786	Valid
	Y2	0.577	0.1786	Valid
	Y3	0.588	0.1786	Valid
	Y4	0.622	0.1786	Valid
	Y5	0.607	0.1786	Valid
	Y6	0.603	0.1786	Valid

Source: Processed data, (2024)

### Reliability Test

The results of the reliability test of *soft skills* (X1), *adversity quotient* (X2), *self-efficacy* (X3) and *work readiness* (Y) can be observed in table 7.

**Table 7.** Reliability Test Results

Variables	Cronbach's Alpha Coefficient Value	Limit Value	Information
<i>Soft Skills</i> (X1)	0.682	0.60	Reliable
<i>Adversity Quotient</i> (X2)	0.611	0.60	Reliable
<i>Self Efficacy</i> (X3)	0.652	0.60	Reliable
<i>Work Readiness</i> (Y)	0.640	0.60	Reliable

Source: Attachment

Based on table 7 above, where the Alpha coefficient number is greater than 0.6. This means that the respondents' answers to questions about *Soft Skill* (X1), *Adversity Quotient*

(X2), *Self Efficacy* (X3) and *Work Readiness* (Y) are reliable, meaning that their answers do not lead to certain answers so that if similar research is conducted at a different time, the respondents will give the same answers as the current research.

**Normality Test**

The normality test is conducted to ensure that the residual values generated between variables are normally distributed. The statistical test used for the normality test in this study is *the one sample Kolmogorov-Smirnov*. The following are the results of the normality test:

**Table 8. Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		86
Normal Parameters <sup>a,b</sup>	Mean	0.0000000
	Std. Deviation	1.97316853
Most Extreme Differences	Absolute	0.052
	Positive	0.052
	Negative	-0.038
Test Statistics		0.052
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

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

Source: Attachment

Based on table 8 of the results of the *one sample Kolmogorov-Smirnov test*, the *Asymp. Sig.* (2-tailed) value is 0.200, which is greater than 0.05. So it can be concluded that the data in this study are normally distributed and have met the assumption of normality.

**Heteroscedasticity Test**

Heteroscedasticity test aims to test whether the regression model has unequal variance from the residuals of one observation to another. The results of the heteroscedasticity test in this study are as follows:

**Table 9. Heteroscedasticity Test Results**  
**Coefficients<sup>a</sup>**

Model			Standardized Coefficients	t	Sig.	
	Beta		Beta			
1	(Constant)	3,424	1,415			
	Soft Skill	-0.008	0.052	-0.018	-0.149	0.882
	Adversity Quotient	-0.049	0.054	-0.107	-0.906	0.367
	Self Efficacy	-0.035	0.048	-0.090	-0.727	0.469

a. Dependent Variable: ABS\_RES

Source: Attachment

It is known that the significance value of *Soft Skill* (X1), *Adversity Quotient* (X2) and *Self Efficacy* (X3) is greater than the value of  $\alpha$ , namely 0.05, so the conclusion is that there is no heteroscedasticity in the regression model.

### Multicollinearity Test

The results of the multicollinearity test in this study are as follows:

**Table 10** Multicollinearity Test Results

Model	Coefficients <sup>a</sup>							
			Standardized Coefficients	t	Sig.	Collinearity Statistics		
			Beta			Tolerance	VIF	
1	(Constant)	7,372	2,442		3,019	0,003		
	Soft Skill	0.323	0.090	0.322	3,577	0,001	0.850	1,177
	Adversity Quotient	0.057	0.093	0.055	0.613	0,541	0.842	1,187
	Self Efficacy	0.384	0.083	0.441	4,644	0,000	0.764	1,309

a. Dependent Variable: Work Readiness

Source: Attachment

Based on the results of the multicollinearity test, it can be seen that all independent variables have a *Tolerance value* greater than 0.1 and a VIF (*Variance Inflation Factor*) value less than 10. So it can be concluded that the regression model in this study is free from multicollinearity symptoms.

### Multiple Linear Regression Test

Using a computer and SPSS program, multiple linear regression calculations are used in testing the research hypothesis to determine the functional relationship between three or more independent variables and the dependent variable. The Multiple Linear Regression Test produces the following results:

**Table 11.** Multiple Linear Regression Test Results

Model	Coefficients <sup>a</sup>					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	7,372	2,442		3,019	0,003
	Soft skills	0.323	0.090	0.322	3,577	0,001
	Adversity quotient	0.057	0.093	0.055	0.613	0,541
	Self efficacy	0.384	0.083	0.441	4,644	0,000

a. Dependent Variable: Work Readiness

Source: Attachment

- The constant value is 7.372, meaning that if *the soft skills, adversity quotient and self-efficacy* values are 0 or fixed, then *the work readiness variable value* is 7.372.
- The regression coefficient of the *soft skill variable* (X1) is 0.323, meaning that if *soft skills* increase by 1 unit, the dependent variable *work readiness* (Y) will increase by 0.323.
- the adversity quotient* variable (X2) is 0.057, meaning that if *the adversity quotient* increases by 1 unit, the dependent variable *work readiness* (Y) will increase by 0.057.

- d. The regression coefficient of the *self-efficacy variable* (X3) is 0.384, meaning that if *self-efficacy* increases by 1 unit, the dependent variable *work readiness* (Y) will increase by 0.384.

### Hypothesis Testing

#### a. Coefficient of Determination (R Square)

R square aims to determine the contribution of influence given by the independent variable to the dependent variable.

**Table 12.** R Square Test Results

Model	R Square
Regression	0.435

Source: Attachment

The R Square value is 0.435. The value of this number is equal to 43.5% which means that the *Soft Skill* (X1), *Adversity Quotient* (X2) and *Self Efficacy* (X3) variables simultaneously (together) influence the *Work Readiness* (Y) variable. While the remaining 57.5% is influenced by other variables outside this regression equation or variables that are not examined.

#### b. T-test (partial)

The T test aims to determine the partial influence of independent variables on dependent variables. The results of the T test in this study are as follows:

**Table 13.** t-Test Results

Variables	T count	T table	Information
<i>Soft Skills</i> (X1)	3,577	1. 98932	Influential
<i>Adversity Quotient</i> (X2)	0.613	1. 98932	No effect
<i>Self Efficacy</i> (X3)	7.44	1. 98932	Influential

Source: Attachment

The t table value in this study uses the formula =  $(\alpha/2; nk-1 \text{ or } df \text{ residual} = (0.05/2); 86-3-1 = 82$ , then the t table is 1.98932. Based on table 4.18 above, it is known that: The calculated t value on the *soft skill variable* > from the t table of 3.577, which means that the *soft skill variable* has an effect on *work readiness*. So it can be concluded that the first hypothesis is accepted. The calculated t value on the *adversity quotient variable* < from the t table of 0.613, which means that the *adversity quotient variable* does not have an effect on *work readiness*. So it can be concluded that the second hypothesis is not accepted or rejected. The calculated t value on the *self-efficacy variable* > from the t table of 7.44, which means that the *self-efficacy variable* has an effect on *work readiness*. So it can be concluded that the third hypothesis is accepted.

#### c. Dominance Test

The dominance test is conducted to determine which of the three variables has the greatest influence on variable Y. The following is the calculation table:

**Table 14.** Dominance Test Results

<b>Variables</b>	<b>Standardized Coefficients Beta</b>
<i>Soft Skills (X1)</i>	0.322
<i>Adversity Quotient (X2)</i>	0.055
<i>Self Efficacy (X3)</i>	0.441

Source: Attachment

Based on Table 14, it can be seen that variable X3 is the variable that has the largest beta coefficient. This means that the *Self Efficacy variable (X3)* has a dominant influence compared to the *Soft Skill variable (X1)* and *Adversity Quotient (X2)*. The dominant influence of the *Self Efficacy variable (X3)* is able to explain the variation of Y by 44.1%, while the *Soft Skill variable (X1)* is only 32.2% and the *Adversity Quotient variable (X2)* is only 5.5%. In this case, hypothesis four is rejected because it is not *the Soft Skill* variable that has the most influence on *Work Readiness*.

## Discussion

### Description of Soft Skills, Adversity Quotient , and Self Efficacy towards Work Readiness in Management Students Class of 2020, University of Muhammadiyah Malang

- a. The results of the study on soft skills showed a high category, which means that students of the 2020 management study program have high soft skills in terms of readiness to enter the workforce. This shows that students who develop soft skills during their studies have the principle of not only preparing themselves for career success, but also to become better individuals and contribute positively to society. This is supported by the results of the characteristics of respondents based on internship experience, the majority of 99% (of the total sample) of students of the 2020 management study program have participated in internships for 2 months and 6 months. In addition, the high level of soft skills is also supported by the experience of organizing and participating in training/courses conducted by students of the 2020 management study program with the results of 74% or 64 people (of the total sample) and 66% or 57 people (of the total sample) for training/course experience.
- b. The results of the study on the adversity quotient showed a high category, meaning that the 2020 management study program students had a high level of adversity quotient . This shows that students who have an adversity quotient can help develop mental and emotional resilience, which is not only beneficial during their studies, but also throughout their lives and careers. Adversity quotient can be further improved by students through training/courses, based on the results of the characteristics of respondents in the experience of participating in training/courses, it shows that the majority of 2020 management study program students have had experience in participating in training/courses of 66% or 57 people (from the total sample).
- c. The results of the study on self-efficacy showed that it was in the high category, meaning that students of the 2020 management study program had a high level of self-efficacy . Students with high self-efficacy tend to be more confident in communicating and interacting with others, this helps them build better relationships with lecturers, classmates, and others. This was obtained based on

the results of the characteristics of respondents based on internship experience, with internship experience, students indirectly know about the world of work. In addition to internship experience, student self-efficacy is also obtained from organizational experience during lectures and also from the experience of attending training/courses.

- d. Research results on work readiness which show in the very ready category, meaning that students of the 2020 management study program have a high level of work readiness. By having work readiness, students not only prepare themselves to get a job, but also to develop and succeed in their careers. This can be seen based on the age of the respondents, the majority of whom are 22 years old. The level of work readiness of students is also seen based on internship experience, organizational experience, and experience in attending training/courses .

### **The Influence of Soft Skills on Work Readiness**

Based on the results of partial analysis using the t-test, the Soft Skill Variable (X1) has an effect on Work Readiness. (Y). The results show that the quality of Soft Skills is very important for students' readiness to enter the workforce. These results indicate that if the quality of Soft Skills increases, students' Work Readiness will also increase. The results of this study are reinforced by previous research which stated that Soft skills have a positive and significant effect on work readiness. The influence of variable X1 on Y is reinforced by the average respondent in answering the Soft Skills Variable, which is 363, which means it has a high influence on students' work readiness. This indicates that they are not only focused on pursuing formal education. Management students of the 2020 intake have a high awareness of the importance of non-formal education (courses and training) in addition to formal education. On the other hand, the high participation rate in courses or training can indicate that respondents have higher skills and knowledge, which can be an added value in the job market.

### **The Influence of Adversity Quotient on Work Readiness**

Based on the results of partial analysis using the t-test, the Adversity Quotient variable does not affect Work Readiness . These results indicate that the quality of Adversity Quotient not the only readiness of students to enter the world of work. Individuals who have high adversity quotient intelligence will help improve their competencies so that they can get a job that suits their wishes. The results of this study contradict previous research) which stated that adversity quotient has a positive and significant effect on work readiness. According (Rachmady & Aprilia, 2018) one of the factors that influences adversity quotient is organizational experience. Organizational experience will help increase an individual's adversity quotient, because individuals who have organizational experience will encounter more difficulties because in addition to having to face academic difficulties, individuals also have to face difficulties in the organization so that individuals will increase their fighting spirit compared to individuals who do not have organizational experience. The subjects in this study mostly had organizational experience (74%). This study concludes that organizational experience has an influence on adversity quotient . However, it does not make adversity quotient one of the indicators of the student's work readiness, which may be other factors that most influence the work readiness of Management study program students, class of 2020.

### **The Influence of Self Efficacy on Work Readiness**

Based on the results of partial analysis using the t-test, the Self Efficacy variable (X3) has an effect on Work Readiness (Y). These results indicate that if the quality of Self Efficacy increases, then the students' Work Readiness will also increase. As the theory conveyed by Bandura that Self-efficacy plays an important role in overcoming problems faced by individuals and also influences individuals in determining the actions to be taken to achieve a goal or success, including estimates of various events that will be faced. The results of this study are reinforced by previous research stated that Self-efficacy has a positive and significant effect on work readiness. In addition, around 74% of students have internship experience, which means that they have succeeded in recognizing their abilities, will feel confident that they can get a job, this depends on the individual's positive impression of themselves. The more able a person is to give a positive impression of their abilities, the higher the chance of getting a job.

### **Soft Skill variables have a dominant influence on Work Readiness**

Based on the results of partial analysis using a dominant test using a multiple linear regression model with a beta coefficient, it is known that among the Soft Skill variables (X1), Adversity Quotient (X2) and Self Efficacy (X3) that the dominant one influencing Work Readiness is the Self Efficacy variable, so the fourth hypothesis is rejected. The results of this study are strengthened (Febriyana et al., 2023) which states that Self Efficacy contributes to Work Readiness by 60.7% while the rest is influenced by 3 other variables in the study. Self Efficacy is one of the factors that can affect students' work readiness, because self-efficacy in students can increase self-confidence in determining what goals will be chosen and their benefits for the students. This shows that self-efficacy directs individuals to understand their conditions realistically and recognize their strengths and weaknesses so that they can adjust their expectations regarding what they want with their abilities.

In this study, self-efficacy in students emerged when they had mastery experience in organizational activities (99%) and internships (74%). Self-efficacy will emerge when individuals receive new challenges in the form of tasks from organizational or company leaders and the individual successfully performs and completes the task. Mastery experience allows us to observe a direct relationship between investment of effort and successful performance, thereby increasing the assessment of expectations about our ability to perform well in certain situations

### **CONCLUSION**

The conclusion from the results of the data analysis and discussion that has been carried out, namely:

1. Soft skill variable is in the high category, the adversity quotient is in the high category, self-efficacy is in the high category and work readiness is in the very ready category.
2. Soft skills have a significant positive effect on work readiness, meaning that the higher the soft skills, the higher the work readiness of students.
3. Adversity quotient has a positive but insignificant effect on work readiness, meaning that high or low adversity quotient does not affect students' work readiness.
4. Self efficacy has a significant positive effect on work readiness, meaning that the higher the self efficacy, the higher the work readiness of students.

Self-efficacy has a more dominant influence on work readiness in the 2020 intake of

management study program students at the University of Muhammadiyah Malang.

## REFERENCES

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman/Times Books/Henry Holt & Co.
- Dalyono. (2005). *Educational psychology*. Rineka Cipta.
- Endrotomo. (2010). *Implementation of student center learning*.
- Febriyana, N., Indrawati, H., & Makhdalena. (2023). The influence of emotional intelligence, industrial work practices, soft skills, and self-efficacy on students work readiness. *Journal of Educational Sciences*, 7(3), 499–517.
- Mulyono, I. (2011). *From scientific writing to soft skills*. Yrama Widya.
- Nuzulia, S. (2010). *Dynamics of work stress, self-efficacy and coping strategies*. UNDIP Press.
- O'Brien, M., Raab, R. L., & Kotamraju, P. (2002). Employer perceptions of work flexibility: The role of skills and wages in job performance. *Journal of the Minnesota Academy of Science*, 66(1), 4–12.
- Pratiwi, W. Y. (2011). *Development of soft skills, hard skills and life skills of students in facing the era of globalization*.
- Putra, S., & Pratiwi, A. (2005). *Success with soft skills*. Directorate of Education. Directorate of Education, Bandung Institute of Technology.
- Rachmady, T. N., & Aprilia, E. D. (2018). The relationship between adversity quotient and anxiety in facing the world of work in fresh graduates of Syiah Kuala University. *Journal of Psychogenesis*, 6(1).
- Sagala, S. (2010). *The effectiveness of discovery learning method with discussion method to improve student learning outcomes in SUP subject of knowing office equipment class XI SMK Negeri 7 Medan academic year 2008/2009*. 89–94.
- Sugiyono. (2016). *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Yoga, M. (2016). *Adversity quotient so that children don't give up easily*. PT Tiga Serangkai.