

The Influence of Self-Efficacy, Soft Skills, and Career Planning on the Work Readiness of Students at KH. A Wahab Hasbullah University, Tambakberas Jombang

Rizki Anisa, Lailatul Sa'adah

Management, Universitas KH. A. Wahab Hasbullah

*Email rannisa461@gmail.com

ABSTRACT

This study aims to analyze the influence of self-efficacy, soft skills, and career planning on the work readiness of Faculty of Economics students batch 2022 at K.H.A. Wahab Hasbullah University, Tambakberas Jombang. This study used a quantitative approach with a survey method on 81 student respondents selected using a saturated sampling technique. Data was collected through questionnaires that had been tested for validity and reliability, then analyzed using multiple linear regression analysis techniques with the help of SPSS version 26 software. The results showed that partially, self-efficacy had a positive and significant effect on student work readiness, as did career planning which had a positive and significant effect on work readiness. However, soft skills did not partially have a significant effect on work readiness, even though students had soft skills in the good to very good category. This is suspected to be due to a high correlation with other variables, limited practical experience in applying soft skills in a real work environment, and the possibility of a gap between student perceptions and industry standards. Simultaneously, self-efficacy, soft skills, and career planning significantly affected work readiness with a very strong relationship, where self-efficacy contributed the most, followed by career planning and soft skills. This study proves that work readiness is a multidimensional construct that requires a holistic approach in its development to prepare students to face the challenges of the world of work.

Keywords: *Self Efficacy, Soft Skill, Career Planning, Work Readiness.*

INTRODUCTION

In the era of Society 5.0, globalization has experienced significant acceleration in terms of technology and knowledge, giving rise to an urgent need for high-quality human resources who are adaptive to technological advancements. Indonesia, as a country with a large student population, annually produces thousands of graduates from various universities who are ready to enter the workforce. However, the phenomenon that occurs shows a gap between the qualifications of graduates and the demands of the job market. Data from the Central Statistics Agency (Badan Pusat Statistik, 2023) reveals a rather surprising fact: the open unemployment rate for Diploma I/II/III graduates is only 2.44%, while for S1, S2, and S3 graduates it reaches 11.55%, a very significant difference of 9.11%. This paradox raises a fundamental question: why do graduates with higher education levels face greater difficulties in entering the workforce?

Universities, especially undergraduate programs, have the noble goal of producing quality graduates with broad knowledge, adequate skills, and good character. However, the reality on the ground shows that the employability of undergraduate students is still a serious problem. Unlike vocational or diploma education, whose curriculum focuses more on practical work and technical skills relevant to industry needs, undergraduate education tends to be more theoretical. This gap creates a disparity between the competencies possessed by undergraduate graduates and the expectations of the industrial world, which demands more comprehensive work readiness (Wiharja MS, Rahayu and Rahmiyati, 2020). In the context of work readiness, students are not only required to master hard skills or technical skills related to their field of study, but also soft skills which include communication skills, teamwork problem-solving, and adaptability. Recent research shows that soft skills are actually more needed by companies than hard skills (Agustin, 2012). Modern companies are not only looking for technically

competent candidates, but also individuals who can adapt, communicate effectively, and work in dynamic teams. However, the development of soft skills among Indonesian students is still not optimal, as reflected in industry complaints about graduates' unpreparedness in these non-technical aspects (Mainga, Daniel and Alamil, 2022). In addition to soft skills, internal psychological factors also play a crucial role in work readiness, one of which is self-efficacy. According to Bandura (1997) in (Schunk and DiBenedetto, 2021), self-efficacy is an individual's belief in their ability to organize and execute actions necessary to achieve a specific goal. In the context of work readiness, self-efficacy becomes a psychological foundation that determines how students view their ability to face the challenges of the working world. Santrock in (Pujiastuti, Kurniawan and Setyorini, 2023) emphasizes that self-efficacy plays an important role in how a person views their ability to face challenges and produce positive results. Students with high self-efficacy tend to be more proactive in seeking opportunities, more persistent in facing difficulties, and more optimistic in achieving career success. Conversely, students with low self-efficacy tend to be hesitant, easily give up, and lack confidence in facing competition in the working world (Arpizal and Fahirah, 2022). Another important component that is often overlooked is career planning. In his career development theory, he emphasizes that career planning is a continuous process and involves self-understanding, exploration of various career options, decision-making, and thorough preparation. "Effective career planning enables students to make appropriate choices that align with their strengths, interests, and values. However, research shows that many Indonesian students do not yet have clear and mature career plans, leading to confusion and uncertainty when entering the workforce (Sulistyanto et al., 2021).

Students of the Faculty of Economics, especially the Management Study Program, face more complex challenges. As one of the most popular study programs in Indonesia—almost every university has a Faculty of Economics—management graduates face very tight competition in the job market (Dika Yunilva, 2025). This condition is exacerbated by the fact that the high unemployment rate of bachelor's degree graduates indicates that an academic degree alone is not enough to guarantee success in obtaining a job. Management graduates are required to have a competitive advantage that includes an optimal combination of soft skills, high self-efficacy, and mature career planning (Dedi Rianto Rahadi, Ety Susilowati, 2021). Several previous studies have explored the relationship between self-efficacy and work readiness (Wiharja MS, Rahayu and Rahmiyati, 2020), as well as the influence of soft skills on work readiness (Binti et al., 2022). However, research that simultaneously integrates the three variables of self-efficacy, soft skills, and career planning in the context of management students' work readiness is still limited. This research gap is important to explore, given that the complexity of factors affecting work readiness cannot be explained partially. This study attempts to fill this gap by analyzing the simultaneous influence of the three variables on students' work readiness. Furthermore, this study has novelty in several aspects. First, this study integrates three important dimensions: psychological (Self Efficacy), competency (soft skills), and strategic (career planning) into one comprehensive model to explain work readiness. Second, this study was conducted in the specific context of Management students at KH. Abdul Wahab Hasbullah University, class of 2022, who are in a critical phase approaching graduation and entering the workforce. Third, this study was conducted in the post-implementation era of MBKM, thus providing an overview of the effectiveness of this policy in improving students' work readiness. Fourth, by using a rigorous quantitative approach, this study aims to provide strong empirical evidence about the determinant factors of work readiness.

The stance of this research is to support and expand previous research by providing a more comprehensive and contextual perspective. This research does not intend to correct or debate previous research, but rather to complement and enrich the understanding of the complexity of students' work readiness by considering the interaction between internal factors (psychological), competency factors (skills), and strategic factors (planning) simultaneously.

METHOD

This research applies a quantitative approach by utilizing primary data as the main source. The independent variables studied include three aspects: self-efficacy, soft skills, and career planning. Meanwhile, the dependent variable that is the focus is work readiness. The survey method through questionnaire distribution was used as the data collection technique. Questionnaires were distributed online to 2022 batch Management Study Program students at K.H.A Wahab Hasbullah University Tambakberas Jombang. The sampling technique used saturated sampling (census) because the population was relatively small (< 100), so all members of the population were used as research samples with a total

of 82 respondents. Data processing was carried out with the help of SPSS version 27 software. The analysis techniques applied included validity and reliability testing, classical assumption testing (normality, multicollinearity, heteroscedasticity, and multiple linear regression), and hypothesis testing (t-test, F-test, and coefficient of determination).

RESULT AND DISCUSSION

1. Validity dan realibility Test

a. Validity Test

The validity test in this study was calculated for each question item from the variables Self-efficacy, Soft Skills, Career Planning, and Job Readiness. The calculation of the validity instrument was based on r-Count and r-Table compared with the stipulation $n=81$ $\alpha=0.05$. Thus, r-table= 0.312 was obtained. With a total of 41 questions and the variables Self-Efficacy, Soft Skills, Career Planning, and Job Readiness. From these 41 statements, it is known that all are valid. Because r-Count is greater than r-Table and p (Sig) is less than 0.5, therefore, all statements are declared legitimate and Valid.

b. Realibility Test

In this study, to test reliability, Cronbach's Alpha formula was used with the help of SPSS Release 27. Using Cronbach's Alpha >0.70 .

From the reliability test results, the Cronbach's Alpha values for the variables Self Efficacy, Soft Skill, Career Planning, and Work Readiness all obtained Cronbach's Alpha results above 0.70 and were in the high reliability category (0.70-0.90). Therefore, it can be concluded that the variable measurement concepts used in this study are reliable.

2. Classical Assumption Test

a. Normality Test

Normality testing in this study was conducted using SPSS version 27 software with the One Sample Kolmogorov-Smirnov Test method. This test aims to determine whether the residual data is normally distributed by comparing the Asymptotic Significance (2-tailed) value to the predetermined significance level of $\alpha = 0.05$. The decision-making criterion is that if the Asymp. Sig. (2-tailed) value is greater than 0.05, then the data is declared normally distributed and the normality assumption is met (Sa'adah, 2025). The results of the Kolmogorov-Smirnov normality test show that there is no evidence of violation of the normality assumption at a significance level of $\alpha = 0.05$ for all analyzed variables. The sig. 2-tailed value for the soft skill variable of 0.200 indicates a high deviation from normality. Similarly, the career planning variable (0.179) and the dependent variable (0.075) are also above the 0.05 threshold, indicating that the data distribution for these variables can be considered normal. It should be noted that the value of 0.056 for the career planning variable is just above the 0.05 limit, which is quite conservative for accepting H_0 at that significance level. Overall, these results support the feasibility of parametric analysis in the regression model used in this study.

b. Linierity Test

The linearity test results used Analysis of Variance (ANOVA) with $\alpha = 0.05$. Variance (ANOVA) shows that the self-efficacy variable has a sig. value of 0.293, soft skills have a sig. value of 0.716, and career planning soft skills have a sig. value of 0.716. The sig. values for all 3 variables are greater than $\alpha = 0.05$. This indicates a linear relationship between self-efficacy, soft skills, and career planning on job readiness.

c. Multikolenierity Test

Multicollinearity occurs when two or more predictor variables in a model are highly correlated with each other, which can make it difficult to determine the individual effect of each variable on the dependent variable (Sa'adah 2023). The multicollinearity results show that soft skills have a VIF = 3.403, career planning VIF = 2.773, and self-efficacy VIF = 3.738. All three values are below the threshold of 5, so the assumption of no strong multicollinearity among the predictor variables is met.

d. Hestarofo kedensity Test

This test examines whether the distribution or variability of residuals remains consistent throughout the data. The results of the heteroscedasticity test show that the points do not form a pattern and are scattered above and below zero on the y-axis. It can be concluded that there is no heteroscedasticity and the distribution of residual variability remains consistent throughout the

data.

e. Autocorrelation Test

The classical linear regression model relies on several key assumptions to ensure accurate and reliable results. The results of the autocorrelation test using the Durbin-Watson statistic show Durbin Watson = 1.880. Since the Durbin Watson value is within the range that does not indicate autocorrelation (generally DW around 2 indicates the absence of autocorrelation; as it is more than 1 and close to 3), it can be concluded that the regression residuals do not experience autocorrelation.

f. Multiple Linear Regression Test

Based on respondent responses, the data was then distributed using the SPSS program. The purpose of the analysis is to determine the extent to which self-efficacy, soft skills, and career planning factors influence student work readiness through linear regression analysis. The calculation results with SPSS are then presented in the following table, which contains the regression coefficient values in the following table.

Table 1. Multiple Linear Regression Test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,066	0,067		0,994	0,323
	soft skill	0,018	0,019	0,001	0,943	0,348
	self efficacy	0,600	0,028	0,606	21,409	0,000
	Career planning	0,386	0,028	0,394	13,911	0,000
a. Dependent Variable: work readiness						

following equation can be obtained:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 0.066 + 0.600X_1 + 0.018X_2 + 0.386X_3$$

Based on the calculations and the multiple regression coefficient statistical analysis equation presented above, we can conclude that:

- 1) The constant value (a = 0.066) indicates that if all independent variable values are equal to zero, then the student's work readiness variable value is 0.066.
- 2) The regression coefficient for self-efficacy (X1) of 0.600 indicates that a 1-unit increase in self-efficacy is associated with a 0.600 increase in student work readiness.
- 3) The regression coefficient for Soft Skill (X2) of 0.018 indicates that a 1-unit increase in Soft Skill is associated with a 0.018 increase in student work readiness.
- 4) The regression coefficient for Career Planning (X3) of 0.386 indicates that a 1-unit increase in Career Planning is associated with a 0.386 increase in student work readiness.

3. Hypothesis Test

a. F Test (Simultaneous)

This test uses the F statistical test found in the Anova table. If the Sig. value is < 0.05, then the regression model used can be declared fit with the observed data or can be said to be suitable for use.

Table 2. F Test (Simultaneous) Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1875,721	3	625,240	132,719	,000 ^b
	Residual	362,748	77	4,711		
	Total	2238,469	80			
a. Dependent Variable: work readiness						
b. Predictors: (Constant), career planning, soft skill, self efficacy						

The results of the F-test (simultaneous) shown in Table 4.20 indicate an F-count value of 132.719 with an F-table value of 2.327. Since the F-count value ($132.719 > 2.327$), H_0 is rejected and H_1 is accepted. This indicates that the variables of self-efficacy, soft skills, and career planning together have a positive and significant effect on work readiness.

b. T-test (Partial)

According to (Sa'adah, 2020), the T-test is a statistical method used to determine whether independent variables have an effect on dependent variables. With an Alpha Cronbach of 5%, the results are as follows, As can be seen in Table 4.19, it shows that:

1) Test for Self-Efficacy Variable

In Table 4.19 above, it is seen that the T-count value is $21.409 > t\text{-table } 1.664$, so H_0 is rejected and H_a is accepted, which means that there is a partial effect between the self-efficacy variable and students' work readiness.

2) Test for Soft Skill Variable

In Table 4.19 above, it is seen that the T-count value is $0.994 < T\text{-table } 1.664$, so H_0 is accepted and H_a is rejected, which means that there is no partial effect between the soft skill variable and students' work readiness.

3) Test for Career Planning Variable

In Table 4.19 above, it is seen that the T-count value is $13.911 > t\text{-table } 1.664$, so H_0 is rejected and H_a is accepted, which means that there is a partial effect between the Career Planning variable and students' work readiness.

4) Coefficient of Determination Test (R Square)

The coefficient of determination, often called R-Square, is a statistical tool that shows how effectively independent variables can predict or explain the effect of independent variables on dependent variables (Sa'adah, 2021).

The results of the coefficient of determination test, which shows an R Square value of 0.838. This figure means that 83.8% of the variability or changes occurring in the student work readiness variable can be explained by the three independent variables in this study, namely self-efficacy, soft skills, and career planning. The remaining 16.8% is influenced by other factors outside the research model that were not measured in this study, such as organizational experience, professional networks, or other psychological factors. These findings confirm that the constructed research model has excellent predictive ability for student work readiness. In addition, a correlation coefficient (R) value of 0.915 indicates a very strong relationship between the variables of self-efficacy, soft skills, and career planning together with student work readiness. Based on the interpretation criteria for the correlation coefficient, an R value of 0.915 falls into the very strong category (0.80 - 1.00), which indicates that these three independent variables are closely related to student work readiness.

Discussion

1. The Influence of Self-Efficacy on the Work Readiness of 2022 Batch Students, Faculty of Economics, K.H.A Wahab Hasbullah University Tambakberas.

Based on the results of the partial test (t-test) in Table 4.19, a t-count value of 21.409 was obtained, which is greater than the t-table value of 1.664, with a significance value of $0.000 < 0.05$. These results indicate that H_0 is rejected and H_1 is accepted, meaning that self-efficacy has a positive and significant effect on students' work readiness. A regression coefficient of 0.600 indicates that every one-unit increase in self-efficacy will increase students' work readiness by 0.600 units, assuming other variables remain constant. This is consistent with previous research (Rozi A. Sabil, 2023) and aligns with the findings of (Damayantie and Kustini, 2022) regarding the Influence of Soft Skills on the Work Readiness of 2022 Batch Students, Faculty of Economics, K.H.A Wahab Hasbullah University Tambakberas.

The results of the partial test (t-test) show a t-count value of 0.943, which is smaller than the t-table value of 1.664, with a significance value of $0.348 > 0.05$. These results indicate that H_0 is accepted and H_1 is rejected, meaning that soft skills do not have a partially significant effect on students' work readiness. A regression coefficient of 0.018 indicates that the contribution of soft skills to work readiness is very small when tested partially. According to (Ghaith, 2024), soft skills are more effectively developed through direct work experience, internships, or involvement in professional organizations, consistent with (Jasak and Article, 2020).

2. The Influence of Career Planning on the Work Readiness of 2022 Batch Students, Faculty of Economics, K.H.A Wahab Hasbullah University Tambakberas.

Based on the results of the partial test (t-test), a t-count value of 13.911 was obtained, which is greater than the t-table value of 1.664, with a significance value of $0.000 < 0.05$. These results indicate that H_0 is rejected and H_1 is accepted, meaning that career planning has a positive and significant effect on students' work readiness. A regression coefficient of 0.386 indicates that every one-unit increase in career planning will increase students' work readiness by 0.386 units, assuming other variables remain constant. This is consistent with the findings of (Influence and Quotient, 2023) and (Pujiastuti, Kurniawan and Setyorini, 2023) that career planning is important and influences work readiness.

3. The Influence of Self-Efficacy, Soft Skills, and Career Planning on the Work Readiness of 2022 Batch Students, Faculty of Economics, K.H.A Wahab Hasbullah University Tambakberas.

The results of the F-test (simultaneous) show an F-count value of 132.719, which is greater than the F-table value of 2.327, with a significance value of $0.000 < 0.05$. These results indicate that H_0 is rejected and H_1 is accepted, meaning that self-efficacy, soft skills, and career planning together have a positive and significant effect on students' work readiness. These findings indicate that the regression model used in this study is appropriate (fit) and that the three independent variables simultaneously make a significant contribution to students' work readiness, consistent with the findings of (Pujiastuti, Kurniawan and Setyorini, 2023), (Bisschoff and Massyn, 2025) and (Influence and Quotient, 2023)..

CONCLUSION

Based on the results of data analysis and discussion conducted on 81 student respondents from the Faculty of Economics, class of 2022, Universitas K.H.A. Wahab Hasbullah Tambakberas Jombang, regarding the influence of self-efficacy, soft skills, and career planning on student work readiness, several conclusions can be drawn.

1. Self-efficacy has a positive and significant effect on student work readiness. This indicates that students with high self-confidence will be more prepared to face the world of work.
2. Student soft skills are in the good to very good category. The insignificant partial effect of soft skills may be due to several factors, including a fairly high correlation with other variables.
3. Career planning has a positive and significant effect on work readiness, confirming that students with mature career planning are more prepared to enter the world of work.
4. Simultaneously, self-efficacy, soft skills, and career planning have a significant effect on work readiness, indicating a very strong relationship.

Suggestions

Universitas K.H.A. Wahab Hasbullah Tambakberas Jombang is advised to integrate the development of self-efficacy, soft skills, and career planning holistically through a curriculum that includes motivational workshops, entrepreneurship seminars, industry mentoring, internship programs, and practical work closely linked to labor market needs, as well as strengthening career center services and alumni tracking systems. Faculty of Economics students are expected to actively develop self-efficacy and soft skills through organizational involvement, practical experience, and mature career planning by utilizing campus services and building professional networks. Future researchers are encouraged to broaden the scope of the study with larger samples and additional variables, use diverse research methods, and focus on objective measurement of soft skills and comparative analysis to deepen understanding of student work readiness.

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