

The Role of Social Support on Graduates' Readiness for the Workplace: An Empirical Study in Indonesia

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Abstract: - The study explores the relationship of social support (family, friends, and significant others) to Indonesian students' soft skills and work readiness based on their gender. This research was conducted in Indonesia. The object of the research is 7,800,000 students in Indonesia. The sample used purposive sampling to obtain samples of women (n = 227) and men (n = 196). The research method uses quantitative methods. Data analysis used structural equation modeling with AMOS version 26 software. The study found that work readiness for university students is determined by social support, which will influence their soft skills and impact their work readiness; work readiness for male university students is determined by social support, particularly support from their friends, which will influence their soft skills and impact their work readiness; work readiness for female university students is determined by social support, particularly from their family, which will influence their soft skills and impact their work readiness. This research confirms the previously established goal, namely, to prove the influence of social support on work readiness through a mediation mechanism played by mastery of soft skills.

Key-Words: - Female university students, male university students, social support, quantitative methods, soft skills, work readiness, gender.

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1 Introduction

As a developing country, Indonesia has an increasing number of unemployed college graduates yearly. According to Indonesian statistical data, in 2022 (as of August), open unemployment in Indonesia reached 8.43 million people. As many as 7.99% or around 673.49 thousand unemployed people come from college graduates, [1]. This will explicitly hurt, reducing national economic growth and labour structure and disrupting future socio-economic stability, [2]. The causes of the increase in unemployment of university graduates in Indonesia is caused by several problems, such as the impact of the COVID-19 pandemic, gaps in experience and skills that are not suitable for work, limited job

opportunities, and the skills of graduates who are not yet qualified, [3]. Previous research conducted by [4] on student job readiness in the Asia Pacific resulted in findings that in Indonesia, there is a competency gap that does not match the demands of employers. According to the International Association of Colleges and Employers (NACE) survey in 2023 to survey company leaders as employers, the graduate achievement index is considered insignificant in the world of work [5]. The NACE survey results state that soft skills are important things that must be mastered for graduates to be employed and become the capital of graduates to be ready for the world of work [5].

The issue that university students will face after completing their education concerns their readiness to enter the world of work [2]. The challenge of entering the world of work full of new expectations requires careful preparation and support to transition from student to worker [4]. This transition requires self-adjustment, roles, responsibilities for work, new social status, and how graduates can improve their readiness for the world of work [6]. The challenging world of work requires not only the mastery of technical skills but also good soft skills such as leadership, problem-solving, emotional intelligence, empathy, and communication, [7]. This follows the opinion of [8], which states that soft skills are considered more valuable by employers because these skills involve superior social dynamics for individuals to adapt to the changing world of work. The transition process of graduates entering the industrial world often causes stress due to several problems, such as the mismatch between skills and high job demands, high social demands, difficulty finding a job, high competition, mental and emotional pressure, inability to adjust to work, lack of experience and expectations in the world of work that is not appropriate, [9], [10]. With this, we see the role of the external environment of graduates, such as support from the social side, is needed in this transition process, for example, support from family, friends, and special people. In this context, the influence of social support received by graduates may significantly shape graduates' soft skills and work readiness, [11]. In research conducted by [12] on workers, social support is a counterweight to job pressures and psychological support in increasing self-confidence, independence, and regulation of self-resilience to deal with changing work dynamics.

According to [13], employers consider soft skills such as self-adaptability in employees precious because this ability determines the organization's success in an ever-changing industrial environment. Research shows that college graduates who enter adulthood are social beings who still depend on other individuals. As stated by [14], who stated that there are three important factors in social roles such as family, friends, and close people in an individual's social relationships. This statement states that family, friends, and significant others are essential in developing their identity. The gender differences of each graduate have a different influence on the perspective of social support they need. This is explained by [15], Whereas social support in men and women can be understood from different perspectives, especially when considering the social context. However, not many studies have

explored the differences in gender perspectives (men and women) on the social support needed in shaping their soft skills and work readiness. According to [16], social support has a role that cannot be ignored in developing graduates' soft skills in their world of work. The role of family support is a strong psychological foundation in socializing; friend support provides the development of a valuable peer social network, and the support of special people such as girlfriends provides emotional support and invaluable motivation. Research results [17], stated that when individuals receive positive social support from their social environment, their interpersonal skills will improve.

The role of positive social support will form a basis for the growth and development of necessary soft skills such as leadership, empathy, resilience, problem-solving, communication, and emotion regulation, [18]. This statement is clarified by research conducted by [17], which shows that soft skills act as antecedents for students in the world of work by referring to the value of personality and responsibility for the tasks assigned. Empirical evidence in the industrial sector shows that employees' soft skill components, such as problem-solving, self-adaptation, and communication, result in better performance, [13], [19]. We see many previous studies on social support work readiness and soft skills (anyone?). Still, no research reveals comprehensive social support from family, friends, and special people on graduates and categories, focusing on gender and young adult categories on their soft skills and work readiness.

This research is important to understand the relationship between social support, social skills, and work readiness. The study's results are expected to enrich the literature on employability studies regarding how this interaction is in the journey of graduates' readiness to enter the world of work. For this reason, this research aims to test and explore the influence of social interactions and understand more deeply how social support from family, friends, and special people affects soft skills and determines success in work. The novelty that we propose lies in the research design that explores differences in gender perspectives of college graduates on the more dominant social support needed in shaping soft skills and building their readiness to enter the world of work.

2 Literature Review

Social exchange theory is a theory used to describe the social interaction of individuals with other

individuals. Social exchange theory states that interactions between individuals are an exchange where individuals seek benefits and avoid losses in dealing with others, [20]. In the context of social support, social exchange theory can provide an understanding of how individuals give and receive social support, [21]. In this study, social exchange theory is used as a foundation to understand individuals seeking social support and how social support relates to soft skills and work readiness.

2.1 Social Support on Soft Skills

Social support is a reciprocal interactive process that shows that a person is loved, respected, cared for, and valued, which involves the exchange of perceived physical and psychosocial resources, [22]. Social support is described as assistance and comfort provided to other individuals who have the aim of helping to overcome various biological problems, psychological stress, and social problems, [23]. Social support contains emotional resources from family, friends, and special people, [24]. It is also seen as assistance received by individuals in general, moral, emotional, guidance, friendship, and togetherness. Social exchange theory states that a person's attitudes and behaviour's result from interactions while giving and receiving social support from the surrounding environment, [21]. This support can be facilitated through social activities, building friendly relationships, providing advice and counsel, offering to listen, and providing consolation, [25]. Social support can help individuals cope with stress and problems. Social support is urgently needed for college graduates who will enter the workforce, especially in developing individual soft skills, [17]. Various soft skills needed in the world of work, such as adaptability, problem-solving, critical thinking, leading others, communicating with people across fields, and teamwork, can be well-formed with support from the social environment where individuals interact, [26]. Reciprocal interactions resulting from the existence of social support from family, friends, and special people will encourage a person to have self-efficacy to adapt, more easily establish communication with many parties, practice leadership, and work with others, [27].

H1a: Social Support has a positive impact on the soft skills of male graduates

H1b: Social Support has a positive impact on the soft skills of female graduates.

2.2 Soft Skills in Work Readiness

Work readiness is expressed as readiness that refers to the extent to which individuals have competencies such as knowledge and ability to work professionally, [28]. According to [29], work readiness is an individual's readiness to adapt and adjust to the environment, culture, and job demands. Work readiness is an attribute that indicates potential in terms of performance and career development, [2]. Work readiness is a form of individual mental maturity balanced with the competencies required by the job. A person's work readiness is indicated by the existence of targets and logical considerations for these targets, the urge to accept responsibility, the ability to adapt to the work environment, and a willingness to cooperate with others, [30]. One form of competence that manifests in work readiness is qualified soft skills, as a counterweight to hard skills, which are the main demand, [2]. Soft skills are skills and personal traits related to technical knowledge or specific expertise and affect how individuals interact with others, solve problems, and adapt to the work environment, [31]. This is explained by [11] that the support of soft skills such as problem-solving, leadership, resilience, empathy, and insight has a dominant role in shaping work readiness, [7]. Mastering some of these soft skills will make it easier for someone to be ready to accept tasks and work, adapt to the work environment, and be willing to cooperate with others at work [32]. College graduates who will enter the workforce are required to have meta-competencies, one of which is in the form of soft skills to support their work readiness, [33]. Soft skills mastered by someone will complement individual competencies, so the more complete and better mastery of soft skills will increase readiness to enter the work world, [33].

H2a: Soft skills have a positive impact on the work readiness of male graduates.

H2b: Soft skills have a positive impact on the work readiness of female graduates.

2.3 Social Support on Work Readiness

Work readiness is the main capital that must be owned by individuals at work, where work readiness is a form of mental maturity and competence of a person in facing the demands of work [17]. According to [34], work readiness will encourage individuals to increase work mobility and help produce more flexible, skilled, qualified, and employable human resources. Work readiness in a person is not formed instantly but through a series

of continuous processes during the pre-employment period involving interactions with their social environment, [35]. The balance of mental maturity and meta-competence, a prerequisite for a person's work readiness, is indirectly influenced by various factors, such as social support, the educational process, and the guidance or counselling he has received, [36], [37]. Social support from family, friends, and special people around oneself also shapes work readiness, especially for fresh graduates from college, [16].

However, the impact of social support on individual work readiness does not directly manifest in the form of work readiness, [38]. There is a mechanism that bridges the influence of social support on creating a person's work readiness, [17]. We suspect that social support from family, friends, or special people is first processed within a person as a driver of mastery of soft skills, [17]. Individuals who receive social support from those closest to them will feel more loved, cared for, valued, and respected, thus encouraging themselves to prepare mentally and competently to face the world of work by mastering various soft skills. The interaction process of social support also facilitates honing one's soft skills with adaptability, flexibility in leading others, ease in communicating with people across fields, and engagement in teamwork. In the end, the mastery of complete and complete soft skills will make a person mentally prepared and individually competent in facing the world of work [39].

H3a: Social Support has a positive impact on the work readiness of male graduates.

H3b: Social Support has a positive impact on the work readiness of female graduates.

H4a: Social Support has an impact on the work readiness of male graduates through soft skills.

H4b: Social Support has an impact on the work readiness of female graduates through soft skills.

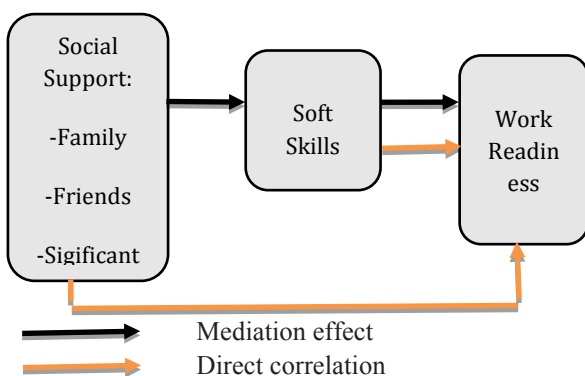


Fig. 1: Empirical research model

3 Sample

This research was conducted in Indonesia from January to November 2023. The object of the study was undergraduate and diploma-level university students in Indonesia who have entered the final graduation period. Before the research was conducted, it was legally supported and approved by the research ethics committee at the research institution. Research data were obtained from questionnaire answers from research respondents. The research respondents were students with several categories required to be sampled, such as study period, age, and education level. Previously, the research respondents had agreed to participate in the research without any coercion. Students could accept or refuse to answer the survey and were informed that their responses were anonymous. The survey was voluntary and anonymous and protected the anonymity of respondents' data. The questionnaire was distributed to respondents using online media networks such as WhatsApp and email with the help of Google Forms. The initial part of the questionnaire explains the purpose of the research; the second part explains the respondent's data that must be filled in, and the third part is the questionnaire questions for respondents to fill in. The overall population of this study is all students at the Indonesian tertiary level, totalling 7,800,000 students. The number of research samples was 473 students, obtained using a purposive sampling technique. Number of participants: Female (n=227), male (n=196). This can be seen in Table 1.

Table 1. Respondent demographics

Variables	Frequency	Percentage (%)
Gender		
Male	196	42%
Female	227	48%
Age		
17-23	400	86%
23-28	73	14%
Education Level		
D3	251	53%
S1	222	47%
Year of Study		
1-5	348	74%
6-7	125	26%
Higher Education		
State Universities	167	35%
Private Universities	270	65%

3.1 Research Instruments

Research data were obtained from research questionnaires distributed to research respondents, and the responses to participants' answers to the questionnaire became the main data of this study. The research questionnaire was designed using a 1-7 point Likert research scale with responses (1 = strongly disagree 7 = strongly agree). The research instrument was measured by 23 question items from three research variables: social support, soft skills, and work readiness. The social support variable is measured by 12 items from three dimensions: family, friends, and significant other,s [40]. Soft skill variables are measured by 6 question items, [41], [42]. The work readiness variable is measured by 5 question items, [2].

3.2 Data Analysis

This research uses a confirmatory type of research, where the proposed model requires confirmation by conducting data analysis. The study used the quantitative approach with the help of the Structural Equation Model (SEM) and AMOS software version 26. SEM was chosen in this study because it can jointly analyse and evaluate the relationship between latent constructs contained in the research model, [43]. There are three types of data analysis carried out in this study: 1) preliminary analysis (calculating the amount of data), 2) descriptive analysis (mean value, standard deviation, and loading factor), and 3) multivariate data analysis confirmatory factor analysis (CFA). The research data analysis used second-order and multi-group analysis, [44]. The proposed empirical research model can be seen in Figure 1. Three variables will be studied: 1) social support variable as the independent variable; 2) soft skills variable as the mediating variable; 3) work readiness variable as the dependent variable.

4 Analysis and Results

4.1 Descriptive Analysis

This study uses descriptive analysis as a first step before conducting more in-depth statistical analysis or further data exploration. Respondents' responses in this study indicate that respondents gave answers with a score range of 1-7 (minimum = 1, maximum = 7); score 1 explains the response "strongly disagree," and score 7 explains the response "strongly agree." The mean value in this study ranges from 5.54 to 5.58. The standard deviation (STD) value ranges from 0.902 to 1.108. The

descriptive analysis of this study can be seen in Table 2.

Table 2. Descriptive analysis

Var	Item	Mean	Std	Model 1 (Male) Loading Factor	Model 2 (Female) Loading Factor
Social Support (family)	X1	5.72	.999	0.824	0.837
	X2	5.77	1.069	0.863	0.873
	X3	5.74	1.049	0.887	0.865
	X4	5.87	1.006	0.888	0.916
Social Support (friends)	X5	5.77	1.048	0.871	0.863
	X6	5.81	1.011	0.879	0.887
	X7	5.65	.944	0.518	0.505
	X8	5.76	1.053	0.878	0.842
Social Support (significant others)	X9	5.60	.982	0.705	0.608
	X10	5.80	.991	0.676	0.766
	X11	5.92	1.055	0.706	0.740
	X12	5.88	1.057	0.529	0.647
Soft Skills	X13	5.71	1.073	0.904	0.912
	X14	5.71	1.073	0.909	0.933
	X15	5.68	1.077	0.903	0.927
	X16	5.63	1.052	0.882	0.901
	X17	5.67	1.120	0.890	0.916
	X18	5.79	1.020	0.895	0.900
Work readiness	X19	5.77	1.093	0.923	0.934
	X20	5.78	1.056	0.904	0.928
	X21	5.71	1.108	0.919	0.913
	X22	5.80	1.035	0.871	0.894
	X23	5.54	.902	0.531	0.582

4.2 Quantitative Study

In the quantitative study that we conducted using SEM with AMOS version 26 software, we first used Maximum Likelihood Estimation (MLE) to fit the structural equation model to the empirical data, secondly conducted validity and reliability tests, thirdly analysed multivariate structural model (CFA) data, [44]. In addition, the second-order method is used in this study for researchers to describe more complex relationships between latent variables and constructs in structural analysis. Multi-group analysis testing is used in this study to assess whether gender (male, female) influences the hypothesized relationship, [44].

4.3 Normality, Reliability and Validity Tests

The normality of this research data is shown by looking at the skewness and kurtosis values; univariately, all research data indicators have met data normality with skewness and kurtosis values below ± 2.58 , [45]. In contrast, multivariate data normality shows a value of 2.56 below the value of

± 2.58 , so it can be said that the research data is said to be normal as a whole. The reliability test in this study shows that each item/indicator on the latent variable used has consistency and reliability if reused, [46]. In this study, the reliability value on the latent construct requires that the composite reliability (CR) value is above > 0.7 . The validity test in the study requires that the average variance extracted (AVE) value must have a value above > 0.5 to fulfil the validity of the data, [46]. The results showed that all indicators on each construct in the male and female groups had met the reliability and validity tests of the data, which can be seen in Table 3.

Table 3. Reliability and validity test

Variable	Model 1 (Male)		Model 2 (Female)	
	C.R	AVE	C.R	AVE
Social Support	0.931	0.730	0.933	0.747
Soft skills	0.961	0.805	0.969	0.837
Work readiness	0.922	0.711	0.933	0.741

This table presents the results of the reliability and validity tests $C.R > 0.7$ and $AVE > 0.5$

4.4 Model Goodness Test

The model proposed in this study refers to the theoretical model developed by the researcher; empirical data must be analysed to assess whether it fits the required model. Table 2 and Table 3 show the model fit index in the structural group of men (Figure 2) and women (Figure 3). The model fit test in this study was assessed by looking at the probability value, Chi-Square, the root mean square error of approximation (RMSEA), CMIN/DF, Tucker Lewis index (TLI), comparative fit index (CFI), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), and root mean square residual (RMR), [46], [47]. The results of data analysis show that the two models analysed, namely men and women, have met the model's suitability, as seen in Figure 2 and Figure 3.

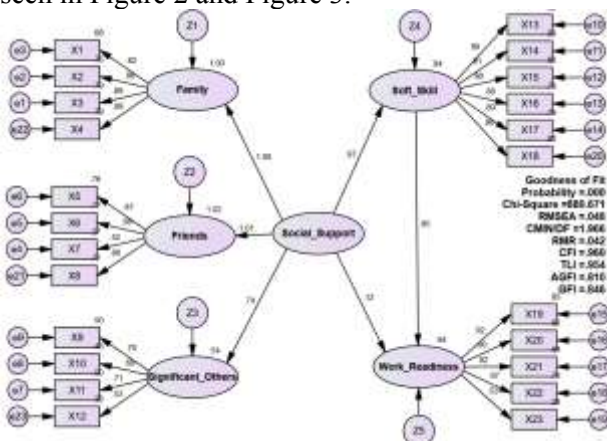


Fig. 2: Structural model (male)

Figure 2 is a confirmatory factor analysis (CFA) for the male model.

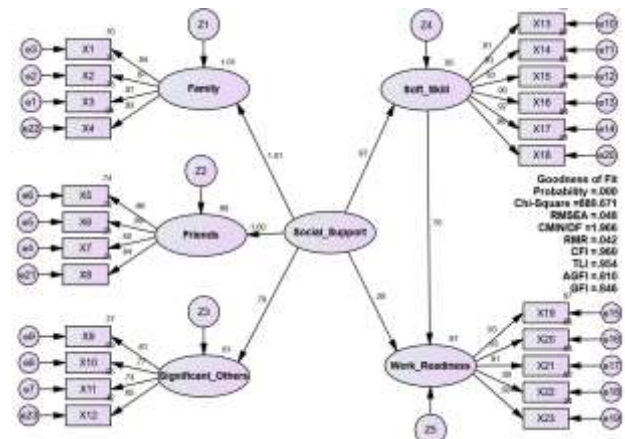


Fig. 3: Structural model (female)

Figure 3 is a confirmatory factor analysis (CFA) for the female model.

4.5 Hypothesis Test

Hypothesis testing in this study is to determine and assess whether the proposed hypothesis is accepted or rejected. The hypothesis criterion value in this study uses an alpha (α) significance level of 5 percent, [44]. If the p-value is smaller than the specified significance level (sig) (usually 0.05), it can be concluded that the relationship between the variables is statistically significant. Hypothesis H1a, which states that Social Support has a significant positive impact on the soft skills of male graduates, is accepted with a sig of 0.00 with a β value of (0.968). Hypothesis H1b, proposing that Social Support has a significant positive impact on the soft skills of female graduates, was accepted with a sig of 0.00 with a β value of (0.974). Hypothesis H2a, which states that Soft skills have a significant positive impact on the work readiness of male graduates, was accepted with a sig of 0.00 and β value of (0.112). Hypothesis H2b, stating that Soft skills have a significant positive impact on the work readiness of female graduates, is accepted with a sig value of 0.00 and a value of 0.290. Hypothesis H3a, stating that Social Support has a significant positive impact on the work readiness of male graduates, is rejected with a sig of 0.474 and β value of 0.112. Hypothesis H3b, which states that Social Support has a significant positive impact on the work readiness of female graduates, is rejected with a sig value of 0.055 with β value of 0.055. Hypothesis H4a, which states that Social Support has a significant positive impact on the work readiness of male graduates through soft skills as a mediator, is accepted with a sig value of 0.00 with β value of

0.825. Hypothesis H4b Social support has a significant positive impact on the work readiness of female graduates through soft skills as a mediator is accepted with a sig value of 0.00 and β value of 0.678. Hypothesis testing in this study can be seen in Table 4.

Table 4. Hypothesis test

Hypothesis	Model 1 (Male)		
	β	P	Results
Social support -> Soft skills	0.968	0.00	Accepted
Soft skills -> Work readiness	0.853	0.00	Accepted
Social support -> Work readiness	0.112	0.47	Rejected
Social support -> Soft skills -> Work readiness	0.825	0.00	Accepted
Hypothesis	Model 2 (Female)		
	β	P	Results
Social support -> Soft skills	0.974	0.00	Accepted
Soft skills -> Work readiness	0.697	0.00	Accepted
Social support -> Work readiness	0.290	0.05	Rejected
Social support -> Soft skills -> Work readiness	0.678	0.00	Accepted

This table presents the results of hypothesis testing with criteria $\alpha < 5\%$, P-value < 0.05

5 Discussions

This study examines two different groups of men and women to determine their job readiness, which is influenced by social support and soft skills; the study was conducted on college graduates separated by gender. The results showed that social support positively impacted the soft skills of male ($\beta = 0.968$, $p = 0.00$) and female ($\beta = 0.974$, $p = 0.00$) student respondents. This shows no significant difference in the influence of social support variables in shaping soft skills in male and female graduates. A significant difference is seen in the results of the second-order analysis, which proves that men tend to trust social support from friends ($\beta = 1.02$) more than family ($\beta = 1.00$) and significant others ($\beta = 0.54$). Research states that the social support received that can influence soft skills development in men is more likely to be obtained from social interactions with friends. Male-gendered individuals are more likely to trust the social support they get from their friends than from family and special people because of the stronger emotional bonds with fellow friends. Following the social exchange theory, male individuals will have more trust in the support provided by fellow friends because of more intense giving and receiving interactions with their friends, [48]. Exposure to interactions from the social support process that

comes from his friends will encourage him to master more soft skills useful in the world of work, such as practicing leading groups, adaptability, and fostering communication and relationships with people, [15].

The results of the analysis conducted on the female respondent group showed that social support was obtained from family (β value = 1.01) compared to friends (β value = 0.99) and significant others (β value = 0.61). This result proves the dominance of the influence of social support for women who come from families compared to other parties. The premise of social exchange theory also states that individual women will interpret social support more from the results of interactions with their families. This finding confirms the results of research by [17], which proves that the social relations between individuals and their families will have a stronger impact in shaping the attitudes and behaviour of these individuals. In the context of employability, women's work attitudes and behaviours will be influenced more strongly due to social support from their families, [49]. Women will be encouraged to develop soft skills with more meaningful family social support.

This study found that the effect of soft skills on job readiness was equally significant for both male ($\beta = 0.853$, $p = 0.00$) and female ($\beta = 0.697$, $p = 0.00$) respondents. This finding affirms that mastering various soft skills will increase work readiness. This is in line with the results of [38], which show that soft skills have an essential role in shaping a person's readiness to face the world of work. These results also corroborate the research of [13], which states that soft skills are needed as a counterweight to the hard skills that someone must master, which is a prerequisite for him to have real work readiness. Various soft skills, such as the ability to lead people, communicate with various parties, think critically, solve complex problems, and work with teams, will support a person to be more ready to work, [50]. Work readiness is indicated by readiness to accept tasks and work, adapt to the work environment, and willingness to cooperate with others at work [51]. With the positive direction of the relationship between variables from the results of data analysis, it can be concluded that a more complete and in-depth mastery of various soft skills will increase a person's readiness to work.

Data analysis found no effect of social support on job readiness directly in male ($\beta = 0.112$, $p = 0.474$) and female ($\beta = 0.290$, $p = 0.055$) respondent groups. This finding corroborates the results of previous research, which found no evidence of the

influence of social support on work readiness directly. Social support from the closest people will not automatically increase one's readiness to face the world of work. The influence of social support on work readiness will only be effective when other factors bridge between the two. This is what is answered by the results of hypothesis 4 testing, where mastery of soft skills is proven to be a mediating variable in the relationship between the two (each group of respondents has a significance on the mediating variable of 0.00). The soft skill variable is a connecting mechanism between social support and work readiness. This is in line with the assumptions of social exchange theory, where the social support received by a person will shape individual attitudes and behaviours after passing through the psychological mechanisms that occur within him, [21]. Social support from family, friends, and special people will only impact building a person's work readiness when it first encourages them to master various soft skills. Social support triggers a person to make several efforts to develop soft skills that are considered useful for fulfilling work readiness and career continuity in the future. This willingness to develop soft skills with social support from the surrounding environment will then fulfil meta-competencies and have psychological and mental maturity according to work demands so that he will be better prepared to work.

6 Conclusions

The results of this study confirm the previously set objective, which is to prove the influence of social support on work readiness through the mediation mechanism played by the mastery of soft skills. This study provides an understanding of the relationship between social support and work readiness for college graduates and how these interactions shape individuals' journey narratives, enrich their experiences, and develop self-quality in the transition from academia to the world of work. Another noteworthy finding is that significant differences in the locus of social support influence the formation of individual attitudes and behaviours. In contrast, male graduates tend to require social support from their friends. At the same time, women trust social support from their families more. Theoretically, this result has implications for enriching the literature on employability, especially on work readiness, where soft skills mediate social support antecedents. However, the difference is that in their form of social support. Male students prefer support from their friends, while female students prefer support from family in realizing their work

readiness. For the world of practical management, these results can contribute to shaping education and support programs that are more holistic, preparing graduates not only technically but also socially to face the challenges that await them on their career trajectories.

This study has two limitations. *First*, as with any survey research, this study suffers from common methodological biases, *and second*, the overall generalizability of our findings may be limited as the sample is needed to distinguish between employed and unemployed students. The results of this study open up opportunities for new research; we suggest that future researchers explore more broadly the study of the importance of internships so that graduates are more familiar with the real world of work that is not limited to the theory from lectures alone. In addition, we provide suggestions for future researchers to look at technological / digitalization needs as an undeniable industrial need in today's global world, as a complement to student competencies to be better prepared to face competition in the world of work.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work the authors used Chat GPT 4 in order to improve the readability and language. After using this tool/service, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Conceptualization were handled by Sih Darmi Astuti and Fery Riyanto, with Miftachul Mujib contributing to the methodology. Fery Riyanto and Bambang Sudiyatno was responsible for software development, while validation and data curation were jointly managed by Sih Darmi Astuti and Bambang Sudiyatno. Formal analysis and investigation were led by Miftachul Mujib. The initial draft of the Sih Darmi Astuti manuscript was prepared by Fery Riyanto, with Bambang Sudiyatno and Miftachul Mujib providing valuable input during the review and editing process. Miftachul Mujib and Fery Riyanto also took charge of data visualization and resources, while project administration and funding acquisition were overseen by Miftachul Mujib. It is important to note that all authors have thoroughly reviewed and approved the final version of the manuscript for publication

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