



Analysis of the Effect of Hard Skills, Soft Skills and Self-Efficacy on the Quality of Human Resources in Universities in Region 3 Cirebon

Muhammad Bayu Maulana^{1*}, Silvi Rahmawati Dewi², Siti Maryam³

^{1,2,3} *Universiti Swadaya Gunung Jati. Cirebon. Indonesia*

**Corresponding author email: siti.maryam@ugj.ac.id*

Abstract

This study aims to analyze the influence of Hard Skills, Soft Skills, and Self-Efficacy on the quality of human resources (HR) in higher education in Region III Cirebon, West Java, Indonesia. Two hundred eighty-three samples were collected from three universities in Cirebon, Indonesia. The research methodology employed in this study utilized quantitative research methods and multiple linear regression analysis to test the relationship between independent variables—hard skills, soft skills, and self-efficacy—with the dependent variable, HR quality. The findings from the research indicate that: 1. Hard skills have a significant positive impact on HR Quality, as evidenced by a t-count of 3.996, which exceeds the t-table value of 1.968. 2. Similarly, the influence of soft skills on HR quality is also considerable, as evidenced by the t-count value of 3.420, which exceeds the t-table value of 1.968. 3. The influence of self-efficacy on HR Quality is similarly upbeat and significant. This is evidenced by a t-count of 6.132, above the t-table value of 1.968. 4. Furthermore, the combination of Hard skills, Soft skills, and Self Efficacy collectively has a substantial positive effect on HR Quality, as demonstrated by an F-count of 151.383, higher than the F-table value of 2.64. These observations were made in the context of universities in the Cirebon region. The implications of this study are significant for higher education institutions in Cirebon Region III and for broader education and human resource management practices. The findings underscore the importance of developing both Hard Skills and Soft Skills among university students and creating a positive self-efficacy mindset. This comprehensive approach to human resource development can improve human capital quality, which is critical for economic and social development in the region.

Keywords: Hard Skills. Soft Skill. Self-efficacy. quality of human resources. self-development

1. Introduction

In an increasingly competitive era of globalization, developing hard skills, soft skills, and self-efficacy is the key to achieving success in a career. A study conducted at Harvard University states that a person's success is not solely determined by his technical abilities (hard skills) but also by the individual's ability to control emotions (soft skills) (Cahyadiana, 2020). Globalization represents an era of openness easily accessible to individuals, businesses, and countries. This globalization also means that this nation's graduates compete with their own and foreign governments who efficiently work in Indonesia (Pratama, 2022). That's why it's important to acquire strong technical and interpersonal skills, while developing a high level of independence during formal education. Furthermore, skill development must be a priority during this period. Formal education not only provides essential theoretical knowledge but also provides a solid foundation for lifelong learning.

According to data from the Badan Pusat Statistik (BPS), in February 2022, Indonesia's unemployment rate was 5.83 percent among its working-age population, totalling 208.54 million individuals. Remarkably, nearly 14 percent of those unemployed had completed diploma and bachelor's degree programs. This statistic presents a paradox. People who are supposed to have a higher education to get a decent job are unemployed. Many factors cause the high unemployment of undergraduate graduates in Indonesia, one of which is that these new graduates have inappropriate competencies. Upon completing their education at esteemed universities, it's pretty standard for graduates to harbour high hopes of quickly securing lucrative employment. This optimism often leads to an inflated self-assessment, where individuals with advanced degrees from prestigious institutions may overestimate their abilities, despite a lack of necessary skills. Consequently, these new graduates may not be fully prepared to navigate the professional world, as highlighted by Abidin in 2022.

Meanwhile, the paradox of undergraduate unemployment also reflects deeper problems in Indonesia's education system and labor market. Sometimes, college curricula are not aligned with actual industry and job market needs. This

can result in a gap between what is taught in the classroom and the skills needed in the real world. In addition, the lack of practical experience or relevant internship opportunities can also make it difficult for graduates to compete in a competitive job market. Therefore, it takes a concerted effort from the government, universities and the private sector to improve the quality of education and prepare graduates with skills that match the current and future demands of the job market. These are challenges that must be overcome for Indonesia to optimize its human resource potential and improve its global competitiveness.

There are around 4,700 universities in Indonesia that annually produce graduates. However, the output or outcome of college graduates in the world of work is still not as expected. Universities still focus on student graduation. So, it ignores improving the quality of its students, which will make it difficult for these students to compete in the world of work (Napitupulu, 2021). In a constantly changing and evolving world, the ability to learn and adapt quickly is the key to success. Attempting to succinctly and professionally outline the primary characteristics, trajectories, and trends of the contemporary global economy and management and the dynamics of today's global markets and long-term market projections presents a formidable challenge (Castellani et al., 2021).

Formal education, particularly in fields relevant to the job market's needs, provides an opportunity to develop the hard skills required by industry. However, Statistics from Indonesia indicate that a significant portion of the workforce possesses a minimal level of education. As of August 2018, 58.78% of Indonesian workers were classified as having low educational attainment. This figure slightly decreased to 58.26% by February 2019. Given that a large majority of Human Resources (HR) professionals in the country are similarly undereducated and possess limited skills, enhancing the productivity and quality of human resources to remain competitive will be challenging (Larasati, 2022). For companies, this presents a significant challenge. To improve quality, companies must employ an approach considering using available resources, including human and natural resources. This requires a continuous planning, implementation, and evaluation process (Arifin et al., 2023). Social skills and the ability to work in teams are also becoming increasingly important. Soft skills like problem-solving, emotional intelligence and communication are essential to achieving career success. In addition, self-efficacy or confidence in one's abilities and capabilities to achieve goals is also an important factor in achieving success. Formal education and skill development are not only crucial for professional careers, but also for personal growth. The key to success in facing these challenges is to improve the quality of Indonesia's human resources through education (Muslich, 2010). Good skills not only help in achieving career goals but also in building strong and productive relationships with others. In the era of globalization, the ability to communicate well and cooperate with people from different backgrounds is becoming increasingly important.

In today's world of work, skills and behaviors come first, universities should encourage students to encounter more diverse situations (Succi & Wieandt, 2019). as jobs now require a combination of technical and non-technical skills. For example, a chemical engineer not only needs to know how to use specialized equipment, but must also be able to communicate well and work with a team. Social skills are also very important as many jobs require cooperation and quick adaptation. In addition, good skills and behavior not only help in a professional career, but also help in personal growth. So, to succeed in the world of work, it is important to keep learning and developing our skills and behaviors. Technical or practical skills, such as proficiency in accounting, programming, engineering and other job-specific abilities, are known as hard skills. In contrast, soft skills encompass interpersonal skills like problem-solving, emotional intelligence and communication (Laker & Powell, 2011).

Research has highlighted that in the workplace, both hard and soft skills are essential for success. The results indicate that there is a convergence between the two skill sets, serving as a unifying force between them. This discovery provides an encouraging pathway for educators, instructors, and trainers to cultivate individuals in a holistic manner, enabling them to grasp both technical and non-technical skill sets effectively (Lyu & Liu, 2021; Kuzminov et al., 2019).

West Java has tremendous potential. In the economic sector, apart from being the largest investment target, the province also has high export potential, so it can record economic growth higher than the national level. However, on the other hand, the unemployment and poverty rates are still high (Maulana, 2023). The research location for this paper is universities in Cirebon Region 3, West Java, Indonesia, which includes Cirebon, Indramayu and Majalengka. This region was chosen because it is an area that has great potential in developing human resources, especially those with high hard skills, soft skills, and self-efficacy. By choosing this location, this research focuses on the local context relevant to the needs of the labor market and industry in West Java. This research also aims to identify and analyze how the development of these skills affects the quality of human resources produced by Economics and Business study programs in universities in this region. This study aims to offer essential insights and guidance for those involved in developing educational programs, such as career advisors and teachers, to enhance the calibre of human resources produced by these efforts.

2. Literature Review

2.1 Hard Skill

Hard Skill is a term that refers to the quantifiable, tangible, and measurable technical ability a person has to use the equipment required for a specific task (Lyu & Liu, 2021). Hard skills are obtained through education and training to

be able to perform tasks or work optimally and produce quality output. According to (Dia Puspita Sari et al., 2022) Hard Skill indicators can be measured from various factors such as:

- a). The concept of 'science' includes all forms of knowledge that can be directly observed or assumed through human senses and then analyzed by the human brain.
- b). Technical skills, technical skills are a means or method to achieve a goal. The better the method or technique, the easier it is to achieve the goal. However, there is no best way, it all depends on each person's personality.
- c). Technology, technology is the ability to do work using equipment in certain fields such as computers, accounting, and others. This is useful for adding value.

The importance of hard skills for human resources is evidenced by previous researchers who reported that the combination of hard skills and soft skills increases an individual's chances of success, especially if the individual will enter the workforce (Lamri & Lubart, 2023). Therefore, we propose the first hypothesis:

H₁ : There is a positive and significant influence between Hard skills on HR Quality

2.2 Soft Skill

Technical skills, such as those related to hard skills, are distinct from non-technical abilities associated with soft skills. Among these, critical thinking stands out as a crucial skill. (Hamonangan Ismail et al., 2023). Soft skills are defined as personal and interpersonal behaviors that develop and improve human quality (Dewa & Satrya, 2023). Soft skills relate to personal communication and intrapersonal abilities that are important in the workplace. Soft skills encompass a variety of personal attributes and behaviors that facilitate effective interaction within workplace or social settings. These include emotional intelligence, which involves understanding and managing one's own emotions and those of others; communication, it can be defined as the ability to convey information in a precise and efficacious manner; creativity, which involves generating new ideas and solutions; problem-solving, which is the ability to identify, analyze, and find solutions to problems; teamwork, which is the ability to work effectively with others towards a common goal; and stress management, which involves managing one's own stress and helping others do the same (Martins et al., 2020).

Over the last 50 years, more than 119 labels for soft skills have been identified across 600 publications (Joie-La Marle C et al., 2022). A variety of frameworks have been developed to categorize and comprehend these skills. These frameworks can focus on social, emotional, cognitive skills, or a combination of all these areas. In the National Association of Colleges and Employers in 2020, among the 20 indicators of skills needed, there are five indicators of general soft skills. The indicators mentioned include problem solving, teamwork, work ethic, communication skills, and leadership (Ariasepta, 2022). Soft skills also relate to a set of individual competencies, behaviors, attitudes and qualities that enable people to adapt effectively to their environment (Garcez et al., 2023).

One article published by the Emerald Journal mentioned that of the 21st-century skills that WEF shared, most are interpersonal skills (three things) and internal qualities (seven things). Accordingly, it can be argued that ten of the sixteen 21st-century skills may be considered as soft skills. This is consistent with previous research conducted by (Stek, 2022) which shows that expected learning in higher education requires developing interpersonal and intrapersonal skills. Therefore, we propose the second hypothesis:

H₂ : There is a positive and significant influence between Soft skills on HR Quality

2.3 Self Efficacy

From the perspective of social cognitive theory, people who exhibit high levels of self-efficacy tend to believe that they are healthier, more productive, and more capable of getting what they want, and are generally more successful than those with low personal expectations (Bandura, 1997). The concept of self-efficacy is defined as the belief in one's ability to act in a way that will lead to the attainment of specific goals. In *Creativity Research Journal*, self-efficacy is a belief in one's ability to take action to achieve certain goals. Individuals will improve their quality more if they believe in their potential (Ubaidillah et al., 2021). There are 3 Self Efficacy Indicators that can be measured such as, Level magnitude (level of difficulty of the task), Level Generallity (extent of the field of behavior), and Level Strenght (degree of belief or expectation) (Flora Puspitaningsih 2016: 77).

Studies have shown that academic self-efficacy has a significant impact across the board as it affects various aspects of students' lives in the college environment. These include the quality of their learning in subjects, participation in distance learning programs, their ability to adjust to the college environment, as well as their self-development process and overall satisfaction with the course. This is important for forming graduates who are competent and ready to face the challenges of the future (Griffiths et al., 2021).

Research (Widodo et al., 2021) shows that students with high self efficacy can be responsible for managing their duties well. Meanwhile, students who have low self-efficacy have shortcomings in carrying out their duties and tend to hesitate. People with strong self-efficacy tend to remain committed to a task and keep going despite the obstacles that stand in their way (Vieira et al., 2024). Therefore, we propose the third hypothesis:

H₃ : There is a positive and significant influence between Self Efficacy on HR Quality

2.4 Quality of Human Resources

An organization must consider very important things, namely human resources. Some experts argue that human

resources are the determining factor. Without experienced or qualified people or human resources, it is impossible for an organization to achieve its goals properly (Yusup, 2021: 2). Eric Zimmerman, in his book "Principles and Problems of Economics", says that resources grow exponentially along with the pace of human activity and needs. In this case, the most important thing is human resources that master science and technology. Currently, human resources are not only human resources, but also capital for an institution or organization. Despite the increasing reliance on technology in managing organizations, human resources remain essential for overseeing other assets regardless of the organisation's type. The quality of human resources refers to the level of expertise and dedication demonstrated by individuals. In other words, human resources are considered qualified if they have the educational background, skills, and competencies that match the demands of the work they do. (Juliana Jaya et al., 2020).

Human resources that are qualified are those capable of generating Not only does it offer comparative value, but it also brings generative, innovative and competitive value by harnessing the highest forms of energy, such as creativity, imagination and intelligence as well as raw energy sources like raw materials, land, water, and physical strength (Yusup, 2021). The quality of human resources refers to knowledge, skills, and abilities which are the basis needed to enhance the quality of human resources. So that it is widely used as a basis for improving performance by many companies (Matutina, 2011: 205). Indicators of Human Resource Quality according to (Matutina, 2011: 205) include:

- a). Knowledge, the ability a person has, which is more about individual intelligence and the ability to think and master in-depth knowledge.
- b). Skill, namely the ability and proficiency in operating techniques in a particular field, which a person has. Abilities, namely the ability formed from a number of skills that a person has, including loyalty, discipline, cooperation, and responsibility.

The Director General of Higher Education, Nizam, encourages universities to work together in building superior human resources and higher education innovations that are relevant to the needs of the world to build a better Indonesia. Therefore, we propose the fourth hypothesis:

H₄ : There is a positive and significant influence between Hard skills, Soft skills, and Self Efficacy simultaneously on HR Quality.

2.5 Research Model

This research employs quantitative research methods, which involve a more complex level of variation because they examine a larger sample. However, quantitative research is more systematic in conducting research from start to finish (Hafni Sahir, 2022). The data collection process is divided into primary and secondary sources. Primary data was meticulously gathered through the distribution of questionnaires to research participants, who were students from three universities in the Cirebon region 3: Universitas Swadaya Gunung Jati (UGJ), Universitas Majalengka (UNMA), and Universitas Wiralodra (UNWIR). Their responses were then compiled via Google Forms. Meanwhile, secondary data were carefully selected from various official sources, including Sinta journals, international publications, official government websites, and national documents and reports, to ensure a complete and optimal data set for analysis. The research design was carefully designed with the overall aim of finding influences between variables. By using a quantitative descriptive research approach, this research is descriptive in collecting data, interpreting data, creating an objective picture, or explaining the situation through numbers, including trends and results. In order to provide a comprehensive understanding, this study aimed to investigate the impact of hard skills, soft skills, and self-efficacy on the quality of human resources.

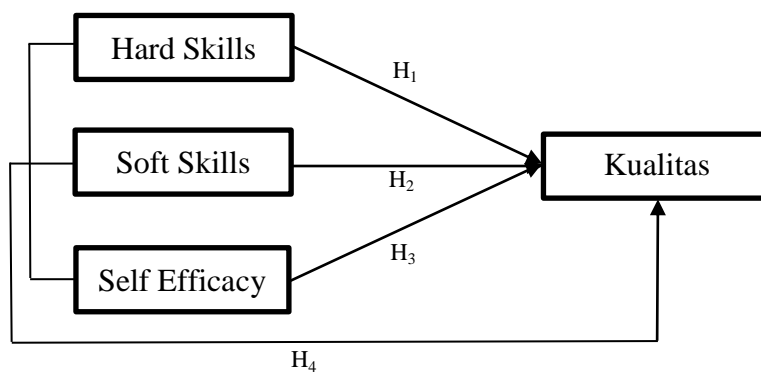


Figure 1: Research framework

3. Materials and Methods

3.1 Materials

To determine the minimum sample size needed in the study with a population of 973 students in three universities in Cirebon region 3, purposive sampling method was used with a sample size of 283 students.

The percentage distribution of students from the three universities was 71.4% (202 students) for Universitas Swadaya Gunung Jati, 15.4% (44 students) for Universitas Wiralodra Indramayu, and 13.1% (37 students) for Universitas Majalengka. Purposive sampling is a method employed in qualitative research to deliberately select a specific subset of individuals or units for examination (Dovetail Editorial Team, 2023).

3.2 Methods

Building this research requires data processing and analysis to present a clear understanding or picture of the results of the processed data. The authors utilize IBM SPSS Statistics 26 software for data handling to facilitate hypothesis testing and research model testing. The technique employed for data analysis in this study was multiple linear regression. This method is utilized to ascertain the direction and the extent to which independent variables influence the dependent variable (Ghozali, 2018). A Multiple Linear Regression analysis model is applied as follows:

$$Y = a + b_1X_1 + b_2X_2 \dots + b_nX_n$$

Description:

dependent variable

X_1, X_2, X_3 = independent variable

a = constant (if the value of x is 0, then Y will be a or constant)

b_1, b_2, b_3 = regression coefficient (increase or decrease value) Results and Discussion

4. Results and Discussion

4.1 Result

Validity Test Results

The objective of the validity test is to ascertain the veracity of the questionnaire. If the observed value of r is greater than the value of r in the table, then the statement is deemed to be valid.

Table 1: X_1 validity test results

Validity Test			
<i>No Item</i>	<i>r count (Alpha)</i>	<i>r table 5% (283)</i>	<i>Description</i>
X_{1,1}	0.746	0.116	Valid
X_{1,2}	0.724	0.116	Valid
X_{1,3}	0.766	0.116	Valid
X_{1,4}	0.738	0.116	Valid
X_{1,5}	0.767	0.116	Valid
X_{1,6}	0.691	0.116	Valid

Data source: Data Processed, 2024

The outcomes of the data analysis, as presented in the preceding table, indicate that all indicators pertaining to statements or statements concerning variables in this study have a value of R count greater than the R table value. It can therefore be concluded that the items or questions included in the Hard Skill variable can be employed as measurement instruments in this study.

Table 2: X_2 validity test results

Validity Test			
<i>No Item</i>	<i>r count (Alpha)</i>	<i>r table 5% (283)</i>	<i>Description</i>
X_{2,1}	0.661	0.116	Valid
X_{2,2}	0.671	0.116	Valid
X_{2,3}	0.684	0.116	Valid
X_{2,4}	0.776	0.116	Valid
X_{2,5}	0.739	0.116	Valid
X_{2,6}	0.761	0.116	Valid
X_{2,7}	0.695	0.116	Valid
X_{2,8}	0.710	0.116	Valid
X_{2,9}	0.646	0.116	Valid
X_{2,10}	0.715	0.116	Valid
X_{2,11}	0.732	0.116	Valid

Data source: Data Processed, 2024

The results of data testing displayed in the table above state that all indicators of statements or questions on variables in this study have a value of $R_{count} > R_{table}$. So it can be said that the statement items or questions in the Soft Skill variable can be used as measuring instruments in this study.

Table 3: X₃ validity test results

<i>Validity Test</i>			
<i>No Item</i>	<i>r count (Alpha)</i>	<i>r table 5% (283)</i>	<i>Description</i>
X _{3,1}	0.544	0.116	Valid
X _{3,2}	0.647	0.116	Valid
X _{3,3}	0.701	0.116	Valid
X _{3,4}	0.673	0.116	Valid
X _{3,5}	0.635	0.116	Valid
X _{3,6}	0.650	0.116	Valid
X _{3,7}	0.601	0.116	Valid
X _{3,8}	0.744	0.116	Valid
X _{3,9}	0.608	0.116	Valid

Data source: Data Processed, 2024

The data test results displayed in the table above state that all indicators of statements or questions on the variables in this study have a value of $R_{count} > R_{table}$. So it can be said that the statement items or questions in the Self Efficacy variable can be used as measuring instruments in this study.

Table 4: Y validity test results

<i>Validity Test</i>			
<i>No Item</i>	<i>r count (Alpha)</i>	<i>r table 5% (283)</i>	<i>Description</i>
Y _{.1}	0.724	0.116	Valid
Y _{.2}	0.720	0.116	Valid
Y _{.3}	0.727	0.116	Valid
Y _{.4}	0.694	0.116	Valid
Y _{.5}	0.780	0.116	Valid
Y _{.6}	0.630	0.116	Valid
Y _{.7}	0.759	0.116	Valid
Y _{.8}	0,752	0.116	Valid

Data source: Data Processed, 2024

The data test results displayed in the table above state that all indicators of statements or questions on the variables in this study have a value of $R_{count} > R_{table}$. So it can be said that the statement items or questions in the HR Quality variable can be used as measuring instruments in this study.

Reliability Test Results

This research employs an alpha cronbach test for the purpose of evaluating reliability. The instrument is deemed reliable if the r-count (Alpha) value exceeds the r-table's value. The results of the research instrument reliability test are presented in the Table 5.

Table 5: Reliability test results

<i>Reliability Test</i>			
<i>Variable</i>	<i>r count (Alpha)</i>	<i>r table 5% (283)</i>	<i>Description</i>
X1	0.834	0.116	Reliable
X2	0.901	0.116	Reliable
X3	0.818	0.116	Reliable
Y	0.865	0.116	Reliable

Data source: Data Processed, 2024

The outcomes of the reliability assessment yielded a reliability coefficient value (Cronbach's Alpha) that surpassed the recommended threshold, indicating that this research tool is dependable.

Multiple Linear Regression Test Results

T Table Test

When the significance value is below 0.05 of the critical value or probability value, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_1), indicating a significant impact of the independent variable on the dependent variable. Conversely, if the significance value exceeds 0.05 of the critical value or probability value, H_0 is retained, and H_1 is not accepted. This implies that the independent variable does not significantly affect the dependent variable.

Table 6: T table test results

Coefficients						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
<i>1</i>	<i>(Constant)</i>	2.771	1.410		1.966	0.050
	<i>HARD SKILL</i>	0.354	0.088	0.262	3.996	0.000
	<i>SOFT SKILL</i>	0.166	0.049	0.218	3.420	0.001
	<i>SELF EFFICACY</i>	0.378	0.062	0.377	6.132	0.000

a. Dependent Variable: HR Quality

Data source: Primary Data Processed, 2024

from the results of the t test analysis in the table above shows that:

- Test H_1 : Sig value. $0.000 < 0.05$ and the t value is $3.996 > t$ table 1.968. So it can be summed up that H_1 is accepted, This indicates a relationship or connection between variable X_1 , namely Hard Skill on variable Y, namely HR Quality.
- Test H_2 : Sig value. $0.001 < 0.05$ and the t value is $3.420 > t$ table 1.968. So it can be summed up that H_2 is accepted, This indicates a relationship or connection between variable X_2 , namely Soft skills on variable Y, namely HR Quality.
- Test H_3 : Sig value. $0.000 < 0.05$ and the calculated t value is $6.132 > 1.968$. So it can be summed up that H_3 is accepted, This indicates a relationship or connection between variable X_3 , namely Self Efficacy on variable Y, namely HR Quality.

F Table Test

The analysis is based on a comparison between the significant value of F and, which is 0.05 or 5%. If the value of the regression model is smaller or equal to 0.05, the regression fit value is good; if the regression fit value is greater than or equal to 0.05, it is not considered to be fit or good.

Table 7:

test

ANOVA^a						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>1</i>	<i>Regression</i>	4058.348	3	1352.783	151.383	0.000 ^b
	<i>Residual</i>	2493.192	279	8936		
	<i>Total</i>	6551.541	282			

a. Dependent Variable: HR Quality ; b. Predictors: (Constant), Self Efficacy, Soft Skill, Hard Skill

Data source: Primary Data Processed, 2024

F table results

Given the results above, the significance value is 0.000, which is less than 0.05, and the computed F value is 151.383, surpassing the F table value of 2.64. Therefore, it can be deduced that H_4 is accepted, indicating a concurrent effect of X_1 , X_2 , and X_3 on Y.

Determinant Coefficient

According to the data presented, the adjusted R Square value is 0.619. This indicates that the independent variables X_1 , X_2 , and X_3 can account for 61.9% of the variability in variable Y, while the remaining 38.1% is attributed to other factors not investigated in this study.

Table 8: Determinant coefficient test results

Model Summary					
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	
<i>1</i>	0.787 ^a	0.619	0.615	2.989	

a. Predictors: (Constant), Self Efficacy, Soft Skill, Hard Skill

Data source: Primary Data Processed, 2024

4.2 Discussion

Effect of Hard Skills on HR Quality

The results of the data processing conducted in this study indicate a positive and significant influence of the Hard Skill variable (X_1) on the Human Resource Quality variable (Y). This is evidenced by the t value of 3.996, exceeding the t table value of 1.968, thereby satisfying the requisite criteria. Consequently, it can be posited that the initial hypothesis is validated, indicating a positive and significant correlation between hard skills and the quality of human resources.

In research (Agustini et al., 2021) resulted in the finding that, the importance of providing Hard skill and Soft Skill education to improve the quality of human resources in Indonesia, which can be started from educational institutions. The results of previous research and our own findings indicate that the importance of various abilities in achieving success in today's interconnected world cannot be understated. The capacity to recognize, cultivate, and apply one's abilities is deemed crucial for both personal and professional achievement. Achieving success hinges on the acquisition and retention of both technical (hard skills) and interpersonal (soft skills).

Effect of Soft Skills on HR Quality

The research findings reveal a positive association between the variable X_2 , symbolizing Soft Skills, and the variable Y, which stands for the Quality of Human Resources. This association is evidenced by a t-value of 3.420, which exceeds the t-table value of 1.968, thus meeting the threshold for statistical significance. This supports the conclusion that Soft Skills significantly contribute to enhancing the quality of human resources. As a result, the second hypothesis is validated, demonstrating that Soft Skills significantly enhance the quality of human resources.

The study's conclusions are supported by research conducted by Poláková et al. (2023), This underscores the crucial role of soft skills, such as communication abilities, analytical thinking, problem-solving abilities, creativity, and adaptability. Additionally, the study's findings underscore the necessity for individuals to possess a well-rounded proficiency in both soft skills and digital skills to ensure future growth and development. In other words, Soft Skill Competencies possessed by an individual or student can produce superior quality human resources and be able to compete and can increase the best graduates who will be useful not only for personal success but can be useful for the State, and the Educational Institutions that the individual takes so that they are ready to compete both domestically and abroad.

The Effect of Self-Efficacy on HR Quality

The analysis of data from this study reveals a positive correlation between variable X_3 , which represents Self Efficacy, and variable Y, indicating the Quality of Human Resources. This correlation is confirmed by a calculated t-value of 6.132, which exceeds the t-table value of 1.968, thus fulfilling the significance criteria. As a result, the third hypothesis is supported, suggesting that Self Efficacy has a significant positive impact on the quality of human resources.

The results of this study are reinforced by (Lippke, 2020) Self Efficacy is a belief in one's ability to overcome obstacles. In other words, individuals who have high self-efficacy will create higher quality human resources because these individuals have been trained to have high self-efficacy so that they become individuals who do not give up easily or are resilient in solving obstacles and problems. For this reason, we can conclude that it is important to instill self-efficacy in each individual because it affects the quality of superior human resources. To instill it can be started from educational institutions, of course the government must participate in order to create quality human resources.

The Effect of Hard Skills, Soft Skills, and Self-Efficacy on HR Quality

Based on the data processing outcomes, the Output F-count value is 151.383, which surpasses the F-table value of 2.64. Therefore, it can be inferred that the fourth hypothesis is supported. Thus, it can be concluded that hard skills, soft skills and self-efficacy simultaneously affect the quality of human resources.

The results of this study are supported by the PPM School of Management Inspiring Transformation article which explains that both hard skills and soft skills are equally important and indispensable to support both the quality of a person and his career in the future (Som, 2022). These skills must be mastered to improve self-quality to do a good job according to the goals to be achieved.

5. Conclusion

Qualified human resources are individuals who always anticipate future needs, have a positive attitude, are open, have commendable behavior, and have skills, abilities, and expertise to meet needs in various fields. Students are the nation's next generation and are the stage where they will soon face the world of work. Therefore, to fulfill this experience, students must not only rely on the theory learned in class, but must balance their competencies. Such as

Hard skills, Soft skills, and Self Efficacy in order to get quality and highly competitive human resource output not only domestically but can compete with foreign countries, in order to realize the goals of the Indonesian nation to become a developed country. For this reason, the government needs to play an active role in improving skills starting from education.

This study has found a significant positive influence among hard skills on the quality of human resources, thus confirming that the competence of hard skills of human resources in this case students can produce quality and competitive human resources. Similarly, there is a positive and significant influence among soft skills and the quality of human resources which highlights the influence of soft skills on the design of discretionary behavior of students or individuals. Especially the ability to solve problems, communicate and work in teams. Self Efficacy is also no less important in producing quality and competitive human resources. Self Efficacy has a positive impact because it has a significant positive influence on the quality of human resources. This shows how important it is to have confidence in one's ability to achieve optimal results. Based on in-depth analysis, it can be concluded that hard skills, soft skills, and self-efficacy simultaneously affect the quality of human resources in private universities in Cirebon region 3.

For the next researcher, the advice that can be given in this study is expected to the next researcher to add research objects so that they can truly represent the population in this study in order to produce better results. To enhance the depth of research on the quality of human resources in higher education, it is advisable to incorporate a broader range of variables that influence this quality. Additionally, integrating interviews and questionnaires as a data collection method can provide a more comprehensive understanding of the current situation. This approach ensures that the gathered data offers a nuanced perspective on the subject matter.

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