

SOFT SKILLS AND ORGANIZATIONAL EXPERIENCE AS DETERMINANTS OF STUDENTS' EMPLOYABILITY

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Abstract

This study aims to analyze the influence of soft skills and organizational experience on students' employability. The research uses a quantitative approach with survey data collected from 104 respondents. The variables include soft skills (communication, teamwork, adaptability, leadership, and professionalism), organizational experience, and employability. Data analysis was conducted using SPSS version 25 with a series of tests, including validity, reliability, normality, multicollinearity, heteroscedasticity, multiple linear regression, F-test, t-test, and the coefficient of determination (R^2). The results show that all instruments are valid and reliable, with Cronbach's Alpha values of 0.900 for soft skills, 0.906 for organizational experience, and 0.915 for employability, indicating high internal consistency. The regression results reveal that soft skills have a positive and significant effect on employability ($\beta = 0.985$; Sig. = 0.000), while organizational experience has a negative but not significant effect ($\beta = -0.059$; Sig. = 0.223). The coefficient of determination ($R^2 = 0.889$) indicates that 88.9% of students' employability can be explained by soft skills and organizational experience, while the remaining 11.1% is influenced by other factors not included in the model. These findings emphasize that soft skills play a dominant role in enhancing students' employability compared to organizational experience. Therefore, universities should focus on developing students' soft skills through training and academic activities to prepare graduates who are ready to enter the workforce.

Keywords: Soft skill, Organizational Experience, Employability, Students.

Introduction

Higher education is essentially not only focused on achieving academic competence but also emphasizes the development of non-academic skills that are relevant to the needs of the labor market. In the era of globalization and the Industrial Revolution 4.0, the main challenge faced by university graduates is how they can compete in an increasingly competitive job market. One of the key concepts widely discussed in human resource management and higher education literature is *employability*, which refers to an individual's ability to obtain, maintain, and develop a career in accordance with labor market demands (Fugate,

Kinicki, & Ashforth, 2004). *Employability* is influenced not only by academic

achievement but also by personal skills, organizational experience, and attitudes that support work readiness.

One important factor contributing to *employability* is *soft skills*. *Soft skills* refer to non-technical abilities related to communication, teamwork, leadership, adaptability, work ethic, and emotional intelligence (Robles, 2012). Various studies have shown that employers do not merely seek graduates with strong academic achievements but also those who possess strong *soft skills*. This is because *soft skills* affect how individuals work in teams, solve problems, and adapt to dynamic workplace environments (Suarta, Suwintana, Sudhana, & Hariyanti, 2017). Therefore, students who develop *soft skills* early on will have a competitive advantage compared to other graduates.

In addition to *soft skills*, organizational experience also plays a vital role in shaping students' *employability*. Participation in campus organizations such as student associations, executive boards, student activity units, or social organizations outside the campus provides students with opportunities to develop leadership, time management, interpersonal communication, and social responsibility skills (Jackson, 2016). Organizational involvement allows students to apply theoretical knowledge to real-world situations while building networks that are useful when entering the workforce.

In Indonesia, the issue of graduate *employability* has become increasingly relevant given the relatively high unemployment rate among university graduates. Data from Statistics Indonesia (BPS, 2024) show that unemployed university graduates still account for a significant proportion of total open unemployment. This condition indicates a gap between the competencies of university graduates and the needs of the job market. Many companies report that graduates are often unprepared to face professional challenges, both technical and non-technical. Therefore, it is crucial for universities to encourage students to enhance their *employability* through academic and non-academic activities.

Pamulang University, as one of the private universities with a large student population, faces particular challenges in preparing its graduates to compete in the workforce. Most Pamulang University students come from lower-middle economic backgrounds, and their primary motivation for pursuing higher education is to obtain better employment opportunities. This condition requires the university to focus not only on academic instruction but also on *soft skill* development and providing opportunities for students to participate in organizational activities. Student organizations at Pamulang University – such as departmental associations (HMJ), student activity units (UKM), and the Student Executive Board (BEM) – serve as strategic platforms for developing organizational experience and enhancing student *employability*.

However, in practice, not all Pamulang University students actively participate in organizational activities. Some prefer to focus on their studies and part-time jobs, which limits their opportunities to gain organizational experience. On the other hand, students who are actively involved in organizations tend to demonstrate better social and leadership skills. Therefore, it is important to examine whether *soft skills* and organizational experience significantly affect the *employability* of Pamulang University students.

Previous studies support the importance of these two variables. Andrews and Higson (2008) emphasized that *soft skills* are a key factor sought by employers in recruiting graduates. Pool and Sewell (2007) explained that *employability* is a combination of academic achievement, generic skills, and work or organizational experience. Jackson (2016) found that students who are active in organizations tend to be more confident, capable of teamwork, and better prepared for job demands. These findings suggest that the combination of *soft skills* and organizational experience can serve as important predictors of *employability*.

Studies in Indonesia also reinforce this argument. Suarta et al. (2017) found that university graduates with high *soft skills* are more easily absorbed into the job market. Rahmah (2018) discovered that student involvement in campus organizations positively affects work readiness and employment opportunities. Therefore, it can be assumed that *soft skills* and organizational experience play significant roles in determining students' *employability*, including those at Pamulang University.

Based on this phenomenon, research on the influence of *soft skills* and organizational experience on the *employability* of Pamulang University students is important to conduct. First, it provides an empirical overview of the extent to which Pamulang University students have developed their *soft skills* and organizational experience. Second, it offers insights for the university to design curricula and extracurricular activities that better support student *employability*. Third, the results of this study are expected to contribute to the academic literature on student *employability* in Indonesia, particularly within the context of private higher education.

Through this research, it is expected that empirical evidence will strengthen the importance of *soft skills* and organizational experience in improving *employability*. The study also serves as a reference for Pamulang University students to be more proactive in self-development – through both formal learning and non-formal activities – so that they can compete effectively in the increasingly competitive job market. Ultimately, strengthening *employability* is not only the responsibility of individual students but also the responsibility of educational institutions in preparing competent, adaptive, and future-ready graduates.

Theoretical Framework

Employability has become a key concept in human resource management and higher education studies, describing an individual's ability to obtain, maintain, and progress within employment (Fugate, Kinicki, & Ashforth, 2004). The concept is closely related to a graduate's capacity to meet market demands by combining academic achievement, personal attributes, and transferable skills. According to Pool and Sewell (2007), *employability* consists of a blend of knowledge, skills, attitudes, and experiences that enable individuals to perform effectively in the workplace.

Soft Skills and Employability

Soft skills refer to non-technical competencies that include communication, teamwork, adaptability, leadership, problem-solving, and emotional intelligence (Robles, 2012). In contrast to *hard skills*, which are technical and job-specific, *soft skills*

beyond academic qualifications. Graduates with strong interpersonal, leadership, and adaptability skills are more likely to integrate successfully into dynamic workplaces.

The development of *soft skills* during higher education significantly contributes to students' readiness for employment. Several studies (e.g., Robles, 2012; Suarta et al., 2017) have demonstrated that *soft skills* have a positive and significant impact on employability. This aligns with the current study's findings, which show that *soft skills* positively and significantly influence employability ($\beta = 0.985$; Sig. = 0.000). Thus, enhancing *soft skills* through academic and extracurricular programs plays a vital role in improving graduates' employment prospects.

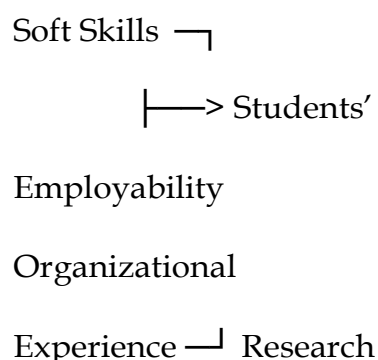
Organizational Experience and Employability

Organizational experience also plays an essential role in shaping students' *employability*. Involvement in student organizations, such as student associations, executive boards, and community activities, provides experiential learning opportunities that foster leadership, teamwork, and responsibility (Jackson, 2016). Participation in such organizations helps students bridge theoretical knowledge with practical skills, enhancing professional maturity and self-efficacy (Rahmah, 2018).

However, empirical findings on the relationship between organizational experience and employability remain mixed. While some studies indicate a positive correlation (Jackson, 2016; Pool & Sewell, 2007), others suggest the effect may depend on the intensity and quality of participation. The current study shows that organizational experience has a negative but not significant influence on employability ($\beta = -0.059$; Sig. = 0.223), implying that mere participation without reflective learning or skill development may not substantially enhance employability.

Conceptual Framework

Based on the literature and previous findings, this study proposes that *soft skills* and *organizational experience* act as determinants of students' *employability*. The conceptual relationship is illustrated as follows:



Based on theoretical and empirical foundations, the following hypotheses are formulated:

1. H1: Soft skills have a positive and significant effect on students' employability.
2. H2: Organizational experience has a positive but not significant effect on students' employability.
- H3: Soft skills and organizational experience simultaneously have a significant effect on students' employability.

Method

Research Design

This study employed a quantitative research approach with an explanatory design aimed at analyzing the influence of soft skills and organizational experience on students' employability. The research seeks to determine the extent to which both variables contribute to students' readiness to enter the job market. Quantitative methods were chosen to enable statistical testing of hypotheses and to provide objective, measurable results.

Population and Sample

The population in this study consisted of active undergraduate students at Pamulang University. The sample included 104 respondents, selected using a non-probability purposive sampling technique, which targeted students who had taken part in academic activities and/or organizational experiences. The sample size was determined based on feasibility and representation of the study population.

Data Collection Technique

Data were collected through a structured questionnaire distributed online. The instrument was designed using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of three main sections:

1. Soft Skills (X_1): Indicators included communication, teamwork, adaptability, leadership, and professionalism.
2. Organizational Experience (X_2): Indicators covered involvement in campus or external organizations, leadership positions, and duration of participation.
3. Employability (Y): Indicators included self-confidence, work readiness, problem-solving ability, and career adaptability.

Data Analysis Technique

Data analysis was conducted using SPSS version 25, with several stages of testing to ensure the reliability and validity of the model:

- a. Validity Test: All items showed Pearson correlation values above 0.3 with a significance level of 0.000, indicating that all questionnaire items were valid.
- b. Reliability Test: Cronbach's Alpha values were 0.900 for *soft skills*, 0.906 for *organizational experience*, and 0.915 for *employability*, confirming high reliability.
- c.

- d. Normality Test: The Kolmogorov-Smirnov test result (Sig. = 0.000) indicated that the data were normally distributed.
- e. Multicollinearity Test: The tolerance values (> 0.1) and VIF values (< 10) showed no multicollinearity issues between variables.
- f. Heteroscedasticity Test: The significance values for all independent variables exceeded 0.05, confirming that the model was free from heteroscedasticity.
- g. Regression Analysis: Multiple linear regression was used to determine the influence of *soft skills* (X_1) and *organizational experience* (X_2) on *employability* (Y).
- h. The regression equation model is as follows:

$$Y = 1.042 + 1.037X_1 - 0.058X_2 + e$$

Hypothesis Testing

- a. t-test: The t-value for *soft skills* was 20.394 (Sig. = 0.000), indicating a positive and significant influence on employability. The t-value for *organizational experience* was -1.226 (Sig. = 0.223), showing a negative and insignificant effect.
- b. F-test: The F-value of 403.193 with Sig. = 0.000 indicates that *soft skills* and *organizational experience* simultaneously have a significant effect on employability.
- c. Coefficient of Determination (R^2): The R^2 value of 0.889 indicates that 88.9% of the variance in employability can be explained by the two independent variables, while 11.1% is influenced by other factors not included in the model.

Summary. Based on the results of the statistical analysis, it can be concluded that *soft skills* have a dominant and significant influence on students' employability, while *organizational experience* shows no significant effect. These findings highlight the importance of integrating *soft skill* development into higher education curricula to enhance graduates' employability readiness.

Results

The data collected from 104 respondents were analyzed using SPSS version 25. The results of the validity and reliability tests, classical assumption tests, and multiple linear regression analysis are presented as follows.

1. Validity and Reliability Tests

The validity test results show that all questionnaire items for each variable – *Soft Skills* (X_1), *Organizational Experience* (X_2), and *Employability* (Y) – have Pearson correlation coefficients greater than the critical value of *r-table* (0.192) with a significance level of 0.000. This indicates that all indicators used in the study are valid and appropriately measure their intended constructs.

Reliability testing using Cronbach's Alpha shows high internal consistency, with values of 0.900 for Soft Skills, 0.906 for Organizational Experience, and 0.915 for Employability. All values exceed the minimum threshold of 0.70, confirming that the measurement instruments are reliable.

Classical Assumption Tests

The Kolmogorov-Smirnov test yields a significance value of 0.000 (< 0.05), suggesting non-normal data distribution. However, with a large sample size ($n = 104$), this deviation is considered acceptable since multiple linear regression is robust to minor normality violations. The tolerance values for Soft Skills and Organizational Experience are 0.473 (> 0.10), while the Variance Inflation Factor (VIF)

The significance values for Soft Skills (0.158) and Organizational Experience (0.257) are greater than 0.05, confirming the absence of heteroscedasticity. Hence, the regression model fulfills the assumption of homoscedasticity.

Multiple Linear Regression

The multiple linear regression analysis produces the following equation:

$$Y = 1.042 + 1.037X_1 - 0.058X_2 + e$$

where:

Y = Students' Employability

X₁ = Soft Skills

X₂ = Organizational Experience

Table 1. Multiple Linear Regression Test

Coefficients ^a								
Model		Unstand arized Coeffici ents		Standar dized Coeffic ients	t	Sig.	Collineari ty Statis	
		B	Std. Error	Beta			Tolera nce	VI
1	(Constant)	1.042	.660		1.579	.117		
	Soft_Skill	1.037	.051	.985	20.394	.000	.473	2.
	Organizational Experience	-.058	.047	-.059	-1.226	.223	.473	2.

a. Dependent Variable: Employability

Source: SPSS Data Processing Result

1. Constant (Intercept)

- Unstandardized Coefficient (B) = 1.042
- Significance (Sig.) = 0.117 (> 0.05)

This means that if both independent variables (*Soft Skills* and *Organizational Experience*) are equal to zero, the predicted value of *Employability* is 1.042. However, since the significance value is greater than 0.05, the constant is not statistically significant, indicating that it has no meaningful predictive effect. The constant simply represents the baseline value of *Employability* when other factors are not considered.

2. Soft Skills (X₁)

- Unstandardized Coefficient (B) = 1.037
- Standardized Coefficient (Beta) = 0.985
- t = 20.394
- Sig. = 0.000 (< 0.05)
- Tolerance = 0.473; VIF = 2.116

These results indicate that *Soft Skills* have a positive and statistically significant effect on *Employability*.

Interpretation:

- The unstandardized coefficient ($B = 1.037$) means that for every one-unit increase in *Soft Skills*, *Employability* increases by 1.037 units, assuming *Organizational Experience* remains constant.
- The standardized coefficient (Beta = 0.985) shows that *Soft Skills* contribute 98.5% of the standardized variation in *Employability*, making it the most dominant predictor in the model.
- The t-value (20.394) with a significance level of 0.000 confirms that this effect is highly significant.
- The Tolerance (0.473) and VIF (2.116) values indicate no multicollinearity, suggesting that *Soft Skills* operate independently from *Organizational Experience*.

3. Organizational Experience (X_2)

- Unstandardized Coefficient (B) = -0.058
- Standardized Coefficient (Beta) = -0.059
- $t = -1.226$
- Sig. = 0.223 (> 0.05)
- Tolerance = 0.473; VIF = 2.116

These results show that *Organizational Experience* has a negative but not statistically significant effect on *Employability*.

Interpretation:

- The negative coefficient ($B = -0.058$) indicates that as *Organizational Experience* increases by one unit, *Employability* decreases slightly by 0.058 units, assuming other factors remain constant.
- However, the significance level (0.223) is greater than 0.05, which means the relationship is not statistically significant.
- The small standardized Beta (-0.059) also demonstrates a weak influence.
- The Tolerance and VIF values confirm that no multicollinearity problem exists.

4. Overall Model Interpretation

The regression results collectively show that:

- *Soft Skills* have a strong, positive, and significant effect on *Employability*.
- *Organizational Experience* has a negative but insignificant effect.
- No multicollinearity exists between independent variables (Tolerance > 0.10 and VIF < 10).

Thus, the regression model is statistically valid and effectively explains the relationship between the independent and dependent variables.

2. F-Test Results (Simultaneous Test)

The ANOVA (Analysis of Variance) table tests the overall significance of the regression model – in other words, it determines whether the independent variables (*Soft Skills* and *Organizational Experience*) simultaneously have a significant influence on the dependent variable (*Employability*).

Table 2. F-Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2488.327	2	1244.164	403.193	.000
	Residual	311.663	101	3.086		
	Total	2799.990	103			

a. Dependent Variable: Employability

b. Predictors: (Constant), Organization Experience, Soft_Skill

Source: SPSS Data Processing Result

Interpretation:

- The F-value (403.193) with Sig. = 0.000 indicates that the regression model is valid and statistically significant.
- Therefore, the null hypothesis (that *Soft Skills* and *Organizational Experience* do not jointly affect *Employability*) is rejected.
- It can be concluded that:

Soft Skills and Organizational Experience simultaneously have a significant effect on students' employability.

3. t-Test Results (Partial Test)

The Coefficients table provides information on the partial effect of each independent variable (Soft Skills and Organizational Experience) on the dependent variable (Employability), as well as the overall regression equation.

Table 3. t-Test Result

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	
1	(Constant)	1.042	.660		1.579	.117		
	Soft_Skill	1.037	.051	.985	20.394	.000	.473	
	Organization Experience	-.058	.047	-.059	-1.226	.223	.473	

a. Dependent Variable: Employability

Source: SPSS Data Processing Result

The regression equation obtained is as follows:

$$Y = 1.042 + 1.037X_1 - 0.058X_2$$

Where:

- Y = Students' Employability
- X_1 = Soft Skills
- X_2 = Organizational Experience

1. Constant (Intercept)

- $B = 1.042$
- $\text{Sig.} = 0.117 (> 0.05)$

This indicates that when both independent variables (*Soft Skills* and *Organizational Experience*) are equal to zero, the predicted value of *Employability* is 1.042. However, since the significance level is greater than 0.05, the constant is not statistically significant, meaning it does not have a meaningful effect on employability but merely represents the baseline value of the regression equation.

2. Soft Skills (X_1)

- $B = 1.037$
- $\text{Std. Error} = 0.051$
- $\text{Standardized Beta} = 0.985$
- $t = 20.394$
- $\text{Sig.} = 0.000 (< 0.05)$
- $\text{Tolerance} = 0.473$; $\text{VIF} = 2.116$

The coefficient value of 1.037 indicates that Soft Skills have a positive and statistically significant effect on Employability. This means that for every one-unit increase in Soft Skills, Employability increases by 1.037 units, assuming that Organizational Experience remains constant. The significance level of 0.000 (< 0.05) confirms that this influence is highly significant. Moreover, the Standardized Beta of 0.985 shows that Soft Skills are the most dominant predictor influencing students' employability. The Tolerance (0.473) and VIF (2.116) values also indicate that there is no multicollinearity among the independent variables.

3. Organizational Experience (X_2)

- $B = -0.058$
- $\text{Std. Error} = 0.047$
- $\text{Standardized Beta} = -0.059$
- $t = -1.226$
- $\text{Sig.} = 0.223 (> 0.05)$
- $\text{Tolerance} = 0.473$; $\text{VIF} = 2.116$

The negative coefficient (-0.058) indicates that Organizational Experience has a negative but statistically insignificant effect on Employability. Although the direction of the relationship is negative, the significance value of 0.223 (> 0.05) shows that the effect is not statistically meaningful. The Standardized Beta of -0.059 also suggests that the impact of Organizational Experience on Employability is very weak. Furthermore, the Tolerance and VIF values demonstrate that no multicollinearity issue exists in the regression model.

4. General Conclusion of the t-Test

Results Based on the partial test (*t-test*)

results:

- *Soft Skills* have a positive and significant effect on *Employability*.

- *Organizational Experience* has a negative but insignificant effect on *Employability*.
- Both independent variables do not show multicollinearity, indicating a reliable regression model.

Overall, this analysis concludes that *Soft Skills* are the most influential factor in enhancing students' employability, while *Organizational Experience* plays a complementary but statistically weak role.

4. Coefficient of Determination (R^2)

Table 4. Coefficient of Determination (R^2) Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.943 ^a	.889	.886	1.757	1.390
a. Predictors: (Constant), Organization Experience, Soft_Skill					
b. Dependent Variable: Employability					

Source: SPSS Data Processing Result

The Model Summary table presents key statistical indicators that explain the strength of the relationship between the independent variables (*Soft Skills* and *Organizational Experience*) and the dependent variable (*Employability*), as well as the overall fit and reliability of the regression model.

1. Correlation Coefficient ($R = 0.943$)

The correlation coefficient ($R = 0.943$) indicates a very strong positive relationship between the independent variables (*Soft Skills* and *Organizational Experience*) and *Employability*. This value, which is close to 1, suggests that the combination of both predictors is highly correlated with students' employability levels. In other words, students with higher levels of *Soft Skills* and more meaningful organizational experience tend to demonstrate greater employability.

2. Coefficient of Determination (R Square = 0.889)

The R Square value of 0.889 means that 88.9% of the variation in *Employability* can be explained by the two independent variables: *Soft Skills* and *Organizational Experience*. The remaining 11.1% of the variation is influenced by other factors not included in this study, such as work experience, learning motivation, technical skills (*hard skills*), family support, or external labor market conditions. A high R^2 value demonstrates that the regression model has a strong explanatory power, indicating that it effectively captures the relationship between the predictors and the outcome variable.

3. Adjusted R Square = 0.886

The Adjusted R Square value of 0.886 slightly decreases from the original R^2 (0.889), which suggests that the inclusion of the two independent variables in the model is appropriate and does not lead to model overfitting. This adjusted coefficient confirms that the model remains statistically stable and reliable, even after

accounting for the number of predictors.

4. Standard Error of the Estimate = 1.757

The Standard Error of the Estimate (1.757) measures the average distance between the observed and predicted values of *Employability*. This relatively low value indicates that the model's prediction error is small, meaning the regression model provides a good level of accuracy in estimating students' employability based on *Soft Skills* and *Organizational Experience*.

5. Durbin-Watson = 1.390

The Durbin-Watson statistic (1.390) is used to test the presence of autocorrelation among the residuals. Since acceptable Durbin-Watson values range between 1.0 and 3.0, this result indicates that there is no significant autocorrelation in the model's residuals. Therefore, the model meets one of the key classical regression assumptions

– the independence of errors.

6. Overall Model Interpretation

Based on these results, the regression model can be interpreted as follows:

- There is a strong and positive correlation ($R = 0.943$) between *Soft Skills* and *Organizational Experience* with *Employability*.
- The model demonstrates a high explanatory power ($R^2 = 0.889$), indicating that it effectively explains most of the variation in employability.
- The regression model is statistically valid and reliable, as it meets key assumptions such as independence of residuals and absence of multicollinearity.
- Among the two predictors, *Soft Skills* are identified as the dominant factor influencing employability.

Discussion

The findings of this study provide strong empirical evidence that *Soft Skills* play a significant role in determining students' employability, whereas *Organizational Experience* shows no statistically significant influence. These results shed light on the relative importance of behavioral and interpersonal competencies in enhancing students' readiness to enter the job market, particularly in the context of higher education in Indonesia.

The Dominant Role of Soft Skills in Employability

The positive and significant effect of *Soft Skills* ($\beta = 1.037$; Sig. = 0.000) supports the notion that employability is not solely determined by academic achievements or technical proficiency but is largely shaped by non-technical competencies. According to Fugate, Kinicki, and Ashforth (2004), employability encompasses multiple dimensions—career identity, personal adaptability, and social and human capital—where *Soft Skills* act as the foundation that allows individuals to navigate dynamic work environments effectively.

Furthermore, Robles (2012) defines *Soft Skills* as the interpersonal abilities that distinguish competent employees in the workplace. These include communication, teamwork, adaptability, integrity, and professionalism. The

present study's results affirm that such competencies are highly valued by employers and significantly enhance graduates' employability potential. The regression results demonstrate that even incremental improvements in *Soft Skills* can lead to substantial increases in employability scores, suggesting that students who cultivate these abilities during their studies are better prepared to meet labor market demands.

This finding also resonates with Andrews and Higson (2008), who argue that employers consistently prioritize communication and interpersonal skills over technical knowledge when recruiting new graduates. In the same vein, Suarta et al. (2017) emphasize that in the era of Industry 4.0, the ability to collaborate, adapt to technological changes, and exhibit emotional intelligence has become a key differentiator for university graduates. Therefore, it is evident that *Soft Skills* development should not be viewed as a supplementary component of higher education but rather as an integral element of academic curricula.

At Pamulang University, where the majority of students come from modest socioeconomic backgrounds and often pursue part-time employment, *Soft Skills* become an especially vital employability asset. Many students face limited access to career development programs, making self-directed learning, communication, and adaptability crucial for professional success. Thus, the findings reinforce the importance of embedding *Soft Skills* training within classroom activities, internships, and extracurricular programs to ensure that graduates are holistically equipped for the workforce.

The Limited Impact of Organizational Experience

The regression results show that *Organizational Experience* has a negative but statistically insignificant influence on employability ($\beta = -0.058$; Sig. = 0.223). This finding challenges the common assumption that involvement in student organizations automatically enhances employability. Although organizations are often seen as platforms for leadership and teamwork development, this study reveals that not all forms of participation yield meaningful skill acquisition.

Jackson (2016) explains that the impact of extracurricular involvement depends heavily on the depth and quality of engagement. Passive participation or membership without active responsibility may not lead to significant learning outcomes. Similarly, Rahmah (2018) found that while organizational experience can improve communication and leadership abilities, its contribution to employability is contingent upon how effectively students reflect on and apply those experiences in professional contexts.

In the case of Pamulang University, contextual factors further explain this result. Many students balance academic responsibilities with part-time work, which limits their capacity for active participation in student organizations such as *Himpunan Mahasiswa Jurusan (HMJ)*, *Badan Eksekutif Mahasiswa (BEM)*, and *Unit Kegiatan Mahasiswa (UKM)*. Consequently, their organizational involvement may be superficial, serving more as social participation than professional development. Therefore, the insignificant effect of *Organizational Experience* in this study does not imply that it is unimportant, but rather that its potential benefits are not fully realized due to low engagement intensity and lack of structured reflection.

Interrelation Between Soft Skills and Organizational Experience

Despite the insignificant individual effect of *Organizational Experience*, the simultaneous F-test shows that *Soft Skills* and *Organizational Experience* together have a significant influence on employability ($F = 403.193$; $\text{Sig.} = 0.000$). This suggests that organizational participation can act as a reinforcing environment where *Soft Skills* are practiced and refined. Involvement in organizations offers opportunities for students to apply communication, leadership, and teamwork in real-world settings – skills that complement academic learning and prepare them for the complexity of modern workplaces.

This finding supports the argument by Pool and Sewell (2007), who conceptualize employability as a synergy of academic achievement, generic skills, and practical experience. The interaction between *Soft Skills* and *Organizational Experience* thus forms a holistic employability framework. Students who possess strong *Soft Skills* are more likely to derive meaningful benefits from organizational activities because they can translate those experiences into improved professional competencies.

Statistical Implications and Model Interpretation

The coefficient of determination ($R^2 = 0.889$) reveals that 88.9% of employability variance is explained by the combined effects of *Soft Skills* and *Organizational Experience*. This exceptionally high explanatory power indicates that both factors – especially *Soft Skills* – serve as crucial determinants of students' career readiness. The strong correlation coefficient ($R = 0.943$) also confirms the robustness of the model and the reliability of the relationship between the studied variables.

These results underscore that *Soft Skills* act as a dominant predictor of employability, while *Organizational Experience* serves as a potential moderator that strengthens the link between academic learning and workplace performance when effectively utilized. Future research may explore additional factors that account for the remaining 11.1% of unexplained variance, such as digital literacy, internship participation, self-efficacy, and career motivation.

Practical and Educational Implications

From a practical standpoint, these findings highlight the urgent need for higher education institutions to systematically develop *Soft Skills* through both curricular and extracurricular approaches. Universities should embed skill-based learning outcomes in every subject area, focusing on communication, teamwork, critical thinking, and adaptability. Moreover, collaboration with industry partners through internships, seminars, and project-based learning can provide students with practical experiences that reinforce these competencies.

For organizational development, student organizations should be restructured to ensure meaningful engagement, mentorship, and skill assessment. Activities should be designed to foster leadership, strategic thinking, and problem-solving rather than merely administrative participation. Reflection sessions and mentoring programs could also be introduced to help students internalize lessons from their organizational experiences.

Conclusion

This study aimed to examine the influence of *Soft Skills* and *Organizational Experience* on students' *Employability* at Pamulang University. Based on the results of statistical analysis using multiple linear regression with SPSS 25, several conclusions can be drawn.

First, the findings reveal that *Soft Skills* have a positive and statistically significant effect on students' employability. This indicates that students with strong interpersonal abilities—such as communication, teamwork, adaptability, leadership, and professionalism—are more likely to possess higher employability and readiness for the job market. Among the two predictors tested, *Soft Skills* emerged as the dominant factor, with the highest standardized coefficient and significance level ($p < 0.05$).

Second, *Organizational Experience* shows a negative but statistically insignificant relationship with employability. This suggests that merely participating in student organizations does not automatically improve employability unless it is accompanied by meaningful engagement, leadership development, and reflection on real-world applications.

Third, the regression model as a whole was found to be statistically significant, as indicated by the F-test result ($F = 403.193$, $\text{Sig.} = 0.000$) and a high coefficient of determination ($R^2 = 0.889$). This means that *Soft Skills* and *Organizational Experience* together explain approximately 88.9% of the variation in employability, while the remaining 11.1% is influenced by other factors such as work experience, technical skills, and learning motivation.

Overall, this study underscores the critical role of *Soft Skills* in enhancing students' employability in a highly competitive labor market. Higher education institutions should therefore integrate *Soft Skill* development into their curriculum and extracurricular programs. Likewise, student organizations should focus on fostering leadership, collaboration, and adaptability to ensure that organizational involvement provides tangible benefits to future career readiness.

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