

THE INFLUENCE OF ACADEMIC DISCIPLINE AND STUDENT ORGANIZATION SUPPORT ON SOFT SKILL DEVELOPMENT OF BACHELOR MANAGEMENT UNIVERSITAS EKUITAS INDONESIA 2022

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ABSTRACT

Soft skills are among the essential competencies that students need to possess in order to meet the demands of the professional world. The development of soft skills can be influenced by various factors, including academic discipline and support from student organizations. This study aims to analyze the influence of academic discipline and student organization support on the soft skill development of students at Universitas Ekuitas Indonesia, Management Study Program, Class of 2022. This research employed a quantitative approach using a survey method involving 130 students from the Management Study Program, Class of 2022, Universitas Ekuitas Indonesia. The data were analyzed using multiple linear regression analysis. The results indicate that academic discipline has a positive and significant effect on students' soft skill development, while student organization support does not have a significant effect on students' soft skill development. Furthermore, academic discipline and student organization support simultaneously have a significant effect on students' soft skill development. These two factors account for 31.3% of the variation in students' soft skill development, according to the coefficient of determination; other factors, beyond the purview of this study, influence the other 68.7%. These findings suggest that the improvement of students' soft skills is more strongly supported by the implementation of good academic discipline. Therefore, efforts are needed to maintain academic discipline and optimize the role of student organizations in supporting the development of students' competencies.

Keywords: academic discipline; student organization support; soft skill development

INTRODUCTION

Producing high-caliber human resources is an important function of higher education. Universities are not only responsible for producing graduates with strong academic knowledge but are also expected to develop individuals with character. A person's success is determined by both academic ability and non-technical abilities, also known as soft

skills, according to the Tamaterpadu report "The 21st Century Skills Revolution: Why Soft Skills Are More Important Than Ever." This is especially true in light of the rapidly changing nature of work and technological advancements in the era of the Industrial Revolution 4.0. Nowadays, the ability to think critically, creatively, collaboratively, and communicatively (the "4Cs") is essential

for thriving in the modern world. With the rise of automation and artificial intelligence, many jobs that previously required technical skills are now being replaced by machines, making critical thinking skills irreplaceable (Tamaterpadu, 2025). Facts on the ground also show that challenges persist. According to data from the Central Statistics Agency (BPS), as of August 2025, the open poverty rate reached 4.85 percent, despite a 0.6 percent decrease compared to the previous year (Badan Pusat Statistik Kabupaten Pasuruan, 2025). This figure indicates a persistent mismatch between the skills possessed by graduates and industry needs, particularly in soft skills.

However, in reality, many university graduates in Indonesia still face difficulties adapting to the workforce due to a lack of soft skills mastery (Wynda & Hufad, 2025). This indicates that soft skills development on campus is not optimal, even though the second semester of college is the most appropriate time for all prospective students to instill the character traits of discipline, responsibility, and cooperation, which are essential foundations in the professional world, according to (Siahaan et al., 2023).

Communication, leadership, teamwork, and problem-solving skills, which are part of soft skills, have not yet developed optimally in every student. This situation indicates that universities need to pay attention to factors that can support the development of students' soft skills during their studies (M. C. Dewi et al., 2024). One factor that can influence the development of students' soft skills is their level of academic discipline. According to (Irwansyah et al., 2024), discipline is a person's awareness and willingness to comply with all applicable regulations and social norms.

Furthermore, student organizations are also an important platform for soft skills development (Faidil et al., 2025). It is the duty of Universitas Ekuitas Indonesia, a private institution in Bandung, to equip its students with the skills necessary to succeed in the global job market.

University policy and the availability of student groups work together to foster an atmosphere where each individual can reach his or her full academic and personal potential (Majerová & Sokolová, 2025). However, there is still often a gap between expectations and reality. This phenomenon does not only occur at

universities but is also a common issue in many universities in Indonesia.

The goals of higher education are outlined in Law Number 20 of 2003 concerning Higher Education. This law states that the purpose of higher education is to help students become contributing members of society who are trustworthy, morally upright, intelligent, resourceful, self-reliant, and competent. Then student organizations are regulated in Law Number 12 of 2012 Article 14, which explains that the development of student interests, talents, and reasoning is carried out through curricular and extracurricular activities through student organizations.

LITERATUR REVIEW

According to Bandura (1977), Social Learning Theory explains that individuals learn behavior, skills, and attitudes through observation, experience, and interaction with their social environment. This theory emphasizes that learning occurs not only through direct learning but also through the environment that influences one's behavior. In this study, Social Learning Theory is used to explain the relationship between academic discipline, student organization support, and the development of students' soft skills. Academic discipline helps students

form positive habits and behaviors, while student organizations serve as learning environments that provide social experiences (Ramadhan, 2025). Through this process, students can develop soft skills such as communication, leadership, and time management (Ramadhan, 2025).

Academic Discipline

Irwansyah et al. (2024) explain that discipline is not only related to students' compliance with formal campus regulations but also encompasses behavioral regularity, self-management, and moral responsibility throughout the educational process. Through discipline, an individual can learn to behave in ways accepted by society, thereby gaining acceptance among members of their social group. Discipline is also useful for behaving in accordance with applicable rules. According to Wijayanti (2023), academic discipline is a core quality of personal responsibility. Discipline comes from the Latin word "discipline," meaning giving orders for a discipline. Discipline is the focus and examination of character qualities in life. Discipline can be used by individuals to concentrate on achieving goals in education, sports, music, business, or interpersonal relationships (Embong, 2021).

In general, academic discipline can be divided into two categories: external discipline and internal discipline, which is the order or self-restraint that comes from the student themselves (Duckworth & Seligman, 2005). Academic discipline is also closely related to a student's ability to manage stress and academic pressure (Duckworth & Seligman, 2005). Students who are able to apply self-discipline usually have good planning for their learning activities so they are able to avoid the habit of procrastinating. The campus environment also has a big role in shaping student discipline. According to Simamora et al. (2025), academic discipline has 3 main dimensions, namely: (1) Behavioral Discipline; (2) Cognitive Academic Discipline, and; (3) Social Academic Discipline. Academic Discipline is influenced by two factors, namely Intrinsic and Extrinsic Factors. Intrinsic factors are factors that originate from within the student, including interest, motivation, and cognitive abilities. Extrinsic factors are factors that originate from outside the student, including family and community environments (Minggi et al., 2023).

Student Organizations

Student organizations provide a platform for students to explore and cultivate their passions, skills, and potential. Qurotul'aini (2024) states that on college campuses, there are various types of student groups, including the UKM, the Student Representative Council (DPM), and the Student Executive Board (BEM). Although they serve unique purposes, all student groups share a common objective: to foster students' personal and intellectual growth. Nastiti (2023) also explains that there are two concepts of organizations: dynamic and static. In the dynamic concept, an organization is a continuous process of activities. In other words, an organization is a process that encompasses work, people, and systems. Wahidah & Mahyiddin (2024) adds that organizations can enhance practical experience not fully acquired in the classroom.

While lectures are more oriented toward mastering knowledge (hard skills), student organizations emphasize the development of soft skills, leadership, communication, and character building (Cherusheva et al., 2025). The presence of these organizations transforms students not only into recipients of knowledge, but also into individuals capable of implementing, managing, and

contributing to society (Reynolds & Chris, 2008). Student participation in student organizations inherently offers numerous benefits, including developing soft skills, character, and building social networks (Cahya et al., 2025). However, behind these benefits, there are also a number of challenges and risks that cannot be ignored. Organizations are often a double-edged sword: on the one hand, they provide a vehicle for self-development, but on the other, they can potentially cause problems if not managed properly (Cuong, 2025).

Soft Skill Development

P. W. K. Dewi & Kusuma (2024) emphasized that developing students' soft skills is a crucial aspect of higher education, playing a role in shaping an individual's readiness to face the world of work. Soft skills are not only about communication or collaboration skills, but also involve aspects of personality, ethics, and adaptability, enabling one to work effectively in various situations. Soft skills can be developed sustainably if students have the awareness and motivation to continuously learn and improve themselves (Khamalia et al., 2023). Skills such as communication, time management, and teamwork do not

emerge instantly, but rather through habit and experience (Nulinnaja, 2022). Rohmah et al. (2024) stated that soft skills education plays a greater role in students' success in the workplace than hard skills education. Furthermore, another study related to soft skills, conducted by Rizki & Ratnasari (2025), stated that readiness to work is a factor that impacts students' success in entering the workforce after completing higher education.

RESEARCH METHOD

In the context of this research, the research objects are academic discipline, organizational support, and soft skill development. An analysis was conducted on quantitative data derived from questionnaires to determine the impact of academic discipline and student organization support on the development of soft skills among the Bachelor of Management students of 2022 at Universitas Ekuitas Indonesia. In order to give a comprehensive picture of the interrelationships among the variables, the researchers employed a quantitative strategy known as an associative approach. Questionnaires were distributed both those who participated in student organizations and those who did not.

In order to find out which way the link between the independent variables was going, the researchers employed Multiple Linear Regression as their analysis methodology. The objective of this research was to determine if the 2022 Bachelor of Management students at Universitas Ekuitas Indonesia (Y) had their soft skill development affected by the relationship between academic discipline (X1) and student organization support (X2). We used SPSS, or the Statistical Program for the Social Sciences, to analyze the data. Corrected Item-Total Correlation was used to test the validity. If the total item correlation coefficient value is higher than the r table value or has a significance value less than 0.05, then the indicator is considered legitimate. As a measure of reliability, Cronbach's Alpha (> 0.70) is performed. The data is deemed normally distributed if the significance value is greater than 0.05, using the traditional assumption test with normality testing using Kolmogorov-Smirnov. Testing for multicollinearity using the values of the Variance Inflation Factor (VIF) and the Tolerance. Both the Tolerance and VIF values are over 0.10; however, the VIF is below 10. If the significance value of each independent variable is more than 0.05, the

heteroscedasticity test will apply to the Glejser test to determine if there is heteroscedasticity. The researchers in this study used multiple linear regression analysis to evaluate their hypotheses, employing the formula $Y = a + b_1X_1 + b_2X_2$. Partial tests (t tests), simultaneous tests (F tests), and coefficients of determination (R²) were used for testing.

RESULT AND DISCUSSION

By comparing the item-total correlation values to the r table values, the findings of the analysis using Corrected Item-Total Correlation were obtained. A total of 130 participants filled out the survey, which led to an r-table value of 0.172. If the Corrected Item-Total Correlation value > r table value of 0.172, then the statement item is considered valid.

Tabel 1 Results of the Validity Test of the Academic Discipline Variable (X1)

Variable	Items	Corrected Item-Total Correlation	R Table	Description
Punctuality	X1 ₁	.393	0,172	Valid
	X1 ₂	.336	0,172	Valid
	X1 ₃	.440	0,172	Valid
	X1 _{4R}	-.255	0,172	Invalid
	X1 ₅	.239	0,172	Valid

Compliance with Rules	X1 ₆	.377	0,172	Valid	Correlation				
	X1 ₇	.210	0,172	Valid		X2 ₁	.513	0,172	Valid
	X1 _{8R}	-.135	0,172	Invalid	Participation in the Organization	X2 ₂	.373	0,172	Valid
	X1 ₉	.513	0,172	Valid		X2 _{3R}	-.217	0,172	Invalid
	X1 ₁₀	.443	0,172	Valid		X2 ₄	.396	0,172	Valid

A statement item is declared valid if it has an item-total correlation coefficient value (Corrected Item-Total Correlation) greater than the r table value of 0.172 or has a significance value of less than 0.05. Based on these criteria, most of the statement items in the academic discipline variable are declared valid and suitable for use in research. Several items that are declared invalid are items with negative (unfavorable) tones, so they are excluded from further analysis. Overall, these valid items have been able to measure the academic discipline variable well enough to be processed in the further data analysis stage.

Overall, the valid statement items in the academic discipline variable are deemed to be able to measure the research variables well and can be used in further data processing.

Tabel 2 Results of the Organizational Support Validity Test (X2)

Variable	Items	Corrected Item-Total	R Table	Description
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Network Development	X2 ₆	.498	0,172	Valid
	X2 _{7R}	-.183	0,172	Invalid
	X2 ₈	.411	0,172	Valid
Facilities within the Organization	X2 ₉	.303	0,172	Valid
	X2 ₁₀	.305	0,172	Valid

From Table 2, it is known that most of the statement items in the student organization support variable have Corrected Total Correlation values > table r value of 0.172, thus declaring the statement items valid. Furthermore, there are statement items with Corrected Item Total Correlation values < table r value, thus declaring them invalid. These invalid items were not used in further research analysis to allow the results to more accurately describe the condition of the variable.

Therefore, the items declared valid in the student organization support variable are deemed to be able to measure the research variables in accordance with the research objectives.

Tabel 3 Results of the Validity of Soft Skill Development (Y)

Variable	Items	Corrected Item-Total Correlation	R Table	Description
Communication	Y1	.458	0,172	Valid
	Y2	.372	0,172	Valid
	Y3	-.156	0,172	Invalid
	Y4	.220	0,172	Valid
	Y5	.327	0,172	Valid
Leadership	Y6	-.281	0,172	Invalid
	Y7	.417	0,172	Valid
	Y8	.305	0,172	Valid
Time Management	Y9	-.103	0,172	Invalid
	Y10	.359	0,172	Valid

From Table 7, Most of the statement items in the *soft skill* development, academic discipline, and student organization support variables have a Corrected Item-Total Correlation value greater than r table is 0.172 so that they are declared valid. Although some items with values below r table are dropped and not used in further analysis, in general this research instrument has met the validity criteria and is suitable for use to measure all research variables.

Conclusions drawn from the validity test indicate that the majority of the statement items used to measure academic

discipline, support for student organizations, and Soft Skill Development are valid and reliable research instruments.

In order to find out how consistently the research instrument measured the study variables, reliability testing was carried out. This study's reliability test, which utilized Cronbach's Alpha, yielded a value higher than 0.70.

Tabel 4 Reliability Test Results

Variable	Cronbach's Alpha	Standard Reliabilities	Description
Academic Discipline	.730	0,70	Reliable
Organizational Support	.771	0,70	Reliable
Soft Skills Development	.739	0,70	Reliable

The variables that Cronbach's Alpha values larger than 0.70 are student soft skills development, academic discipline, and student organization support (Table 4). These outcomes demonstrate that the study's variables are trustworthy and highly consistent with one another.

The distribution of the residual data used in the regression model was examined using a normality test. By examining the significance value of the regression residuals, the Kolmogorov-Smirnov test was used to test for normality

in this study. If the p-value is greater than 0.05, we say the data follows a normal distribution. The results of this study's normality test are shown in the table below.

Tabel 5 Normality Test Results

Variable	Sig.	Description
Residual	.097	Normally Distributed

Table 5 shows that the significance level of the normality test is 0.097, which is higher than the threshold of 0.05. Thus, the residual data results of this study are expected to follow a normal distribution. This means that the multiple linear regression model is ready to proceed to the next testing stage.

This study uses Tolerance and Variance Inflation Factor (VIF) values to check for multicollinearity. If the Tolerance and VIF values are both less than 10, the regression model can be considered free of multicollinearity.

Tabel 6 Multicollinearity Test Results

Variable	Tolerance	VIF	Description
X1	.763	1,311	No multicollinearity
X2	.763	1,311	No multicollinearity

The variables supporting student organizations and academic disciplines have VIF values below 10 and tolerance values higher than 0.10, as shown in Table 6. This finding refutes the hypothesis that

the independent variables included in the regression model of this study exhibit multicollinearity.

The Glejser test was used to examine the significant value of each independent variable in order to perform heteroscedasticity testing. Each variable's significance value must be greater than 0.05 for a regression model to be considered free of heteroscedasticity.

Tabel 7 Heteroscedasticity Test Results

Variable	Sig.	Description
X1	.662	No heteroscedasticity occurs
X2	.778	No heteroscedasticity occurs

Based on Table 7, the variables academic discipline and student organization support have significant values > 0.05. These results indicate that there is no heteroscedasticity in this study's regression model.

Multiple linear regression analysis was used to determine the effect of academic discipline and student organization support on student soft skill development. We also utilized this research to find out which way the study's independent and dependent variables were related.

The multiple linear regression equation is as follows:

$$Y = 9.109 + 0.422X_1 + 0.134X_2$$

Based on the regression equation, the following interpretations can be made. The results of the regression analysis show that the constant value of 9.109 indicates that the development of students' soft skills is at that level if the variables of academic discipline and student organizational support are zero or do not change. Furthermore, the academic discipline variable provides a positive contribution with a regression coefficient value of 0.422, which means that every one unit increase in academic discipline will increase students' soft skills by 0.422 points, assuming other variables are constant. In line with this, the student organizational support variable also has a positive effect with a regression coefficient of 0.134, where every one unit increase in organizational support will encourage an increase in students' soft skills by 0.134 points with the *ceteris paribus* assumption.

The results of the multiple linear regression analysis indicate that the academic discipline and student organization support variables have a positive influence on the development of student soft skills. This indicates that improvements in academic discipline and student organization support tend to be

followed by improvements in the development of student soft skills.

When we want to know how much of an impact each dependent variable has, we run a partial test (t-test). If the p-value of an independent variable is less than 0.05, we say that it partially affects the dependent variable.

Table 8 Partial Test Results (t-Test)

Variable	t-value	Sig.	Description
Academic Discipline (X1)	5.555	<.001	Significant
Organizational Support (X2)	1.842	.068	Insignificant

Based on Table 8, the academic discipline variable obtained a t-value of 5.555 with a significance value of <0.001. This value of significance is less than 0.05, so it can be concluded that academic discipline has a significant effect on the development of students' soft skills. Therefore, the first hypothesis (H1A) in this study is accepted.

Meanwhile, the student organization support variable obtained a t-value of 1.842 with a significance value of 0.068. This significance value is greater than 0.05, so it can be concluded that student organization support does not have a significant effect on the development of students' soft skills. Therefore, the second hypothesis (H1B) in this study is rejected.

We used the simultaneous test (F-test) to see how all of the independent variables affected the dependent one at the same time. When the significance value of an independent variable is less than 0.05, it is deemed to have a simultaneous effect on the dependent variable.

Tabel 9 Simultaneous Test Results (F Test)

Model	f-value	Sig.	Description
Regression	28.980	<001 ^b	Simultaneous effect

Based on Table 9, the simultaneous test results obtained a calculated F-value of 29.980 with a significance value of <0.001. This significance value is less than 0.05, so it can be concluded that academic discipline and student organization support jointly have a significant influence on student soft skill development. Therefore, hypothesis H1c in this study is accepted.

The coefficient of determination (R²) is used to determine the extent to which the independent variables explain the dependent variable in the study.

Tabel 10 Coefficient of Determination Results

Model	f-test	Percentage of Influence
Regression	.313	31,3%

Table 10 shows that the R-square value is 0.313, or 31.3%. These results

indicate that academic discipline and student organization support can explain 31.3% of the development of students' soft skills. The remaining 68.7% is influenced by factors outside the variables used in this study.

CONCLUSION

Based on the results of research on the influence of academic discipline and support from student organizations on the development of soft skills of Ekuitas Indonesia University students in the 2022 Bachelor of Management program, it can be concluded that the level of academic discipline and soft skills development of students is already in the good category, while support from student organizations is still in the sufficient category so it needs to be continued. Partially, academic discipline is proven to have a positive and significant effect on the development of soft skills, which means that the higher the academic discipline of students, the better the development of their soft skills (hypothesis H1a is accepted). Conversely, support from student organizations has not been able to provide a significant effect partially on the development of students' soft skills (hypothesis H1b is rejected). However, simultaneously or together, academic discipline and support from

student organizations have a significant effect in contributing to the development of soft skills of Ekuitas Indonesia University students in the 2022 Bachelor of Management program (hypothesis H1c is accepted).

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