The Role of Soft Skills and Adversity Quotient on Work Readiness Among Students in University

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Abstract

This study aims to determine the effect of soft skills and adversity quotient on the work readiness of students both partially and simultaneously. This research was an ex-post facto with a quantitative approach. The population of this study was 874 strata-1 students of the Faculty of Economics, Universitas Negeri Yogyakarta. The sample size was 275 students taken by using the proportional cluster random sampling technique. Data was collected by a questionnaire that has been tested for validity and reliability. The data analysis technique used is multiple regression. The results showed that: (1) soft skills and adversity quotient together had a positive and significant effect ($p = 0,000$), the simultaneous contribution of the two variables to job readiness by 33% and 67% was influenced by other variables not examined. (2) soft skills have a positive effect on work readiness ($p = 0,000$) with a contribution of 22%; (3) Adversity quotient has a positive effect on work readiness ($p = 0,000$) with a contribution of 11%. The results of this study can be followed up by providing learning that emphasizes improving soft skills.

How to Cite

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INTRODUCTION

Education is expected to be able to help someone train themselves so that they can prepare themselves to face the demands of the world and society at large, including higher education. Learning is an event that occurs consciously and deliberately, meaning that someone involved in learning events, in the end, realize that (s) he learned something, so that resulting in changes to, him/herself as a result of activities that are consciously and deliberately done (Hetika, Farida & Sari, Y., 2018). This is clearly stated in the Law. R.I. No. 12 of 2012 article 18 paragraph 2 concerning higher education, that ".. the bachelor program as referred to in paragraph (1) prepares students to be intellectuals and/or scientists who are cultured, able to enter and/or create jobs, and able to develop themselves into professional".

Students are a group in society that obtains their status because of ties with universities (Putri & Budiani, 2013). Students as an educated group, as well as the prospective workforce, have a strategic position as part of a golden generation that contributes to the development and growth of Indonesia in the future. In 2015-2035 Indonesia had a rare moment namely demographic bonus, a condition where the population in Indonesia is dominated by productive age (15-64 years) compared to non-productive age (Falikhah, 2017). Falikhah also explains the scarcity of this moment because it only occurs in population evolution with a cycle pattern of a century.

Besides, Indonesia is optimistic that it will become one of the 10 largest economies based on GDP by 2030 in the industrial era 4.0 (Kementerian Perindustrian Republik Indonesia, 2018). Therefore, maximizing the potential of students will be created by graduates or young people who are qualified and useful nations, especially in the economic field. But it can also backfire if students who graduate cannot compete in the workforce. This explains that to achieve Indonesia's great goals

in industry 4.0, it is necessary to improve the quality of human resources with quality education. But unfortunately, education in Indonesia has such complex problems.

The complexity of education problems in Indonesia is explained in the Indonesian education portrait report BPS (2017, 2018, 2019b) including, inadequate educational facilities, and the slow pace of Indonesian education in improving the quality of human resources as seen from the average length of community schooling, despite increasing every year, this seems very slow considering the 9-year compulsory education program has long been implemented, as stated in Law No. 2 of 1989 concerning the National Education System.

Also, according to Sukasni & Efendy (2017) the quality of education in Indonesia is relatively low with relatively high educational costs, and the relevance of the curriculum is not yet appropriate to the demands of society. Some of these problems result in the available workforce lacking competitiveness and low education. On the other hand, even those with higher education still find it difficult to find work. This is based on national statistical reports over the past three years, where open unemployment at the tertiary level has increased from 5.18% to 6.31% (BPS, 2019a).

At the provincial level, the high number of educated followers also occurs in the Special Region of Yogyakarta (DIY) (BPS DIY, 2018), while DIY is one of the best regions for tertiary education. With such conditions, the emphasis on the relevance of education to the world of work must be prioritized to create quality graduates who are ready to face the world of work. Higher education needs to pay attention to the work readiness of students in the industrial era 4.0 which is developing so fast and increasingly competitive.

Important for the college student to understand what future career looks like. If the field of study pursued is truly support carrier expectation, theoretically, the student will be determined in the learning process (Handoyo,

2018). According to Ade, Harahap, & Sagala (2019) this problem is caused by the rapid growth of science and technology and the emergence of new demands in society such as qualifications in obtaining higher jobs in the world of work. Whereas employers now expect graduates to have work readiness with intellectual abilities and are equipped with work skills (Ferns, 2012).

Students with low work readiness will produce graduates who do not fit the needs of the labor market. This is because work readiness is a minimum requirement for a person to be employed (ACT, 2013). Work readiness is ownership of skills and attributes that ensure workability that enables success in the workplace (Makki, Javaid, & Bano, 2016). According to Caballero, Walker, & Fuller-Tyszkiewicz (2011) work readiness is multidisciplinary with many factors that can influence. This, as explained in research Clarke (2017) work readiness, has now been paralleled with work capabilities which include self and career management capabilities, professional identity, and social capital, as well as external influences such as economic conditions and labor market conditions.

Meanwhile according to Borg, Turner, & Scott-Young (2016) trends in the development of the world of work now challenge universities to consider that graduates must have work readiness even before they graduate and enter the workforce. This review explains that it is important to improve student work readiness as a solution to increasing the relevance of the world of education and the world of work with skills acquired from previous education. As explained by Ihsan (2017) work readiness is a condition that allows students to work immediately after completing school without requiring a time-consuming adjustment period.

The quality of tertiary institutions is widely highlighted by the public, especially in terms of graduates of these tertiary institutions which can be accepted in the job market (Sihite, et al., 2019). The low work readiness

of students is seen in the students of the Faculty of Economics, Universitas Negeri Yogyakarta. Wibowo & Mardiyah (2018) research, found that students of these faculties tended not to take risks to start entering the world of work with entrepreneurship from an early age.

This is reinforced by the results of the initial survey of this study of 275 final-year students, only 48% claimed to be active in organizations and 18% were active entrepreneurs during college. While both of these activities are very useful in enhancing experiences that are useful for their career planning (Nuswantoro, 2013; Santi, 2013). This explains the students' awareness so far to prepare themselves to face the world of work with sufficiently low skills experience, even they tend to choose safe and do not dare to take risks.

Some studies mention the factors that can affect the readiness of the work of students in higher education. Like emotional intelligence (EQ), psychological capital (PsyCap) and sense of coherence (SOC) can predict work readiness (Masole & van Dyk, 2016). Meanwhile, according to Murniawaty & Rahmaningtyas (2017) students' work readiness is influenced by communication skills. In contrast to Agusta (2015) research aspects of future orientation and Adversity Quotient (AQ) also have a positive effect on student work readiness. Some of these factors explain that abilities such as communication which are interpersonal abilities are very closely related to one's emotional intelligence that forms a soft skill that is useful when working. This explains that work readiness is closely related to aspects of soft skills.

ACT (2013) explains that work readiness includes cognitive skills and soft skills and is a minimum requirement for employment. Meanwhile, Williams (2015) in his phenomenological study found that a series of forms of soft skills are useful for shaping work skills. More specifically, soft skills are interpersonal qualities, also known as people's abilities, and personal attributes that a person has (Robles, 2012). These skills apply broadly

and complement other skills such as technical, vocational, and academic skills (Lippman, Ryberg, Carney & Moore, 2015).

But unfortunately, employers claim that soft skills are missing in new high school and college graduates (Schooley, 2017). Meanwhile, according to a national survey in the US about the recruitment of graduates, the important skills that are evaluated and sought are soft skills whose results show that 60% to 80% are concerned with soft skills (Doe, 2015). While in Indonesia itself, learning related to soft skills has not been maximized. According to Arnata & Surjoseputro (2014) generally, in their application in the field, only 10% contained soft skills while 90% were hard skills.

In addition to soft skills, students need to be taught about the struggle to face the increasingly competitive world of work. Some studies consider AQ as one of the benchmarks of one's fighting spirit. AQ is the ability to adjust to difficulties in life (Parvathy, 2014). Stoltz (1997) stated that people who are talented and ave high Intelligence Quotient (IQ) and Emotional Quotient (EQ) are not enough to achieve success, more specifically Stoltz (2000) explains that AQ has now been considered in the recruitment of labor.

AQ's level of a person can be categorized into three, which Stoltz (2000) describes is analogous to climbers, namely quitter, camper, climber. The Quitter is someone with a low AQ, at work Quintters tend not to take risks and lack ambition to move forward. The Camper is someone with a moderate AQ score aiming for better performance with little enthusiasm for work but they also do nott dare to take risk to move forward, and the Climbers are people with high AQ, they are hardworking and always stepping forward and decision-makers.

From the above review, it is explained that in the current workforce era, it is necessary to have work readiness before they gradua-te. This research is more focused on the relationship of work readiness, soft skills, and AQ in final year students. This is because the demand for soft skills is very high, as well as the need for AQ to face an increasingly competitive workforce. This research was conducted in the last year of economics faculty students, at Universitas Negeri Yogyakarta besides representing one of the universities in DIY, they were chosen because they have problems related to students' efforts to prepare for work readiness with their experience and soft skills, as well as their courage to take risks which reflects a low AQ.

The purpose of this study is to determine the effect of soft skills and adversity quotient on the work readiness of students both partially and simultaneously. In addition to pay attention to work readiness among last year students, it is hoped that this will provide an overview for prospective or early students to pay more attention to their future in the world of work which may be more competitive. Futhermore, this research is useful for educators and policymakers in higher education as a material consideration in making decisions to achieve one of the goals of higher education, related to how the development of learning in the classroom can improve student work readiness.

METHODS

Based on the problems faced, this study examines the effect of soft skills and AQ on work readiness with a quantitative approach with the ex-post facto type carried out at the final year students who have been educated for 4 years at the Faculty of Economics, Universitas Negeri Yogyakarta, amounting to 874. Sample using proportional cluster random sampling with Slovin formula obtained 275 final-level students from 5 existing study programs.

Table 1. Sample

No.	Study Program	Number of Students
1.	Office Administration Education	51
2.	Accounting Education	48
3.	Economic Education	42
4.	Management	73
5.	Accounting	61

Source: Data Processed (2019)

The data analysis technique uses descriptive analysis and multiple linear regression. The research variables of this study consisted of work readiness (Y) as the dependent variable, while soft skills (X1) and AQ (X2) as an independent. Data was collected through instruments in the form of questionnaires using a Likert scale of 1 to 4, which was developed together with expert judgment. The Exploratory Factor Analysis (EFA) and Cronbach Alpha to test its validity and reliability using 150 students as experiments. The EFA decision making criteria see the value of the Kaiser-Meyer Olkin (KMO) and a significance of more than 0.5 which means the sample in the trial has been fulfilled.

To find out the validity per item questionnaire see the Rotated Component Matrix value of more than 0.5 in each factor formed. In the work readiness variable, there are five indicators used which are related to their physical, mental and experience readiness perceptions of being ready to work both individually and in groups (Restanti, 2016). The EFA test results obtained KMO and Bartlett's Test values of 0.599 and sig values. Bartlett's Test of Sphericity 0.000. Of the 22 items there were 13 items declared valid and 9 failed because the correlation value between items was below 0.50. The following are the results of the analysis of work readiness.

Table 2. EFA Work Readiness Results

Item	Rotated Component Matrix[a]				
	Component				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	0.751				
2	0.715				
3	0.543				
4		0.780			
5		0.675			
6		0.661			
7			0.841		
8			0.635		
9				0.789	
10				0.669	
11				0.668	
12					0.792
13					0.738

Source: Data Processed (2019)

There are five explored factors that can describe variable work readiness by 54%. The factor 1 is the physical condition contributing 13%, the factor 2 is mental by 12%, the emotion factor is 10%, factor 4 is the need for 10%, and the basic knowledge factor is 9%. In soft skills, students' perceptions stated that some of the soft skills abilities are needed by the world of work today, such as communication skills, critical thinking, leadership, teamwork, and work ethics (Kantrowitz, 2005; Nace, 2017). From the EFA test, results obtained KMO and Bartlett's Test values of 0.829 and sig values. Bartlett's Test of Sphericity 0,000. Of the 20 items there were 17 items declared valid and 3 failed because the correlation value between items was below 0.50. Following are the results of the analysis of soft skills factors in Table 3.

Table 3. EFA Soft Skills Results

Item	Rotated Component Matrix[a]				
	Component				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	0.877				
2	0.824				
3		0.639			
4		0.689			
5		0.710			
6		0.731			
7		0.586			
8		0.615			
9			0.771		
10			0.842		
11				0.654	
12				0.59	
13				0.857	
14				0.799	
15				0.687	
16					0.839
17					0.770

Source: Data Processed (2019)

There are five factors explored that can describe the soft skills variable of 63%. The factor 1 is the condition of communication ability 18%, factor 2 is equal to critical thinking / critical thinking 17%, factor 3 leadership is 10%, factor 4 is teamwork by 9%, and factor 5 is a 9% work ethic. In AQ to which student's response a difficulty, consists of four indicators namely control, ownership and origin, reach and endurance (Stoltz, 1997). From the results of the EFA, the value of KMO and Bartlett's Test is 0.663 and the value of sig.

Bartlett's Test of Sphericity 0,000. Of the 16 items there were 14 items declared valid and 2 failed because the correlation value between items was below 0.50. The following are the results of the AQ factor analysis.

Table 4. EFA AQ Results

Item	Rotated Component Matrix[a]				
	Component				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	0.749				
2	0.677				
3	0.734				
4		0.824			
5		0.731			
6		0.675			
7			0.757		
8			0.549		
9			0.849		
10				0.622	
11				0.731	
12				0.824	
13					0.816
14					0.657

Source: Data Processed (2019)

From Table 4 it can be seen that there are five explored factors that can describe the AQ variable of 62%. Where the reach 1 factor is 14%, the 2 ownership factor is 13%, the 3 endurance factor is 13%, the 4 control factor is 13%, and the origin 5 factor is 9%. In addition, the reliability test using Cronbach Alpha obtained results that show the three instruments have the expected rigidity, the following results are shown in Table 5.

Table 5. Reliability Test Results

Variable	Cronbanch Alpha	Description
Work Readiness	0,631	Reliable
Soft Skills	0,845	Reliable
Adversity Quotient	0,651	Reliable

Source: Data Processed (2019)

RESULT AND DISCUSSION

The following are descriptive data from the research results obtained from 275 final-year students from 5 Study Programs at the Faculty of Economics of UNY using the previously validated instruments presented in the following Table 6. From Table 6 are categorizd into three namely high, medium, and low through the calculation of the frequency distribution of the three variables obtained the results presented in Table 7.

Table 7. Categories of Variable Trends in Percent

Tendency Category	Work Readiness	Soft Skills	Adversity Quotient
High	30	16	11
Medium	59	71	62
Low	11	13	27

Source: Data Processed (2019)

Based on the level of tendency, of the 275 final-year students who were sampled. Distribution of student work readiness data

are 83 students (30%) in the high category, 162 students (59%) included in the medium category, and 30 students (11%) in the low category. In soft skills data, there are 44 students (16%) included in the high category, 195 students 71% included in the medium category, and 36 (13%) included in the low category. In addition, the distribution of AQ data addressed 73 students (27%) in the high category, 171 students (62%) in the medium category, 31 students (11%) included in the low category.

Data Analysis Prerequisite Test Results

This prerequisite or classic assumption test is needed before multiple regression or hypothesis testing, which is to find out whether the data is normal and linear, and there is no heteroscedasticity and multicollinearity. The test results are presented in Tables 8 and Table 9.

Table 8. Descriptive Statistics Test Results

Variable	Normality		Linearity
	K-S	Sig. (2-tailed)	Sig. of linearity
Work Readiness			-
Soft Skills	0.034	0.200	0.000
Adversity Quotient			0.000

Source: Data Processed (2019)

Table 8 shows the data is in normal distribution, indicated by the results of the Kolmogorov Smirnov test of 0.034 with a

Table 6. Descriptive Statistics Test Results

Variable	N	Min	Max	Mean	Std. Deviation
Work Readiness	275	29.00	49.00	39.7491	3.47971
Soft Skills	275	37.00	67.00	51.2109	4.87425
Adversity Quotient	275	30.00	54.00	41.0873	3.43124

Source: Data Processed (2019)

Sig. (2-tailed)> 0.05 which means the data is normally distributed. Meanwhile, the linearity test of the data is indicated by the significance of the linearity test where the results show 0.000 <0.05 which means the data has a linear relationship.

Table 9. Heteroscedasticity & Multicollinearity Test Results

Variable	Heteros-cedasticity	Multicollinearity	
	Sig. Glejser Test	Tolerance	VIF
Soft Skills	0.102	0.700	1.428
Adversity Quotient	0.541	0.700	1.428

Source: Data Processed (2019)

Table 9 shows the results of the Glejser Test with Sig.> 0.05 which means there was no heteroscedasticity. In the multicollinearity test, the test results showed the Tolerance value> 10 and the VIF value > 1 which means that there was no multicollinearity. These results explain that the data meets the requirements and is eligible to do a multiple regression test as a hypothesis test with a regression equation and the research model presented in Figure 1.

$Y' = a + b1X1 + b2X2$ (H1)
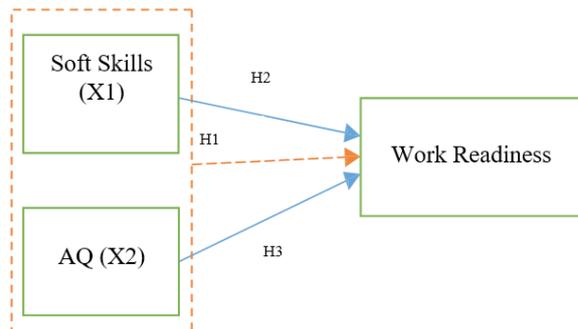$Y' = a + b1 X1$ (H2)
$Y' = a + b2 X2$ (H3)

Figure 1. Research Mode

Hypothesis Test Results

The research hypothesis was tested using a linear regression test both simultaneously and partially. In the simultaneous regression test, the decision criteria is if the significant values of F are smaller than 0.5 then the hypothesis is accepted. Whereas, in the simultaneous regression test the decision-making criteria is if the significance value of t is smaller than 0.5 then the hypothesis is accepted. From the analysis results obtained in Table 10.

Table 10. Linear Regression Test Results

Variable	Coefficient Regression	t	Sig.
Constant	14,824	6.661	0.000
Soft Skills	0,294	6.960	0.000
Adversity Quotient	0,240	4.000	0.000
R			0.577a
R^2			0.332
F			67.742
Sig. F			0.000

Source: Processed Data (2019)

Based on the F test results obtained an F-value of 67,742 with a significance value obtained of 0,000 or a sig. F-value <0.5. The analysis also shows that the R-value is 0.577 and the R2 value is 0.332 or 33.2% meaning that any change in work readiness can be explained by soft skills and AQ. Meanwhile, the remaining 66.8% is influenced by other variables not examined in this study. Based on the results of simultaneous linear regression analysis, it can be seen that the amount of Effective Contribution (EC) and Relative Contribution (RC) for each independent variable. The weight of the SE and SR can be seen in the Table 11.

Table 11. Test Results of Effective Contribution and Relative Contribution

No	Variable	Contribution	
		Effective (EC)	Relative (RC)
1	Soft Skills	22%	67%
2	Adversity Quotient	11%	33%
	Amount	33%	100%

Source: Processed Data (2019)

Table 11 also shows the results of the t-test or the results of partial regression tests. The T- test results on the soft skills variable of 6,960 with Sig. 0,000 or <0.5. With a constant value of 14,824 and a coef. value regression of 0.294 which is positive. Based on these values a regression equation can be arranged as follows:

$Y=14.824+ 0.294 X1$

This means that if the value of soft skills increases by 1%, the value of work readiness will increase by 0.294. In addition, Table 10 addresses the EC of soft skills by 22% and the RC of 67% to work readiness. In the AQ variable t-test results show a value of 4,000 with sig. of 0,000 or <0.5. With a constant value of 14,824 and a coef. value regression of 0.240 which is positive. Based on these values a regression equation can be arranged as follows:

$Y=14.824+0.240 X2$

This result means that if the value of adversity quotient increases by 1%, the value of work readiness will increase by 0.240. Whereas, in Table 6 the EC is 11% and the RC is 33% relative to work readiness.

Soft Skills and AQ on Work Readiness

The first hypothesis (H1) in this study is "Soft skills and AQ have a positive effect on the work readiness of Faculty of Economics students at Universitas Negeri Yogyakarta". The regression test results indicate that the value of sig. F <0.5, which means H1 is accepted. This is because soft skills shape

the work skills needed to be ready to work, in some soft skills studies also known as life skills, employability skills that all seem to refer to a set of core non-technical skills that are broadly related to interpersonal relationships and self-management, including emotional intelligence (Valerie G. Ward, 2012).

Soft skills will increase work readiness, this is in line with research of Putri (2018) explaining that there is a positive relationship between soft skills with work readiness both directly and indirectly. Meanwhile, AQ is intelligence in responding to obstacles faced by students as their transition to enter an increasingly competitive workforce to achieve career success. Another study found that AQ was positively related to career adjustment (Yan Tian, 2014). The career adjustment itself will be very necessary for those who will face the world of work.

AQ is good from someone who shows that the person can fight against all opportunities and achieve success. AQ helps us understand many other factors such as self- esteem, motivation, fighting spirit, creativity, sincerity, positive attitude, optimism, emotional stability (Verma, Aggarwal, & Bansal, 2017). So, it is not a surprise if by having a high AQ, graduates will be better prepared for work and entrepreneurship. As stated by Markman & Baron (2003), AQ has a positive influence on those who want to be entrepreneurs.

The findings from previous studies strengthen the findings of this study that soft skills and AQ have a positive relationship with work readiness. Good soft skills and AQ can strengthen the work readiness of students who are ready to navigate their environment and to be more confident in facing all challenges in the world of work.

Soft Skills on Work Readiness

T-test results indicate a value of (6,960) with a significance value of 0.000 or <0.5. With these results it can be concluded that the second hypothesis (H2) is accepted, namely "soft skills have a positive effect on the work readiness of Faculty of Economics

students at Universitas Negeri Yogyakarta". These results are in line with the findings of previous studies conducted by Restanti (2016) which found that soft skills have a positive relationship on work readiness. In addition, other research conducted by Mariah (2012) and Sarjiyati (2016) in the development of soft skills for work readiness through learning is planned to find a large contribution of soft skills to the work readiness of their students.

The research conducted by Singh (2018) aimed is to gain an understanding of the non-academic attributes or soft skills shown by business students who have just graduated in the workforce. This research using new graduates who have worked for two years in large, small, and medium-sized organizations in the state of Minnesota. The results show discipline is a strong predictor of work, a combination of soft skills that are mostly social, such abilities as a discipline, teamwork/collaboration, the ability to identify information including verbal and non-verbal communication skills, and the ability to think strategically.

Soft skills are important for students, especially for those who are about to enter the workforce. This is as explained by Gant (2019) that communication skills are useful for interviews in work tests, writing curriculum vitae, or facing anxiety when interviewing. The results of this study and previous studies emphasize the need to consider soft skills to be better prepared to work. But unfortunately, the application in the classroom is also not easy considering that soft skills have many forms of abilities as explained by Al Abduwani (2012) that there are 33 forms that are divided into 3 categories.

The university can develop several abilities that always have a high demand in the world of work (Al Abduwani, 2012). As some of the abilities suggested by Nace (2017) follows such as communication skills, critical thinking, leadership, teamwork, and work ethics. Some of these abilities are also used in indicators to measure student soft skills in this study and are proven to have a positive and most dominant influence on work readiness.

However, the tendency of students' soft skills is still in the medium category.

The AQ on Work Readiness

T-test results indicate a value of (4,000) with a significance value of 0.000 or <0.5. With these results, it can be concluded that the third hypothesis (H3) is accepted that "AQ has a positive effect on the work readiness of Faculty of Economics students at Universitas Negeri Yogyakarta". These results are in line with the statement (Stoltz, 1997) explaining that AQ has a role in life including creating competitiveness, productivity, creativity, motivation, taking risks, self-improvement, perseverance, learning, and embracing change, resilience in dealing with stress, pressure, and setback.

Verma et al., (2017) explain that AQ is considered as a determinant of superior performance and success. The AQ plays a major role when deciding whether someone will be able to manage and work effectively under pressure and adverse conditions or not. Many companies have considered AQ in recruiting and selecting young leaders for the betterment of the organization, this is due to good AQ from someone shows that the person can fight against all obstacles, take advantage of opportunities and achieve success.

The benefits of AQ are certainly very useful for work readiness, this is in accordance with research findings of Wibowo & Suroso (2016) that AQ and future orientation have a positive relationship on work readiness for students. Some of the findings and opinions above confirm that AQ has an influence on work readiness. However, the variable data tendency shows students are still in the medium category. Students can improve their AQ scores by improving all aspects of the AQ dimension itself namely CORE by applying the LEAD sequence, namely listen, explore, analyze and do (Stoltz, 1997).

In learning in AQ, classes can also be improved by learning using methods based on problem-solving (Jain, 2013). In addition, AQ related research needs to be developed

further, especially on AQ measurement instruments that are suitable for Indonesian culture, this is because although the concept of AQ has been developing for a very long time in the US and Europe, in Asia the development of instruments has become an obstacle due to cultural and linguistic differences (Chin- Fang Yang &Chi-Shiun Lai, 2016).

From the results of this study that discusses the most dominant role of soft skills in influencing work readiness, it can be suggested for universities to enhance learning that emphasizes developing soft skills of students. It is essential to increase students' work readiness. The high demand for prospective workers with soft skills is one of affirmations to increase it. This improvement is more focused on (1) students' skills to communicate both verbally and non-verbally in mother tongue or foreign languages; (2) critical thinking level, this is related to the ability to analyze high level thinking; (3) leadership, this is related to decision making; (4) teamwork, this is related to the ability to appreciate and accept opinions and (5) work ethic, this is related to discipline.

CONCLUSION

Because of competition in the world of work is increasingly competitive, students must have work readiness with sufficient skills and struggle to be able to compete in this era. Simultaneously, the correlation between the three variables shows a positive relationship with the work readiness of students of the Faculty of Economics, Universitas Negeri Yogyakarta. The coefficient of determination of 0.332 or 33.2%, while 66.8% is influenced by other variables, can be the basis that if soft skills or AQ increase it will increase work readiness.

Partially the soft skills needed today are communication skills, critical thinking skills, leadership, teamwork, and work ethics contribute positively to the work readiness of students of the Faculty of Economics, Universitas Negeri Yogyakarta by 22%. Meanw-

hile, the AQ score consisting of 5 indicators namely control, ownership, origin, reaction and endurance, also partially proved to have a positive effect on work readiness of the Faculty of Economics, Universitas Negeri Yogyakarta with an effective contribution of 11%. The results of this study can be followed up by providing learning that emphasizes soft skills improvement. This research is only limited to the relationship of soft skills. Therefore, further research is expected to be able to develop the model using other variables and build the more comprehensive models. It is also needed to develop a better research instrument related to soft skills and AQ.

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