

THE INFLUENCE OF HARD SKILL, SOFT SKILL, AND SOCIAL MOTIVE ON THE WORK READINESS OF ACCOUNTING STUDENTS OF UNIVERSITAS BRAWIJAYA IN THE INDUSTRIAL REVOLUTION 4.0 ERA

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ABSTRACT

The purpose of this research is to discover the work readiness of undergraduate students of Faculty of Economics and Business of Brawijaya University in the industrial revolution 4.0 era observed from the aspects of hard skill, soft skill, and social motive. The sampling was conducted through the non-probability technique, the purposive types, acquiring 71 Universitas Brawijaya's accounting students from class 2016. Multiple linear regression analysis was used to examine the influence of hard skill, soft skill, and social motive on the students' work readiness. The results show that hard skill and social motive significantly influence the readiness, while soft skill have no significant influence. Ideally, the higher the students' hard skill, soft skill, and social motive, the higher their readiness to face the world of work in the industrial revolution 4.0 era. Nevertheless, the influence of soft skill on the students' work readiness may or may not materialize depending on their learning process and supporting activities.

Keywords: hard skill, soft skill, social motive, work readiness, industrial revolution 4.0

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesiapan kerja mahasiswa akuntansi Fakultas Ekonomi dan Bisnis Universitas Brawijaya di era revolusi industri 4.0 ditinjau dari aspek *hard skill*, *soft skill*, dan motif sosial. Pengambilan sampel dilakukan dengan pendekatan *non probability sampling*, teknik *purposive*. Sampel Penelitian ini terdiri dari 71 mahasiswa akuntansi universitas brawijaya tahun akademik 2016/2017. Penelitian ini menggunakan analisis regresi linear berganda untuk menguji pengaruh *hard skill*, *soft skill*, dan motif sosial terhadap kesiapan kerja. Hasil penelitian menunjukkan *hard skill* dan motif sosial berpengaruh signifikan terhadap kesiapan kerja, sementara *soft skill* tidak berpengaruh signifikan terhadap kesiapan kerja. Secara teoritis semakin tinggi kompetensi *hard skill*, *soft skill*, dan motif sosial yang dimiliki oleh seorang mahasiswa semakin tinggi kesiapan kerja mahasiswa dalam menghadapi dunia kerja di era revolusi industri 4.0. Namun dalam penelitian ini, kompetensi *soft skill*, tidak berpengaruh terhadap kesiapan kerja mahasiswa bisa terjadi karena berbagai sebab menyangkut proses pembelajaran dan aktivitas pendukung lainnya.

Kata kunci: *hard skill*, *soft skill*, motif sosial, kesiapan kerja, revolusi industri 4.0

INTRODUCTION

Today's technological advancements enable automation in almost all fields. New technology and business process approach that combine the physical, digital, and the biological world will change the human's lifestyle and interaction fundamentally. As a phase of civilization revolution, the industrial revolution 4.0 changes social activities into a new scale, scope, complexity. Humans will even live in global uncertainties. Therefore, they must have the ability to predict a rapidly changing future.

According to the World Economic Forum (2018), around 57% of the jobs available today will be eroded by robotization, if the fourth industrial revolution develops. This fact is related to the consequence of the characteristics of the fourth industrial revolution era, namely the use of big data, the Internet of Things (IoT), cloud computing, and cognitive computing. Digital technology is slowly replacing human work. Some jobs, such as manufacturing, retailing, transportation and warehousing, administrative staff (including accountants), are potentially replaced. Human labor becomes a secondary commodity because the use of machinery is more profitable.

The rapid industrial development affects company's life cycles; they become shorter. Business activities will be disrupted, and even closed to be replaced by new ones. Thus, workers need to adapt and be prepared to move from one job to another. Mardyanto (2018) stated that in Indonesia, the industrial era 4.0 has begun to be applied, and its influence is palpable in

the community. Several business and professional activities are now distorted by digitizing technology, including accounting.

For students who are studying accounting, the fourth industrial revolution era inevitably gives birth to many new things, which can later "disrupt" the existence of the accounting profession. In the current era, one of the efforts that can be done by prospective workers is to increase awareness to try to master a variety of skills in order to become a competent workforce. The first skill that must be mastered is a hard skill or technical skill, which is the knowledge he is educated in, in this case, expertise in accounting.

The second skill is soft skill, the World Economic Forum released a list of absolute skills that workers need to be able to deal with changes in 2020 and beyond, mainly because of the industrial revolution 4.0. These skills include the ability to communicate and cooperate with others, solve problems, and other aspects of emotional intelligence. The third skill is social motive, in the industrial revolution era 4.0 complementary competencies are needed for prospective workers to be able to enrich themselves in order to face competition in the industrial revolution era 4.0, according to Atkinson (Martaniah, 1984: 13) social motive are a latent disposition that tries hard to go to a specific goal, this goal can be in the form of achievement, affiliation, or power.

This issue is interesting to ponder as the growing demands for relevance between the world of education and the world of work indicate the need to master some competencies that can be

demonstrated in the workplace. Therefore, as prospective labor of higher education production, accounting students are expected to not only master technical (hard skill) and non-technical competencies (soft skill) but also acquire higher values of social motives in order to be able to work productively.

This is in line with several previous studies that discussed similar topics. Lie and Darmasetiawan (2017) conducted a study with the title "The Influence of Soft Skill on Work readiness to Face the Asean Economic Community (AEC) in S1 students of the Faculty of Business and Economics of Surabaya University". This study discusses the influence of soft skill on work readiness to face the Asean Economic Community of university student. The study explained that the existence of the AEC made its challenges for Indonesia, evidenced by the low quality of Indonesian Human Resources, which was ranked 108 of 187 based on the 2014 UNDP (United Nations Development Program) Human Development Index (HDI). The results of the study show that in facing the job market, students require not only academic competence but also soft skill.

Jaafar (2018) conducted a study entitled "Are Soft Skills Required for Accounting Students in Future Careers?". This study discusses why more soft skills should be required for accounting students for their future careers. This research also explained that nowadays, an accounting career has become more challenging due to globalization. Even if a student can graduate with good results, that is not guaranteed success in his or her career,

an example of practice, even though company accountants are knowledgeable and experienced regarding accounting matters, the misuse of accounting treatment still happens. This shows that the accountant should be provided with soft skills knowledge along with accounting knowledge.

According to this situation, soft skill should be taught in higher education institutions, which is beneficial to reduce costs and leads better firm performance. Furthermore, technical skill such as accounting knowledge are also important and should be a priority to be hired as an accountant. Accounting is a professional career that requires good technical skill in order to carry out the tasks easily. However, good technical skills do not guarantee that a task can be completed because the accounting field requires good soft skills such as time management, communication skills, and problem solving. A combination of technical and soft skills is an advantage for an accounting firm to survive in very competitive business nowadays.

From the two previous studies described above, there are differences in this study. The main difference is the research objectives, and this study aims to discover the work readiness of undergraduate students in the industrial revolution era 4.0 era observed from the aspects of hard skill, soft skill, and social motive. Another research difference is the addition of one additional variable, social motive as a supporting aspect in student work readiness. Differences in further research on the subject of research, this study was subjected to undergraduate students of accounting Faculty of

Economics and Business Universitas Brawijaya class of 2016.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Hard Skill

Hard skill is the knowledge and technical abilities that a person has. According to Basir (2011) hard skill is abilities that are commonly learned in schools or universities to improve the learner's intellectual abilities related to the subjects being studied. In other words, hard skill is the mastery of science, technology, and technical skills related to the acquirer's field of study. It is technical skills that are inherent or needed for certain professions.

Soft Skill

Berthal (Muqowim, 2012:5) stated that soft skill is interpreted as personal and interpersonal behaviors that develop and maximize human performance (e.g. coaching, team building, initiative, decision making etc.) It is one's skills used to deal with others (interpersonal skill) and to manage themselves (intrapersonal skill) for optimal performance development Islami, (2012:30). Soft skill is also individual's ability to apply real and non-academic skill Putra and Pratiwi (2005:5). Basir (2011) stated that soft skill is something that is not eye-catching but imaginary or abstract instead.

Social Motive

Berkowitz (Martaniah, 1984:14) stated that social motives underlie the activities carried out by individuals in their reactions to others. Cofer and

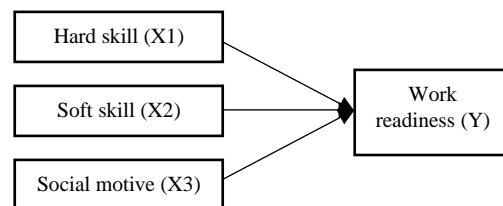
Appley (Martaniah, 1984:14) assumed that social motives are the aspects of motives; it can be obtained from situational or external factors. Lindgren (Martaniah, 1984:14) considered that the individual environment plays an important role.

Work Readiness

Work readiness is a person's workability in the aspects of knowledge, skills, and attitudes to established standards, in this case, it refers to Law No. 13 of 2003 concerning Manpower. Utami (2016) stated that work readiness is the capacity of a person to improve his workability; it consists of knowledge and expertise as well as attitude. Semiawan (1983) said that work readiness is a condition that shows the harmony between physical and mental maturity and learning experience so that individuals have abilities in knowledge, skills, attitudes, and mental maturity that are sufficiently supported by physical or sensory functioning and body organs under their fields of expertise.

Theoretical Framework and Hypotheses Development

Figure 1 Theoretical framework



The influence of hard skill on the work readiness of Universitas Brawijaya's accounting students in the industrial revolution 4.0 era

Hard skill is the knowledge and technical abilities that a person has. For accounting students, hard skill that must be understood is accounting science according to the field in which they are studying. Martani (2019) stated that the presence of the fourth industrial revolution brought opportunities and challenges for the accounting profession in the future.

Research conducted by Latifah, Junaidi, and Sari (2020) discusses the influence of accounting science perceptions of accounting primary students on readiness to face the challenges of the industrial revolution era 4.0. Accounting science is defined as "the field of science, then in accounting, there is a theory of accounting practice not only based on existing habits but also based on an accounting theory that includes basic concepts and accounting principles, which must be held by practitioners to maintain and maintain the feasibility and reliability of the financial information generated. "

Based on the statement explained above, the researcher formulates the hypothesis as follows:

H1: Hard skill influences work readiness positively in the industrial revolution 4.0 era

The influence of soft skill on the work readiness of Universitas Brawijaya's accounting students in the industrial revolution 4.0 era

According to Mulyono (2011), "soft skill is a complement of hard skill.

This type of skill is part of a person's intellectual intelligence. It is often used as a condition for obtaining certain positions or jobs, such as communication skills, honesty, cooperation, motivation, adaptability, and interpersonal skills, with a value orientation on productive performance. One of the effects of globalization is marked by the emergence of various new professions and fields of work that did not exist before.

Research conducted by Lie, and Darmasetiawan (2017) discusses whether there is an influence of soft skills on work readiness in dealing with MEA in S1 University of Surabaya Business and Economics Faculty Students. Kaipa and Milus (2011) describe soft skill as a type of skill related to the sensitivity of one's feelings to the surrounding environment. This study's results indicate that the competencies of students graduating and ready to face the MEA are not only academic (intellectual) competencies required. Because competition is very open, college graduates must provide outcomes in meeting expectations in the AEC world later. University graduates are required to have hard skill and at the same time soft skill (character).

Based on the statement explained above, the researcher formulates the hypothesis as follows:

H2: Soft skill influences work readiness positively in the industrial revolution 4.0 era

The influence of social motive on the work readiness of Universitas Brawijaya's accounting students in the industrial revolution 4.0 era

Social motive for students is essential because they can support behavior so they are willing to work together to achieve optimal results in an organization's work team. Thus, the ability of a person (student) to regulate and control actions or behaviors is essential in dealing with others. The presence of the industrial revolution 4.0 will make the accounting world change both in terms of role and work patterns. Heckhausen (Martaniah, 1984: 15) argues that social motives are motives which indicate that the goals to be achieved have interactions with other people.

Ashari (2018) conducted a study entitled the readiness of students' work readiness in terms of communication skills and career guidance in accounting class XII students in-state junior high school 6 Sukoharjo. The results of this study indicate the influence of communication skills on student work readiness.

Based on the statement explained above, the researcher formulates the hypothesis as follows:

H3: Social motive influences work readiness positively in the industrial revolution 4.0 era

RESEARCH METHOD

Population and Sample

The population of this study is all undergraduate students of Accounting of Faculty of Economics and Business of Universitas Brawijaya class of 2016.

The research sample was selected from the population using nonprobability sampling methods, namely purposive sampling. According to Sugiyono (2017:85), purposive sampling is Sampling techniques with specific considerations. The reason for selecting samples by using purposive sampling is that not all samples have criteria under what the researcher specified. The criteria used as research samples are:

1. Accounting students who are active and registered at Faculty of Economics and Business of Universitas Brawijaya
2. Students of Faculty of Economics and Business of Universitas Brawijaya class of 2016

The number of samples is determined using the following formula.

$$n = \frac{N}{1 + Ne^2}$$

n = sample size

N = population size

E = margin of error

$$n = \frac{247}{1 + 247(0.1)^2}$$

$$n = 71,1815$$

Data Collection Method

This study uses primary data in the form of a questionnaire. Sekaran and Bougie (2013:143) stated that questionnaires are generally designed to collect large numbers of quantitative data. They can be administered personally, distributed electronically, or mailed to the respondents. The questionnaire was distributed to the undergraduate students of Accounting Department Universitas Brawijaya class of 2016. The questionnaire is completed with instructions for filling out questionnaires and information on where there are 5 scales. For scale 1 it is interpreted as strongly disagree, and up to a scale of 5 means strongly agree. The scale is used to measure each answer selected by the respondents.

Definition, Indicators, and Variables Measures Research

In this study, the researcher uses three variables consisting of hard skill, soft skill, and social motive as independent variables and work readiness as the dependent variable. This variable is measured through the respondents' responses using a Likert scale of one to five. One for the answer strongly disagree, and five for the answer strongly agree.

Multiple Linear Regression Analysis

The hypothesis in this study was tested using multiple linear regression model. Multiple linear regression model is used to test the effect of hard skill, soft skill, and social motive on work readiness of student

To determine whether the regression model used is appropriate or not, a hypothesis test was conducted (Sarwono, 2006) was conducted. The formula for the multiple regression techniques used is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Description:

Y : The work readiness

A : Constants

Bi: The coefficient of independent variable

X1: Hard skill

X2: Soft skill

X3: Social motive

e : Error term,

In carrying out multiple linear regression, it is necessary to analyze to find out what influence arises from the independent variables on the dependent variable. The analysis conducted by the researcher as follows.

1. Coefficient of Determination (R^2)
The coefficient of determination or commonly called R Square illustrates how much influence the independent variable has on the dependent variable (Priyatno, 2014:156). In SPSS, R Square is expressed as a decimal number, and the number is converted to a percentage which will mean of the influence contribution percentage of the independent variable on the dependent variable. The greater the percentage coefficient of determination, the greater the effect that the independent variable has on the dependent variable.

2. T-test

T-test is conducted to determine the effect of the independent variables on the dependent variable partially (Priyatno, 2014:161). In the t test, the researcher needs to pay attention to the level of significance produced, namely, the coefficient t test and the coefficient t table. The positive t-test coefficient indicates a positive effect, and vice versa.

3. F-test

F test is conducted to test whether the regression model created by the researcher is significant or good to use. If it is significance, this means that the relationship that occurs can be applied to the population. A significant relationship exists between the independent variables and a dependent variable if the value of F-test is greater than the value of F-table with F significance below 5% or 0.05. If the significance is more than 0.05 then the regression model is not feasible to use.

FINDING AND DISCUSSION

Description of Respondent and Statistical Result

The researcher used an online questionnaire with google form to collect data. The following is an illustration of the distribution and return of the distributed questionnaires.

Table 1
Summary of Questionnaires
Distributions

Information	Amount
Questionnaire distributed	71
Questionnaire that is not responded	0
Responded questionnaire	71
Questionnaire that is not filled in completely	0
Questionnaire that can be used	71
Questionnaire return rate	100%

Multiple Linear Regression Result

Multiple regression analysis in this study was conducted to test the influence of the independent variable, in this study hard skill (X1), soft skill (X2), and social motive (X3) on the dependent variable, work readiness (Y). The results obtained in multiple linear regression analysis are as follows

Table 2
Multiple Linear Regression Results

Model	Unstandardized Coefficients		Std Coef	t	Sig
	B	Std Error	Beta		
Cons	4,417	2,345		1,884	0,064
X1	0,167	0,074	,280	2,265	0,027
X2	0,160	0,113	,217	1,416	0,161
X3	0,450	0,213	,279	2,107	0,039

Based on the results of the research above, the multiple linear regression equation is obtained as follows:

$$Y' = 4.417 + 0.167 X1 + 0.160 X2 + 0.450 X3 + \epsilon$$

Determination Coefficient Test (R^2)

The coefficient of determination aims to measure how far the ability of the independent variable to explain the dependent variable is determined by the Adjusted R Square value. The results of the coefficient of determination are as follows:

Table 3
Result of the coefficient of determination (R^2)

R	R Square	Adjusted R Square
0,679	0,461	0,437

F-test

This test is conducted to test whether the regression model created by the researcher is significant or good to use. The F value is 19.115, with a significant value of 0.000. It can be concluded that the regression model is feasible to use because the significant value is smaller than 0.05.

T-test

This test was conducted to determine the influence of each independent variable partially on the dependent variable tested with a significance level of 0.05. If the t-value is greater than the t-table, it can be stated that the hypothesis is accepted. The t-test results are as follows:

Table 4
T-test result

Variable	B	t	Sig	Result
Constant	4,417	1,884	0,064	
X1	0,167	2,265	0,027	Supported
X2	0,160	1,416	0,161	Not supported
X3	0,450	2,107	0,039	Supported

Discussion of Research Results

Based on the multiple linear regression analysis conducted to test the effect of the independent variable on the dependent variable, it can be seen which hypothesis is accepted and rejected. The discussion of the research results for each variable is explained as follows:

H1: Hard skill influences work readiness positively in the industrial revolution 4.0 era

Based on hypothesis testing results, the first hypothesis (H1), hard skill influence work readiness, is supported. This can be seen from the t value of hard skill, which is 2.265 at the significance value of 0.027 and $\text{Sig} < \alpha$ (0.027 < 0.05). Thus, it can be concluded that there is a positive and significant relationship between hard skill and work readiness.

The results of this study are in line with research conducted by Latifah, Junaidi, and Sari (2020) shows that the more accounting knowledge gained, the more prepared the students to face challenges in industrial revolution 4.0 era.

Based on the research results, accounting students requires good technical skills, in this research, hard skill is accounting science. Therefore, an understanding on accounting has a vital role in preparing students to face the world of work. In other words, the higher the student's knowledge in accounting, the higher their readiness to work

H2: Soft skill influences work readiness positively in the industrial revolution 4.0 era

The results of the hypothesis testing show that the second hypothesis (H2), soft skill influence work readiness, is not supported. This can be seen from the t value of soft skill, which is 1.416 at the significance of 0.161 and $\text{Sig} \geq \alpha$ ($0.161 \geq 0.05$). Thus, there is no positive and significant relationship between soft skill and work readiness.

This finding contradicts the finding of Lie and Darmasetiawan (2017) that student competencies, graduation, and readiness to face ASEAN Economic Community (AEC) are not determined solely by academic (intellectual) competencies. Therefore, college graduates should meet expectations in the ASEAN Economic Community (AEC). University graduates are required to have hard skills and, at the same time, soft skills (character).

Based on the research results, work readiness does not only focus on basic science, but it requires supporting skill that can add more value to workers in doing their jobs. However, mastery of soft skill also does not necessarily increase students' confidence in facing challenges in the world of work. In the era of the industrial revolution, technological developments facilitate not only human activities but also change human interaction patterns. They take positive supports from their social environment so that they can make human more confident and able to think positively.

H3: Social motive influences work readiness positively in the industrial revolution 4.0 era

The results of the hypothesis testing show that the third hypothesis (H3), social motive influence work readiness, is supported. This can be seen from the t value of social motive of 2.107 at the significance value of 0.039 and $\text{Sig} < \alpha$ ($0.039 < 0.05$). Therefore, it can be concluded that there is a positive and significant relationship between social motive and work readiness.

This confirms the finding of Kulsum (2016), which was conducted on the final-year students of psychology and health faculty of UIN Sunan Ampel Surabaya, that independence has a positive relationship with work readiness. Independence is formed from complex interactions involving cognition, affection, and conation through conditioning and learning processes that ultimately shapes life experiences. The independence helps individuals make decisions, become responsible for what they have done, and not depending on others.

Based on the research results, by mastering major sciences coupled with their supporting ability, university graduates will be more confident with their quality and able to upgrade themselves into skilled workforce who are ready to face various conditions.

CONCLUSION

This research has examined the independent variables consisting of hard skill, soft skill, and social motive with the independent variable, work readiness. The results showed students' work readiness does not only depend on their technical skill but also the willingness of themselves

to achieve specific goals, taking into account the consequences of their behavior towards others, and also communication skills. Moreover, a positive social environment can improve university graduate's readiness to face work challenges in the Industrial Revolution 4.0 era.

Based on the research result above, the researcher can provide suggestion for future research. Future research can use other types of sampling that can minimize the possibility of a biased result. Future research can use simple random sampling, in which the sample is chosen purely by chance. This type of sampling gives equal odds to every member of the population to be chosen as a respondent in the research.

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