

## EDUCATION AND JOB MATCH : THE RELATIONSHIP OF EDUCATION AND EMPLOYMENT IN SOKO TUBAN DISTRICT

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### **Keywords :**

*Education, Soft Skills, and Job*

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### **Abstract**

*This study aims to determine the effect of education and soft skills on employment in the District of Soko Tuban, both partially and simultaneously. It employs a descriptive quantitative approach, targeting high school graduates up to bachelor's degree holders in Soko District, with a sample size determined using the Slovin formula. Primary data was collected from 99 respondents through questionnaires using purposive sampling. Data was analyzed using multiple linear regression. Results from the t-test show that education has no significant effect on employment (significance value of  $0.050 > \alpha (0.05)$ ), while soft skills have a significant effect (significance value of  $0.000 < \alpha (0.05)$ ). The F-test indicates that education and soft skills together have a significant effect on employment (significance value of  $0.000 < \alpha (0.05)$ )*

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## INTRODUCTION

There has been a lot of discussion in the literature regarding the relationship between employee education and employment. It usually focuses on how the number of school years and the level of education needed for a job match up. But there are other ways to determine whether education and employment are compatible than just looking at years of schooling. The relationship between education and employment is examined in this study.

Their professional activity is unrelated to their education, according to several research (Robst 2007), But with the major changes taking place in the composition of the labour force and also in the demand for labour, it would be interesting to

observe and understand the impact of their education and income. (Hartog 2000).

According to Undang-Undang No. 20 of 2003, education is an intentional and planned attempt to establish the environment and process of learning that will enable each student to fully realize his or her potential. Man needs education to survive. Without it, his human resources will be of lower quality, and his thoughts and the work he produces will be influenced. (Indonesia 2004). A person's degree of education makes them more selective when selecting a career that aligns with their skill set. Naturally, a more educated person will choose their occupations carefully based on their skill set so they can perform the work effectively and get the best results.

Fajar (2020) said that, despite the fact that employment and education have different goals, education is always seen as the foundational investment for success in the workplace of the future. The percentage of mismatch in Indonesia remains high at over 40%, and it has not been able to be addressed (Nugroho 2016). When a person's educational background and the type of work they do diverge, it's called mismatch. A mismatch in the workplace occurs when a person's previous education and their current job don't align (Sabarofek and Anggraeni 2022).

According to Hasibuan & Handayani (2021) The difficulty of the prospective employer in adjusting his or her skills or educational background to the demand or supply of the world of work is one of the causes of mismatch. A mismatch appears due to vertical and horizontal factors. The vertical factor in a mismatch is caused by a person's educational qualifications and skills being lower or higher than the demand or supply for job qualifications. Meanwhile, the horizontal factor in the mismatch is caused by a mismatch between the education or major chosen and the job requirement criteria.

## **Mismatch**

*International Labour Organization (ILO)* defines mismatch as any gap or imbalance in a person's education or skills with the availability or needs of the world of work (Sukanti and Sulistyaningrum 2022). Mismatch can occur because

of the limited job opportunities for individuals in the global era and the fear of becoming unemployed because of society's social views, thus encouraging someone to do, or choose a job outside their educational background or expertise (Prayudhani 2020).

This phenomenon is confirmed by a statement from the Ministry of Manpower (2017), which states that only 37% of the workforce is in line with their education, while the other 63% get jobs that are not in line with their education.(Aisyah 2022)

According to the Minister of Manpower of the Republic of Indonesia Muhammad Hanif Dhakiri (2017) The mismatch phenomenon is still a major employment problem in Indonesia. Every year, Indonesia is able to create or produce various types of educational graduates, thereby increasing the number of the workforce, but this increase is not balanced by the availability of the job market. This gap is what causes Indonesia to experience a quite polemical mismatch phenomenon.(Tarmizi 2017). The difficulty of prospective workers adapting their skills or educational background to the demand or supply of the world of work is one of the causes of mismatch. Mismatches arise due to vertical and horizontal factors, Hasibuan & Handayani (2021). The vertical factor in a mismatch is caused by a person's educational qualifications and skills being lower or higher than the demand or supply for job qualifications. Meanwhile, the horizontal factor in the mismatch is caused by a mismatch between the education or major chosen and the job requirement criteria.(Somers et al. 2018)

## **Work**

Work, in a broad sense, is a primary human activity, and in a narrow sense, it is something that humans do with responsibility for a specific purpose. By working, people can meet their needs, and the type of work will greatly influence the results or income (Fernanda 2014). According to Rouf. M (2018) A job is a group of positions that correspond to the duties and qualifications described in the job characteristics. According to Meisartika et al., (2021) Work in general is the main activity that a person does continuously, while in a more complex sense, work is something that a person does continuously for various purposes, such as getting money to meet their living needs. There are also those who work only for social needs to help other people. Apart from that, work is based on a hobby. According to Irma & Gawi (2016) states that job satisfaction is the

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match between what is desired and what is obtained. Together with Arini (2017) Job satisfaction is a condition where a person works with feelings of satisfaction or pleasure. If employees are happy with their work, they will work professionally.

It can be concluded that the main activity carried out continuously by a person with a specific goal can be said to be work, then the employment indicators according (Juariah 2019) is work motivation, which consists of job interests, availability of job vacancies, and socio-economic factors.

### **Education**

Education itself can be defined as the process of dedicating the attitudes or behavior of a person or group to maturity through teaching or training efforts (Siregar .R. S. et,al, 2021). According to Wasitohadi (2014) Education is a process of renewing experience gained from relationships or institutions to produce social continuity. Education is a deliberate effort chosen by an individual to improve knowledge, physical health, and morals so that it can lead the individual to his or her dreams that are beneficial for themselves and others. (Dahlan. A., 2021). According to Abdillah (2019) In the book entitled Educational Science: Concepts, Theories, and Applications, it is said that education is needed by humans to develop their potential at the macro level and scale, which relies on social interaction without any essential differences. Education is very important and cannot be separated from the life of the nation. The progress of the nation can be seen in the quality of its education. Activities carried out with the aim of increasing insight or knowledge as capital for the future (Alfiyana 2017), So the job indicators according to this statement are (1) level of education (2) suitability of major.

### **Soft Skill**

Apart from education, what is no less important is soft skills, according to Rokhayati et al., (2017) Non-technical skills, or soft skills, are skills that come from oneself or are personal in a non-technical nature that are useful in the world of work to master work with one's skills. With soft skills, a person is able to adapt to their environment because they have good emotional skills, so they are easily recognized by society. According to Setiani & Rasto (2016) Soft skills are skills, abilities, and traits related to personality, attitudes, and behavior derived from formal and technical knowledge. Soft skills are a person's personal and professional skills at work, so they are closely related to career prospects. (Vyas and Chauhan 2013). Soft skills can be honed or trained in various ways, including: increasing interactions with other people; managing time effectively and

efficiently; being active in organizations and seminars; building relationships; and looking for lots of information from books or the internet. In this way, soft skills will be very useful for someone in the world of work because they have a high enough level of professional ability so they can compete well in the job market. A person's skills or ability to relate well to themselves, a group or community, and the Creator (Juariah 2019), So the Soft Skill indicators from this statement are (1) Communication ability (2) Cooperation (3) Responsibility (4) Honesty (5) Adaptation.

## RESEARCH METHODS

This research uses data collection techniques in the form of distributing closed-type questionnaires, collecting data by giving questions or written statements to respondents to answer. (Ahyar et al. 2020). Respondents in this study are residents of Soko District, Tuban Regency. The Independent Variables in this study are Education and Soft Skills, while the Dependent Variable is Employment, using statistical data analysis techniques to test data instruments, namely validity and reliability tests, to test the distribution of independent variable and dependent variable data. normal distribution or not, then the normality test is carried out, then multiple linear regression analysis is carried out including partial T test, simultaneous F test.

## RESULTS AND DISCUSSION

### Research Instruments

#### Validity Test

The validity test in research is used to evaluate the validity of the data that has been collected. This validity test was conducted using a significance level of 5% and a confidence level of 0.05. If the validity test results show a significance value that is less than 0.05 (sig. < 0.05), then the data is considered valid. The results of the validity test in this study are listed below:

**Table 1.** Validity test results

| Variables        | Indicator | r calculate | Criterion |
|------------------|-----------|-------------|-----------|
| Education (X1)   | X1.1      | 0,528       | Valid     |
|                  | X1.2      | 0,519       | Valid     |
|                  | X1.3      | 0,691       | Valid     |
|                  | X1.4      | 0,819       | Valid     |
| Soft Sklill (X2) | X2.1      | 0,722       | Valid     |
|                  | X2.2      | 0,586       | Valid     |
|                  | X2.3      | 0,706       | Valid     |
|                  | X2.4      | 0,327       | Valid     |
|                  | X2.5      | 0,636       | Valid     |
|                  | X2.6      | 0,589       | Valid     |

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|         |       |       |       |
|---------|-------|-------|-------|
|         | X2.7  | 0,741 | Valid |
|         | X2.8  | 0,503 | Valid |
|         | X2.9  | 0.739 | Valid |
|         | X2.10 | 0.455 | Valid |
| Job (Y) | Y.1   | 0.670 | Valid |
|         | Y.2   | 0.833 | Valid |
|         | Y.3   | 0.620 | Valid |
|         | Y.4   | 0.764 | Valid |
|         | Y.5   | 0.712 | Valid |
|         | Y.6   | 0.740 | Valid |

Source. Processed Primary Data,2024

The validity test results indicate that each statement listed in the questionnaire is considered valid or appropriate to describe the indicator under study.

### Reliability Test

A reliability test is a method used to evaluate the extent to which answers in each variable remain consistently stable. Based on reliability tests conducted using SPSS software, the following results were obtained:

**Table 2.** Reliability test results

| No | Variable        | Cronbach's Alpha Value | Conclusion |
|----|-----------------|------------------------|------------|
| 1  | Education (X1)  | 0,875                  | Reliabel   |
| 2  | Soft Skill (X2) | 0,818                  | Reliabel   |
| 3  | Job (X3)        | 0,835                  | Reliabel   |

Source. Processed Primary Data, 2024

Based on Table 2, the reliability test results show that all instruments have an adequate level of reliability. This can be seen from Cronbach's Alpha value of > 0.60, indicating that the data is reliable, and this provides a solid basis for proceeding to the next stage of the test.

### Data Analysis Techniques

#### Multiple Linear Regression Analysis

**Table 3.** Multiple linear regression test results

| Independent Variables | Dependent Variable | Coefficients <sup>a</sup>   |            |       |
|-----------------------|--------------------|-----------------------------|------------|-------|
|                       |                    | Unstandardized Coefficients |            | Sig.  |
|                       |                    | B                           | Std. Error |       |
| Education (X1)        | Job (Y)            | - 0,505                     | 0,255      | 0,000 |
| Soft Skill (X2)       |                    | .756                        | 0,209      | 0,000 |

a. Constant : Unstandardized Coefficients (B=14,400; Std Error=2,153)

Source. Processed Primary Data, 2024

In table 3 above regarding the results of SPSS processing, a multiple regression equation can be made as follows:  $Y = 14,400 + (-0,505 X1) + 0,756 X2 + e$

From the results of the equation mentioned above, it can be interpreted that:

- a) The constant value (a) has a positive value of 14.400, which means it shows a unidirectional influence between the independent variable and the dependent variable. It also shows that the independent variables Education (X1) and Soft Skills (X2) have a value of 0 percent or have not changed, and the job value is 14,400.
- b) The regression coefficient value for the Education variable (X1) is -0.505, which means it shows a negative influence (in the opposite direction) with Employment. Shows that the Education variable (X1) has increased by 1 percent and the Employment variable has decreased by 0.505. Assuming other variables remain constant.
- c) The regression coefficient value for the Soft Skill variable (X2) is 0.756, which means it shows a positive influence (in the same direction) as Occupation. Shows that the Soft Skill variable (X2) has increased by 1 percent and the Job variable has increased by 0.756. Assuming other variables are considered constant

**Simultaneous Test (Test F)**

**Table 4.** Statistical simultaneous test results F test

| ANOVA <sup>a</sup>    |                    |         |         |                   |
|-----------------------|--------------------|---------|---------|-------------------|
| Independent Variables | Dependent Variable | F count | F table | Sig.              |
| Education (X1)        | Job (Y)            | 159.181 | 9.290   | .000 <sup>b</sup> |
| Soft Skill (X2)       |                    |         |         |                   |

Source. Processed Primary Data, 2024.

Based on table 4 above, for the simultaneous influence of Education (X1) and Soft Skills (X2) on Employment (Y) is  $0.000 < 0.05$  and the calculated F value is  $159,181 > F \text{ table } 9,290$ , it can be concluded that Education (X1) and Soft Skills (X2) simultaneously influence Job (Y).

**Partial Test (Test t)**

**Table 5.** Statistical partial test results of t-test

| Coefficients <sup>a</sup> |                    |         |         |      |             |
|---------------------------|--------------------|---------|---------|------|-------------|
| Independent Variables     | Dependent Variable | t count | t table | Sig. | Description |
|                           |                    |         |         |      |             |

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|                 |         |        |       |       |           |
|-----------------|---------|--------|-------|-------|-----------|
| Education (X1)  | Job (Y) | -1,984 | 1,988 | 0,050 | Rejected  |
| Soft Skill (X2) |         | 3.626  | 1.988 | 0,000 | Accepting |

Source. Processed Primary Data, 2024.

From the results of the t test (partial) in the table above can be explained as follows:

- a) It is known that the significance value (Sig.) of the effect of X1 on Y is  $0.050 > 0.05$  and the t calculated value is  $-1.984 < t$  table 1.988, thus it can be concluded that Education does not affect Employment.
- b) It is known that the significance value (Sig.) of the effect of X2 on Y is  $0.000 < 0.05$  and the t calculated value is  $3.626 > t$  table 1.988, thus it can be concluded that Soft Skills affect Employment.

### **Test of Determination Coefficient (Adjusted R<sup>2</sup>)**

**Table 6.** Results of the test of determination coefficient (adjusted R<sup>2</sup>)

| <b>Model Summary<sup>b</sup></b> |                           |                   |                 |
|----------------------------------|---------------------------|-------------------|-----------------|
| <b>Independent Variable</b>      | <b>Dependent Variable</b> | <b>R</b>          | <b>R Square</b> |
| Education (X1)                   | Job (Y)                   | .403 <sup>a</sup> | .162            |
| Soft Skill (X2)                  |                           |                   |                 |

Source. Processed Primary Data, 2024.

Based on the above Table 6, it is indicated that the results of the test for the variables Education (X1), Soft Skill (X2), collectively influence the Job (Y) by 0.165 or 16,2%, while the remaining 16,2%, is influenced by other variables outside the scope of this study

### **DISCUSSION**

Based on the test results above, it shows that the constant value (a) is 14,400, which means that the independent variables Education (X1) and Soft Skills (X2) have a value of 0 (no change), so the employment value of the Soko District community is 14,400 units. The regression coefficient value for the Education variable (X1) is -0.505, which means that the Education value (X1) increases by 1 unit and the value of the Soko District community employment variable decreases by 0.505 units, so it has a negative effect (in the opposite direction). Likewise, the regression coefficient value for the Soft Skill variable (X2) is 0.756, which means that the value of the Soft Skill variable (X2) has increased by 1 unit and the Soko District community employment variable has increased by 0.756, so it has a positive effect (in the same direction). Assuming Education (X1) and



Soft Skills (X2) remain/constant. It can be stated that education and soft skills have a significant influence on the employment of the people of Soko District, Tuban Regency.

By calculating multiple linear regression, researchers also get results from partial testing or what is usually called the t test. Based on the test results, education does not have a significant effect on the employment of the people of Soko District. This is proven by the results of the significance value of the influence of education (X1) on employment (Y) for the people of Soko District, which is 0.050, greater than 0.05 and the calculated t value of -1.984 is smaller than the t table of 1.988. In accordance with the calculation of T table = t (a / 2 ; n-k-1) the result is t (0.025 ; 96) = 1.988, seen from the distribution value of the t table results. This supports the statement from the Minister of Education Nadiem Makarim (2022) stating that only a maximum of 20% of college graduates work in their major. In Indonesia, there are still many cases of mismatch between educational background and work, which causes a mismatch between lower and higher educational investments. Apart from that, it can also contribute to unemployment rates (Aisyah 2022). The Ministry of Manpower (KemNaker), Ida Fauziah (2022) has made efforts to reduce the mismatch between education and work or what is usually called educational mismatch. By issuing Presidential Decree Number 68/2022 concerning Revitalization of Vocational Education and Vocational Training, as an effort to reduce the mismatch that occurs. "Maximizing vocational schools. *"So we are demand driven, following the needs of the job market through vocational training and education."* This is also supported by the Chairman of the Indonesian Chamber of Commerce and Industry, Arsjad Rasjid, with the hope that Indonesia will be able to have human resources whose abilities are exactly what is needed to fill the jobs in the future. (Kusumo 2022).

Calculation of the partial test or second t test shows that Soft Skill (X2) has a significant effect on the employment of the people of Soko District. This is proven by the results of the significance value on the influence of soft skills on work which is 0.000, smaller than 0.05 and the calculated t value of 3.626 is greater than the t table of 1.988. In accordance with the calculation T table = t (a / 2 ; n-k-1) the result is t (0.025 ; 96) = 1.988, seen from the distribution value of the t table results. This supports the statement from the Minister of Finance of the Republic of Indonesia, Sri Mulyani, who revealed that President Jokowi always said that human capital investment was important. Skills that are difficult for robots to master are soft skills. People who can interact, care, and be diplomatic. Based

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on a World Bank study, many children go to school but don't learn anything, so when they graduate, they don't have the ability to increase productivity. This is where the importance of the quality of education and the accuracy of the knowledge provided come in. So to have high competitiveness, Indonesian people must also equip themselves with soft skills. Because currently, in the era of globalization, competition in the world of work is getting tighter, especially as machines are starting to replace it, soft skills play an increasingly important role. So that each individual has several skills that can be used as benchmarks in work (Proxsis H. R, 2020).

Meanwhile, simultaneous testing, or what is called the F test, obtained results that education and soft skills had a simultaneous or joint effect on the work of the people of Soko Tuban District. It is proven in table 4.9 that the significance value for the influence of education (X1) and soft skills (X2) simultaneously on employment (Y) is 0.000, the value is smaller than 0.05 and the calculated F value of 9.290 is greater than the F table of 3.09. In accordance with the calculation of F table = F (k ; n – k) the result is F (2 ; 97) = 3.09, seen from the distribution value of the F table results. This supports the theory of Muhmin (2018) which states that education is a person's initial capital or investment for their future, including the world of work. Education gives a person the knowledge, information, and skills needed for work. Meanwhile, soft skills themselves are defined as skills that emerge within a person, starting from skills in speaking or communicating, skills in working with other people, adaptability skills, and many more, which are really needed in the world of work because, with soft skills, a person is able to survive changes in conditions at work so as to be able to resolve any problems that exist in the world of work. With this, education and soft skills do influence each other at work; how could it not be that current job qualifications always include the latest education or education major and several skills in soft skills, such as being able to work under pressure.

## **CONCLUSION AND ADVICE**

### **Conclusion**

Based on the results of research conducted regarding the influence of education and soft skills on employment in Soko Tuban District, several conclusions can be drawn as follows:

1. Education does not have a significant effect on employment in Soko District. This is proven by the results of the t test calculation with reference to the distribution of t table values, the calculated t<sub>value</sub> is  $-1.984 < t_{table} 1.988$  and the significance value is greater

than 0.05, namely 0.050.

2. Soft skills have a significant influence on employment in Soko District. This is proven by the results of the t test calculation with reference to the distribution of t table values, the calculated  $t_{\text{value}}$  is  $3,626 > t_{\text{table}} 1,988$  and the significance value is smaller than 0.05, namely 0.000.
3. Education and Soft skills have a simultaneous or simultaneous influence on employment in Soko District. This is proven by the results of the F test calculation with reference to the distribution of F table values, the calculated  $F_{\text{value}}$  is  $9,290 > F_{\text{table}} 3.09$  and the significance value is smaller than 0.05, namely 0.000.

### **Suggestion**

With the simultaneous influence of education and soft skills on employment, it is hoped that society will be more effective and selective in choosing a type of education, both level and major, according to current employment conditions. As well as balancing educational abilities with soft skills, because these are things that prospective workers really need to have before entering the world of work or business.

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