

THE EFFECT OF THE INVOLVEMENT INTENSITY IN EXTRACURRICULAR ACTIVITIES AND SOFT SKILLS TOWARDS READINESS TO WORK FOR HIGHER EDUCATION GRADUATES IN EAST JAVA

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Abstract

There are many graduates of higher education who are academically good, but weak in terms of soft skills; and it is becoming main cause of unemployment among the educated. This study examines the relationship between the intensity of involvement in extracurricular activities with soft skills quality and work readiness of the graduates. The population in this study was college graduates in East Java in 2014. The sample was determined by accidental sampling technique for college graduates in Surabaya, Malang, Jember and Kediri. Data analysis was done by using multiple analysis of variance. The results showed the more intensively involved in extracurricular activities, the better quality of soft skills and work readiness which the graduates have. Suggestion is proposed to universities to develop extracurricular activities that must be followed by all students.

Key words: extracurricular, soft skills, readiness to work.

BACKGROUND

One of the main problems of employment in Indonesia is related to job seekers' readiness to work which is still low. The employers and managers have long complained about the workers who have recently graduated from institutions of higher education that did not have readiness to work. Many graduates of higher education are academically good, but weak in terms of teamwork, leadership, and communication skills (Dharmarajan, Pachigalla, and Lanka, 2012). Unpreparedness work of the graduates is one of the factors that led to high unemployment (Caballero & Walker, 2010).

Based on the Central Bureau of Statistics in August 2014, in Indonesia there are 9.5% (688 660 people) of the total unemployed are college graduates. There are 495.143 people of the total unemployed are graduates of a university degree. Data in the previous year showed the number of educated unemployed (both diploma and bachelors) is still very large. In 2013 the number of educated

unemployed is at 8.36% (619 288 persons), whereas in 2012 at 8.79% (645 866 persons) (www.edukasi.kompas.com). Merdeka reported, in early March 2012, labor market demands was recorded 113 million people, while the number of educated and skilled workers recorded 104 million people (<http://merdeka.com>). Thus, during this period, there is a demand of educated and skilled labor about 9 million people. In the same period, the data of Balitfo Depnakertrans (2012) shows the number of national open unemployment are 7,700,086 people (www.depnakertrans.go.id). It means that the demand for educated and skilled workers are 9 million people. But only 1,3 million workers can have it. This proves the existence of the gap between demand and supply of labor caused by the unpreparedness candidates entering the workplace.

A study conducted by Prianto (2013) found the job seekers were considered weak from the indicators of reading, understanding the field of employment, personal maturity, communication skills and interaction, work attitude, and ability to solve problems. Average coefficient score of readiness to work on a variety of indicators is 3.6 (scale 1-5). Those various indicators are soft skills dimension. While indicators of mastery of knowledge, ICT, and the ability of computer applications are the score of hard skills dimension coefficient of 4.2 (scale 1-5). This suggests job seekers who have good ability of hard skills have low ability of soft skills. Though, the job providers always make soft skills as a primary consideration in the recruitment process of workers.

Various extracurricular activities that exist in every university can be used as an instrument to develop college students' soft skills. The researchers' experience for several years as a companion in students' activity shows that the involvement in extracurricular activities can strengthen the mental and personality. Various research studies prove that extracurricular activities is a place for college students to develop their potential and strengthen interpersonal skills (Rubin, Bommer, & Baldwin, 2002). Various studies have also found that the college students will get additional learning experience by attending various extracurricular activities. Skills in the areas of leadership, interpersonal skills, awareness, and self-confidence can be enhanced through extracurricular activities (Cole, Rubin, Feild, and Giles; 2007; Cole, Field, and Giles; 2003).

Therefore, this research answers some of the problems as follows: (1) Is there a correlation between the intensity of involvement in curricular activities with soft skills quality of the graduates? (2) Is there a correlation between students' involvement in curricular activities with work readiness of the graduates? (3) Are there differences in the quality of the graduates' soft skills seen

from the intensity of their involvement in extracurricular activities? (4) Are there differences in working readiness of graduates seen from the intensity of their involvement in extracurricular activities?

This research is important to do, so that higher education institutions have a policy platform to prepare graduates to be better prepared to enter the workplace. This research is also required to seek answers to the problems of unemployment of college graduates which is increasing every year.

THE URGENCY OF EXTRACURRICULAR

Various studies have revealed that extracurricular activities referred to as additional activities for students during they study or do non-academic activities because it is not directly related to the subjects (academic) (Shannon, 2006). A study conducted by Darling, Caldwell & Smith (2005) describes the extra-curricular activities as activities supporting academic activities, and therefore he is called as co-curricular activities. Co-curricular activities can take the form of learning while working projects, cultural activities and art, sports, training, research activities, and students' organization; which are intended to enrich the learning experience (Kezar& Moriarty, 2000; Wren, 1997). Rubin, Bommer, and Baldwin (2002) stated that the extracurricular activities are places to develop their own potential and strengthen interpersonal skills.

Skills in the areas of leadership, interpersonal skills, awareness, and self-confidence can be enhanced by engaging in extra-curricular activities (Cole, Rubin, Feild, and Giles; 2007; Cole, Field, and Giles; 2003). Extracurricular activities at this time are considered essential to enrich the students' experience for studying (Conway, 2009). There are many benefits to be gained by the students through extracurricular activities. They are strengthening awareness of rights and obligations, the attitude of responsibility, dedication (Mahoney & Stattin, 2000) and caring attitude towards the role of tasks in social life (Schuh& Lavery, 1983). While Geraghty (2010) explains that extracurricular activities will be able to reinforce the learning experience, improve academic achievement, allowing students to develop the soft skills such as growing self-confidence, expanding networks, allowing students to hone the ability to communicate and negotiate, and strengthening leadership.

Various studies have shown that extracurricular activities play a major role to develop talents, interests, and interpersonal skills of students (Chia, 2005; Rubin, Bommer, & Baldwin, 2002). Students' involvement in extracurricular activities can strengthen self-confidence and mental development (Larson, Hansen

& Moneta, 2006). A study conducted by Guest & McRee (2009) states that student involvement in extracurricular activities will grow healthy mental. A study conducted by Fredricks&Eccles (2005) proved that students who are actively involved in sporting activities and student organizations (clubs) make the students are not prone to depression and strengthen social relations between students.

Various studies have shown that extracurricular activities can be used to foster positive student behavior. Darling (2005) explained that extracurricular activities are place for students to hone their self-confidence and grow social skills. Student involvement in sporting activities, for example; it can be used as a platform to build a united position. The growth of togetherness among students is then able to develop a sense of confidence (Daniels & leaper, 2006; Tracy & Erkut, 2002).

Various forms of extracurricular activities, such as arts, sports, student organizations, various forms of social activities, various forms of study, and scouting to be a forum for students to develop the personality, talents, and interests. Research conducted by Broh (2002) and Mahoney, et al (2006) concluded that in order to foster positive behavior in students themselves, which is characterized by the growth of self-confidence; can be done by involving students in extracurricular activities.

The participation in extracurricular activities is generally measured by the number of activities followed by the learners. To gain the data about the involvement in extracurricular activities, the research is conducted through interviews, questionnaires, and academic reports which are issued by educational institutions. The intensity of the involvement of students in extracurricular activities are grouped into two categories namely "participate" and "not participate" (Mahoney, et al., 2003; Bohnert, et al., 2007). In the context of higher education in Indonesia, since not all students attend extracurricular activities, so the involvement in extracurricular are grouped into five categories, namely: strongly not intensive (did not follow extracurricular), not intensive (joining extracurricular activities but not active), intensive enough (being quite active in extracurricular activities), intensive (being active in extracurricular activities), and highly intensive (being very active in extracurricular activities).

THE URGENCY OF SOFT SKILLS

Previous studies have revealed the importance of soft skills for the workplace. Stephens (2013) suggested some soft skills required in various professions are the ability to communicate both orally or written; the ability to

have initiative, willingness to keep learning, sensitivity and the ability to understand the environment, being responsible for the profession, intuition, self-awareness, and the ability to learn from mistakes. Aasheim, et al (2009) and Zhang (2012) suggested the top ten soft skills that must be owned by a person to work. They are integrity and honesty, communication skills, analytical skills, teamwork, interpersonal skills, motivation, adaptability, creative thinking skills, organizational skills, and relevant work experience. Meanwhile, according to Balaji and Somashekar (2009), there are 18 main soft skills that must be owned by the workers. They are leadership, time management, stress management, teamwork, negotiation, oral communication, interpersonal relations, problem solving, decision making, self-management, effective thinking, continuous learning, mind mapping, written communication, presentation skills, ability to adapt to the work environment, coping with challenges, and being flexible.

A study conducted by Crawford, et al (2011) revealed the soft skills of workers who often became an issue in the workplace, including communication problems, self-direction, problem solving or adaptability, reliability, professionalism or integrity, teamwork, interpersonal relationships, creativity and innovation. According to Crawford (2011), the problems of soft skills for workers are communication skills (55.1%), the problem of self-autonomy or ability to direct themselves (49%), and the ability to solve problems (40.8%).

Why many workers have problems with their soft skills. A study conducted by Brungardt (2011), when he studied he found there were many students who had weak soft skills. The students generally had weak soft skills in terms of their communication (83.3%), professionalism or integrity (50%), reliability (50%), problem solving and adaptability (33.3%) and creativity and innovation (16, 7%). This information is a challenge for educational institutions that have educational programs which are directed to develop communication skills, strengthening integrity and upholding the values of professionalism, strengthening the attitude to be believed, becoming accustomed to solve problems, creative, and innovative.

THE READINESS TO WORK

Various studies have been conducted by the researchers to identify the various indicators of readiness to work. Brady (2010) has reviewed some of the personality attributes that are used to assess the level of readiness to work. According to Brady (2010), there are six individual indicators of readiness to work. They are (a) a responsible attitude, (b) the ability to think and act flexibly,

(c) having a variety of life skills, (d) communication skills both orally and written, (e) the ability to perform self-evaluation, and (f) awareness of their own health and safety.

Responsible workers have full awareness that success in career will be influenced by their performance (Reynolds and Ceranic, 2007). Responsible workers are always marked by personal integrity, honesty and trustworthy (Gardner, Csikszentmihalyi, and Damon, 2001). Responsible attitude of the workers will influence to the progress of the organization (Gardner, Csikszentmihalyi, and Damon, 2001; Gardner, 2007).

Communication skills of workers both orally and written really support to create a conducive working atmosphere. Various problems often occur because of communication problems, either communication problem among workers, with the organization, or with the public. Thus the communication skills of the workers will be assessed by the providers of workers as a factor that determines the readiness to work (Caballero, Walker, Tyszkiewicz, 2011; Porath & Bateman, 2006; Brady, 2010).

The readiness of individuals to work can also be identified by their ability to perform self-evaluation. This is demonstrated by the ability of workers to be aware of how their position in the life of the organization where they work is, so they understand what to do to improve their performance. Self-evaluation skills allow workers to be easy to receive feedback, encourage them to continue learning, and broaden the concepts that give an impact on the appearance of confidence. The worker with a strong sense of confidence will affect their performance (Betz, 2004). Thus the willingness of workers to conduct self-evaluation also reflects the personal maturity, and it affects the readiness to work (Caballero, Walker, Tyszkiewicz, 2011).

Based on the study as presented above, it shows that the readiness to work more influenced by the dimension of soft skills. This is in line with the study conducted by Wagner (2006) explained there are 14 factors that make job seekers are not accepted as a worker. The first two factors related to academic skills (hard skills), while the remaining 12 related to non-academic skills (soft skills). These 14 factors include: the mismatch of expertise and skills, inadequate academic achievement, attitude, personality, or lack of confidence, lack of strong motivation, encouragement and low enthusiasm, weak leadership, unprepared for a presentation interview, prioritizing momentary advantage, unrealistic wage demands, less of preparation for work, having minimum extra-curricular activities during the study, lacking basic skills, and less ready to work.

Based on the previous studies, it is known there is a correlation between the intensity of involvement in extracurricular activities with the quality of soft skills and readiness to work. The graduates who are active in extracurricular activities during their study will have good soft skills and more ready to work. Thus, to overcome the problem of unemployment, it can be done by strengthening soft skills of graduates. Strengthening soft skills can be done through the strengthening of extracurricular activities at school or college.

METHOD

This research was aimed to respondents who have been graduated from several higher education institutions in East Java. They were graduated in 2014 from higher education institutions in term of university, institute, and college that have status “Accredited” by National Accreditation Institution of Higher education in Ministry of Education and Culture called BAN –PT Kemendikbud. The field of science of graduates were divided into three categories, they are: engineering, science, and social economics. The purpose of this research was aimed to the graduates as the respondents who lived in Surabaya, Malang, Kediri, and Jember. This research discussed whether there are differences of readiness to work for the graduates by considering to the background of the higher education, the field of science, and the location.

By considering the large number of graduates and their place were spread out, the researcher took the sample of this research by using Accidental Sampling Technique. A number of samples who did the questionnaire were 218 people as listed in tabel 1. To obtain the data about the intensity of involvement in extracurricular activities, the quality of soft skill, and the readiness to work of the graduates, it was done by distributing the questionnaires of Likert model scale five (Azwar, 1998). Testing the validity and the reliability of questionnaires were done by using Cronbach alpha that using SPSS software. The result of the questionnaires was converted into five categories, the lowest scored was 1 and the highest scored was 5.

Table 1 Research Sample Distribution

Location	The institutions of Higher Education			Total	The Field of Science			Total
	University	Institute	College		engineering	Science	Social Economics	
Surabaya	20	12	20	52	18	14	20	52
Malang	25	20	19	64	19	18	27	64
Kediri	12	10	20	42	15	11	16	42
Jember	21	19	20	60	17	18	25	60
Total	78	71	79	218	69	61	98	218

Source: Research Document

The involvement of the graduates in extracurricular activity was converted in the following categories: strongly not intensive, not intensive, intensive enough, intensive, and highly intensive . The soft skills of the graduates was converted in the following categories: very low, low, enough, high, very high. The readiness to work for the respondents was converted in the following categories: strongly not ready ,not ready ,quite ready , ready, and highly ready.

The data analysis done by using multiple analysis of variance technique (MANOVA) (Warne, 2014, Tabachnick, et al, 2007) by using SPSS software for windows. MANOVA Techniques was applied in order that it could know among the independent variables such as the location, the higher education, the field of science, and the intensity of involvement of graduates in extracurricular activities to the quality of soft skill and the readiness to work. This research also analyzed the differences of the influence of independent variable to dependent variable in several categories and interaction between them. The research design was developed to analyze several variables that influencing the quality of soft skills and readiness to work for graduates as follows:

Design: Location + Higher Education + Field of Science + Intensity of involvement in extracurricular activity + The location*Higher education + Location*The Field of Science + Location*Intensity of involvement in extracurricular activity + Higher Education*The Field of Science + Higher Education* Intensity of involvement in extracurricular activities + The Field of Science * Intensity of involvement in extracurricular activities + Location * Higher Education *The Field of Science + Location * Higher education * Intensity of involvement in extracurricular activities + Location * The Field of Science * Intensity of involvement in extracurricular activities + Higher education * The Field of Science * Intensity of involvement in extracurricular activities + Location * Higher Education * The Field of Science * Intensity of involvement in extracurricular activities.

RESULTS AND DISCUSSION

Based on the data from the questionnaire, it is known that the intensity of the graduate involvement in extracurricular activities as follows: there are not very intensive 2%, not intensive 13.7%, intensive enough 31.7%, intensive 38.5%, and very intensive 14.1%. Table 2, it describes the quality of the soft skills and work readiness of college graduates and the intensity of graduates involvement in extracurricular activities based on the forms of the institute of higher education. These data indicate that 52.6% graduates intensively involve in extracurricular activities when they study in the college and 47.4% were not involved intensively. The graduates have not involved in extracurricular activities optimally because not all universities require students to be active in extracurricular activities. Until 2014, there are no binding regulations to all students and universities to determine graduations by looking at the quality of involvement in extracurricular activities.

This study proves the correlation between the intensity of involvement in extracurricular activities with the quality of soft skills and work readiness of the universities graduates in East Java. Table 2 describes that the stronger involvement of graduates in extracurricular activities, the better the quality of graduates soft skills and the more ready graduates to work. This trend occurs in all forms of higher education and all city areas in East Java.

Table 2 The Quality of Soft Skills and the Work Readiness of Graduates Based on Location, the Form of Higher Education and Extracurricular Involvement

Variable Bound	Location	The Form of Higher Education	Extracurricular Involvement intensity	Mean Soft Skills (Scale 1-5)	Mean Readiness (Scale 1-5)
The Quality of Soft Skills and Work Readiness		University	Not Intensive	2,250	2833
			Intensive enough	3625	3625
			Intensive	4,000	4333
			Highly Intensive	5,000	5,000
	Surabaya	Institute	Strongly Not Intensive	1,000	2,000
			Not Intensive	2,000	2,000
			Intensive enough	3,200	3,200
			Intensive	4,000	4667
		College	Not Intensive	3,000	4,000
			Intensive enough	3375	3,500
			Intensive	4333	4556
			Highly Intensive	5,000	5,000
	Malang	University	Strongly Not Intensive	1,000	2,000
			Not Intensive	2,000	2667
			Intensive enough	3,500	3667
			Intensive	4625	4438
			Highly Intensive	4,750	5,000

		Not Intensive	2,000	2,000
	Institute	Intensive enough	3,000	4033
		Intensive	4,100	4267
		Highly Intensive	5,000	4667
		Not Intensive	2167	2833
	College	Intensive enough	3222	3333
		Intensive	4,250	4,750
		Not Intensive	2,600	2,800
	University	Intensive enough	3,071	3357
		Intensive	4,100	4,200
		Intensive enough	3,200	3,400
Jember	Institute	Intensive	4125	4,250
		Highly Intensive	5,000	5,000
	College	Intensive enough	3,250	3,750
		Intensive	4,091	4273
		Highly Intensive	5,000	5,000
	University	Intensive enough	3,000	3,500
		Intensive	4,200	4,400
		Highly Intensive	5,000	5,000
Kediri	Institute	Intensive enough	3,250	3,250
		Intensive	4,250	4,250
		Highly Intensive	5,000	5,000
	College	Strongly Not Intensive	1,000	2,000
		Not Intensive	2,000	2,500
		Intensive enough	3,250	3,500
		Intensive	4083	4333
		Highly Intensive	5,000	4,000

Source: The results of the analysis of the data processed by researcher

The exposure in Table 3, it proves how important the strengthening of extracurricular activities at all colleges is. The results of the analysis proved that the quality of soft skills and work readiness of the graduates differ significantly between those who are not very intensive involving in extracurricular activities with those who are not intensive, intensive enough, intensive, and highly intensive when they study in the universities, institutes and college.

Table 3 The Comparison of the Quality of Soft Skills and the Work Readiness of Graduates Based on the Intensity of the Involvement in Extracurricular

Variables	Extracurricular Involvement intensity	Mean Difference	Sig.	
The Quality of Soft Skills	Strongly Not intensive	Not intensive	-1.2667 *	.000
		intensive Enough	-2.2174 *	.000
		Intensive	-3.2262 *	.000
		Highly intensive	-3.9677 *	.000
	Not intensive	Intensive enough	-.9507 *	.000
		Intensive	-1.9595 *	.000

		Highly intensive	-2.7011 *	.000
	Intensive enough	Intensive	-1.0088 *	.000
		Highly intensive	-1.7504 *	.000
	Intensive	Highly intensive	-.7416 *	.000
		Not intensive	-.6667 *	.011
	Strongly Not intensive	Intensive enough	-1.4928 *	.000
		Intensive	-2.3929 *	.000
		Highly intensive	-2.9355 *	.000
Work Readiness		Intensive enough	-.8261 *	.000
	Not intensive	Intensive	-1.7262 *	.000
		Highly intensive	-2.2688 *	.000
		Intensive enough	Intensive	-.9001 *
		Highly intensive	-1.4427 *	.000
		Intensive	Highly intensive	-.5426 *

Note: *) significant at the level .05

Source: The results of the analysis of the data processed by researcher

Therefore, all universities need to design a program of extracurricular activities which is requiring all students. Students' involvement in extracurricular activities can be used as the requirement of graduation determination.

This study found two factors that significantly influence the quality of the graduates' soft skills. They are the variable of the intensity of the graduates' involvement in extracurricular activities and location interaction with the forms of higher education. While the factors that significantly influence the readiness to work for graduates are the variable of the forms of higher education, the field of science, the intensity of the involvement of graduates in extracurricular activities and the interaction of the forms of higher education with the intensity of graduates' involvement in extracurricular activities (see table 4). Some other variables which are used as research design have no significant effect. Overall, the contribution of the location of the graduates, the forms of higher education, the field of science, and the intensity of the graduates' involvement in extracurricular activities towards: (a) the quality of the soft skills (84.1%), and (b) readiness to work (71.1%). Overall, the score of the quality of the soft skills of college graduates in East Java is 3.549, while the score of the work readiness is 3.798 (scale 1-5).

Table 4 Tests of Between-Subjects Effects

Source	Dependent Variables	Df	Mean Square	F	Sig.
Corrected Model	The Quality of Soft Skills	57	3,300 ^{a)}	21,066	.000 *
	Work Readiness	57	2472 ^{b)}	10 388	.000 *
The Location of	The Quality of Soft Skills	3	.088	.563	.640 **

Graduates	Work Readiness	3	.308	1,296	.278 **
Higher Education	The Quality of Soft Skills	2	.145	.923	.399 **
	Work Readiness	2	.872	3664	.028 *
The Field of Science	The Quality of Soft Skills	2	.044	.283	.754 **
	Work Readiness	2	.751	3155	.045 *
Extracurricular	The Quality of Soft Skills	4	23 496	149 995	.000 *
	Work Readiness	4	15,520	65 220	.000 *
Location * Higher Education	The Quality of Soft Skills	3	.476	3,041	.031 *
	Work Readiness	3	.368	1546	.205 **
Location * The Field of Science	The Quality of Soft Skills	3	.354	2258	.084 **
	Work Readiness	3	.519	2,180	.092 **
Location * Extracurricular	The Quality of Soft Skills	9	.157	.999	.443 **
	Work Readiness	9	.258	1,084	.377 **
Higher Education * Extracurricular	The Quality of Soft Skills	4	.152	.968	.427 **
	Work Readiness	4	1,061	4,460	.002 *
The Fields of science * Extracurricular	The Quality of Soft Skills	4	.205	1,311	.268 **
	Work Readiness	4	.515	2162	.076 **
Location * Higher Education * Extracurricular	The Quality of Soft Skills	2	.007	.046	.955 **
	Work Readiness	2	.024	.103	.902 **
Location * The Fields of science * Extracurricular	The Quality of Soft Skills	2	.102	.650	.524 **
	Work Readiness	2	.172	.724	.486 **

Notes:

a. R Squared = .882 (Adjusted R Squared = .841)

b. R Squared = .787 (Adjusted R Squared = .711)

*) Significant at the .05 level, **) not significant

Source: The results of the analysis of the data processed by researcher

This study shows that graduates come from the suburbs are able to compete with graduates who live in urban areas. The results show the best quality of soft skills and work readiness come from graduates who live in Kediri, Jember, Malang and Surabaya. It can be seen from the mean difference between cities (see table 5). The quality of soft skills and work readiness for graduates who live in Jember has no significant difference with graduates who live in Kediri. This study also proves that the involvement in extracurricular activities for graduates who come from the suburbs is more intensive compared to graduates who live in urban areas.

Table 5 The Comparison of Quality of Soft Skills and the Work Readiness of Graduates Based on the Location of Residence

Variables	Location	Mean Difference	Sig.	
The Quality of Soft Skills	Surabaya	Malang	-.1743 *	.020
		Jember	-.4533 *	.000

		Kediri	-.5128 *	.000
	Malang	Jember	-.3385 *	.000
		Kediri	-.2790 *	.001
	Jember	Kediri	.0595	.456
Work Readiness		Malang	-.2284 *	.013
	Surabaya	Jember	-.4322 *	.000
		Kediri	-.5013 *	.000
	Malang	Jember	-.2729 *	.002
		Kediri	-.2039 *	.037
	Jember	Kediri	.0690 **	.483

Note: *) significant at the level .05, **) non significant

Source: The results of the analysis of the data processed by researcher

Based on the background of the institution, the best quality of soft skills and the work readiness for graduates come from the institute of higher education in the form of the institute, college, and university. This can be seen from the highest mean difference value on the institute, college and university (see table 6).

Table 6 Comparison of Quality of Soft Skills and Work Readiness Graduates Based on the Forms of Institute of Higher Education

Variables	The Forms of Institute of Higher Education		Mean Difference	Sig.
The Quality of Soft Skills	University	Institute	-.1587 *	.020
		College	-.0300 **	.635
	Institute	College	.1287 **	.058
Work Readiness	University	Institute	-.1923 *	.022
		College	-.1164 **	.137
	Institute	College	.0759 **	.362

Note: *) significant at the level .05, **) non significant

Source: The results of the analysis of the data processed by researcher

There are significant differences between graduates of universities with graduates of the institute. University graduates do not differ significantly with college graduates. Similarly, institute graduates do not differ significantly with college graduates.

Based on the background of the field of science, the best quality of soft skills and work readiness of graduates come from graduates from science, social economics, and engineering. This can be seen from the highest mean difference value on science, social economics, and engineering (see table 7).

Table 7 The Comparison of Quality of Soft Skills and the Work Readiness of Graduates Based on the Field of Science

Variables		Science	Mean Difference	Sig.
The Quality of Soft Skills	Engineering	Science	-.1599 *	.023
		Social Economics	-.1103 **	.085
	Science	Social Economics	.0496 **	.453
Work Readiness	Engineering	Science	-.1190 **	.167
		Social Economics	-.2174 *	.006
	Science	Social Economics	-.0984 **	.228

Remarks: *) significant at the level .05, **) non significant

Source: The results of the analysis of the data processed by researcher

There are significant differences between the graduates of engineering with the science graduates. Graduates of engineering do not differ significantly from the graduates of social economics. Similarly, the graduates of science do not differ significantly from the graduates of social economics.

CONCLUSIONS AND SUGGESTIONS

This research results in several conclusions as follows: (a) there is a correlation between the intensity of involvement in extracurricular activities with the quality of the soft skills of the graduates of universities in East Java. The more graduates intensively involve in extracurricular activities, the better quality of the soft skills which the graduates have, (b) there is a correlation between the intensity of involvement in extracurricular activities with work readiness of college graduates in East Java. The more intensively involved in extracurricular activities, the more ready for the graduates to work, (c) there are significant differences in the quality of the graduates soft skills which is seen from the intensity of their involvement in extracurricular activities, (d) there are significant differences in the work readiness of graduates seen from the intensity of their involvement in extracurricular activities.

Based on the research conclusions, there are some suggestions as follows: (a) Each college should have program of students' soft skills development. This program can be done by requiring all students to participate in extracurricular activities, (b) Students activities in extracurricular should be used as a graduation requirement. So This means that all students are encouraged to perform self-development through extracurricular activities, (c). Universities or college needs to develop an integrated learning program with extracurricular activities. So this is necessary that lecturing is not always full of theory, (d), further researches related

to the development of extracurricular activities and soft skills need to be conducted to respond the changing skills in the workplace.

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