

The Influence of Campus Organisations and Extracurricular Activities on Soft Skills Competencies (Case Study of Alumni of The Faculty of Economics and Islamic Business UINSU)

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Abstract

This study aims to examine whether campus organizations and extracurricular activities have an effect either jointly or partially on the soft skills competencies of alumni of the faculty of economics and islamic business at the State Islamic University of North Sumatra (UINSU). The population in this study is all alumni of the faculty of economics and islamic business, totaling 4058 alumni with s1 status with 5 study programs, namely: sharia accounting, islamic economics, sharia insurance, sharia banking, and management. The number of samples taken as many as 60 alumni using non-probability techniques, carried out by accidental sampling, namely sampling techniques based on chance, that is, anyone who is coincidentally encountered by researchers can be used as a sample, if it is considered that the person who happened to be met was suitable as a data source. Data collection was carried out through interviews, observations and distribution of questionnaires (with likert scale) to respondents alumni of UINSU, located in the city of medan. Quantitative data analysis includes data quality tests (validity, reliability), classical assumption tests (normality, multicollinearity and heterokedasticity), correlation analysis and determination and multiple linear regression as well as hypothesis tests t-test (partial) and f-test (simultaneous) with $\alpha = 5\%$. Hasil penelitian menunjukkan bahwa secara simultan maupun parsial terdapat pengaruh organisasi kampus dan kegiatan ekstrakurikuler kampus terhadap kompetensi soft skills alumni fakultas ekonomi dan bisnis islam pada universitas islam negeri sumatera utara.

Keywords: campus organization, extracurricular activities, soft skills

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1. Introduction

Education is seen as a need or demand that must be fulfilled by humans throughout their lives (long life education). Without education it is impossible for humans to develop and be able to achieve the ideals of progress, prosperity and happiness. Law of the Republic of Indonesia No. 20/2003 on the National Education System and Law of the Republic of Indonesia No. 12/2012 on Higher Education define education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

The concept of the tri dharma of higher education is a fundamental and very important framework in the context of higher education in Indonesia. This concept refers to three main aspects that must be carried out by universities to fulfil their roles and responsibilities towards society. The Tri Dharma of higher education encompasses three core aspects: education, research, and community service. Education involves providing quality and relevant instruction through classroom teaching, laboratory work, and other learning environments, helping students develop a deep understanding of academic material and practical skills. Campus organizational and extracurricular activities further enhance students' soft skills such as leadership, teamwork, and communication. Research entails higher education institutions actively conducting studies to advance science, technology, and innovation, enriching students' learning experiences through their involvement in the research process. Lastly, community service emphasizes the contribution of higher education institutions to societal progress. Research findings on the impact of campus organizations and

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extracurricular activities on soft skills can inform the development of programs that benefit both students and the broader community.

The national education goals of Indonesia aim to implement UNESCO's four pillars of education: (1) learning to know, (2) learning to do, (3) learning to be, and (4) learning to live together. These pillars guide education to help students master both knowledge (knowing) and its practical application (doing). A survey by NACE USA on the quality of college graduates sought by the job market reveals that 17 out of 20 essential skills are soft skills, with the top seven being soft skills as well. This highlights the critical importance of integrating soft skills into the educational process so that graduates are well-prepared for the workforce.

The campus environment, defined by its unique academic community, or "civitas academica" (Fuady et al., 2022), provides a broad space for students to develop. Beyond being part of the academic component, students are also involved in youth organizations, preparing them for future leadership roles. Awareness of their rights and responsibilities enables students to develop their potential in all dimensions.

Organizations, as defined by Siagian, are groups of two or more individuals working together towards common goals and bound by a formal hierarchy with leaders and subordinates (Kurnia et al., 2014). In Indonesia, the unemployment rate stands at 7.64%, with 23.83% in part-time work over the past year. Campus organizations and extracurricular activities positively influence the development of alumni's soft skills, enhancing their readiness for the job market and professional growth (Soemitra et al., 2022). Despite having 11.71 million university graduates unemployed, the main goal of pursuing higher education is to secure suitable employment (Fuady et al., 2022). Research indicates that soft skills contribute 85% to success, while hard skills contribute 15%. Employers increasingly seek employees with strong social skills, underscoring the importance of soft skills in career success (Mustikawati et al., 2016).

Table 1. Alumni Data of the Faculty of Islamic Economics and Business, UINSU 2019-2023

Year	Islamic Economics	Sharia Accounting	Sharia Banking	Management	Sharia Insurance	Total
2019	251	78	55	0	26	410
2020	87	77	101	0	33	298
2021	213	228	274	0	54	769
2022	343	330	487	27	142	1329
2023	312	292	377	140	131	1252
Total						4058

Source: Research Data

Based on interviews and field surveys conducted at UINSU Medan with two student organization presidents and three extracurricular activity presidents, it can be concluded that these leaders have diverse objectives for joining organizations or extracurricular activities, such as personal development, skill enhancement, networking, and gaining knowledge. Their leadership experiences include building organizational culture, controlling emotions, communicating effectively, and resolving issues through deliberation. They acknowledge that participation in organizations or extracurricular activities offers benefits such as non-academic achievements that can enhance career prospects, development of skills like public speaking and leadership, and expanding networks and relationships. Challenges they face include leading organizations with diverse members, managing conflicts between organizational and academic schedules, and developing skills and leadership in various situations. They have shown significant leadership development during their involvement in extracurricular activities, progressing from being trusted as class representatives to holding regional positions and becoming part of other community organizations (Interview, February 24, 2024).

Previous studies support these findings. Research by Damiyana et al (2022) indicates that organizational experience positively impacts the soft skills of students at LP31 Polytechnic Jakarta. Suranto & Rusdianti, (2018) found that joining campus organizations benefits students at Muhammadiyah University of Surakarta by enhancing leadership, communication skills, teamwork, conflict management, networking, and social abilities. Datania, (2021) found that extracurricular activities significantly improve the soft skills of prospective teachers at the University of Lampung, accounting for 74.8% of the influence. Research by Mary Rombokas at Iowa State University, cited by Rachel Hollrah, noted that students involved in extracurricular activities achieved higher grades than those who did not participate. Additionally, Setiarini et al (2022) indicated that the higher the soft skills individuals possess, the greater their readiness for employment.

Based on this, I am interested in researching the alumni of the Faculty of Islamic Economics and Business at UINSU Medan titled "The Influence of Campus Organizations and Extracurricular Activities on Soft Skills Competence." My literature review, including journals and previous theses, revealed no similar research titles. This study aims to understand and analyze the role of FACULTY OF ECONOMICS AND ISLAMIC BUSINESS UINSU alumni after graduation, particularly how campus organizations and extracurricular activities influence and enhance their soft skills.

2. Literature Review

2.1. Soft Skills

According to Muqowim, soft skills are the ability to manage oneself appropriately and the ability to build effective relationships with others. Self-management skills are referred to as intrapersonal skills, while the ability to build relationships with others is called interpersonal skills (Cunha et al., 2023). To sharpen the discussion further, understanding soft skills according to experts will be beneficial. Lafrance defines soft skills as "personal and interpersonal behavior that develops and maximizes human performance (e.g., confidence, flexibility, honesty, and integrity)," which means that soft skills are "personal and interpersonal behaviors that develop and maximize an individual's performance related to self-confidence, flexibility, honesty, and personal integrity." Consistent with the definition above, Elfindri et al. define soft skills as "life skills and competencies, whether for oneself, in groups, or in society, and with the Creator." Furthermore, Illah Sailah argues that soft skills are "a person's skills in relating to others (interpersonal skills) and skills in self-management (intrapersonal skills) that can maximize an individual's performance" (Muhmin, 2018).

Allah SWT explains the soft skills of those who have received His guidance in Surah An-Nur, verses 36-38, which states:

فِي بُيُوتِ الَّذِينَ اللَّهُ أَنْ تَرْفَعُ وَتُذَكَّرَ فِيهَا اسْمُهُ يُسَبِّحُ لَهُ فِيهَا بِالْغُدُوِّ وَالْآصَالِ
رِجَالٌ لَا تُلْهِيهِمْ تِجَارَةٌ وَلَا بَيْعٌ عَنْ ذِكْرِ اللَّهِ وَإِقَامِ الصَّلَاةِ وَإِيتَاءِ الزَّكَاةِ يَخَافُونَ يَوْمًا تَتَقَلَّبُ فِيهِ الْقُلُوبُ وَالْأَبْصَارُ
لِيَجْزِيَهُمُ اللَّهُ أَحْسَنَ مَا عَمِلُوا وَيَزِيدَهُمْ مِنْ فَضْلِهِ وَاللَّهُ يَرْزُقُ مَنْ يَشَاءُ بِغَيْرِ حِسَابٍ

"In houses (mosques) which Allah has ordered to be raised and that His name be mentioned therein; exalting Him within them in the morning and the evenings. Men whom neither commerce nor sale distracts from the remembrance of Allah and performance of prayer and giving of zakah. They fear a Day in which the hearts and eyes will [fearfully] turn about - That Allah may reward them [according to] the best of what they did and increase them from His bounty. And Allah gives provision to whom He wills without account."

Based on the interpretation of the above verse, individuals who have received guidance from Allah SWT exhibit distinct soft skills: They remain focused on spiritual duties despite engaging in worldly pursuits to sustain themselves. They prioritize obligations to Allah, maintaining their trade alongside prayers and zakah payments, as noted by Abdullah ibn Abbas. They demonstrate punctuality in performing prayers, fulfilling all its obligations, and actively avoiding sinful behaviors. Moreover, they fulfill both obligatory zakah and voluntary charity (sadaqah) to cleanse their souls from material attachments. Their profound fear of the Day of Judgment permeates their prayers and influences their daily conduct, reflecting their awareness of spiritual accountability and striving for righteousness (Margareth, 2017).

2.2. Development of Students' Soft Skills

Soft skills consist of three main factors. Psychological abilities, which enable individuals to act based on thoughtful consideration, creating behaviors aligned with their thoughts, including self-control and self-concept. Psychological abilities are more about what exists within individuals, helping them understand themselves and others in relation to others and their environment. Social abilities, which refer to an individual's capability to interact and conduct themselves in social groups. Communication skills, encompassing efforts to convey messages and information effectively, both verbally and non-verbally, in written and unwritten forms (Ramadhan et al., 2020).

Regarding campus organization indicators based on the National Higher Education Standards (SN Dikti):

- a. Ethics, measuring understanding and application of ethical principles in professional and personal life.
- b. Communication skills, assessing students' ability to communicate effectively, both orally and in writing.

- c. Collaboration, evaluating the ability to work in teams and collaborate with others.
- d. Complex problem-solving, assessing students' ability to address and resolve complex problems.
- e. Critical thinking, measuring the ability to critically analyze information and make informed decisions based on such analysis.

2.3. *Organizational Theories*

In this section, various perspectives on the conception of organization, both classical and modern, will be presented (Rahmawati, 2022). One of the initial statements in discussing organizations is what is meant by an organization. This question leads to a formulation, definition, or descriptive account of what an organization is and how it operates.

Max Weber expressed the classical view of organizations by demonstrating his opinion on bureaucracy. Weber distinguished a cooperative group from a social organization. According to him, a cooperative group is a social relationship connected and constrained by rules. These rules compel individuals to perform their functions diligently, whether by leaders or other administrative personnel (<https://philpapers.org/rec/webtto-7>).

Aspects of Weber's understanding include that such an organization or cooperative group. Organization is a social relationship, where individuals engage in interaction processes within the organization. Organization has specific boundaries, so individuals engaging in interactions with others are not acting solely on their own will. They are constrained by certain rules. Organization is a set of rules that distinguishes it from social groups. These rules organize the interaction processes among individuals working together, ensuring that interactions do not arise randomly. Organization is a structured framework of relationships, where authority, responsibilities, and division of labor exist to perform specific functions. Another term for this element is hierarchy. Consequently, within the organization, there are leaders or superiors and subordinates or staff.

Another classical concept of organization is proposed by Chester Barnard. The difference between Barnard and Weber lies in that while Weber focused on a system of interactions, Barnard emphasized people as members of the system. Barnard stated that an organization is a system of coordinated activities, or a power of two or more people (Fernández, 2010). Thus, Barnard contributed his view on the elements of an organization, including:

- a. An organization consists of a series of activities achieved through a process of awareness, intentionality, and targeted coordination.
- b. An organization is a collection of people to carry out these targeted activities.
- c. An organization requires communication, which is a desire among its members to participate in achieving shared goals with others. In this regard, Barnard emphasizes the role of individuals in the organization, where some members need to be informed or motivated, and others need to make decisions.

Theodore Caplow, an associate professor in the Department of Sociology at the University of Minnesota, proposed another asset of an organization. Caplow stated that the patterns of existing institutions enable a system or rules of an office to become relatively stable and secure, known as an organization. Such patterns can be recognized with certain assets, including identity, sustainability, work schedule (calendarity), and authority.

The definitions of organizations presented above are just a few among many formulations put forward by experts. The effort to present these formulations is a response to the initial questions about what and how organizations are. From the opinions above, it appears that an organization can be defined as a collectivity of individuals consciously and intentionally working together to achieve specific goals. This collectivity is structured, bounded, and identifiable, distinguishing it from other collectivities. Generally, the opinions expressed above belong to the stream of traditional organizational understanding. For further clarity, the differences between traditional and modern conceptions are outlined below (Zainarti, 2020).

An interesting concept articulated by General Suprpto, based on the leadership principles formulated by Ki Hajar Dewantoro, states the characteristics of "ing ngarso sung tulodo, ing madya mangun karso, tut wuri handayani." From this philosophy, seventeen leadership guidelines were found, all beginning with the letter "t": piety, obedience, honesty, diligence, skilled, responsive, nimble, firm, resilient, faithful, open, tolerant, meticulous, orderly, calm, selfless, and responsibility (Almeida et al., 2016).

2.4. Organizational Benefits

There are too many organizational benefits including: Creating unity of thought, Understanding egoism is wrong, Cultivating tolerance, Training to live in society, Fostering a sense of togetherness, Increasing information, Enhancing self-quality, Teaching generosity, Cultivating helpfulness.

2.5. Organizational Principles

Good organizational characteristics include: Having clear goals, ensuring that organizational goals are understood and accepted by members—such as their alignment with member expectations and potential realization, moving in the same direction, agreeing with and obeying the leader and members, maintaining relatively permanent organizational patterns, placing individuals according to their expertise, dividing tasks/work, and balancing authority with responsibility to avoid disadvantaging the organization if authority exceeds responsibility.

As for campus organization indicators based on the decision of the National Higher Education Standards (SN Dikti):

- a. Active participation measures the frequency and intensity of student involvement in campus organization activities.
- b. Participation in multiple organizations assesses the number of organizations students join during their study period.
- c. Time spent on organization evaluates the amount of time students invest in organizational activities per week or month.
- d. Membership structure evaluates the positions or roles held within organizations, such as regular members, executives, or chairpersons.
- e. Academic development in daily life measures how organizational experiences contribute to academic skill development and the application of knowledge in daily life.

2.6. Extracurricular Activities

Extracurricular activities are activities conducted outside mandatory class hours. These activities are also essential for shaping an individual's personality. They allow individuals to develop their potentials that are not formally taught in the classroom. Such activities are crucial for fostering one's talents, abilities, personality, teamwork, and leadership skills. According to Moh. Uzer Usman, extracurricular activities are conducted outside regular class sessions, whether at school or elsewhere, aimed at enriching and expanding participants' knowledge and skills across various fields of study.

According to Permendikbud Number 62 of 2014, extracurricular activities are divided into two types:

- a. Mandatory extracurricular activities, which are activities that educational institutions must organize and students must participate in. Mandatory extracurricular activities include scouting activities.
- b. Optional extracurricular activities, which are activities developed and organized by educational institutions according to students' talents and interests. These activities include talent and interest-based training programs (Datania, 2021).

Allah SWT explains extracurricular activities in Surah Al-Isra' 84 which states:

"قُلْ كُلٌّ يَعْمَلُ عَلَىٰ شَاكِلَتِهِ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَىٰ سَبِيلًا"

(Say, "Each works according to his manner, but your Lord is most knowing of who is best guided in way.")

Tafsir Al-Mukhtashar by the supervision of Sheikh Dr. Shalih bin Abdullah bin Humaid, Imam of Masjidil Haram, explains this verse as stating that every person acts according to their inherent disposition, which mirrors their guidance or misguidance. Thus, Allah knows best who is on the right path.

As for the indicators of extracurricular activities based on the Ministry of National Education (Kemendiknas) 2006:

- a. Individual: evaluates individual participation in both academic and non-academic extracurricular activities.
- b. Choice: identifies the types of extracurricular activities chosen and participated in by students.
- c. Active involvement: measures the level of active participation and contribution of students in extracurricular activities.

- d. Work ethic: assesses the impact of involvement in extracurricular activities on students' work ethics, such as discipline and responsibility.
- e. Social benefit: evaluates the positive impact of extracurricular activities on social engagement and community service.

3. Research Method and Materials

This research was conducted based on a quantitative approach using a causal study research method. In the data collection phase, interviews, documentation, field observations, observations, and distribution of questionnaires (using Likert scale) were conducted to respondents who are alumni of the UINSU located in Medan city (Marliyah et al., 2023). The questionnaire data consists of statements representing three variables under study: Campus Organization (X1), Extracurricular Activities (X2), and Soft Skills Competence (Y), with response scales of 1, 2, 3, and 4 for each statement item (Tamara et al., 2022).

The sample size consisted of 60 respondents based on Gay and Diehl's theory (1992), which suggests a minimum sample size of 30 subjects for correlational purposes. Non-probability sampling technique, specifically accidental sampling, was employed where subjects were selected based on chance encounters deemed suitable as data sources by the researcher (Ningsih et al., 2020).

Quantitative data analysis included testing data quality (validity, reliability), classical assumption tests (normality, multicollinearity, and heteroskedasticity), correlation and determination analysis, multiple linear regression, and hypothesis testing using partial t-test and simultaneous F-test with $\alpha = 5\%$ (Nurliati & Mardian, 2021).

4. Results and Discussion

4.1. Validity and Reliability Testing

This test is intended to compare the Pearson correlation value (r_{computed}) with the critical value ($r_{\text{tabulated}}$). Characterized by the criterion, if $r_{\text{tabulated}} < r_{\text{computed}}$, it ensures that the questionnaire statement items are considered valid. In this regard, this is evidenced by SPSS 22, where the processed results can be observed in the Table 2.

Table 2. Results of the validity test

Questions	R_{count}	R_{table}	Information
Campus organizations (X1)			
X1.1	0.666	0.254	Valid
X1.2	0.429	0.254	Valid
X1.3	0.591	0.254	Valid
X1.4	0.610	0.254	Valid
X1.5	0.547	0.254	Valid
X1.6	0.620	0.254	Valid
X1.7	0.726	0.254	Valid
X1.8	0.679	0.254	Valid
X1.9	0.486	0.254	Valid
X1.10	0.672	0.254	Valid
Extracurricular activities (X2)			
X2.1	0.616	0.254	Valid
X2.2	0.710	0.254	Valid
X2.3	0.715	0.254	Valid
X2.4	0.797	0.254	Valid
X2.5	0.626	0.254	Valid
X2.6	0.581	0.254	Valid
X2.7	0.423	0.254	Valid
X2.8	0.608	0.254	Valid
X2.9	0.430	0.254	Valid
X2.10	0.798	0.254	Valid

Questions	R _{count}	R _{table}	Information
Soft skills competency (Y)			
Y.1	0.662	0.254	Valid
Y.2	0.533	0.254	Valid
Y.3	0.822	0.254	Valid
Y.4	0.813	0.254	Valid
Y.5	0.809	0.254	Valid
Y.6	0.853	0.254	Valid
Y.7	0.609	0.254	Valid
Y.8	0.786	0.254	Valid
Y.9	0.809	0.254	Valid
Y.10	0.670	0.254	Valid

Based on Table 2, the results of the validity test conducted on the questionnaire items for the variables campus organization (X1), extracurricular activities (X2), and soft skills competence (Y) clearly indicate that all questionnaire statement items are valid. This is evidenced by the p-value being less than 0.05 and the critical value (r_{table}) being less than the calculated value (r_{count}).

Table 3. Reliability Test Results

Reliability test		
Variables	Cronbach's alpha Value	Conclusion
X1	0.807	Reliable
X2	0.831	Reliable
Y	0.908	Reliable

4.2. Classical Assumption Testing

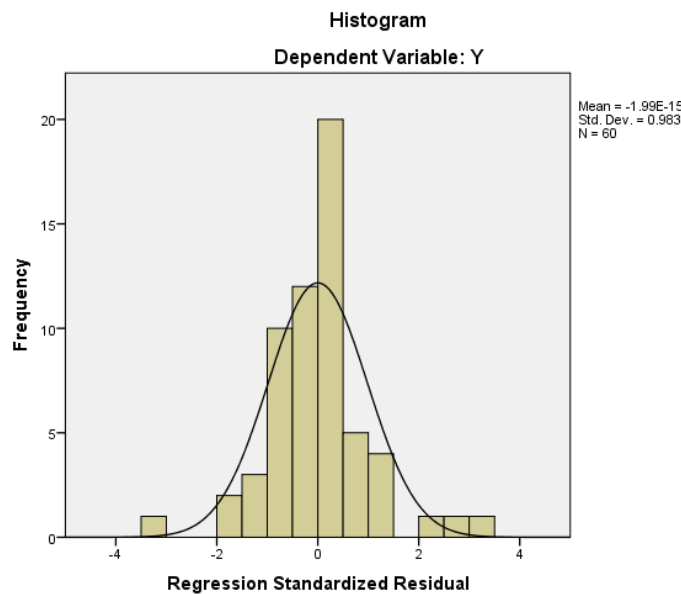


Figure 1. Testing normality using the normal histogram graph approach

It can be seen that the residual variable is normally distributed. This is indicated by the bell-shaped residuals that do not skew to the right or left. Thus, it is proven that the residual distribution meets the normality assumption.

4.3. Normality Test Using Normal Probability Plot

In the figure 2, it can be seen that the points are scattered around the diagonal line and follow its direction. This indicates that the data used in this study are normally distributed.

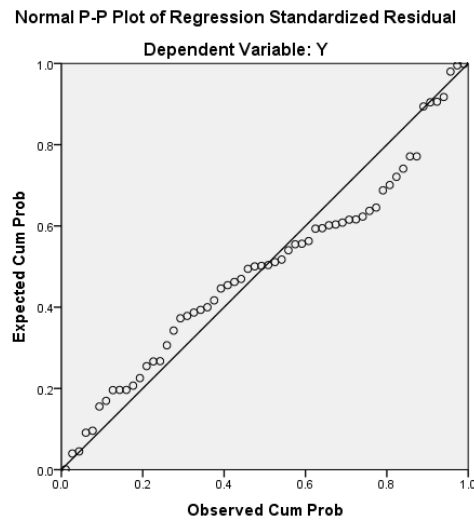


Figure 2. Normality Test Using Normal Probability Plot

4.4. Kolmogorov-Smirnov (K-S) Test for Nonparametric Tests

Table 4. Results of Kolmogorov-Smirnov (K-S) nonparametric tests

		Unstandardized residual
N		60
Normal parameters ^{a,b}	Mean	0e-7
	Std. Deviation	2.52026240
	Absolute	.136
Most extreme differences	Positive	.136
	Negative	-.087
Kolmogorov-smirnov z		1.051
Asymp. Sig. (2-tailed)		.220
A. Test distribution is normal.		
B. Calculated from data.		

The asymptotic significance value (2-tailed) is 0.220 > 0.05. This indicates that the probability is higher than the 5% significance level. Therefore, the residual variable is normally distributed.

Table 5. Multicollinearity Test Results

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.	Collinearity statistics	
	B	Std. Error	Beta			Tolerance	Vif
(constant)	.612	2.015		.304	.762		
1 X2	.012	.094	.028	.128	.899	.352	2.838
X1	.021	.097	.049	.219	.827	.352	2.838

A. Dependent variable: abs_res

The tolerance value for extracurricular activities (X2) and campus organization (X1) is 0.352 > 0.10, and the VIF is 2.838 < 10.00. This indicates that there is no multicollinearity.

4.5. Kolmogorov-Smirnov (K-S) Test for Nonparametric Tests

Based on the results of the heteroscedacity test using the correlation coefficient, it can be seen that the correlation between campus organisations (X1) and extracurricular activities (X2) using the Glejser test has a sig value > 0.05, it can be concluded that there is no heteroscedacity problem.

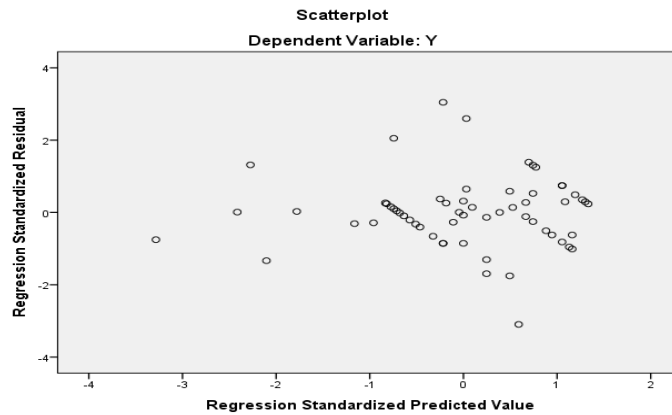


Figure 3. Heteroskedasticity Test

Table 6. Heteroscedasticity test results coefficients

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
(constant)	.612	2.015		.304	.762
1 X2	.012	.094	.028	.128	.899
X1	.021	.097	.049	.219	.827

4.6. Multiple linear regression analysis

Table 7. The results of the t test coefficients

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
(constant)	-5.155	2.795		-1.844	.070
1 X2	.649	.131	.529	4.969	.000
X1	.502	.135	.396	3.722	.000

A. Dependent variable: y

Based on the table 7 can be formulated as a multiple linear regression equation as follows:

$$Y = -5.155 + 0.502X1 + 0.649X2$$

Based on the results of the analysis of table 7, information can be obtained regarding the results of the t test hypothesis testing, with $n = 60$, $df = n - k - 1 = 60 - 2 - 1 = 57$ then at sig 0.05 obtained $t_{table} = 1.672$. It can be seen that:

- Variable x1 has $t_{count} 3.722 > t_{table} 1.672$ with a significance level of $0.000 < 0.05$ so the conclusion is that the first hypothesis h_0 is rejected h_{a1} is accepted.
- The x2 variable has a t_{count} of $4.969 > t_{table} 1.672$ with a significance level of $0.000 < 0.05$ so the conclusion is that the second hypothesis h_0 is rejected h_{a2} is accepted.

Based on the test results in table 8, information about the simultaneous test results (f test) can be presented. To determine the value of $f_{table} = k = n - k - 2 = 60 - 2 = 58$. Then at sig 0.05 so obtained $f_{table} = 3.16$.

In table 8, $f_{count} = 96.953 > f_{table} = 3.16$, with a probability score worth $0.000 < 0.05$. Thus, h_0 is rejected. This shows that together, the campus organisation variable, the extracurricular activity variable has a significant influence on soft skills competence.

Table 8. Result of F-test

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	1274.848	2	637.424	96.953	.000 ^b
1 Residual	374.752	57	6.575		
Total	1649.600	59			

A. Dependent variable: y

B. Predictors: (constant), x1, x2

4.7. Coefficient of determination test (r^2)

Table 9. Test results of the coefficient of determination (r^2)

Model	R	R square	Adjusted r square	Std. Error of the estimate
1	.879 ^a	.773	.765	2.564

A. Predictors: (constant), x1, x2

B. Dependent variable: y

Based on the results of the coefficient of determination (r^2) test, it shows that the r^2 score is 0.773. This means that 77.3% of the soft skills competency level can be explained by the campus organisation variables and campus extracurricular activities. While the remaining 22.7% is influenced by other variables outside the model.

4.8. The influence of campus organisations on soft skills competencies of alumni of northern suamtera state Islamic university

Based on the results of hypothesis testing, the campus organisation variable shows a positive and significant influence on soft skills competence. This means that if as students who used to contribute and participate in participating in campus organisations, it can be ascertained that when they become alumni at uinsu, they can have quality abilities and quality and quantity. In line with previous research researched by (Damiyana et al., 2022) that organisational experience has a positive and significant influence on improving student soft skills at the Jakarta lp31 polytechnic. This is also in accordance with the opinion of (Suranto & Rusdianti, 2018) who examined the benefits of participating in organisations on campus on the formation of soft skills in fkip students at muhamadiyah surakarta university. Some of the benefits of joining organisations for students are honing leadership, communication skills, teamwork, conflict management, having relationships and social skills. Cooperation and communication both formally and informally often occur among organisational administrators and with parties outside the organisation, this will certainly improve the quality of soft skills. Opportunities for differences between organisational administrators can occur because the organisation consists of several individuals who have different backgrounds, so that organisational administrators, in this case students, must learn about conflict management in order to achieve organisational goals. The ability to manage the organisation, the ability to take initiative and tolerate can grow with various forms of activities carried out in the organisation.

4.9. The effect of extracurricular activities on the soft skills competence of alumni of North Sumatra State Islamic University.

Based on the results of hypothesis testing, the extracurricular activity variable has a positive and significant effect on soft skills competence. This means that the results of this test indicate that if students want to develop soft skills abilities, they cannot only follow learning in the classroom, and the importance of participating in extracurricular activities can foster self-confidence, leadership spirit, and can be a provision in competing in the world of work. In line with research conducted by (Datania, 2021) there is a positive and significant influence between extracurricular activities on the soft skills of prospective teachers in pgsd study programme students at the faculty of teacher training and education, university of Lampung. The magnitude of the influence of extracurricular activities is 74.8%, while the rest is influenced by other variables. The results of mary rombokas' research at iowa state university cited by rachel hollrah stated that students involved in extracurricular activities obtained higher grades than those who did not participate in extracurricular activities. There are five key points in his research: academic, character building, skills, student risk, and social. These five things provide a positive conclusion towards extracurricular activities. This means that the five things alone provide an overview of the benefits that can be obtained through extracurricular activities.

4.10. *The influence of campus organisations, extracurricular activities on the soft skills competencies of alumni of North Sumatra State Islamic University.*

Based on the results of the study, campus organisations and campus extracurricular activities have an effect on the competence of soft skills of North Sumatra uin alumni. From the results of the research simultaneously revealed that the competence of soft skills is included in the category quite satisfactory with a score of 77.3%. This finding shows that not only one variable individually affects the competence of soft skills, but the overall combination of campus organisation variables and campus extracurricular activities has a significant impact on the competence of soft skills, and not only that there are many other variables that can or are able to influence the soft skills competency variable with a score of 22.7%. In line with the results of research conducted by (Setiarini et al., 2022) it shows that the higher the soft skills possessed by individuals, this also affects the high level of student readiness to work. This shows that soft skills are important and contribute greatly to students' work readiness. In general, students are not ready to face the world of work because their soft skills are inadequate and in accordance with the job market. This is because many companies in selecting prospective workers place great emphasis on soft skills. Thus, universities have the responsibility to shape and develop soft skills in order to produce graduates who are professional and have mature readiness to work.

5. Conclusion

Based on the results of research on the competence of soft skills of alumni of the faculty of economics and Islamic business at the UINSU, it is concluded that there is a positive and significant influence between campus organisations on the competence of soft skills of alumni of the faculty of economics and islsm business at the UINSU, Medan. That the campus organisation variable is one of the variables that has an influence on improving the soft skills of students who used to participate in organisations on campus. There is a positive and significant influence between campus extracurricular activities on the competence of soft skills of alumni of the faculty of economics and business islsm, UINSU, Medan. that the campus extracurricular activity variable is one of the variables that has an influence, because this extracurricular activity can deepen soft skills and can be a provision to compete in the world of work. There is a positive and significant influence of campus organisations and campus extracurricular activities on the competence of soft skills of alumni of the faculty of economics and business islsm state Islamic university sumatera Utara medan. The magnitude of the simultaneous influence is 77.3% while the rest is influenced by other variables. For further research, it is recommended that uin-sumatera Utara medan, especially in the faculty of economics and Islamic business can provide facilities that can be used to support students who have interests and talents. With these facilities, students can form good soft skills while in college. The Faculty of Economics and Islamic Business needs to pay attention and encourage students to be able to form soft skills well which will be useful for the future through campus organisations and extracurricular activities.

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