

Analysis of the Development of Hard Skills, Soft Skills, and Insights in the MBKM Program on Student Self-Determination

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Article Information		Abstract
Submission date	December 22, 2024	<p>Research aim: This study tries to analyze the extent to which MBKM program students develop hard skills, soft skills, and insights that are relevant to the self-determination of students of the Management major of Nusantara University PGRI Kediri who participate in the 2024/2025 Odd Semester MBKM program.</p> <p>Design/Method/Approach: This analysis uses a quantitative method with a quantitative descriptive approach conducted on all students of the Management study program of Universitas Nusantara PGRI Kediri who participate in the 2024/2025 Odd Semester MBKM program. All populations were used as research samples for 43 respondents. The data was carried out using multiple linear regression techniques.</p> <p>Research Finding: The output of this analysis prove that hard skills have no partial effect and have a simultaneous effect on students' self-determination. Meanwhile, soft skills and insights partially and simultaneously affect the self-determination of MBKM students.</p> <p>Theoretical contribution/Originality: From this study, it was found that there were different things from the previous research, where the previous research explained that the hard skill variable did not necessarily have a significant impact on students' self-determination, and the soft skill and insight variables supported previous research</p> <p>Practitioner/Policy implication: These findings emphasize the importance of developing students' soft skills and insights in the MBKM program to increase their self-determination. Higher education institutions need to direct the MBKM program holistically, integrating hard skills, soft skills, and insights to produce competitive graduates and support the achievement of program goals.</p> <p>Research limitation: The current research variable only affects students' self-determination by 86.0%, so other factors need to be further researched.</p> <p>Keywords: Hard skill, Soft skill, Insight, MBKM, Self-determination.</p>
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1. Introduction

In the face of the rapid development of the times, the readiness of students in developing competencies must be better prepared in order to be able to meet the demands of a very rapidly developing era. In the world of education, Higher Education as the highest level that must be

able to create the next generations of the nation to face the rapidly changing times. [1]. In the learning program, a campus applies the concept of learning where the campus is a place to learn for students and lecturers become the main resource, where the learning program almost entirely requires learning activities in the classroom can make students less independent and less explore themselves. This shows the lack of learning independence that must be exercised by every student in doing their learning. For this reason, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud) created the Independent Learning-Independent Campus (MBKM).

The Ministry of Education and Culture continues to pay attention to the times, technological modernization, demands from the industrial sector and social changes through the Independent Learning-Independent Campus (MBKM) program [2]. The government inaugurated the MBKM program which includes: Internship/work practice activities, Independent Entrepreneurship, Teaching Campus, Independent Studies/projects, Humanitarian Projects, Community Service in the village, Student Exchange, Research or Research, and others. With the inauguration of these programs, the goal is that the MBKM program can channel real experience for students about the real world of work, so that they can improve student competence, innovate, be creative, increase capacity, know their weaknesses and strengths, and train student independence in constructing knowledge through field dynamics [3]. To find out the weaknesses and strengths of oneself, self-determination or *Self Determination*.

Theory of Self-Determination or *Self Determination Theory* (SDT) by Edward L. Deci and Richard Ryan argued that self-determination is the ability of an individual to choose and determine his own behavior. Self-determinism is one of the motivational theories that prioritizes the importance of intrinsic motivation over extrinsic motivation. Intrinsic motivation is an internal tendency of individuals who are able to explore their own abilities without external encouragement, for example the exploration of new things and high curiosity. While extrinsic motivation is the opposite of intrinsic which is the urge that comes from outside the individual to do something, such as getting an award or external pressure [4]. Motivation has an important role in carrying out an activity or activity, because motivation is an encouragement from within or from outside in achieving a goal [5]. Determination also complements each other and is related to a person's intelligence. Intelligence is not only about academic ability or mastery of the material, but also with the ability to overcome challenges, adapt, and innovate.

Human intelligence is divided into two types of skills: *hard skills* and *soft skills*. [6]. *Hard skill* is an ability in the field of technical skills, science, and technology related to *Intelligence Quotients* (IQ) or with the field he is engaged in. While *Soft skill* are abilities, skills, behaviors, and characters related to *Emotional Intelligence Quotients* (EQ) or personality and emotional intelligence. If students follow the MBKM program well from start to finish, it can strengthen *hard skills* and *soft skills* student. Improving the quality of learning practices is a reference for universities so that hard skills, soft skills of students as human resources can be

realized [7]. For students, especially those involved in the MBKM program, in addition to the importance of hard skills and soft skills, insight is also an important aspect in developing their abilities and readiness to face the ever-changing world, both in the academic and professional realms.

Insight in the context of education refers to the ability to see things with a broader perception, which includes the skills to analyze, understand well and utilize insights and information in daily activities. With the MBKM program, students will be equipped with insight and have the opportunity to explore other sciences to be able to compete in the professional realm.. Having a broad insight allows students to have a greater understanding of their life goals, be able to anticipate future challenges, and provide stronger self-determination to strive hard in achieving their goals. [8].

This study discusses that the MBKM program is designed to expand students' learning experience by providing them with access to develop *hard skills* (technical competence), *soft skills* (Non-technical skills), and broader insights into the professional world. However, in practice, the real impact on the development of students' skills and insights is often not optimal. Some students still feel that the program does not contribute significantly to the improvement of their technical and social skills, which ultimately has an impact on their low self-determination. This is a phenomenon gap between initial expectations and achieved results, which affects students' motivation and confidence in achieving their academic and career goals.

Unlike previous research that discusses the impact of hard skills and soft skills on work quality, this study focuses on a special context, namely highlighting MBKM students as a case study, which can provide new insights into the dynamics and interactions between skills, both *soft skills* and *hard skills* which was developed during MBKM activities. The goal is that with this MBKM program, cooperation between students in the MBKM project can plays a role in skill development of skills for their self-determination. This is hoped to provide a comprehensive perspective on the development of MBKM students' competencies towards their self-determination.

Having high academic ability and work skills is indeed needed in the world of work. But having *hard skill* such as mastering technical skills, being experienced in certain fields; have *soft skills* such as high work motivation, ability to collaborate, have a leadership spirit, be able to communicate well, and the ability to overcome problems; and also having a broader insight is needed so that students are able to survive in the professional realm [9]. The purpose of this study is to analyze MBKM program students develop *hard skill*, *soft skills*, and insights that are relevant to students' self-determination. By understanding each of these aspects, students who take part in the MBKM program are expected to not only be more technically prepared to face the challenges of the professional realm, but also be better able to manage themselves, adapt to changes, and motivate themselves to achieve their life goals.

1.1. Problem Statement

The policy established by the Kemendikbud is the Free to Learn Independent Campus Program, which aims to support students in accessing valuable knowledge and learning experiences in preparation for entering the professional world. It is expected that the achievements of universities through government support in the MBKM program can improve students' *hard skills*, *soft skills*, and insights. However, until now, *hard skills*, *soft skills*, and insights have still not shown a significant impact on the level of student self-determination.

1.2. Research Objectives

This analysis aims to examine the degree to which students participating in the 2024/2025 Odd Semester MBKM program develop hard skills, soft skills, and insights that contribute to the self-determination of Management field of study students at Nusantara University PGRI Kediri.

2. Method

This study employs a quantitative method, specifically a quantitative of descriptive method. The analysis was conducted on all students enrolled in the Manajement major at Nusantara University PGRI Kediri who participated in the 2024/2025 Odd Semester MBKM program. The study's population consists of 43 respondents. A saturated sampling technique was applied in this research, meaning the entire subject was included since the overall participants is fewer than 100 [10]. The data were analyzed using multiple linear regression techniques. In this study, student self-determination (Y) serves as the dependent variable, while the independent variables include hard skills (X1), soft skills (X2), and insight (X3).

3. Results and Discussion

The questionnaire output set of 43 respondents produced valid and reliable data. The result is indicated by the significance value (0.000) which is smaller than the significance level (0.05/5%). In addition, the Cronbach Alpha value (Hard Skill 0.798; Soft Skill 0.891; Insight 0.966; and Self-determination 0.945) exceeds the Cronbach Alpha value of 0.6. Therefore, these findings serve as a solid foundation for further analysis.

The selected analysis method is multiple linier regression, with the intention of obtaining a broad understanding of independent variables, namely Hard skills, Soft skills, and Insights in relation to dependent variables, namely student self-determination. This research was conducted using the IBM SPSS version 23 program for Windows. It is very important to conduct a classical assumption assessment to fulfill the requirements outlined in the Multiple Regression analysis model. In this study, normality, multicollinearity, and heteroscedasticity tests were used to test the classical assumptions.

The normality test is employed to analysis normal or abnormal dispersion of the residual regression model. The Kolmogorov Smirnov non-parametric normality statistical test

is used at alpha 0.05/5% (King, 2016). The output of the normality statistical test show that the significance value of 0.200 is notable than 0.05, which means that the data is normally distributed and in the Probability Plot test it is found that the points are spread along the diagonal line.

The multicollinearity test is used to determine whether there is a correlation between the independent variables. the results of the multicollinearity test in this study show that none of the independent variables have a *tolerance value* of less than 0.1 and a VIF value of less than 10. Thus, the results of the analysis show that the relationship between the independent variables has met the assumption of multicollinearity.

Heteroscedasticity testing is carried out to detect any inconsistency in the variation of residuals against observations in a regression model. This study uses the Spearman Rank correlation test. The tested regression model does not exhibit any heteroscedasticity issues. The significance value of the hard skill, soft skill, and insight variables is greater than 0.05, indicating that the independent variables do not affect the residual variance.

3.1 Multiple Linear Regression Analysis

Table 1. Multiple Linear Regression Analysis Test

Coefficients ^a					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.075	2.362		.455	.652
HARD SKILL	-.095	.092	-.080	-1.028	.310
SOFT SKILL	.379	.103	.328	3.673	.001
INSIGHT	.667	.083	.717	7.989	.000

Source: Author's data, 2024.

The results yield the following multiple linear regression equation:

$$Y = 1.075 - 0.095X_1 + 0.379X_2 + 0.667X_3 + e$$

The meaning of the values in the regression equation above is Constant = 1.075, which states that if the variables of *hard skill* (X1), *soft skill* (X2), and *insight* (X3) have a value of 0, then the student's self-determination (Y) is 1.075. The coefficient X1 = - 0.095 shows that *the hard skill* variable has not positively affected on students' self-determination (Y), meaning that if *the hard skill* increased by one coefficient, and the *soft skill* and *insight* variables remain the same, the student's self-determination will decrease by 0.095 units. The coefficient(X2) = 0.379 which shows that *the soft skill* variable has a positive impact student self-determination (Y), meaning that if *the soft skill* increases by 1 unit, and the *hard skill* and *insight* variables are fixed, then the student's self-determination will increase by 0.379 units. The coefficient

(X3) = 0.667 which shows that the insight variable has a positive influence on student self-determination (Y), meaning that if the insight increases by 1 unit, and the variable *hard skill* and *soft skill* remain, then the student's self-determination will increase by 0.667 units. Insight, with the highest beta (B) coefficient value of 0.667, has the greatest influence on student self-determination.

3.2 Determination Coefficient Test (Adjusted R2)

The adjusted coefficient of determination aims to calculate the level role of the independent variable (X) to the dependent variable (Y). [12], or put simply to measure how much Hard Skills, Soft Skills, and Insights influence Student Self-Determination.

Table 2. Determination Coefficient Test (Adjusted R2)

Model Summary ^b					
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.933a	.870	.860	1.976	2.188

a. Predictors: (Constant), WAWASAN, HARD SKILL, SOFT SKILL

b. Dependent Variable: SELF-DETERMINATION

Source: Author's data, 2024.

The coefficient of determination (R2) is 0.860 after the calculation of the output results is carried out. so that the variables of hard skills (X1), soft skills (X2), and insight (X3) have a relevance of 86.0% to student self-determination (Y). This means that there are still 14% (100%-86.0%) of other variables that can affect Student Self-Determination (Y) but are not researched in this analysis.

3.3 Hypothesis Testing

Table 3. T Test (Partial Test)

Coefficients ^a			
	Type	t	Sig.
1	(Constant)	.455	.652
	HARD SKILL	-1.028	.310
	SOFT SKILL	3.673	.001
	INSIGHT	7.989	.000

Source: Author's data, 2024.

The output of the t test found t count on the hard skill variable (X1) of -1.028, with degrees of freedom (df) equal to n-k, where n represents the number of samples and k is the number of variables. So $df = 43 - 4 = 39$. So the t table is 2.023. Since t count (-1.028) is

smaller than t table (2.023), t table is 2.023. This indicates that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, with a significance value of 0.310 which exceeds the significance level of 0.05. This shows that hard skills (X_1) partially does not have a significant impact on students' self-determination (Y). Furthermore, the soft skill variable (X_2) was found to be calculated at $3.673 > t$ table 2.023 and the significance value was $0.001 < 0.05$, meaning that H_0 was rejected and H_a was accepted. This means that the soft skill variable (X_2) partially has a significant effect on student self-determination (Y). Finally, t calculated on the insight variable (X_3) of $7.989 > t$ table 2.023 and the significance value of $0.000 < 0.05$. Thus, H_0 is rejected and H_a is accepted. This means that insight (X_3) has a partially significant effect on student self-determination (Y).

The F test was executed to determined the consequence of the independent component and dependent variables simultaneously.

Table 4. F Test (Simultaneous Test)
ANOVA^a

Type		F	Sig.
1	Regression	86.951	.000b
	Residual		
	Total		

Source: Author's data, 2024.

From the F test output, it can be found that F count 86.951, with $(df) = 43 - 4 = 39$. Then the F table is 2.85. Because F count (86.951) is greater than f table (2.85), then H_0 is rejected, or hard skills, soft skills, and insight variables simultaneously affect the student self-determination variable (Y). From the results of the questionnaire data, the respondent's answer Y.3.5 is the most dominant, which can be determined that most of respondents have a good level of *resilience*, which is one of the key components of self-determination. This resilience can be formed through a combination of soft skills, such as the ability to manage emotions and stress, as well as broad insights that allow students to have a more mature perspective in facing challenges. The low influence of hard skills on self-determination previously found supports this interpretation, where technical ability alone is not enough to build sustained enthusiasm and motivation without the support of adequate interpersonal skills and insights. Therefore, efforts to develop students' self-determination need to be focused on strengthening soft skills and insights, which have proven to be an important factor in helping them stay motivated despite facing failure.

Because the results of hard skill regression stated that the results were negative, which should be hard skills up, and students' self-determination should go down. But in terms of the t-test, the impact of hard skills on self-determination was not significant or weak. This happens because students' technical abilities such as academic competence or specific skills may not be the main factor that affects students' self-determination as seen from the answers of respondents

X1.3.5 who answered strongly disagree 8.7%, disagree 17.4%, neutral 34.8%, agree 30.4%, and strongly agree 8.7%, so this negative influence cannot fully determine whether determination must increase or decrease. It could be that self-determination is more influenced by non-technical factors that are more supportive of students' intrinsic motivation. The results of research on this variable are not in line with previous analysis conducted by Sunismi and colleagues, who came to the conclusion that hard skills have a significant impact on students' self-determination in the MBKM program. This variable also rejects the research conducted by Betty Kusumaningrum who concluded that the increase in students' hard skills with 100% of respondents' answers stated that the MBKM program attended by students was able to improve students' self-determination ability [1,13].

Referring to the results of statistical processing, the better the soft skills, the higher the student's self-determination. Based on the results of the hypothesis test, it is explained that the influence of students' soft skills on their self-determination has a significant or strong influence, and has a significant contribution helping students build cooperation, emotional management, and *problem solving* as evidenced by the alignment of the most dominant respondents' answers is X2.4.1 which answered 65.2% in agreement, 17.4% strongly agree, and 17.4% neutral. This indicates that soft skill development is an important component in supporting student success, especially in the context of student self-determination. The results of the research on this soft skill variable support the previous research, namely the same analysis conducted by Sunismi, et al. who came to the conclusion that interpersonal skills have a important impacts on students' self-determination in the MBKM program.

Insights based on regression analysis have the most dominant significant influence percentage on students' self-determination. It is evidenced by the results of the most dominant respondents' answers where students feel that their academic insight has increased more widely when participating in the MBKM program. This shows that a broad level of understanding and knowledge is a crucial factor in building self-determination. Students who have broader insights tend to have a more optimistic outlook, critical thinking skills, and the courage to take initiative, all of which contribute to stronger self-determination. The findings of this analysis support previous research on insight variables. Analysis by Muhamad Dwiki Armani et al. who came to the conclusion that insight has a important impact in increasing the motivation of Generation Z.

4. Conclusion

According to the research conducted, it can be concluded that hard skills do not have a positive and insignificant influence on student self-determination, which results in a decrease in MBKM students' self-determination. Students' soft skills are proven to has a positive impact on student self-determination. This shows that the better the development of soft skills of MBKM students, the more determined they are. The same also applies to the insight of MBKM students which has a positive and significant influence on student self-determination, so that

increasing student insight in participating in MBKM can increase student self-determination. Simultaneously, hard skills, soft skills, and insights have a positive and significant influence on the self-determination of MBKM students. These three independent variables affect students' self-determination by showing a determination value of 86.0%. Therefore, about the last 14% can be influenced by other components not discussed in this study.

The indication of the findings of this study is the importance of focusing on the development of students' soft skills and insights in the MBKM program as a strategic effort to increase their self-determination. Higher education institutions need to direct MBKM policies and programs in a direction that is more supportive of improving soft skills, such as communication, leadership, and collaboration, as well as enriching students' insights through relevant and contextual learning experiences. In addition, although hard skills do not show significant influence individually, their integration with the development of soft skills and insights is still important to equipping graduates who are competitive and prepared to overcome obstacles in the professional realm. Thus, a holistic approach in the development of these three aspects can support the achievement of MBKM goals as well as open up opportunities to identify other factors that can strengthen students' self-determination.

The findings in this analysis can be a reference for ongoing investigations. It is strongly recommended to consider adding research variables, because the remaining 14% of the determination coefficient value can be added to other factors such as challenges, learning environment, and others that have the potential to affect students' self-determination and need to be studied further.

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