

Hard Skills and Soft Skills on Performance: Influence and Application of Bengkulu City Education Service Employees

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ABSTRACT

Improving performance is something that is desired, both from the employer and the workers, so hard skills and soft skills are needed that are competent in employee behavior and performance skills. The purpose of this study is to ascertain how employees of the Bengkulu City Education Department perform in relation to hard and soft skills. This study employs quantitative methods. This study employed a questionnaire method using 102 Bengkulu City Education Office employees who had attained the ASN status as a sample. According to the results, the multiple linear regression $Y = 19.309 + 0.295 (X1) + 0.360 (X2) + 1.053$ shows a positive or unidirectional relationship between the hard skills (X1) and soft skills (X2) variables and employee performance (Y) at the City Education Office Bengkulu. The results of the t test indicate that employee performance (Y) in the Bengkulu City Education Office is positively and significantly impacted by the hard skill variable (X1). Additionally, the soft skill variable (X2) has a tcount value of $8.231 > t_{table} 1.984$ and a significance of $0.000 < 0.05$. These findings bolster the acceptance of hypothesis H_a and the rejection of hypothesis H_o . The soft skill variable (X2) had a positive and significant impact on employee performance (Y) at the Bengkulu City Education Office, according to the results of the t test, which revealed a tcount value of $8.231 > t_{table} 1.984$ and a significance of $0.000 < 0.05$.

INTRODUCTION

People are beginning to wonder if the services they receive from the government are worth it. The public is still dissatisfied with the caliber of products and services offered by government organizations, claims Stepanus (2014). Vanesya & Pangestu (2022) report that there has been a decrease in the summary of employee performance scores from 2021–2022, indicating a decline in both hard and soft skills. This implies that worker performance is positively and significantly impacted by both hard and soft skills (for example, studies by Vanesya & Pangestu (2022); Wirawan & Juniaarti (2022); Angela & Pangestu (2022); Nurafria & Sarman (2022); Putri et al. (2023); Putri & Harahap (2023); Hikmah et al. (2023); Kadek et al. (2023); Putro & Yuliadi (2022); Jaya & Rosadi 2022; Irawati & Aprilyanto 2020; Cahyanti et al. (2022); Royani 2022; Wijayanti & Wibowo 2021; Putra & Anita 2021). Labor users generally need work abilities in the form of 20 hard skills and 80% soft skills, according to research done in 2005 by the National Association of Colleges and Employers (NACE) (Kadek et al., 2023).

The availability of trustworthy human resources is just as important to an organization's success as its financial resources and physical assets. Human resources that are in good physical and mental health, possess psychology, discipline, enthusiasm, and the abilities and skills necessary to meet the demands of the workplace are essential to any agency or business, Nitta (2013). Human Resource Management (HR) plays an important role in an organization and is given more priority than the management aspects of organizational management. HR plays a role in the survival of an organization. Good use and management of human resources can create new work. The quality of human resources determines the success and achievement of organizational goals. Every organization always strives to manage its human resources to provide the best service to consumers through the professionalism of its employees. It is important for organizations to plan their human resources in order to anticipate long-term losses resulting from employee unpreparedness in facing changes and demands within the organization.

Mastery of science, technology, and technical skills pertinent to their scientific field are considered hard skills. Hard skills are technical abilities that are innate or necessary for a given profession. For instance, programmers must become proficient in a specific language of programming, and mechanical engineers must have the ability to operate machinery (Kadek et al., 2023). Soft skills are extra-academic and extra-technical abilities that emphasize interpersonal and intrapersonal skills (Widiastuty 2014). Soft skills include the capacity to drive oneself, exercise initiative, comprehend what needs to be done and be able to do it well, overcome small obstacles that crop up out of nowhere, and carry on even in the absence of a solution. Robbins (2014), translated by Benyamin Molan, states that soft skills, or simply soft skills, are abilities that are utilized in interpersonal interactions and teamwork.

Along with the growing phenomenon that occurs in the world of work today, it not only requires academic competence and professionalism (hard skills), but also intrapersonal and interpersonal abilities (soft skills). Soft skills are

very important because many companies or agencies not only need workers who are smart and able to carry out the tasks given. Employers and organizations today also seek workers or employees who can interact with others, communicate, work hard, be intelligent, adjust to a changing work environment, and collaborate with superiors and coworkers (Purnami 2013).

The purpose of this research is to determine the extent to which hard and soft skills affect employee performance, as well as how soft skills and hard skills are applied. This research shows that the news regarding the application of Soft skills actually has a more important role because it makes employees more self-aware, able to manage themselves, able to motivate themselves, have empathy and social skills. Likewise, hard skills are able to improve employee performance through science, technology and technical skills.

THEORETICAL REVIEW

Employee Performance

People's attention is frequently drawn to the way government agencies perform, particularly in light of the growing democratic atmosphere in government. People are beginning to wonder if the services they receive from the government are worth it. While a large portion of the budget has already been used, according to Stepanus (2014: 131), it appears that the public is dissatisfied with the caliber of the products and services offered by government organizations.

The Big Indonesian Dictionary (KBBI) defines performance as something that has been accomplished, proven, or the capacity to operate machinery. Performance is the outcomes that an organization or organization produces over time, and it is not all that different from KBBI. More precisely, performance is the outcome of work that is closely linked to the strategic goals, customer satisfaction, and financial contribution of the organization.

In the meantime, employers and employees alike want to see improved performance, as explained by Wilson Bungun (2012: 230). Employers desire high performance from their staff in order to boost output and bottom line revenues. Employees, on the other hand, are motivated by career advancement and personal growth. It is generally true that high performance seeks to boost output. Thus, all company components contribute to the enhancement of the work system. A strong performance management system will be required for this.

Based on the opinions of several experts, researchers used employee performance measurements or indicators proposed by Robbins (2016: 260), as follows:

- a. Work quality
- b. Work Quantity
- c. Punctuality
- d. Effectiveness
- e. Independence

Hard Skills

According to Ismail (2012:27), hard skills are the technical knowledge and abilities that people possess. Every job requires a set of hard skills in order to

properly carry out the assigned work and meet organizational or company goals. Conversely, hard skills, in the words of Utomo (2015:12), are abilities and behaviors that are visible to the naked eye. Many businesses use hard skills requirements to gauge an employee's aptitude or to characterize the caliber of workers they offer to clients. In an effort to get customers to think favorably of the company, staff members are thought to be of the appropriate caliber. This indicates that the company wants to demonstrate to its workers that they are capable of using technology and knowledge and that they can adapt to a constantly changing work environment.

Hard skills or skills which are usually called hard skills are types of skills or abilities that can be observed and practiced directly. These abilities usually come in the form of mastery of professional knowledge, which may be scientific and technological, and mastery of technical skills depending on the field of work. Hard skills can be assessed in two ways, namely technical tests and practical tests.

According to Ilami (2012:27) that hard skills are the technical knowledge and abilities that a person has. This technical knowledge includes knowledge about product design and function, technology-based product development, the ability to solve problems when they arise, and analysis of product use to generate new ideas. for those products and services.

Hard skills, which include a variety of mental tasks including thinking, reasoning, and problem-solving, are sometimes referred to as intellectual competence or intellectual abilities. All of the things that pertain to the enrichment of theory—the foundation for analysis and decision-making—are considered hard skills. can be evaluated through practical or technical testing. The hard skill component is evident in intelligence quoting thinking, which demonstrates traits of the capacity for computation, analysis, design, wide insight and knowledge, model creation, and critical thinking. In research, dimensions and indicators play a crucial role in measuring organizational or company commitment.

According to Nurhidayanti (2014:26), the hard skill indicators are as follows:

1. Science, which refers to all deliberate attempts to look into, find, and enhance human comprehension of different facets of reality in human nature. To create precise formulations, these aspects are constrained.
2. Technological science refers to a product, information, or novel practices that are not generally recognized, accepted, and utilized or applied by certain employees in a business or in a specific location in order to promote change for the benefit of the affected individuals or community as a whole.
3. The ability to apply specific knowledge, procedures, or techniques to accomplish tasks is known as technical skill. Technical proficiency is the comprehension and execution of specific tasks. This ability includes proficiency with tools, processes, and machinery used in engineering, manufacturing, and finance, among other fields.

Soft Skills

The concept of soft skills is actually a development of the concept that we have known as the concept of emotional intelligence (emotional intelligence). People's IQ or intellectual intelligence level is regulated in general, but EQ or emotional intelligence can be regulated. It will be better. Soft skills are the skills and abilities of single life, group life, and social life with creators. Soft skills do the rest. A person's presence is increasingly felt in society, communication functions, emotional skills, language skills, collective abilities, ethics, politeness, politeness, mental abilities.

The dimensions and indicators of Soft Skills according to Robbins, translated by Benyamin Molan (2014:48), are as follows:

- a) Self-awareness; The indicator is being responsible for the work that has been given.
- b) Self management; The indicator is having confidence in solving problems.
- c) Self-motivation; The indicator is the ability to take risks and self-manage.
- d) Empathy; The indicator is the ability to embrace good synergy between employees.
- e) Social skills; The indicator is sharing knowledge in the world of work with other people.

Soft skills can be broadly divided into two categories: interpersonal skills, which deal with relating to others, and intrapersonal skills, which deal with managing oneself. Interpersonal skills include: motivation, leadership, presentation, political awareness, using diversity, empathy, service orientation, communication, conflict resolution, and teamwork. Widiastuti (2014:153) lists the following as examples of intrapersonal skills: character transformation, belief transformation, change management, stress management, time management, creative thinking processes, goal setting and life goals, self-confidence, trait and preference assessment, emotional awareness, feasibility, and proactiveness.

Comprehending soft skills underscores the growing societal expectation of ever-higher benchmarks for potential employees. The workplace requires not only highly developed academic hard skills but also interpersonal values-related skills, which are sometimes referred to as soft skills. These skills can, of course, also be referred to as non-technical skills. It is just as significant as academic aptitude. Susanto (2012:29) asserts that an individual's ability to handle their emotions and conduct themselves professionally accounts for 80% of their success. Soft skills affect institutional effectiveness, innovation synergy, and overall management quality from an organizational standpoint. Opportunity is what soft skills are all about. Soft Skills are necessary for graduates to access and seize opportunities.

Soft skills are demonstrated through performance; these include the capacity to communicate ideas and information, clarify concepts, grasp new subjects with ease, engage with others, and collaborate in groups. A person with strong soft skill mastery will exhibit abilities beyond what their workforce capacity will allow. This capability results from the individual's autonomous ability to activate internal processes in order to keep learning, experimenting, and discovering something that helps them in their career or personal growth.

Thus, it is crucial to acquire soft skills since they are necessary for one to grow as a worker, according to Hamida (2012: 144).

Based on these diverse interpretations, it can be deduced that soft skills are essentially innate abilities, but can be developed to their full potential and are necessary in the workplace to supplement hard skills. Hard and soft skills should coexist in a balanced, reliable, and consistent manner.

The Relationship between Hard Skills and Soft Skills with Employee Performance

The ability to succeed in the workplace requires both hard and soft skills, which are complementary traits. Because of this, the modern workplace needs skilled workers. You must possess strong hard skills in order to work as an employee. Hard skills are those that workers must possess in order to fulfill office requirements. In this age of fierce competition, soft skills – that is, the ability to relate to others – are also necessary. Employee skills are necessary to meet office requirements, specialize, and even thrive in highly competitive times. These include handling skills, interpersonal skills (the capacity to communicate with others), and personal leadership abilities, are requirements for success as an employee in daily life. Soft skills are equally important as hard skills because hard skills, according to some scientific disciplines, emphasize cognitive aspects and special skills.

Research Hypothesis

A hypothesis, according to Sugiyono (2013: 187), is a short-term solution to a research problem formulation in which a question has been posed as the main question. Because the provided answer is purely theoretical, the hypothesis is referred to as temporary. The following is the research's hypothesis:

H1: It is suspected that hard skills have a positive and significant effect on the performance productivity of Bengkulu City Education Service employees.

H2: It is suspected that Soft skills have a positive and significant effect on the Productivity Performance of Bengkulu City Education Service Employees.

H3: It is suspected that Hard skills and Soft skills simultaneously influence the Productivity Performance of Bengkulu City Education Service Employees.

METHODOLOGY

Sampling Method

The sample is representative of the size and features that the Sugiyono population possesses (2015:81). According to Sugiyono (2015:85), the census or saturated method is a sampling technique where all members are 102 employees who have become ASN at the Bengkulu City Education Office. This research uses a saturated sample for sampling.

Method of Collecting Data

The information used in this study came directly from respondents' answers to questionnaires. A Likert scale with a score of 1 to 5 was used for the closed questionnaire's questions (ranging from 1, indicating strongly disagree to 5, indicating strongly agree). Researchers employ this particular Likert scale due

to its simplicity and middle value, which can be utilized to elucidate hesitation or neutrality when selecting a response.

Analysis Method

SPSS (Statistical Product and Service Solutions) Version 22 data processing software was used to help with all data processing in this study. Next, research instruments were used to conduct the study, specifically:

Test of Validity

Examining the correlation between the scores of each questionnaire item and the overall score you wish to measure – that is, using the Pearson Correlation Coefficient with a significance value of 5% and a critical value – is one way to conduct a validity test. To put it another way, for degrees of freedom (df) = n -2, where n is the number of samples, it is possible to compare the calculated r and rtable Sugiyono (2013:82). The following criteria serve as the foundation for determining whether a variable is valid:

- 1) If rcount is positive and rcount > rtable.
- 2) The variable is invalid if rcount is not positive and rcount is less than rtable.

Reliability Test

Instrument reliability testing can be conducted internally or externally. When conducted externally, methods include equivalent, test-retest, and combination of the two. By applying specific techniques to analyze the consistency of the items on the instrument, one can test the instrument's internal reliability. Sugiyono, p. 87 (2013). A reliability analysis based on the Cronbach's Alpha coefficient was performed to evaluate the validity of the questionnaire that was used. With confidence in the degree of constraints, the correlation between the developed scale and all other indicator scales is interpreted using the Cronbach's Alpha coefficient. If the alpha coefficient is above 0.60, it is considered a reliable indicator; if it is below 0.60, it is considered unreliable. Ghozali, p. 66 (2015).

Multiple Linear Regression

Using two or more independent variables as predictor factors and manipulating their values to predict the condition (up or down) of the dependent variable (criteria) is known as multiple linear regression. Therefore, if there are two or more independent variables, multiple linear regression analysis will be performed. Sugiyono (2013), p. 279.

If a strong correlation is found between the independent variables (X1 and X2) and the dependent variable (Y), it can be ascertained through multiple linear regression. The multiple regression equation has the following general form:

$$A + b_1X_1 + b_2X_2 + e = Y$$

Details: X1 = Hard Skills X2 = Soft Skills Y = Performance

a = Fixed amount

e = mistake

Coefficient of Determination

To put it simply, the coefficient of determination (R^2) measures how much the model can account for changes in the dependent variable. The coefficient of determination has a value between 0 and 1. $0 < R^2 < 1$. A low R^2 value suggests that the independent variables' capacity to explain variations in the dependent variable is severely limited. Values that are close to the means of the independent variables provide almost all of the information needed to predict changes in the dependent variable.

T Test

In essence, the t test shows how each independent variable contributes to the explanation of variances in the dependent variable. The hypothesis formula is $H_a: b_i \neq 0$, signifying a significant contribution of the independent variable to the explanation of the dependent variable, and $H_o: b_i = 0$, signifying a non-significant contribution of the independent variable to the explanation of the dependent variable.

Ghozali (2015:48) states that the following important probability values form the basis for making decisions:

1. Assuming that the significant probability number exceeds 0.05, H_a is rejected and H_o is accepted.
2. You accept H_a and reject H_o if the probability of significance is less than 0.05.

F Test

The F test is used to determine how the independent variables collectively affect the dependent variable. Developing the hypothesis to be tested:

$H_o: b_1 = b_2 = 0$ indicates that the independent and dependent variables have no mutual influence.

$H_a: b_1 \neq b_2 \neq 0$, indicating that the independent and dependent variables are both influenced by each other.

According to Ghozali (2015:48), decision-making is based on the significance probability numbers listed below:

- a. Greater probability of significance than 0.05 indicates the acceptance of H_o and the rejection of H_a .
- b. If the significance probability is less than five percent, H_a is accepted and H_o is rejected.

RESULTS

The calculated r value is compared to the r table for degree of freedom (df) = $n-2$, or $102-2 = 100$, in order to perform the significance test. In this case, n is the number of samples. Therefore, 0.2301 is the validity coefficient value with a 5% alpha. The following table displays the findings of the validity test conducted on the variables of hard and soft skills in relation to employee performance:

Table 1. Data Validity Results

indicator	Koofisien Validity	Source
Hard Skill Variable Validity Test Results		
Science		
Employees have the ability to use certain knowledge, methods and techniques to complete a specific job.	0,643	Valid
Technology Science		
Employees have the ability to use technology at work as a driver of change	0,702	Valid
Technical skills		
Always think about developing or controlling work with reason and not with feelings or experience.	0,700	Valid
Soft Skill Variable Validity Test Results		
Self-awareness		
Employees have responsibility for the work they have been given	0,657	Valid
Self management		
Employees have confidence in solving problems	0,592	Valid
Self-motivation		
Employees have the ability to take risks and organize themselves.	0,696	Valid
Empathy		
Employees have the ability to embrace good synergy between employees.	0,801	Valid
Social skills		
Employees have various knowledge in the world of work with other people.	0,645	Valid
Validity Test of Employee Performance Variables		
Work quality		
The quality of my work is much better than other employees.	0,442	Valid
Work Quantity		
My work quantity is in accordance with the specified work standards	0,600	Valid
Punctuality		
My time efficiency exceeds the average of other employees.	0,554	Valid
Effectiveness		
Employees have commitment and responsibility in their work.	0,572	Valid
Independence		
Employees have extensive knowledge that can help other employees in making decisions.	0,629	Valid

Source: Data Processing Results, 2023

All question items are valid. All correlation values for each question item are greater than 0.2301 (alpha of 5% is 0.2301).

Reliability Test Results

After calculating the level of instrument reliability for each variable using the Cronbach's Alpha formula, the Cronbach's Alpha value can be seen in the table below.

Table 2. Reliability Test Results

<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>	<i>Description</i>
<i>Hard Skill (X₁),</i>	0,615	3	<i>Reliable</i>
<i>Soft Skill (X₂)</i>	0,705	5	<i>Reliable</i>
Employee Performance (Y)	0,705	5	<i>Reliable</i>

Source: Data Processing Results, 2023

As can be seen from the above table, the IBM SPSS Statistics 22 application was used to compute the Cronbach's Alpha formula for the instrument reliability test results. The findings showed that Cronbach Alpha (α) > 0.6. When a variable yields a Cronbach Alpha (α) value greater than 0.6, all instruments are deemed reliable.

Multiple Linear Regression Test Results

The results of multiple linear regression can be seen in the table below:

Table 3. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19,309	1,053		18,344	,000
<i>Hard skill</i>	,295	,078	,322	3,779	,000
<i>Soft skill</i>	,360	,044	,702	8,231	,000

a. Dependent Variable: Kinerja Pegawai

Source: Data Processing Results, 2023

$$Y = 19,309 + 0,295 (X_1) + 0,360 (X_2) + 1,053 \dots\dots\dots (1)$$

It makes sense in light of the regression equation above as follows:

- The regression constant is 19.309, which indicates that employee performance (Y) increases by 19.309 in the event that the hard skill variable (X₁) is absent (value = 0 (none) and the soft skill variable (X₂) is also absent (value = 0 (none)).
- The regression coefficient is 0.295, which indicates that employee performance (Y) will rise by 0.295 if the hard skill (X₁) and soft skill (X₂) variables have a value of 0 (no value). The positive coefficient indicates a positive or unidirectional relationship between employee performance (Y) at the Bengkulu City Education Office and hard skills (X₁).
- The regression coefficient is 0.360, which indicates that employee performance (Y) will rise by 0.360 in the event that the hard skill (X₁) and soft skill (X₂) variables have zero values. The positive coefficient indicates a positive or unidirectional relationship between employee performance (Y) and soft skills (X₂) at the Bengkulu City Education Office.

Determination Test Results (R²)

The percentage contribution of the independent variables (customer satisfaction and service) to the dependent variable (consumer loyalty) is

simultaneously calculated using determination analysis in multiple linear regression. This coefficient indicates the extent to which the variation in the dependent variable can be explained by the variation in the independent variable that was used in the model. When R² equals 0, it indicates that neither the independent variable's minuscule percentage contribution to the dependent variable's variance nor the independent variable's variation within the model can account for the dependent variable's minuscule variation. R², however, is equal to one, if the independent variable's percentage influence on the dependent variable is 100%, or if the model's use of the independent variable's variation to explain the dependent variable's variation is perfect. The following table displays the findings of the determination test used in this study:

Table 4. Determination Test Results (R²)

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,638 ^a	,407	,395	1,157

a. Predictors: (Constant), *hard skill*, *soft skill*

Source: Data Processing Results, 2023

The above table indicates that the R² (R Square) value is 0.407, or 40.7%. This indicates that 40.7% of the variation in the dependent variable can be explained by variations in the independent variable employed in this model, or that the independent variable's influence on the dependent variable has a percentage contribution of 40.7%. Other factors not included in this research model influence or explain the remaining 59.3% (100%-40.7%).

T Test Results

The purpose of the t statistical test is to ascertain whether the independent variable, or independent variable (X), influences the dependent variable, or dependent variable (Y), partially (individually). The table below displays the findings of the t test or partial test:

Table 5. t test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19,309	1,053		18,344	,000
<i>Hard skill</i>	,295	,078	,322	3,779	,000
<i>Soft skill</i>	,360	,044	,702	8,231	,000

a. Dependent Variabel: kinerja pegawai

Source: Data Processing Results, 2023

When the degrees of freedom/df = n - k - 1 = 102 - 2 - 1 = 99 are used to search the t distribution table at a = 5%: 2 = 2.5% (two-sided test), the ttable is 1.984.

1. The findings of the hard skills test (X1) indicate that employee performance (Y) in the Bengkulu City Education Department is positively and significantly impacted by hard skills (X1), with tcount 3.779 > ttable 1.984 and significance

$0.000 < 0.05$. As a result, the results of hypothesis H_a are accepted and H_o is rejected.

- The soft skills test (X_2) results indicate a t_{count} value of $8.231 > t_{table} 1.984$ and a significance of $0.000 < 0.05$, indicating that the H_a hypothesis is accepted and H_o is rejected. This suggests that employee performance (Y) at the Bengkulu City Education Department is positively and significantly impacted by soft skills (X_2).

Test Results F

The table below, Coefficients an ANOVAb, displays the findings of the simultaneous significance coefficient test (F statistical test):

Table 6. Test Results f

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90,858	2	45,429	33,939	,000 ^b
	Residual	132,515	99	1,339		
	Total	223,373	101			

a. Dependent Variable: kinerja pegawai

b. Predictors: (Constant), *hard skill* (X_1), *soft skill* (X_2)

Source: Data Processing Results, 2023

The F_{count} value is greater than the F_{table} value, $33.939 > 2.46$, based on the comparison of the two values. This means that the hypothesis is accepted, indicating that hard skills (X_1) and soft skills (X_2) have an impact on employee performance (Y) in the Bengkulu City Education Department at the same time. At the significance level of $0.000 < 0.05$, this is evident.

DISCUSSION

The Influence of Hard Skills on Employee Performance in the Bengkulu City Education Office

Employee performance (Y) at the Bengkulu City Education Office is positively and significantly impacted by the hard skills variable, according to the research findings. This indicates that the theory is true. This implies that your ability or job description will increase with your level of technical knowledge and skill, and your work will be of competent quality. Ismail (2012:27) asserts that hard skills are the technical know-how and abilities that people possess. As a result, hard skills – also known as intellectual competencies or abilities – involve a variety of mental tasks like problem-solving, reasoning, and thinking.

Previous research by Gempita Amellia Juniarti (2021) and Wahyuni (2016) also supports these findings, demonstrating that enhancing both hard and soft skills can lead to an improvement in employee performance.

The Influence of Soft Skills on Employee Performance in the Bengkulu City Education Office

The Bengkulu City Education Office's employee performance (Y) is positively and significantly impacted by the soft skills variable, according to the

research findings. This indicates that the theory is true. This implies that a person who has a strong grasp of soft skills will exhibit abilities that go beyond what they could possibly need in the workforce.

Susanto (2012:29) asserts that an individual's manner of conducting himself or controlling his emotions at work accounts for 80% of their success. Soft skills are therefore crucial to acquire since they enable one to advance professionally in the workplace.

Previous studies by Wahyuni (2016), Fransisca Bestari Rusady (2016), and Gempita Amellia Juniarti (2021) that found that both hard and soft skills have a positive and significant impact on employee performance at the Bengkulu City Education Office also support these findings.

The Influence of Hard Skills and Soft Skills on Employee Performance in the Bengkulu City Education Office

The study's findings demonstrate that employee performance (Y) at the Bengkulu City Education Office is positively and significantly impacted by both the hard skill and soft skill variables. This indicates that the theory is true. This proves the hypothesis that employee performance (Y) at the Bengkulu City Education Office is positively impacted by both the hard skill and soft skill variables, either separately or in combination. In this instance, hard skills – as well as soft skills – emphasize cognitive elements and specialized abilities based on specific scientific disciplines.

The research hypotheses in this study are all acceptable because these results are corroborated by earlier studies by Fransisca Bestari Rusady (2016), who found that both hard and soft skills have a positive and significant impact on employee performance, and Gempita Amellia Juniarti (2021), who found that collaboration has an impact on employee performance.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the previously described research and discussion outcomes regarding the impact of hard and soft skills on the performance of Bengkulu City Education Department staff, the following conclusions can be made:

1. Hard skills at the Bengkulu City Education Office have a positive and significant impact on employee performance (Y). This indicates that your ability or job description will have a competent work quality to it, the more knowledge and technical skills you possess.
2. Hard skills have a favorable and noteworthy impact on worker performance (Y) at the Bengkulu City Education Office. This implies that a person who has a strong grasp of soft skills will exhibit abilities that go beyond what they could possibly need in the workforce.
3. At the Bengkulu City Education Office, employee performance (Y) is influenced by both hard and soft skills at the same time. In other words, according to some scientific disciplines, hard skills – along with soft skills – emphasize cognitive aspects and specialized skills.

Based on the results of this research, the author provides suggestions as follows:

1. There is a need to improve hard skills at the Bengkulu City Education Office through training programs related to technical work in accordance with current technological developments
2. There is a need to improve soft skills at the Bengkulu City Education Office by improving communication skills to create good teamwork relationships.
3. For future researchers to be able to add other variables, apart from the hard skill and soft skill variables, and it is also recommended to increase the number of research samples.

FURTHER STUDY

This research has the limitation of not having moderating or mediating variables that can strengthen the research results.

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