

## The Competency Model Of Students At The Syekh Abdul Halim Hasan Binjai Institute

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### ABSTRACT

Higher education institutions play a crucial role in preparing students to enter the workforce with competencies that align with their fields of study. This research was conducted to observe the development of student competencies at Syekh Abdul Halim Hasan Binjai Institute, particularly in the growth of both academic and non-academic skills. The activities aimed at developing student potential across various study programs, such as Islamic Religious Education, Sharia Banking, and Islamic Economic Law, are supported through collaboration with internal campus institutions. Both soft skills and hard skills of students have a significant impact on their success in the workforce. This study highlights the importance of a positive school climate and the relationship between students and lecturers in shaping academic competencies and scholarly personalities. Additionally, the *Merdeka Belajar Kampus Merdeka* (MBKM) program plays a vital role in competency development through internships, research, entrepreneurship, and other programs. This research employs a quantitative approach by collecting data from 104 students through questionnaires and analyzing them using reliability tests and hypothesis testing. The results show that a conducive school climate, as well as the development of soft skills and hard skills, contribute to improving student competencies relevant to the demands of the digital era and the job market.

**Keywords:** Student Competency, School Climate, Soft Skills, Hard Skills, Higher Education

## **A. INTRODUCTION**

Universities and higher education institutions play a crucial role in helping a country meet the challenges of becoming a leading knowledge-based society in the world (Hartini et al., 2023). Education, particularly higher education, is essential in building a knowledge society and enhancing a country's competitiveness, growth, and productivity, while also strengthening its social cohesion (Husna et al., 2023). It is essential for students to make informed choices among the many new possibilities and to maximize career opportunities across various sectors according to their respective fields (Pulak & Tomaszewska, 2015).

The importance of student competencies as a provision and preparation for entering the workforce after completing their studies cannot be overstated. Their potential will determine the direction and aspirations they achieve. The author conducted research on student competencies with the aim of observing the development of students during their time at the Syekh Abdul Halim Hasan Binjai Institute, both in terms of academic and non-academic competencies in various fields. Field observations indicate that, in addition to actively participating in academic activities in the classroom, students also engage in other activities across various fields of expertise. For instance, students in the Islamic Religious Education program regularly organize extracurricular activities related to religious development, such as Islamic studies by inviting speakers with relevant expertise. Similarly, students in the Islamic banking and Islamic economics programs hold workshops on Islamic finance. Additionally, students in the family law and economic law programs engage in activities related to the development of legal principles from an Islamic perspective. All of these potential-development activities are facilitated by the university, in collaboration with internal institutions within the campus.

Considering that the Syekh Abdul Halim Hasan Binjai Institute is one of the Islamic higher education institutions in the city of Binjai, the development of student competencies is closely linked to Islamic concepts, including education, banking and economics, and Islamic laws. Strengthening these areas of development is crucial to ensure that graduates of the Syekh Abdul Halim Hasan Binjai Institute can not only contribute to general scientific knowledge but also uphold Islamic values and culture (character/morality) in their activities. The Islamic concept or character cannot be separated from students of the Syekh Abdul Halim Hasan Binjai Institute, in line with the university's vision and mission to produce graduates who are character-driven, competitive, and innovative through excellent and globally-oriented education.

(Stensaker, 2021) Student competencies have both positive and negative impacts on them, depending on how they are utilized. If competencies are not applied in the right context, they may not be beneficial. However, students with non-academic competencies can better navigate their career paths after graduating from university. On the other hand, students lacking academic competencies are likely to face difficulties in adapting to developments and may become pessimistic about improving their competitiveness in pursuing their academic goals. Data shows that many alumni from this university pursue careers aligned with their academic competencies. For instance, alumni from the Islamic Religious Education (PAI) and Early Childhood Islamic Education (PIAUD) programs often become teachers, principals, lecturers, religious counselors, or even establish educational foundations in their local communities. Similarly, graduates from the Islamic banking and economics programs have secured careers in banking, such as working at Islamic banks, becoming consultants, lecturers, or entrepreneurs. Law program graduates actively work as legal experts and provide counseling on Islamic laws. The Syekh Abdul Halim Hasan Binjai Institute has established a platform for its alumni to stay connected and share information about job opportunities and accomplishments in their careers. This connection is a direct result of the university's role in providing academic knowledge and competency development for its students.

Field observations highlight that students who possess both soft and hard skills, supported by proper guidance and training from relevant parties, are more likely to confidently develop their competencies. For instance, PAI students with teaching, preaching, counseling, and Islamic education competencies, as well as Islamic banking and economics students with competencies in developing creative, Sharia-based economies, or law students with competencies as Islamic legal counselors in various aspects. These competencies must be developed with support and collaboration from multiple stakeholders.

(Stensaker, 2021) Among the various initiatives to enhance students' academic competencies, special services that shape students' perceptions of competency development are crucial. Counseling services offer one alternative for students to form and direct their individual competencies. In Indonesia, various efforts have been made to enhance students' academic qualifications, including regular learning programs through the appointment of Academic Advisors and thesis supervisors at the study program level, as well as the development of Career Centers at higher education institutions. At the Syekh Abdul Halim Hasan Binjai Institute, according to its statute, the Career Center is incorporated within the Student Information and Counseling Center Al-Ishlahiyah. One of the counseling-related programs under Planned Generation, a student-managed initiative that provides information and

counseling on life planning, career development, achievements, and innovation, aiming to equip students to compete and succeed.

(Lutfia & Rahadi, 2020) These efforts serve as reminders to higher education institutions that improving academic performance, especially the quality of graduates, cannot rely solely on routine regular learning programs. More strategic and innovative measures are required to bridge the development of student competencies with the characteristics of the millennial generation, helping them grow both in their careers and in the organizations they work for.

(Arisandi et al., 2022) Explained that the current advancements in education must be balanced with change, competitiveness, and complexity, which require higher education institutions to swiftly adapt in order to ensure their graduates are competitive in the job market. To produce graduates in line with the evolving educational landscape, higher education institutions are expected to establish educational qualification standards that align field requirements with the educational elements applied at the university level. These elements include methods, strategies, infrastructure, media, and other inputs in learning. This is in accordance with the mandate of the national education system law, which states that education is a conscious effort to prepare learners through guidance, teaching, or training that will be beneficial for them in the future.

(Harianti et al., 2020) Higher education is expected to provide students with a high level of quality, and therefore, students are required to possess good morals and intellectual capacity so that their level of knowledge is aligned with their level of morality. This is why students are considered to be drivers of progress for the nation, as with their knowledge and moral foundation, they are expected to view societal phenomena and problems and seek solutions using their intellectual abilities. Students are often referred to as "agents of change" due to this role.

Several factors influence students' soft skills competencies, including attitude, motivation, values, behavior, habits, character, integrity, teamwork, and discipline. This research focuses on developing a competency model for students at the Syekh Abdul Halim Hasan Binjai Institute, which aligns with its vision and mission of excellence in providing religious, professional, and competitive graduates. The program will be built on the basis of students' learning experiences and real needs, while accommodating Islamic values and the digital culture. The aim of this research is to strengthen the existence of the university in developing student competencies, ultimately producing independent, professional, and competitive graduates in society and the workforce.

## **B. LITERATURE REVIEW**

Competency is the ability to carry out a job or task based on knowledge, skills, and supported by the work attitude required by that job. Therefore, competency encompasses knowledge, skills, and professional work attitudes in a particular field. Wibowo explains that competency refers to the ability to perform and complete tasks that are grounded in skills and knowledge, as well as supported by the work attitude demanded by the job. Competency thus reflects the skills or knowledge characterized by professionalism in a specific field as a key factor and hallmark of that field.

Wibowo further adds that there are five types of competency characteristics, which are as follows:

1. Motives

Are things that a person consistently thinks about or desires, which lead to actions. Motives drive, direct, and select behavior toward certain actions or goals.

2. Traits

These are physical characteristics and consistent responses to situations or information. For instance, quick reaction time and sharp eyesight are physical traits of a competent fighter pilot.

3. Self-Concept

This involves a person's attitudes, values, or self-image. Confidence, for example, is a belief in one's ability to be effective in nearly any situation, which is part of a person's self-concept.

4. Knowledge

This refers to the information that a person possesses in a specific field, and knowledge is a complex competency. Scores on knowledge tests often fail to predict job performance because they do not measure the actual application of knowledge and skills in a work setting.

5. Skills

These are the abilities to perform physical or mental tasks. Mental competencies or cognitive skills include analytical and conceptual thinking.

According to Zwel, as cited by Wibowo, there are three key preparations that affect the quality of one's competencies:

- Beliefs and Values

A person's behavior is greatly influenced by their belief in themselves and others. If individuals and those around them believe in their ability to accomplish something, it becomes easier to achieve. The skills that a person possesses can significantly enhance their confidence and demonstrate to others that they have mastery in their field.

- Experience

Experience is crucial in helping individuals perform and complete the tasks given to them. It teaches them real-world knowledge and makes it easier to recall. For instance, an expert in a particular field has likely learned from experience, including both praise and criticism from others, which motivates them to prove their competence.

- Conceptual Model

This model is designed to validate one's abilities in a particular field through official and written documentation, such as a competency certificate. The goal is to integrate cognitive and psychomotor competency assessments into standardized certification in alignment with the individual's field of expertise.

In terms of student competency development, the Indonesian government, through the Ministry of Education, has planned and implemented curriculum reforms to enhance students' mastery in their fields. This curriculum is known as the MBKM Curriculum (Merdeka Belajar Kampus Merdeka or Independent Learning, Independent Campus), which allows students the freedom to realize and develop competencies in their respective areas of expertise. Some of the programs offered by MBKM are as follows:

- Internship Program

This program allows students to work at relevant institutions according to their field of study for one or two semesters, aiming to equip them with more knowledge and skills in their academic area.

- Research Program

This program provides opportunities for students to develop their competencies, interests, and talents through directed research in their chosen field.

- Entrepreneurship Program

This program aims to develop students' potential beyond academics by uncovering hidden entrepreneurial talents, allowing them to become independent and adapt to the demands of the modern world.

- Student Exchange Program

This academic learning activity involves cross-program and cross-campus study. The goal is to broaden students' perspectives across different disciplines and measure their academic abilities, enhancing their mastery of knowledge and skills.

- Teaching Assistant Program

This activity prepares students to engage in the field of education as mentors or teachers.

- Humanitarian Program

This program aims to equip students with social sensitivity, allowing them to contribute their potential to humanitarian efforts. It is an important preparatory step for students to develop their competencies after graduating from university.

- Community Service Program

This program bridges the gap between universities and society. Students gain real-world experience while testing their competencies in the field they are studying.

These programs are part of broader efforts to strengthen students' competencies, ensuring that they are well-prepared for the demands of the modern workforce and societal challenges.

### C. METHOD

The type of research used in this study is quantitative research. Quantitative research generally consists of numerical data or scores, which are combined after collecting scores through questionnaires distributed to the research sample. This study was conducted at the Syekh Abdul Halim Hasan Binjai Institute, an Islamic higher education institution located in Binjai City. The population in this study consists of all students at the Syekh Abdul Halim Hasan Binjai Institute, totaling 1,417 students from the 2023/2024 academic year. The sample in this study includes 355 students from the Islamic Religious Education program, which represents 25% of the total population. Therefore, the total sample collected for this study is 104 students. The data collection technique used is a questionnaire.

Data analysis was conducted through reliability tests, normality tests, and hypothesis testing using product-moment correlation. The hypothesis testing formula is as follows:

$$R_{xy} = \frac{N \Sigma XY - (\Sigma X) (\Sigma Y)}{\sqrt{\{(N \Sigma X^2 - (\Sigma X)^2)\} \{(N \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

Explanation:

$R_{xy}$  = the correlation coefficient being sought

$N$  = the number of subjects providing the values

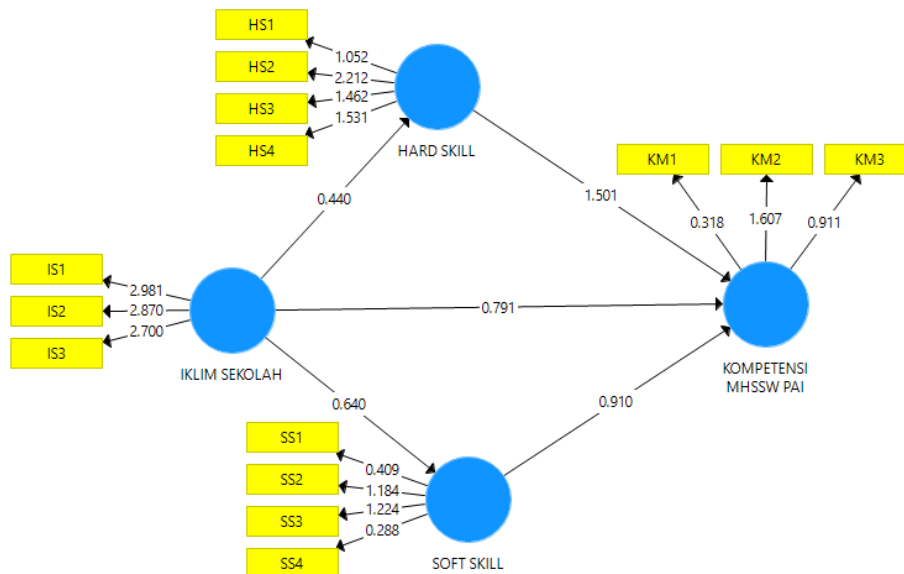
$X$  = the value of variable 1

Y = the value of variable 2

To facilitate data analysis in this research, the researcher also used SPSS. SPSS is a program for statistical data processing that is relatively easy to use. SPSS stands for Statistical Product and Service Solution.

## D. RESULT AND DISCUSSIONS

### Result



### R Square

Variabel	R Square Adjust
Hard Skill	0,111
Student Competence	0,279
Soft Skill	0,131

### Tabel F Square

Variabel	F Square
Hard Skill-Competency	0,388
School Climate-Hard Skill	0,368
School Climate-Student Competency	0,364
School Climate-Soft Skill	0,383
Soft Skill-Student Competency	0,363



## **Discussion**

### **The Relationship Between School Climate and Student Competency**

A positive school climate can be defined as a set of rules that outline acceptable behavior and norms for the school environment. A positive climate fosters positive behavior, especially among students, leading to improved academic achievement, reduced disciplinary issues, and overall academic success. The relationship between these two variables is positive, with a moderate strength. One dimension of school climate, as proposed by The National School Climate Council, is engagement, with one sub-dimension being the relationship with teachers or lecturers (connection to teacher) (Kanah et al., 2019).

Moreover, lecturers play a key role in developing an academic atmosphere within the learning process for all those involved in the higher education system. Studies indicate that to foster a positive academic atmosphere, values such as responsibility, honesty, critical thinking, perseverance, curiosity, and care must be instilled in the entire academic community. This contributes to the formation of an ethical and moral campus climate. Ideally, every lecturer should embody these values, as they are expected to shape students' character as intellectual beings with academic quality. This, in turn, can enhance students' competencies.

(Kartika Sari Lubis et al., 2023) Academic climate significantly influences students' scientific attitudes, helping them develop their knowledge. In this study, students of Islamic Religious Education demonstrated that an academic climate imbued with a scholarly and creative spirit enhances the development of intellectual and academically competent student character. The academic climate also creates a conducive environment for student learning teams in higher education institutions, improving performance post-graduation and benefiting society at large. This, undoubtedly, contributes to improving students' knowledge and competencies.

### **Relationship Between Soft Skills, Hard Skill and Student Competence**

Hard skills are abilities that can be learned and improved through various methods, such as training and seminars. Hard skills are essential for individuals who wish to enter the workforce after completing their education. In addition to academic abilities, everyone must possess the expertise and skills required for the desired job. Hard skills are primarily oriented toward the development of Intelligence Quotient (IQ), encompassing technical abilities and mastery of technology or other skills related to one's field of study (Ufia et al., 2024).

(Wardani et al., 2024) Upon completing their undergraduate education, students transition to the next step, which is the professional world, whether as job seekers or job creators. Job seekers, in particular, need to meet specific qualifications aligned with job

requirements. In the era of Industry 4.0, the demand for experts who can keep up with technological advancements is a top priority. Students, as agents of change, are also expected to master hard skills to compete in the workforce. Some of the critical skills needed include computer technology, design, data analysis, sales and marketing, and website expertise.

According to a journal on educational technology, the main goal of the MBKM (Merdeka Belajar Kampus Merdeka) program is to sharpen students' competencies in both soft skills and hard skills, ensuring they are prepared for life after university. Research findings indicate that 88% of students believe the MBKM program enhances their empathy toward others, while 10.7% expressed uncertainty, and 2.3% did not feel that their empathy had improved. In terms of its objectives, the MBKM program requires students to socialize with various parties, utilizing technology, creativity, and innovation.

In conclusion, the implementation of the MBKM program positively impacts both soft skills such as communication, problem-solving, creativity, and conflict resolution and hard skills, including empathy, socialization, technological proficiency, creativity, innovation, writing, and research skills.

### **The Relationship Between School Climate, Soft Skills, and Hard Skills on Student Competency**

Enhancing student competency as human capital has become increasingly urgent and needs to be implemented in a planned, directed, and sustainable manner to improve skills and professionalism. The goal of enhancing human capital is to improve operational performance in performing real tasks in the workplace. Employee performance is the result of their perception of their job. Several factors influence performance, such as working conditions, policies, procedures, leadership style, group relationships, and additional benefits. Additionally, performance is affected by how well employees' personalities match their roles (Dewirahmadanirwati, 2021). Another factor that affects performance is the competency in hard skills and soft skills. Therefore, universities are tasked with creating a conducive school climate to enhance both soft and hard skills.

The connection between school climate and student competency can be seen indirectly through the student-teacher relationship, which is a process of interaction or reciprocal relationship between lecturers and students on campus. This relationship carries emotional weight, as lecturers, acting as social agents, influence students' intellectual and socio-emotional experiences by fostering a learning atmosphere that stimulates motivation (Irawan et al., 2023). A positive student-teacher relationship is critical to building a conducive environment for learning.

One of the key focuses in educational development is the improvement of teaching quality, as it plays a central role in enhancing educational outcomes at both schools and universities. Support from both teachers and students is crucial, as they are the most valuable assets for any academic institution. The connection between lecturers and students in an academic institution is reflected in academic performance. Without student performance, there would be no progress or achievements to record, both for the lecturers and the institution (Khairudin & I'fa, 2023).

The aspects of the student-teacher relationship (Wardani et al., 2024) include closeness, which refers to the affectionate interaction between lecturers and students, fostering a positive attitude towards the school environment, promoting open communication, and encouraging teacher and student engagement on campus. This helps students manage their efforts in achieving optimal learning outcomes. Effective effort management plays a key role in setting goals, managing time, and persevering through difficult tasks, and self-monitoring is essential not only for academic success but also for life success.

Building students' soft skills and competencies, in relation to school climate, can be seen through aspects of honesty. This trait, reflected in behavior accompanied by sincerity, speaking truthfully, and acting based on evidence and truth as demonstrated by lecturers, can guide students towards a balanced and harmonious life. In addition, scientific personality traits are instilled through interactions between lecturers and students, both on and off-campus, in order to create a climate that promotes academic activities rooted in scientific truth as the basis of ethical and moral behavior. This illustrates the relationship between building students' soft skills and competencies, which can be viewed through the school climate by examining the quality of relationships between lecturers and students, or between peers. A conducive academic atmosphere is heavily influenced by lecturer-student interactions to optimize the learning process. As such, both parties are encouraged to relate efficiently, with attention to human relationships. These interactions should be free of barriers, as any obstacles in communication between lecturers and students hinder the transfer of knowledge. However, this interaction must remain grounded in ethical and moral values to support the formation of student character as intellectuals with academic quality, leading to better intellectual performance.

In today's era, students' competencies must include both soft and hard skills to handle unexpected problems in the workplace wisely and present comprehensive solutions, equipped with the competencies and proficiency in soft and hard skills. This foundational knowledge is critical and highly needed in the workforce. Such skills are essential for personal development

and are increasingly demanded by various professions. Beyond core competencies, universities should be able to fulfill these demands. Soft skills can be grouped into social skills and human resource skills, while hard skills can be categorized into cognitive abilities, system skills, complex problem-solving, content skills, process skills, and physical abilities. These skills must be enhanced to succeed in today's competitive professional landscape. Findings by (Kartika Sari Lubis et al., 2023) suggest that soft and hard skills must be improved and are critical in the job market.

Based on the discussion above, it can be concluded that the relationship between school climate, soft skills, and hard skills on student competency is evident in the university's ability to create a conducive environment for students. This includes providing a favorable learning environment, fostering positive relationships between students and lecturers, peers, and administrative staff. Through this, students' hard and soft skills can be developed, ensuring their competencies meet the demands of the digital era. Graduates from higher education institutions can then compete and thrive in today's industrial age, achieving success.

## **E. CONCLUSION**

There is a direct influence of school climate on the competency of Islamic Religious Education (PAI) students, indicated by a correlation coefficient ( $r$ ) of 0.791 with  $p < 0.05$ . This suggests that an improved school climate will enhance the competency of PAI students. There is a direct influence of soft skills on the competency of PAI students, shown by a correlation coefficient ( $r$ ) of 0.901 with  $p < 0.05$ . This indicates that the better the soft skills possessed by PAI students, the more their competency will increase. There is a direct influence of hard skills on the competency of PAI students, demonstrated by a correlation coefficient ( $r$ ) of 0.501 with  $p < 0.05$ . This shows that the more optimal the hard skills possessed by PAI students, the more their competency will improve. The school climate, through its impact on both hard skills and soft skills, can influence the competency of PAI students. A conducive school climate can develop or enhance the hard and soft skills of PAI students, thereby contributing to their overall competency development.

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