

THE INFLUENCE OF PARTICIPATION IN STUDENT ORGANIZATIONS ON SOFT SKILLS AND EMPLOYABILITY OF MANAGEMENT STUDENTS AT TADULAKO UNIVERSITY

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Received : 01 August 2025
Revised : 15 August 2025
Accepted : 20 September 2025

Published : 28 September 2025
DOI : <https://doi.org/54443/morfai.v5i3.4174>
Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/4174>

Abstract

This study examines how student participation in campus organizations influences soft skills and employability among Management students at Tadulako University. A survey of 103 students from the 2021 and 2022 cohorts was analyzed using SEM-PLS in SmartPLS 4. Findings reveal that organizational participation significantly improves intrapersonal and interpersonal skills, both of which positively affect employability. The direct impact of participation on employability is relatively small, but interpersonal skills emerge as the stronger mediator compared to intrapersonal skills. These results confirm that student organizations serve as strategic platforms for non-formal learning that strengthens soft skills and work readiness. The study highlights the importance of institutional support for student organizations and suggests that future research should explore additional factors, such as internship and digital literacy, to broaden employability assessment.

Keywords: *Employability, Interpersonal Skills, Intrapersonal Skills, Organizational Participation, Soft Skills.*

INTRODUCTION

Technological advancements and digitalization have transformed the labor market landscape, requiring university graduates not only to excel academically but also to possess essential soft skills such as communication, leadership, teamwork, and time management (Michaela et al., 2023; Wong & Saraih, 2024). This condition indicates that hard skills alone are insufficient to guarantee graduates' employability. In Indonesia, including Tadulako University, the gap between academic achievement and non-technical skills remains evident. Many graduates achieve high GPAs yet are not fully prepared to face the dynamic world of work (Febrianur & Rahmah, 2024). Moreover, the integration of soft skills development into the formal curriculum is still limited, making student organizations a strategic platform for cultivating both interpersonal and intrapersonal skills (Wati, 2023). Several studies have shown that students' active participation in organizations contributes positively to the development of soft skills and employability (Lestari & Kurniawati, 2023; Suhartono & Machmuddah, 2020). However, research focusing specifically on Management students at Tadulako University remains limited, even though student organizations hold significant potential in enhancing graduates' competitiveness. Based on these conditions, this study aims to analyze the influence of student participation in organizations on soft skills (intrapersonal and interpersonal) and the employability of Management students at Tadulako University.

LITERATURE REVIEW

Organizational Participation

Participation in student organizations refers to students' involvement in organizational activities that support non-formal learning. Student organizations play an important role as platforms for developing communication, leadership, and teamwork skills that cannot be fully obtained in the classroom (Wati, 2023). The level of student participation can be observed through their involvement in activities, contribution of ideas, and roles undertaken in committees or organizational leadership (Lestari & Kurniawati, 2023). Previous studies support the significant role of student organizations. Lestari and Kurniawati (2023) found that students' active engagement in organizations positively contributes to the development of soft skills. Suhartono and Machmuddah (2020) emphasized that organizational experience strengthens employability through enhanced leadership and collaboration abilities.

Similarly, Nursanty et al., (2023) demonstrated that students who actively participate in organizations tend to have higher levels of employability compared to those who are less involved.

Soft Skills

Soft skills are non-technical abilities that support individual effectiveness in both social and professional environments, including the workplace (Vázquez-Rodríguez et al., 2025). In general, soft skills are divided into two dimensions: intrapersonal skills and interpersonal skills (Mwita et al., 2023). Intrapersonal skills refer to self-management abilities such as time management, critical thinking, and resilience under pressure (J & Soubramanian, 2024). Meanwhile, interpersonal skills relate to the ability to build relationships and communicate effectively, including teamwork, leadership, and empathy (Muss et al., 2024). In this study, both dimensions of soft skills are positioned as mediating variables that bridge the influence of student participation in organizations on employability. These skills develop through real experiences in carrying out organizational activities, which demand discipline, responsibility, communication, and collaboration (Sahabuddin et al., 2024). Operationally, intrapersonal skills are defined as the ability to manage time, think critically, maintain discipline, and act independently (Luo & Li, 2024). Meanwhile, interpersonal skills encompass communication, leadership, teamwork, empathy, and conflict resolution skills (Hebles et al., 2022). Thus, student organizations serve as a strategic platform for developing both dimensions, ultimately contributing to students' employability.

Employability

Employability refers to a condition in which individuals possess the abilities, attitudes, and mental readiness to enter the professional workforce (Orr et al., 2023). Students with a high level of employability are generally able to adapt quickly to new work environments, demonstrate strong work ethics, and exhibit skills in solving complex problems (Björck et al., 2025). Operationally, employability in this study is measured using five main indicators: adaptability in the workplace, professional ethics and responsibility, communication skills in professional contexts, problem-solving abilities, and psychological readiness to enter the labor market (Shore & Dinning, 2023).

Relationships Among Variables

The development of soft skills through student organizations not only provides direct benefits to individual competencies but also serves as a mediating mechanism for students' employability (Elkhayma & Ezzaidi, 2025). Intrapersonal skills such as self-management, critical thinking, and resilience enable students to become more adaptive and independent in facing dynamic work environments (Mulyana & Linando, 2024). Meanwhile, interpersonal skills such as communication, teamwork, and leadership strengthen students' ability to build effective professional relationships (Bedoya-guerrero et al., 2024). Previous studies have shown that students' active involvement in organizations contributes positively to the development of soft skills, which in turn enhances employability (Lestari & Kurniawati, 2023). Moreover, employability is characterized by adaptability, work ethics, professional communication, and problem-solving skills, all of which are fostered through students' participation in various organizational activities (Orr et al., 2023). Therefore, soft skills can be viewed as a strategic pathway mediating the influence of organizational participation on students' readiness to enter the labor market.

Research Hypotheses

- H1: Organizational participation has a positive effect on intrapersonal skills.
- H2: Organizational participation has a positive effect on interpersonal skills.
- H3: Intrapersonal skills have a positive effect on employability.
- H4: Interpersonal skills have a positive effect on employability.
- H5: Organizational participation has a positive effect on employability.
- H6: Intrapersonal skills mediate the effect of organizational participation on employability.
- H7: Interpersonal skills mediate the effect of organizational participation on employability.

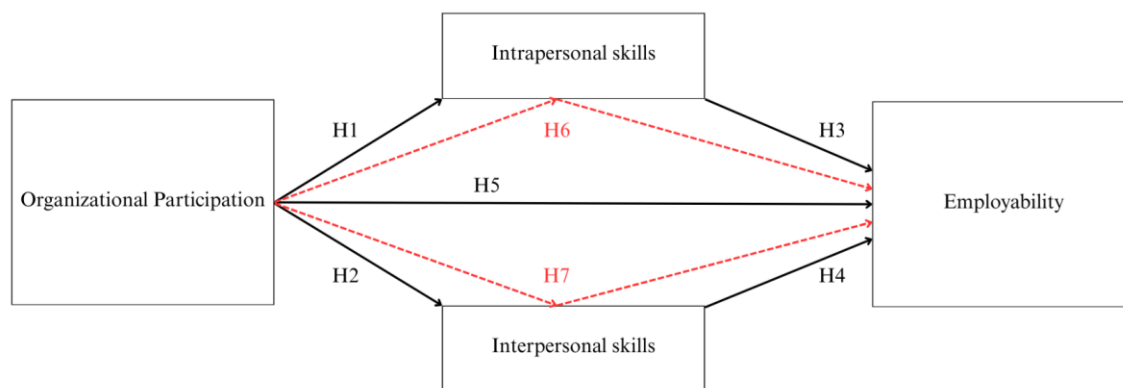


Image 1: Research Model

METHOD

This study employed a quantitative approach with a survey method to examine the relationship between participation in student organizations, the development of soft skills (intrapersonal and interpersonal), and students' employability. Seven hypotheses were tested to identify the direct influence of organizational participation on soft skills and employability, as well as the indirect effect through the mediating role of intrapersonal and interpersonal skills. The independent variable in this study is organizational participation, while the mediating variables are intrapersonal skills and interpersonal skills, with employability serving as the dependent variable. Data were collected through questionnaires administered to Management students at Tadulako University who are involved in student organizations. The instrument employed a five-point Likert scale based on theoretical indicators. Data analysis was conducted using SEM-PLS with SmartPLS 4, which is appropriate for models involving latent variables and mediation pathways (Magno & Ringle, 2024).

The research population consisted of Management students at Tadulako University from the 2021 and 2022 cohorts who were actively engaged in student organizations. Based on organizational membership data obtained from official decrees and activity verification, there were 138 students in total, comprising 56 students from the 2021 cohort and 82 students from the 2022 cohort. These students were distributed across ten organizations, including the Management Student Association (HMM), the Student Executive Board (BEM), the Student Representative Council (DPM), as well as other student activity units such as PERSOMI, WELCOME, and MAPALA GALARA. The sample was determined using purposive sampling based on organizational activeness criteria and further distributed using proportional sampling to ensure balance across cohorts and organizations. A total of 100 respondents were selected, in line with the requirements for SEM-PLS analysis in complex research models.

RESULTS AND DISCUSSION

Respondent Overview

The research questionnaire was distributed online via Google Form to students from the 2021 and 2022 cohorts who were active in 10 student organizations within the Faculty of Economics at Tadulako University. Data collection was conducted over a period of 17 days, from July 12 to July 29, 2025. Table 1 presents an overview of the respondents.

Table 1. Description of Respondents' Characteristics

Characteristics	Category	Number of Respondents	Percentage (%)
Gender	Male	45	43,7%
	Female	58	56,3%
	Total	103	100%
Age	20 Year	9	8,74%
	21 Year	50	48,54%
	22 Year	37	35,92%
	23 Year	7	6,8%
	Total	103	100%
Study Program	Bachelor of Management (S1)	98	95,1%
	Diploma in Marketing (D3)	5	4,9%

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Muh. Dani Faidil et al

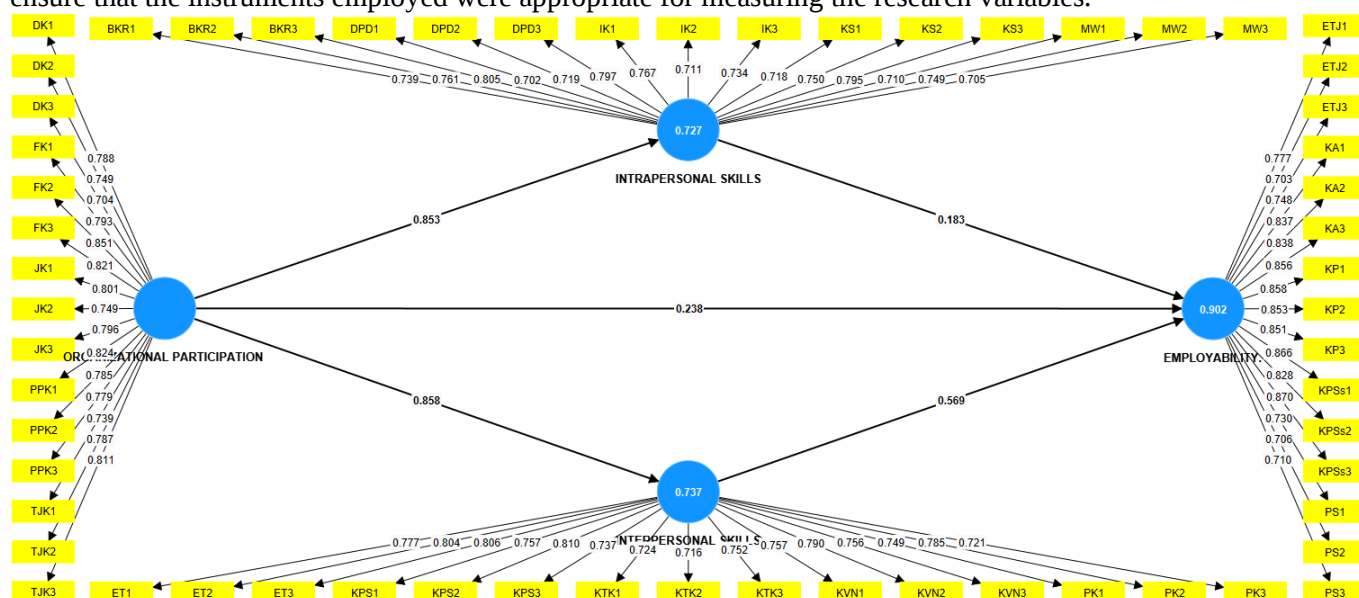
	Total	103	100%
Cohort	2021	45	43,7%
	2022	58	56,3%
	Total	103	100%
Student Organization	BEM	7	6,8%
	DPM	4	3,9%
	HMM	47	45,6%
	Lpm Produktif	4	3,9%
	Mapala Galara	1	1%
	MPM Al-Iqra	5	4,9%
	Persomi	11	10,7%
	Sanggar Seni Kakuka	4	3,9%
	Sport Of Economy	3	2,9%
	Welcome	16	16%
	Total	103	100%

Source: Primary Data (2025).

Based on Table 1, the majority of respondents were female (56.3%), aged 21–22 years (85%), enrolled in the Bachelor of Management program (95.1%), and from the 2022 cohort (56.3%). The highest organizational membership was found in the Management Student Association (45.6%) and Welcome (16%).

Validity and Reliability Test

Figure 2 illustrates the research model used in this study. Validity and reliability tests were conducted to ensure that the instruments employed were appropriate for measuring the research variables.



Source: SEM-PLS (2025).

Image 2: Research Model

The Organizational Participation variable was measured using 15 items, all of which were valid with outer loading values ranging from 0.704 to 0.851. The Average Variance Extracted (AVE) value of $0.618 > 0.50$ indicates that convergent validity requirements were met. The reliability of the instrument was also excellent, with a Composite Reliability of 0.960 and a Cronbach's Alpha of 0.956, both exceeding the threshold of 0.70. This indicates that all items consistently explain the Organizational Participation construct. The Intrapersonal Skills variable was measured using 15 valid items with outer loading values ranging from 0.716 to 0.810. The AVE value of $0.555 > 0.50$ indicates that the construct meets convergent validity. Meanwhile, the Composite Reliability of 0.949 and

Cronbach's Alpha of 0.942, both above 0.70, demonstrate that the Intrapersonal Skills variable has high reliability. The Interpersonal Skills variable was measured using 15 valid items with outer loading values ranging from 0.705 to 0.805. The AVE value of $0.583 > 0.50$ indicates that the construct satisfies the convergent validity requirement. Additionally, the Composite Reliability of 0.954 and Cronbach's Alpha of 0.949, both above the 0.70 threshold, indicate that the Interpersonal Skills variable has excellent reliability. The Employability variable was measured using 15 valid items with outer loading values ranging from 0.703 to 0.870. The AVE value of $0.647 > 0.50$ confirms convergent validity. Furthermore, the instrument demonstrated very high reliability with a Composite Reliability of 0.965 and a Cronbach's Alpha of 0.960, both exceeding the 0.70 threshold. Thus, all items consistently explain the Employability construct and can be considered reliable.

Table 2. Discriminant Validity-Fornell-Criterion

	Interpersonal Skills	Intrapersonal Skills	Employability	Organizational Participation
Interpersonal Skills	0,763			
Intrapersonal Skills	0,869	0,745		
Employability	0,932	0,880	0,804	
Organizational Participation	0,858	0,853	0,882	0,786

Source: SEM-PLS (2025)

The results of the discriminant validity test using the Fornell–Larcker criterion showed that the square root of the AVE for each construct was higher than the correlations between constructs. This indicates that each construct in the research model can be distinguished from the others, thus fulfilling the discriminant validity requirement based on the Fornell–Larcker criterion.

Table 3. Discriminant Validity-Heterotrait-Monotrait ratio (HTMT)

	Interpersonal Skills	Intrapersonal Skills	Employability	Organizational Participation
Interpersonal Skills				
Intrapersonal Skills	0,913			
Employability	0,973	0,924		
Organizational Participation	0,887	0,891	0,913	

Source: SEM-PLS (2025)

The discriminant validity test using the HTMT ratio showed that several construct pairs exceeded the 0.90 threshold, namely interpersonal skills–intrapersonal skills (0.913), interpersonal skills–employability (0.973), intrapersonal skills–employability (0.924), and employability–organizational participation (0.913). This suggests a potential issue in differentiating these constructs. However, the HTMT values for the pairs interpersonal skills–organizational participation (0.887) and intrapersonal skills–organizational participation (0.891) remained below the 0.90 threshold, thus meeting the discriminant validity criteria. Therefore, it can be concluded that the discriminant validity of this research model is only partially fulfilled.

Descriptive Statistical Analysis

Descriptive analysis was used to illustrate the tendencies of respondents' answers for each research variable. The assessment was based on mean values with the following categories: very low (1.00–1.79), low (1.80–2.59), moderate (2.60–3.39), high (3.40–4.19), and very high (4.20–5.00) (Lesnussa & Sugiarto, 2024). The mean values represent the average assessment of respondents for each variable. The results of the descriptive analysis are presented in Table 4.

Table 4. Descriptive Statistics of Research Variables

Variabel	Mean	Category
Organizational Participation (X)	3,90	Tinggi
Intrapersonal Skills (M1)	3,87	Tinggi
Interpersonal Skills (M2)	4,03	Tinggi
Employability (Y)	4,03	Tinggi

Source: SEM-PLS (2025)

The results of the descriptive analysis indicate that student organizational participation falls into the high category (mean = 3.90), with strengths in management responsibility, although leadership initiative remains low. Intrapersonal skills were also high (mean = 3.87), characterized by good time management abilities, yet independent creativity is still lacking. Interpersonal skills scored the highest (mean = 4.03), particularly in empathy and tolerance, while conflict resolution skills still need improvement. Students' employability was also high (mean = 4.03), excelling in professional communication, but problem-solving skills were relatively weak. Overall, students who are active in organizations demonstrate good participation, soft skills, and employability, although further enhancement of personal initiative, conflict resolution skills, and problem-solving abilities remains necessary.

Structural Evaluation

The evaluation of the structural model focuses on testing the relationships between the research variables. According to Hair et al. (2021), the evaluation is conducted in three main steps. First, multicollinearity is assessed by measuring the inner Variance Inflation Factor (VIF). A VIF value below 5 indicates that the variables are free from multicollinearity issues. Second, hypotheses are tested by examining the t-statistic or p-value, where a p-value < 0.05 indicates a significant relationship between variables. Third, the f-square value is evaluated to assess the magnitude of the direct effect of a variable at the structural level, with criteria of 0.02 (small), 0.15 (medium), and 0.35 (large). Based on the results presented in Table 5, all inner VIF values are below 5, indicating that there is no multicollinearity among the research variables. The VIF values for the paths from organizational participation to interpersonal skills and from organizational participation to intrapersonal skills are both 1.000, indicating very low multicollinearity. Meanwhile, the path from interpersonal skills to employability has a VIF value of 5.139, and the path from intrapersonal skills to employability has a value of 4.966. The path from organizational participation to employability has a VIF of 4.618. These findings confirm that, in general, the research model remains within acceptable tolerance limits, although some paths approach the threshold of 5, indicating a relatively strong potential relationship between variables.

Table 5. Collinearity Statistics-Inner Model

	VIF
Interpersonal Skills → Employability	5,139
Intrapersonal Skills → Employability	4,966
Organizational Participation → Interpersonal Skills	1,000
Organizational Participation → Intrapersonal Skills	1,000
Organizational Participation → Employability	4,618

Source: SEM-PLS (2025)

Based on Table 6, the R-square values indicate the magnitude of the simultaneous influence among variables. Interpersonal skills have an R-square of 0.737, meaning that organizational participation explains 73.7% of its variance. Intrapersonal skills have an R-square of 0.727, indicating that 72.7% of its variance is explained by organizational participation. Meanwhile, employability reaches an R-square of 0.902, showing that organizational participation, interpersonal skills, and intrapersonal skills together explain 90.2% of the variance in employability, with the remaining 9.8% influenced by factors outside the model.

Table 6. R-square

	R-Square	R-Square Adjusted
Interpersonal Skills	0,737	0,734
Intrapersonal Skills	0,727	0,725
Employability	0,902	0,899

Source: SEM-PLS (2025)

The results presented in Table 7 show an SRMR value of 0.078 for the saturated model and 0.083 for the estimated model. Both values are below the 0.10 threshold, indicating that the model has acceptable fit. Thus, the relationships among organizational participation, intrapersonal skills, interpersonal skills, and employability can be adequately explained by the research data.

Table 7. SRMR Model Estimation

	Saturated model	Estimated model
SRMR	0,078	0,083

Source: SEM-PLS (2025)

Table 8. Hypothesis Test for Direct Effect

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Confidence Intervals		F-Square
				Lower Bound (2.5%)	Upper Bound (97.5%)	
Organizational Participation → Intrapersonal Skills	0,853	24,667	0,000	0,772	0,908	2,669
Organizational Participation → Interpersonal Skills	0,858	28,937	0,000	0,795	0,909	2,797
Intrapersonal Skills → Employability	0,183	2,469	0,014	0,038	0,329	0,069
Interpersonal Skills → Employability	0,569	7,862	0,000	0,413	0,700	0,639
Organizational Participation → Employability	0,238	3,064	0,002	0,094	0,396	0,125

Source: SEM-PLS (2025)

Based on Table 8, the first hypothesis (H1) is accepted. Organizational participation has a significant positive effect on intrapersonal skills, with a path coefficient of 0.853 ($p < 0.05$) and an f-square of 2.669. This indicates that the higher the students' involvement in organizations, the better the intrapersonal skills they develop, particularly in discipline, independence, and self-control. The second hypothesis (H2) is also accepted. Organizational participation has a significant positive effect on interpersonal skills, with a path coefficient of 0.858 ($p < 0.05$) and an f-square of 2.797. This demonstrates that organizational participation strongly contributes to enhancing students' interpersonal skills, such as communication, teamwork, and leadership.

The third hypothesis (H3) is accepted. Intrapersonal skills have a positive effect on employability, with a path coefficient of 0.183 ($p < 0.05$) and an f-square of 0.069. Although the effect is smaller compared to interpersonal skills, this result confirms that students' abilities in discipline, independence, and self-control contribute to their employability. The fourth hypothesis (H4) is also accepted. Interpersonal skills have a positive effect on employability, with a path coefficient of 0.569 ($p < 0.05$) and an f-square of 0.639. This indicates that students' communication, teamwork, and leadership skills play a more dominant role in enhancing their readiness to enter the workforce. The fifth hypothesis (H5) is rejected. Organizational participation does not have a direct effect on employability, although the path coefficient of 0.238 shows a positive direction. The f-square value is only 0.125, indicating a relatively small contribution. Therefore, the effect of organizational participation on employability is largely mediated by interpersonal and intrapersonal skills.

Table 9. Hypothesis Test for Indirect Effect

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Confidence Intervals	
				Lower Bound (2.5%)	Upper Bound (97.5%)
Organizational Participation → <i>Interpersonal Skills</i> → Employability	0,488	7,159	0,000	0,349	0,615
Organizational Participation → <i>Intrapersonal Skills</i> → Employability	0,156	2,476	0,013	0,033	0,283

Source: SEM-PLS (2025)

The sixth hypothesis (H6) is accepted. Organizational participation has an indirect effect on employability through interpersonal skills, with a path coefficient of 0.488 ($p < 0.05$). This contribution is considered moderate, indicating that the more active students are in organizations, the better their interpersonal skills develop, which in turn significantly enhances employability. The seventh hypothesis (H7) is also accepted. Organizational participation has an indirect effect on employability through intrapersonal skills, with a path coefficient of 0.156 ($p < 0.05$). Although the contribution is relatively small, this result confirms that intrapersonal skills serve as a valid mediator. In other words, organizational participation helps develop students' discipline and independence, which ultimately strengthens employability, albeit not as strongly as the effect of interpersonal skills.

Mediation Test

The results of the study indicate that both intrapersonal skills and interpersonal skills serve as mediators between organizational participation and employability. The role of interpersonal skills is more dominant because organizational experiences primarily develop students' communication, teamwork, and empathy, which directly enhance employability. Meanwhile, intrapersonal skills also function as a mediator, although its effect is smaller, highlighting the role of organizations as a personal learning space for cultivating discipline, independence, and self-control.

Discussion

Effect of Organizational Participation on Intrapersonal Skills

The findings of this study indicate that students' involvement in student organizations significantly contributes to the enhancement of intrapersonal skills, particularly discipline, independence, and self-control. This is because organizational activities require students to manage their time, maintain consistency, and fulfill responsibilities that are often complex and high-pressure, thereby continuously training resilience. These results are consistent with experiential learning theory, which emphasizes the importance of direct experience in developing self-management abilities (Kong, 2021), and are supported by previous studies that highlight the role of organizations in building students' character and self-confidence (Aulia et al., 2023; Suhartono & Machmuddah, 2020). Therefore, student organizations are regarded as a strategic non-formal learning platform that effectively cultivates intrapersonal skills, while also serving as an important asset in preparing students to face both workplace demands and future personal challenges.

Effect of Organizational Participation on Interpersonal Skills

The findings indicate that students' active involvement in student organizations significantly contributes to the development of interpersonal skills, particularly in communication, leadership, empathy, and teamwork. This contribution arises because organizational activities require students to interact across individuals and groups, build relationships, and solve problems collaboratively, thereby consistently honing their social skills. These results align with the view that organizations serve as effective social learning spaces that enhance adaptation and collective responsibility (Kang et al., 2025; Wati, 2023), and support previous studies emphasizing the role of student organizations in strengthening soft skills, particularly communication and social responsibility (Malikul et al., 2024). Therefore, student organizations can be considered a strategic platform for preparing students to navigate collaboration and teamwork dynamics in professional settings.

Effect of Soft Skills on Employability

The study findings indicate that soft skills play a crucial role in enhancing students' employability, although the contribution differs across dimensions. Intrapersonal skills, such as discipline, independence, emotional control, and time management, help students maintain consistency, responsibility, and the ability to handle pressure, thereby supporting employability even though the effect is relatively smaller. In contrast, interpersonal skills play a more dominant role, encompassing communication, teamwork, empathy, and leadership, which are directly required in professional interactions within the workplace. These results are consistent with previous studies emphasizing the importance of self-management and stress resilience (Ananda et al., 2023; Suroto et al., 2024), and further support the findings of Hoedemakers et al. (2023), who identified communication and teamwork as key factors in graduates' employability. Therefore, strengthening interpersonal skills can be viewed as a primary strategy for preparing graduates to compete in an increasingly competitive job market.

Effect of Organizational Participation on Employability

The study findings indicate that organizational participation does not have a strong direct effect on students' employability, although the relationship is positive. This suggests that organizational experience does not automatically make students job-ready; rather, employability is largely developed through the enhancement of soft skills acquired during organizational involvement. Participation in organizational activities fosters discipline, responsibility, teamwork, and communication, but the tangible contribution to employability emerges only when these skills are internalized as intrapersonal and interpersonal skills. These findings are consistent with previous studies, which emphasize that graduates' employability is more influenced by social and personal skills developed through non-formal experiences than by organizational involvement alone (Jackson et al., 2025; Rahateallah & Azmi, 2025). Therefore, student organizations can be regarded as an important foundational platform, yet their effectiveness in improving employability largely depends on the extent to which students develop soft skills through these activities.

Mediating Role of Soft Skills

The results indicate that soft skills play a crucial role as mediators between organizational participation and students' employability. Intrapersonal skills, such as discipline, responsibility, and self-management, were found to mediate this relationship, although their contribution is relatively small. In contrast, interpersonal skills play a more dominant role because organizational activities largely emphasize social interaction, teamwork, communication, and empathy, making these skills more effective in bridging the influence of organizational participation on employability. These findings are consistent with social learning theory, which emphasizes that social skills are formed through interactive experiences (Lin et al., 2024), and align with previous studies highlighting the importance of communication and teamwork in enhancing graduates' employability (González-Navarro et al., 2023; Tushar & Sooraksa, 2023). Therefore, the effect of student organizations on employability is primarily mediated by interpersonal skills, while intrapersonal skills complement this role as a foundation for self-management.

CONCLUSION

Based on the results of this study, it can be concluded that:

- Organizational participation has a positive effect on intrapersonal skills (H1).
- Organizational participation has a positive effect on interpersonal skills (H2).
- Intrapersonal skills have a positive effect on employability (H3).
- Interpersonal skills have a positive effect on employability (H4).
- Organizational participation does not have a direct effect on employability (H5).
- Organizational participation has an indirect effect on employability through interpersonal skills (H6).
- Organizational participation has an indirect effect on employability through intrapersonal skills (H7).

Overall, the findings confirm that student organizations play an important role in developing students' soft skills, with interpersonal skills being the most dominant factor in enhancing employability.

These findings have practical implications for both students and the university. Students are encouraged to be more actively involved in organizations as a means of developing soft skills, particularly communication, teamwork, and leadership, which have been shown to support employability. The university is expected to strengthen student organization development programs to more effectively build non-academic competencies that are relevant to the demands of the labor market. For future research, it is recommended to expand the variables, such as digital literacy or internship experiences, to enrich the understanding of factors influencing employability.

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