

**ANALYSIS OF COMPETITIVE ADVANTAGE
THROUGH SOFT SKILLS AND HARD SKILLS
AMONG UNDERGRADUATES IN UNIVERSITI
MALAYSIA KELANTAN**

FKPP

**HAN JIA PING
NG JUN HONG
NURHANISAH BINTI MAT SUM
NURHAZIMAH BINTI RASHIDI**

UNIVERSITI

MALAYSIA

**BACHELOR OF ENTREPRENEURSHIP
(COMMERCE) WITH HONOURS**

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KELANTAN

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Analysis Of Competitive Advantage Through Soft Skills and Hard Skills Among Undergraduates in Universiti Malaysia Kelantan

by

Han Jia Ping

Ng Jun Hong

Nurhanisah Binti Mat Sum

Nurhazimah Binti Rashidi

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UNIVERSITI MALAYSIA KELANTAN

2023

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NAME: HAN JIA PING



SIGNATURE OF SUPERVISOR
NAME: DR. MOHD KIWAN BIN AZIZ
Penyerasah Kajian
Fakulti Keusahnesan dan Pengiraan
Universiti Malaysia Kelantan


Date:



SIGNATURE
NAME: NG JUN HONG



SIGNATURE
NAME: NURHANISAH BINTI MAT SUM



SIGNATURE
NAME: NURHAZIMAH BINTI RASHIDI

Date: 19 JANUARY 2023

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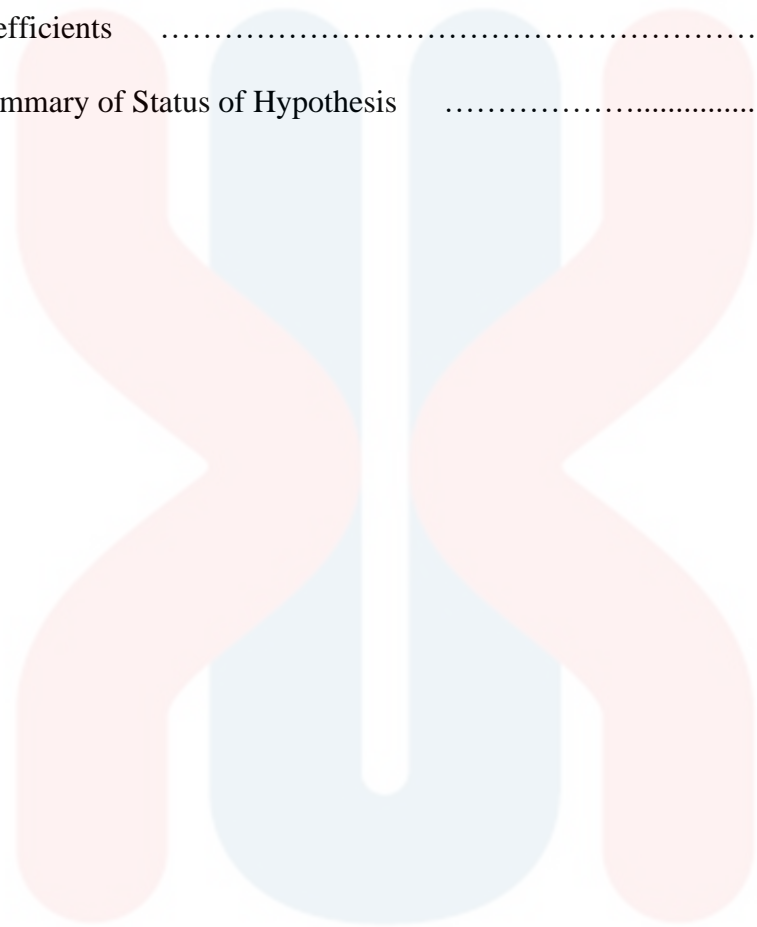
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ABSTRAK

Tujuan penyelidikan ini adalah untuk mengkaji kelebihan daya saing dalam kalangan pelajar melalui kemahiran insaniah dan kemahiran keras. Matlamatnya adalah untuk membolehkan pelajar mempunyai kemahiran; setiap institusi di Malaysia perlu menerapkan elemen e-kemahiran dalam kalangan pelajar bagi memastikan pelajar akan mendapat tempat dalam industri atau pasaran kerja dengan lebih cekap. Kajian ini akan mengenal pasti hubungan antara pembolehubah bebas dan pembolehubah bersandar, iaitu kemahiran insaniah (IV_1) dan kemahiran keras (IV_2), dengan hubungan kelebihan daya saing (DV). Satu tinjauan dalam talian akan dijalankan di Universiti Malaysia Kelantan, Kampus Kota, dalam kalangan pelajar dari tahun satu hingga tahun empat. 355 responden telah digunakan dalam kajian ini selepas menapis dan membersihkan data menggunakan SPSS. Untuk menganalisis data yang dikumpul, ujian rintis, analisis kekerapan, analisis deskriptif, analisis kebolehpercayaan, ujian normal, dan Pekali Korelasi Pearson akan dilakukan. Hasilnya, hipotesis kemahiran insaniah menunjukkan hubungan positif yang tinggi dengan kelebihan daya saing, pada masa yang sama, hubungan positif yang sederhana ditunjukkan antara kemahiran keras dan kelebihan daya saing. Kesimpulannya, dua hipotesis iaitu kemahiran insaniah (IV_1) dan kemahiran keras (IV_2) diterima.

Kata kunci: Kemahiran insaniah, Kemahiran Keras dan Kelebihan Daya Saing

ABSTRACT

The purpose of this research was to investigate the competitive advantage among students through soft skills and hard skills. The aim was to enable students to have skills; every institution in Malaysia needs to apply elements of e-skills among students to ensure that students will find a place in the industry or the job market more efficiently. This study will identify the relationship between the independent variable and dependent variable, which were soft skills (IV₁) and hard skills (IV₂), with the relationship of competitive advantage (DV). An online survey will be conducted at the Universiti Malaysia Kelantan, Campus Kota, among undergraduates from year one to year four. 355 respondents were used in this study after filtering and clearing data using SPSS. To analyze the collected data, the pilot test, frequency analysis, descriptive analysis, reliability analysis, normalcy test, and Pearson's Correlation Coefficient will be performed. As a result, the hypothesis of soft skills showed a high positive relationship with competitive advantage, at the same time, a moderate positive relationship was shown between hard skills and competitive advantage. In conclusion, the two hypotheses of soft skills (IV₁) and hard skills (IV₂) are accepted.

Keywords: Soft skills, Hard Skills and Competitive Advantage

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Every day, most Higher Education Institutions (HEIs) have produced undergraduates who have reached the set qualification level so that they can work in the industry. Nevertheless, the unemployment rate continues to rise because undergraduates do not find a place in the industry because they do not meet the characteristics desired by the industry. According to the (Portal, 2022) Department of Statistics Malaysia, the number of unemployed people in July 2022 was 620,700 people, and their number declined by 1.6%, or 9,900 people, from that month's total (June 2022: 630,600 people). In the interim, seasonally adjusted data showed a 0.4% decrease in the unemployment rate.

In the current environment, undergraduates must possess both soft skills and hard abilities to develop their competency and gain a competitive edge via undergraduate. All of these abilities help grads be more marketable and are deciding factors in landing a job. Employers have altered the criteria for hiring employees as a result of social developments that affect the labor market, particularly the rise in population education levels (Mohamad Khair, 2001). The ability and skills of undergraduates in the field of entrepreneurship are also highly emphasized by employers in choosing truly outstanding undergraduates (Li and Zhang, 2010).

Future careers are not only concerned with excellent academic achievements but nowadays with soft skills such as communication skills, problem-solving, and working in groups are among some of the employer's criteria in choosing suitable employees (Hora et al., 2018). Employees who have good soft skills can adapt to any work environment and

are able to improve the quality of the company (Esa & Jamaludin, 2009).

Furthermore, undergraduates also need to master important hard skills to facilitate carrying out the assigned tasks. Hard skills are skills that allow us to carry out certain tasks and responsibilities at work. Hard Skills can be learned through formal education, on-the-job training, and internships. These abilities usually focus on certain tasks and procedures, including the use of tools, equipment, or software. Often Higher Education Institutions are required to produce quality and excellent undergraduates (Lau et al., 2015; Mohamed, 2014). According to (Esa & Jamaludin, 2009), undergraduate participation in various co-curricular activities can provide many added value and benefits to undergraduates in honing their hard skills.

Signaling Theory is closely related to soft skills and hard skills in the sector of the job industry. Based on this theory, undergraduates can learn the soft skills and hard skills that need to be learned before entering the world of work. Undergraduates can prepare in advance before being accepted to work so that it is easy to enter the job market later. However, there are still many undergraduates who face difficult problems in being accepted for work due to the failure of undergraduates to improve their skills.

Thus, the purpose of this study is to investigate the competitive advantage among undergraduates through soft skills and hard skills. From this assessment we can see, are the undergraduates capable of being competitive with the competitive advantage among undergraduates through soft skills, and hard skills. This aims to enable undergraduates to have skills, every institution in Malaysia needs to apply elements of e-skills among undergraduates to ensure that students will find a place in the industry or the job market more easily. Therefore, this study is to find out the effectiveness of competitive advantage through soft skills and hard skills among UMK undergraduates as preparation for the undergraduate to get a job in the future.

1.2 Problem Statement

This graduate unemployment is a common phenomenon in Malaysia. In the past, unemployment among graduates was less common because the competition was less fierce. However, in the globalization era, graduate unemployment is becoming more intense. As employers are less willing to train employees from scratch, new graduates are now expected to be completely prepared with the necessary skills and expertise to immediately add value to organizations. Given the current circumstances, it is being determined that traits like friendliness, emotional intelligence, and punctuality are crucial skill sets for employees to possess in order for an organization to succeed (Abdullah-Al-Mamun, 2012). This is because university degrees may no longer be a guarantee of employment. Employers and industry participants claim that the majority of Malaysian new graduates lack the technical, problem-solving, and soft skills needed to compete for jobs in Malaysia. Due to the fact that so few individuals have the necessary skill sets to get employed, the job market is extremely competitive (2021).

Skills you need now for future jobs according to the Future of Jobs Report (2021) released by the World Economic Forum, more than a third of the skills considered essential for our careers today will be irrelevant five years from now. Technology is changing faster than we expect, but this does not mean that we will soon be replaced by robots and androids. While technology is an important part of the industrial revolution in producing work faster and better, there are still many other skills we can develop to ensure our careers survive the future. The effects of these technological developments are felt in all industries, and consequently, the market dynamics are moving away from the established order. Employers are emphasizing the importance of soft skills as a requirement for employment considerations as a result of the growing demand by business enterprises for workers with a variety of skill sets (Pindar, 2013) and competencies who can add value to the

organization through improved productivity and performance (Babic and Slavkovic, 2011). (Succi and Canovi, 2019). This is due to the fact that soft skills have a positive correlation with employees' appropriateness, performance, productivity, and ability to develop in their careers, allowing businesses to operate at their peak efficiency and boosting organizational success (de Villiers, 2010; Clarke, 2016).

In Malaysia, most graduates find it tricky to get a place in the industry but quickly get a place in the university. Therefore, at the same time, graduates feel that their skills are sufficient and are ready to compete in the world of work. We can see in the same that many graduates are still unemployed and still need to get a job after they finish their studies. This situation occurs is it because the skills they have are not sufficient the skills required by the employer to hire them or is there the implementation of benchmarks in the industry that the employer has set, or because of the deficiencies in graduates. The main problem that arises is caused when the skills that graduates have today do not tally with the needs and requirements of the industry. This causes many graduates not to be employed by employers because the characteristics that the graduates have do not meet the criteria that employers want in the current job industry and there is fierce competition that causes many graduates to bother.

In conclusion, the graduates should prepare in advance in terms of soft skills and hard skills to go to the interview with the skills they must show their advantages to the employer. This expectation frequently leads to the belief that universities are best positioned to make sure that graduates acquire the desired skill competencies required by businesses, improving their chances of finding employment. Therefore, higher education institutions must prepare undergraduates by providing them with the necessary soft skills through training programming in order to secure increased student enrollment (Rao,2014). The skills available to graduates can cover the graduate's competitive advantage in finding

a job and compete with other competitors in getting a job with the benefit of skills that can overcome competitors and attract employers. Therefore, undergraduates need soft and hard skills as undergraduates to meet the criteria set by employers to be selected to work and get a place in the industry. 85% of job success relates to the people skills, that is, soft skills {Ayodele, 2020}.

1.3 Research Question

1. What is the factor involved in soft skills and hard skills among undergraduates in Universiti Malaysia Kelantan, Campus Kota?
2. What is the relationship between soft skills and hard skills among undergraduates in Universiti Malaysia Kelantan, Campus Kota?
3. To propose a suitable framework for soft skills and hard skills toward competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota.

1.4 Research Objectives

This study aims to:

1. To identify the relationship between soft skills and competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota.
2. To analyze the relationship between hard skills and competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota.
3. To propose the analysis influencing the competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota.

1.5 Scope of The Study

This study aims to investigate the competitive advantage among undergraduates through soft and hard skills. The study's area is constrained to undergraduates at the Campus Kota, University Malaysia Kelantan who will graduate when they have completed their studies later. This means that everyone involved in this study is only among the students of University Malaysia Kelantan from year one to year four who will be researched through soft skills and hard skills. This research analyses competitive advantages through soft skills and hard skills among students at Universiti Malaysia Kelantan. We will complete this through the application of a questionnaire distributed to all Campus Kota students as a survey and reference.

1.6 Significance of Study

Building a solid skill set that combines soft skills and hard skills helps advance a person's career and the company. It's more complicated than it looks to have this unique set of abilities at our disposal, but when they combine, magic happens. While hard skills are job specific and learned through work experience, soft skills refer to a person's ability to connect and work with others. Regardless of the position, both are critical and significantly impact how a person's career develops.

Firstly, it is significant for the lecturer to inform students that they can develop leadership skills with soft skills. They can show employers their leadership ability by emphasizing soft skills on their resumes. By focusing on soft skills, they demonstrate they are thinking about how their habits and attitudes can impact others in the workplace, an essential part of outstanding leadership. Employers value soft skills because they are more valuable than technical skills, and employees with soft skills can adapt quickly to different

environments. People with solid soft skills can analyze leadership strategies to help their teams succeed and implement unique designs for each setting.

In addition, this study is significant because it reveals to students that hard skills are the showcase of employees that allow them to distinguish themselves from others. Hard skills are essential because they show the technical expertise of employees, which is highly relevant for a particular profession. HR teams should pay special attention to these skills because they define the field candidate experts and show whether they have enough experience and knowledge. For example, if they want to hire a web developer, they first check the programming language listed on their CV to see if it matches the company's needs. From the hard skills undergraduates have, there can be the exhibition of workers that allows them to distinguish themselves from others.

Last but not least, this study is significant to the undergraduate to be more willing to own soft and hard skills because it is essential to elevate a graduate's quality to professional status. When they have both, they will have the option to take care of their work efficiently in reality, which is essential to listen to what they have to say and have the opportunity to discuss it with a goal that others can understand.

1.7 Definition of The Term

TERMS	DEFINITION	SOURCES
SOFT SKILL	The definition of soft skills is a person's ability to relate to other people (interpersonal skills) and a person's ability to regulate himself (intrapersonal skills), as well as a person's additional ability to trust/care for both the creator and other people (extrapersonal skills).	(Purwanto, 2020)
HARD SKILL	Hard skills are skills related to technical aspects to carry out several tasks in the workplace. Therefore, hard skills are cognitive and are influenced by intellectual intelligence (IQ) (Muhammad et al., 2019; Kenayahulla, Ahmad & Idris, 2019; Tsotsotso et al., 2017; Fan, Wei & Zhang, 2017).	(Rainsbury et al., 2002)
COMPETITIVE ADVANTAGE	Competitive advantages include positional and performance advantages due to the business's advantage in assets and capabilities, which it holds over rivals. Therefore, a competitive advantage is defined as a significant advantage over its competitors due to cost allocation and the operation results, which depend on positioning strategy.	(Chebiego et al., 2021)

1.8 Organization of The Proposal

This study analyzes competitive advantage through soft and hard skills among undergraduates at Universiti Malaysia Kelantan. Chapter 1 presents an overview of competitive advantage among undergraduates in UMK, the study's problem statement, the study's research objectives, questions, the study's scope, the analysis, the significance of the study, and the definition of the term. Chapter 2 discusses the literature review of the study. While Chapter 3 analyses the title, which discusses competitive advantages among undergraduates in Universiti Malaysia Kelantan based on two leading indicators: soft skills, hard skills, and analysis of the competitive advantage through soft skills and hard skills among undergraduates in Universiti Malaysia Kelantan, Campus Kota.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study is to analyze competitive advantage through soft skills and hard skills among undergraduates at Universiti Malaysia Kelantan. Based on a statement from the World Economic Forum, estimates that by 2025, 50% of all employees will need reskilling due to adopting new technology (Schwab & Zahidi, 2020). Furthermore, in today's job sector over two-thirds of skills are required and they are considered essential to improve operations and work performance. It shows that today's undergraduates need to be exposed to the importance of skills and appropriate types of skills such as soft skills and hard skills as preparation to compete in the industrial market. Therefore, the researcher will study this problem and discuss more clearly the relationship between the independent variable and the dependent variable. There are two independent variables used in this study. The independent variables are soft skills and hard skills while the dependent variable is a competitive advantage.

2.2 Underpinning Theory

In this study, Signaling Theory is closely related to soft skills and hard skills in the sector of the job industry. Based on this theory, graduates can learn the soft skills and hard skills that need to be learned before entering the world of work. An undergraduate can prepare in advance before being accepted to work so that it is easy to enter the job market later. However, there are still many graduates who face difficult problems in being accepted for work due to the failure of graduates to improve their skills, or employers' failure to convey information related to the demand in the job market so that graduates fail to meet the criteria set by each industry. According to Spence, (1973; 2002), Signaling Theory is conveyed by informed parties to reduce uncertainty and improve

behavior. In the context of the study, the competitive advantage among undergraduates to achieve high marketability lies in sustainable competitive advantage. The soft skills and hard skills possessed will improve the individual's quality in the job market as required by the employer when starting work. It is clear here that undergraduates need to change themselves by improving their skills to be able to move the progress of globalization.

2.3 Previous Studies

In general, competitive advantage is the ability to be ahead of competitors through knowledge, potential strength, position, skills, and others. Though an undergraduate's point of view, usually a person will develop themselves through various methods of analysis such as SWOT (strengths, weaknesses, opportunities, and threats) as a competitive advantage. Competitive advantage gives various benefits to undergraduates in the sector of education, occupation, business, and others. Additionally, competitive advantages include positional and performance advantages relative to competitors due to business-held and distributed resources, and capabilities advantages (Korsakiene, 2012). However, according to (Barney (1997), the competitive advantage is considered sustainable if those resources are also non-transferable (i.e., cannot be acquired in the marketplace), non-substitutable (i.e., other resources cannot perform the same function), and non-imitable (i.e., cannot be easily duplicated by competitors).

Soft Skills

In general, soft skills are skills that build good relationships between self and other individuals, and the environment. Based on Heckman & Kautz (2012), success with personality traits, or soft skills, is highly valued in the job market. Meanwhile, (Bahrumayah, 2010), soft skills are a person's skills in dealing with other people (interpersonal skills) and self-regulating skills (intrapersonal skills) which develop to work optimally. Action communicating care

includes being open to influence, helping solve problems, and listening paying attention in conversations paying attention to ideas (Woolsey, 2017). Robles (2012), identified soft skills in research such as courtesy, communication, flexibility, integrity, positive attitude, interpersonal skills, responsibility, professionalism, ethics, and teamwork. Academic discourse on soft skills generally refers to abilities like leadership, collaboration, teamwork, critical thinking, work ethic, problem-solving, emotional intelligence, persistence, organizational skills, interpersonal communication, conflict resolution, and creativity. Soft skills are the main and most recent need, especially for undergraduates to enter the industry sector after completing their studies. According to the Ministry of Higher Education on its official website, there were a total of 337 884 Bachelor's Degree graduates who graduated from all Public and Private Higher Education Statistical Institutions from 2005 to 2009. Of that number, the Ministry of Higher Education found that almost 60 000 graduates were still unemployed in 2009. Among the causes of this issue is the weakness of soft skills among undergraduates which is cited as the cause of the issue of unemployed graduates. Soft skills are the best platform to develop the potential to become more perfect. Graduate Statistics Media (2021), states that the graduate unemployment rate has decreased to 4.1%, while 33.9% of graduates are in full employment related to skills. This shows good fermentation from the aspect of skills. Skills like this need to be practiced starting while studying at university. This skill requires preparation from the beginning due to building the potential will take a long period for an undergraduate to adapt to the surrounding conditions. Below are some of the soft skills that are still relevant to the demands of the work industry today and require graduates to be experts and possess these skills.

Communication Skills

Communication is related to the transfer of information from one party (introduce) to another party (receiver). Types of communication are verbal communication, non-verbal communication, written communication, listening communication, and visual communication. To be proficient in communication skills, undergraduates need to be experts these five communication skills to match the level of competitive advantage. According to Hamaguchi & Ross-Swain (2015), communication skills such as non-judgmental listening and compassion often show up in people referred to as friends. Based on Guffey & Almonte (2010), the communication process involves five steps, the sender forms an idea, the sender encodes the idea in a message, the message goes through the communication channel, the receiver sends the message, and feedback is sent to the sender. These three forms of communication that involve management in the organization, are horizontal, vertical, and diagonal communication. Horizontal communication involves the flow of ideas and information in the same position. It serves to coordinate work, share information, and solve a problem that arises. Vertical communication allows top managers the opportunity to get information at a different job usually occurs in formal situations. It happens regardless of the position, independence in the task, and not focus on the scope of the task only. Therefore, communication skills are important for undergraduates to learn, so that the information presented effectively can be received by the listeners. These skills not only need to be practiced while studying but also need to be used while working.

Interpersonal Skills

According to (Rungapadiachy, 1999, p.193) interpersonal skills can be defined as " those skills which one needs to communicate effectively with another person or a group of people". Interpersonal skills refer to the various abilities used to interact with other people. Interpersonal

Skills (IPS) are the life skills that we use daily to communicate and interact with other people, individually and in groups. This argument has been supported by Katherine Quinn (2014), who stated that interpersonal skills as the ease and comfort of communication between individuals and their associates, senior-level, clients, and others. Furthermore, interpersonal skill contains the capability to inspire others, conflict managing, effective communication, and team building. Those who have this skill can influence someone else effectively. In addition, interpersonal skills also refer to behavior in efforts to achieve goals and competence in building complex and cognitive relationships. From this study's perspective, interpersonal skills greatly impact undergraduates in building confidence in the work group. However, these skills need to be practiced to be able to use them while working. This is because these skills can create a healthy work environment.

Leadership Skills

Leadership skills are an individual's ability to lead, control, and guide to achieve goals. Leadership must adapt to and navigate the environments and innovation for organizations to succeed (Chouaibi, 2020). According to Warren Bennis (1959), leadership is the process of a person gaining and maintaining power, influence, and authority over others to achieve goals. Leadership can take many different forms and can be a personal skill or practiced by those who are deemed, leaders. Sulayman et. al (2020), emphasizes that leaders use different means of influence, ranging from indirect manipulation to the overt application of authority, to ensure that follower has the inspiration and task clarity necessary to accomplish specific objectives. Restructuring the work environment such as changing the relationship habits of allocating finances will make it easier to achieve goals. Leadership can be described through attitudes, traits, relationship habits, and authority. Therefore, undergraduates must take opportunities to learn to lead in clubs, associations, and committees to stand out through their characteristics.

Hard Skills

Hard skills refer to the ability possessed by each individual to support a job. Hard skills are knowledge that can be obtained through learning at an institution or through a course. This is because it can produce something visible or direct. Furthermore, these skills influence explicit behavior. According to (Rainsbury et al, 2002) defined hard skills as skills related to technical aspects to carrying out several tasks in the workplace. Therefore, hard skills are cognitive and are influenced by intellectual intelligence (IQ) (Muhammad et al., 2019; Kenayahulla, Ahmad & Idris, 2019; Tsotsotso et al., 2017; Fan, Wei & Zhang, 2017). Hard skills are more oriented toward developing the intelligence quotient (IQ) (Syawal, 2010). Hard skills are essential for a job, but what truly gives an advantage over others is experts of interpersonal skills. Your ability to work as part of a team and get along well with others is just as important, if not more important, than your mastery of hard skills. Hard skills are very important in improving productivity and performance on the job. Technical or practical tests are the right tools for assessing these hard skills. Therefore, there are several elements to evaluate this skill including thinking intelligence. Mental intelligence includes aspects of calculating, analyzing, comprehensive knowledge, modelling, designing, and critical thinking. However, hard skills are among the skills that are easier to measure compared to soft skills. The following are some of the hard skills that are in demand in the employment sector.

Risk Management Analysis

Nowadays, many organizations are facing a lack of competent risk management professionals despite the recognition of their importance. According to Hillson (2002), risks are the positive or negative probable events that may impact the objectives of any project or initiative. Therefore, risk management is very necessary to reduce the probability and impact of negative risks or threats and increase the probability and impact of positive risks or

opportunities. Risk managers play a role in identifying, analyzing, and evaluating risks to improve the problem faced by using risk reduction measures. According to Wang et al, (2010), risk management is an iterative process. It consists of five key steps: identification, analysis, evaluation, treatment and monitoring, and control of risks.

According to Hopkin (2017, p.12), effective risk management needs to be supported by three pillars, including collaboration, competence, and independence. An organization can be said to be sustainable when risk managers successfully identify the risks that occur and perform assessments during strategy planning, as well as implement risk reduction measures through governance and compliance when implementing strategies. Therefore, to obtain a competitive advantage according to (Campbell and Sommers Luchs, 1997; Mitrani et al, 1992; Nadler and Tushman, 1999) in management strategy the thing that needs to be emphasized is efficiency. The typology of holistic competence is very useful in understanding the combination of knowledge, skills, and social competence as required in a particular job (Le Deist and Winterton, 2005, p.390). Cognitive competence is related to knowledge and understanding while meta competence is the ability to learn and reflect, as well as the ability to cope with uncertainty. “Functional competence” relates to a person’s skills or knowledge in a particular job. Social competence is related to people’s skills, behavior, and people’s attitudes. This competency can be defined as the ability and willingness to cooperate and interact with others and behave in groups in a relationship-oriented manner. Efficiency in risk management can reduce the occurrence of greater risks. Due to that, risk management is considered a profession to ensure sustainable organization in a complex environment because risks originate from the internal and external environment.

Digital Analysis

The fourth industrial revolution caused uncertainty and changed the way of life and the working environment. Competence in digital handling is essential to achieve greater participation in society, employment, and keeping up with technological developments. According to Rob Newhouse (2018), digital analytics is the process of analyzing digital data from various sources such as mobile applications, websites, and others. It provides a clear vision to the organization on how customers or users are behaving. Through digital analytics, companies obtain insight into the areas where they need improvement. According to Horlach et al, (2017), the technological aspect of digital transformation is based on new digital technologies, like mobile devices, social media, embedded devices, or analytics. Previous studies have found that there are two different types of digital skills, namely digital skills and digital navigation skills. Digital skills are the technical skills required to use emerging technologies while navigation skills are a broader set of skills needed to succeed in the digital world. Digital is related to the cognitive field and is a determinant of digital transformation in this century. Hence, digital inclusion depends on efficiency rather than access to technology. This is because employers prioritize talent with digital skills following the digital transformation in the local market which is more global. Changing patterns in today's employment sector, becoming a challenge in obtaining high-skilled jobs for graduate unemployment, and the local workforce. Therefore, these adaptations should be as necessary to prepare for the threat of transformation that is difficult to predict.

Graduates need more digital skill sets to meet industry expectations. Examples of key areas related to digital are e-commerce, software and application development, big data and analytics, database skills, and digital marketing. This makes digital one of the competitive advantages for industry 4.0 Companies must consider all improvements to remain competitive in the employment sector along with market demand. However, no conclusive studies have

been done to confirm the appropriate digital skill in a specific context. Digital literacy provides opportunities and reveals competencies to improve employment, development, and productivity. Digital analysis can evaluate the activities carried out or planned to be adapted in the digital era. For this reason, graduates must become more creative, as well as able to manage uncertainty with cognitive flexibility, and even more critical in facing the era of rapid change. According to JobStreet.com, predictions have been made, and expect that the demand for digital skills is expected to increase.

2.4 Analysis of Gap

In this study, several gaps are identified as issues and obstacles that are faced to complete this study. Among them is the difficulty in finding articles or past studies that fit the theory of competitive advantage that can be linked to soft skills and hard skills. This makes it difficult for researchers to study more deeply the skills that are the driving force for a competitive advantage for a graduate in preparation before entering the employment industry. However, there is a Signaling Theory that can be linked to the information that employers can convey related to skills to undergraduates. In addition, most articles are incomplete and only describe one scope. For example, the article “Soft Skills as Part of The Competitive Advantage Framework” only informs about soft skills. This study only discussed interpersonal skills in general and less discussed the issue of skills and marketability of graduates in the job industry. The researchers focus on some soft skills and hard skills to discuss to get good research results.

2.5 Hypotheses Statement

H1: There is a positive relationship between soft skills and competitive advantage among undergraduates at Universiti Malaysia Kelantan.

H2: There is a positive relationship between hard skills and competitive advantage among undergraduates at Universiti Malaysia Kelantan.

2.6 Conceptual Framework

In the conceptual model, there are two independent variables with is soft skills and hard skills are directly influenced the competitive advantages in this study.

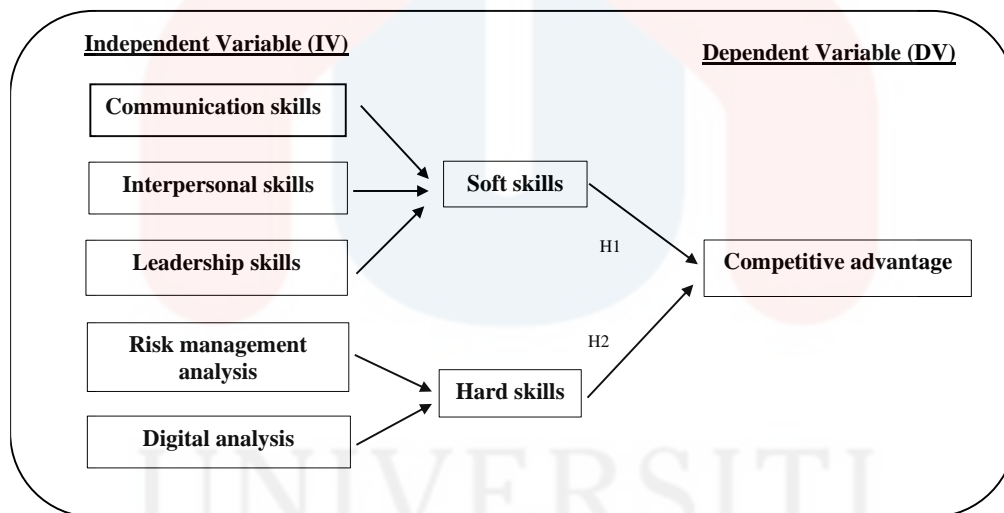


Figure 1.1: Competitive advantage for undergraduates Universiti Malaysia Kelantan.

2.7 Summary

Based on the result of the analysis and discussion, it can be concluded that soft skills and hard skills are essential to undergraduates for developing their potential. In this theoretical study, it is shown that leadership skills, interpersonal skills, and communication skills are discussed a lot in building soft skills. Furthermore, interpersonal skills also play a role in adding value to the job

market, so that undergraduates have a higher competitive advantage and are able to achieve the standards set by human resource management. Apart from that, hard skills are also included in the discussion from several articles consisting of risk management analysis and digital analysis. Therefore, undergraduates of Universiti Malaysia Kelantan need to prepare themselves by adding skills and renewing existing skills to be accepted in various industry sectors. In addition, the university needs to provide a set of soft skills and hard skills for undergraduates to succeed academically and professionally. At the same time being able to produce undergraduates who are balanced in terms of achievement in academics and skills.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology, in the words of Kothari (2004), is the systematic, theoretical investigation of procedures used in a particular study area. It includes methods of describing, explaining, and predicting events to solve a problem and the 'how' of performing research. According to Kothari (2005), the study's primary goal is to enable the reader to find the hidden reality using scientific processes.

3.2 Research Design

The research design was applied to respond to the research questions addressed in this study. According to Yin (2003), the dependent component of a research project is the research design, which helps the researcher decide what issues to explore, what data are significant to the current case study, and how to gather information and assess provided findings. According to Akhtar (2016), a research design is a conceptual framework within which research is conducted. The research design is the framework for connecting conceptual research problems to relevant and viable empirical studies.

Quantitative research methods will be used to conduct this study. Quantitative research involves gathering and analyzing numerical data to test a hypothesis or obtain patterns and correlations in the data. Quantitative research designs are classified into five categories. However, a descriptive research design has been adopted for this research. This is because the descriptive analysis is used to understand a phenomenon, a scenario, or a population.

On the other hand, descriptive research only observes and measures the variables to investigate them. To analyze and predict the study's results, researchers must collect a large amount of information. As a result, quantitative and descriptive research is most appropriate for this study to analyze competitive advantage through soft and hard skills among undergraduates at the Universiti Malaysia Kelantan, Campus Kota.

3.3 Data Collection Methods

According to Uma Sekaran (2010), data can be obtained from primary or secondary sources. The Internet could also serve as a primary data source when administering questionnaires. At the same time, data can also be obtained from secondary sources, for example, analyses offered by the media, websites, and the Internet. In this study, the research will adopt primary and secondary data collection methods which means the research will utilize secondary sources on the internet and questionnaires as primary sources. In this approach, a questionnaire was given to the individuals involved with the request that they answer the questions and then return the questionnaire. The questionnaire in this research consists of 30 questions typed in a set of forms. Researchers selected this method in this investigation because more significant samples may be utilized, resulting in more predictable and reliable results.

The questionnaire method of data collection in this study will be done online, which means the researchers will use a Google form. The form will include 30 typed questions. The researchers will email a Google form link to the responders randomly, who will be students from year 1 to year 4 at the Universiti Malaysia Kelantan, Campus Kota. Once they click the link, the respondents are sent to the survey's questions.

3.4 Population of Study

According to Creswell (2009), a population is “a big group of people possessing one or more common characteristics on which a research study focus.” A study's population is a group of individuals from which the researcher aims to conclude the study (Cr, 2020). We will carry out this investigation at one of Universiti Malaysia Kelantan's branch campuses, Campus Kota. The study population was officially designated 6,237 students from the Universiti Malaysia Kelantan, Campus Kota selected campuses. The reason for the selection of this target demographic is because it is considered that they contain both hard skills, such as knowledge, and soft skills, such as communication. As a result, researchers can utilize them to analyze competitive advantage through soft and hard skills among Universiti Malaysia Kelantan, Campus Kota undergraduates.

3.5 Sample size

This sample size was a part of the population selected to represent the total population, allowing the researcher to achieve objectives with fewer resources. In this research, there are 6,237 undergraduate students at Universiti Malaysia Kelantan, Campus Kota. Furthermore, for the convenience of reference, the researchers will use a table from Krejcie and Morgan (1970) to determine the sample size for a specific population.

Table 1.1: Krejcie and Morgan Table (1970)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3300	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.
 Source: Krejcie & Morgan, 1970

The table above displays 6,000 populations; the needed sample size was 361 individuals. As a result, 361 undergraduate students will be required to conduct this research study efficiently.

3.6 Sampling Techniques

According to Uma Sekaran (2010), probability sampling was used when elements in the population have a known probability of being selected as subjects in the sample. The nature of probability sampling can be unrestricted (simple random sample) or restricted (complex probability sampling). The unrestricted methodology was utilized in this study's sampling. In this study, researchers will randomly pick Universiti Malaysia Kelantan (City Campus) undergrads to fill out complete questionnaires.

Furthermore, sample random sampling will be adopted in this investigation as the progress continues. In this sampling method, each population member has an equal chance of

being selected. To use the sample random sampling, the research will randomly pick the population in the Universiti Malaysia Kelantan (City Campus) undergraduate year, which was from year 1 until year 4. Therefore, one of the most effective methods for researchers to adopt on this issue was sample random sampling in probability sampling methodologies.

3.7 Research Instrument Development

For some research, questionnaires are the most appropriate data collection method (Best and Kahn, 1993). This is the best research tool, where the question to be investigated is clearly defined and the response required is clear. The questionnaire has 3 sections. Section A was the demographic of the respondent. Section B is related to the independent variable includes soft skills: communication skills, interpersonal skills, leadership skills while hard skills: risk management analysis and digital analytics. Section C was the dependent variable which was a competitive advantage. In this study, a 5-point Likert Scale was adopted in sections B and section C. The 5-point Likert Scale is a method to measure the respondent replies according to the 5 level, which is "strongly disagree, disagree, neutral, agree and strongly agree."

Table 2.1: Instruments

Section	Description	No. of item	Source
B	Soft skills (IV) Communication skill	15	(Cohen, L., Chang, P. P., Hendricks, J., Cope, V., & Harman, B. 2011.)
	1. I believe that good communication skills will have a great influence on beliefs, actions, and thoughts.		
	2. I need to have communication skills to interact, develop ideas, and convey information effectively.		
	3. I need to improve my mastery of communication skills as an initial preparation before entering the employment industry in the future.		
	4. I believe that communication skills are one of the competitive advantages that must be possessed in order to be easily accepted by employers.		
	5. I always improve my communication skills to be at a good level so that I can easily carry myself into daily affairs involving other people.		

Interpersonal skills

1. I need to have interpersonal skills to work together in a team.
2. I believe interpersonal skills can solve problems and decide accurately.
3. I need to improve my mastery of interpersonal skills to be more productive on a task.
4. Interpersonal skills are essential to learn in order to increase sensitivity to human needs.
5. I have good interpersonal skills and high resilience when facing challenges.

Chessman, A.W.,
Blue, A.V.,
Gilbert, G.E., Carey,
M., & Mainous, A.G.
(2003)

Leadership skills

1. I know that self-awareness is essential to one's leadership strengths.
2. I have leadership skills that I can apply when collaborating with people in a team.
3. I am willing to communicate an idea with the team member and build trust among others.

Northouse, P.G.
(2019)

4. I can effectively express my perspective
or opinion to others.

5. I am confident in my ability to face and
negotiate challenges.

Hard skill (IV)

Risk management analysis

10

Ingrid Horvath
(2022)

1. I was able to identify and measure risk, as
well as implement risk mitigation
measures.

2. I will use decision tree analysis to create
various outcomes or consequences of an
action.

3. I will use a probability and consequence
matrix to identify and calculate the
different factors of risk.

4. I will utilize the Structured What If
Technique (SWIFT) to understand the
consequence and viability of all project
risks based on changes made to any aspect
of a project.

5. I will use bow-tie analysis to reasonably understand the risks and consequences of the dangers.

Digital Analytics

1. I skillfully use digital software to complete learning tasks.
2. I can complete digital content that meets the minimum requirements of learning tasks.
3. I can create and edit digital content with higher standards according to the requirements of work or study.
4. I am able to use digital means to cooperate with others to complete tasks.
5. I am able to use digital means to detect plagiarism of content even my team or I created.

1. I need to prepare myself with a competitive advantage in order to be more confident, dedicated, and able to improve my performance.
2. I acknowledge that competitive advantage will have a positive effect on myself because of efficiency and opportunities that are better used.
3. I believe that the competitive advantage can overcome others in the competition if I master some skills.
4. I need to improve my competitive advantage to achieve marketability in the employment industry.
5. Hard skills and soft skills can increase the competitive advantages of a person.

3.8 Measurement of the Variable

In research studies, variables are usually applied to draw the correct conclusions. The variables are adjusted, measured, and adjusted to achieve this. The two sets of independent variables and one set of dependent variables are used to categorize variables (Ingleby, E., 2012). The latter is open to revision and change by a researcher. It is crucial to remember that a dependent variable (DV) responds in a certain way depending on the

condition of an independent variable (IV). In a study, variables are measured at four different levels. According to Cohen et al. (2000), the type of measurement a researcher employs is crucial in deciding the kind of analyses to be performed. Researchers can include nominal, ordinal, interval, and ratio level measures. As for our research, our team will only utilize two measurement variables: nominal level and interval level.

3.8.1 Nominal level

The nominal measurement level categorizes variables according to qualitative labels or names. These labels and groupings have no order or hierarchy to them (Stevens, E., 2022). For instance, by offering respondents the choice of M (male) or F (female), the researcher can recognize the respondent's gender. In addition, the researcher can learn the respondent's details by simply including the option in the questionnaire.

3.8.2 Interval level

Interval scale is a numerical scale that labels and orders variables, with a known, evenly spaced interval between each of the values (Stevens, E., 2022). The interval scale's most challenging feature is likely the absence of a true zero. For example, when evaluating temperatures in Celsius, such as 20–40 and 40–60 degrees, there is order, and the difference between the variables has significance; however, zero occurrences are meaningless.

3.9 Procedure for Data Analysis

Using a questionnaire for our research, we will collect the data from the respondents. The information will be examined utilizing Statistical Package for the Social Sciences (SPSS) program. Most researchers use SPSS, a popular software, to examine data and execute statistical tests. Because it is user-friendly, SPSS software enables researchers to be more versatile when studying the research plan (D'Amico, Neilands & Zambarano, 2001). Additionally, SPSS allows researchers to create calculated reports, diagrams, distribution graphs, frequency tables, and advanced statistical analyses using their gathered data. Additionally, SPSS software aids researchers with data calculations, allowing them to handle the data they have collected expeditiously and to do so without making any errors due to confusion.

3.9.1 Descriptive Analysis

Descriptive studies are conducted to comprehend the profile of any company that corresponds to a particular standard of conduct (Verma, J. P., 2015). The researchers can quickly and easily review the respondents' demographic data thanks to this analysis. Using SPSS, the information gathered from respondents via a questionnaire can be examined and evaluated.

3.9.2 Reliability Test and Validity Test

Validity test is concerned with a measure's correctness, while reliability test is concerned with its continuity (Middleton, F., 2019). How consistently a technique assesses something is referred to as its reliability. The measurement is regarded as trustworthy when the same results can be repeatedly obtained by using the same

techniques under the same conditions. How well a technique assesses what it is supposed to assess is known as its validity. High consistency is one sign of reliable measurement. A technique is probably invalid if it is not trustworthy.

3.9.3 Pearson Correlation Analysis

The intensity and direction of a link between two variables are indicated by a correlation coefficient, which is a number between -1 and 1. It assigns a number between -1 and 1, with 0 indicating no correlation, 1 indicating a total positive correlation, and -1 indicating an absolute negative correlation (Nettleton, D.,2014). To evaluate correlation strength from the value of the correlation coefficient, use the table below as a general guideline.

Table 3.1: General guideline for correlation coefficient evaluation.

Correlation coefficient	Correlation strength	Correlation type
-0.7 to -1	Very strong	Negative
-0.5 to -0.7	Strong	Negative
-0.3 to -0.5	Moderate	Negative
0 to -0.3	Weak	Negative
0	None	Zero
0 to 0.3	Weak	Positive
0.3 to 0.5	Moderate	Positive
0.5 to 0.7	Strong	Positive
0.7 to 1	Very strong	Positive

Pearson's correlation coefficient (r) determines the degree to which the independent and dependent variables are correlated. While a negative correlation indicates a negative link, a positive correlation denotes a favorable relationship between the independent factors and dependent variables. There is a stronger association between independent factors and dependent variables when the correlation coefficient (r) is more significant.

3.9.4 Regression Analysis

Regression analysis is a group of statistical techniques employed to calculate associations between a dependent variable and one or more independent variables (C. Angelini, 2019). It can be used to simulate the long-term link between variables and gauge how strongly their relationships are related. Regression analysis comes in a variety of forms, including multiple linear, nonlinear, and linear. Simple linear and multiple linear models are the most prevalent and useful models. For more complex data sets where the connection between the dependent and independent variables is nonlinear, non-linear regression analysis is frequently used.

3.9.5 Pilot Test

According to Porta (2008), a pilot study is, “A small-scale test of the methods and procedures to be used on a larger scale”. In the Pilot study, George and Gordon (2010) suggested 10 to 30 participants for the pilot in the survey. Therefore, in this study, the researcher decides to use 30 participants in the pilot study.

3.10 Summary

In this Chapter 3, the general methodologies adopted and implemented for this research to acquire data have been explained and examined in detail. Our team discusses the techniques and strategies applied in this investigation to get accurate data results. The data and information gathered through the questionnaires will be further examined in Chapter 4, utilizing SPSS software to produce results for the findings section of this research.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, the researcher will use a statistical package for social sciences (SPSS) software to analyze the outcomes of a questionnaire. The outcome will be presented in the table and figure. This chapter is divided into six sections: preliminary analysis, the demographic profile of respondents, descriptive analysis, validity and reliability test, normality, and hypotheses test. Through a questionnaire, a total of 404 respondents were gathered. After filtering and clearing data using SPSS, 355 respondents in total were used in this study.

4.2 Pilot Test

In this study, 30 respondents were interviewed before giving the actual questionnaire, and the reliability test of this pilot test was used to determine the validity of the variables. The test results are shown in Table 4.1 below.

Table 4.1: Result of reliability Coefficient Alpha for pilot test

Variable	Number of items	N	Cronbach's Alpha Coefficient (α)	Internal Consistency
Soft Skills (IV ₁)	15	30	0.935	Excellent
Hard Skills (IV ₂)	10	30	0.923	Excellent
Competitive Advantage (DV)	5	30	0.912	Excellent

Source: SPSS

Table 4.1 above showed the reliability of pilot test analysis for independent and dependent variables. Based on the table above, all variable's Cronbach's Alpha Coefficient (α) were above 0.9. Hence, the questionnaire had been accepted according to (Bonett & Wright, 2015). There have soft skills, hard skills, and competitive advantage. The α for soft skills, hard skills, and competitive advantage were 0.935, 0.923 and 0.912 respectively. All α variable was excellent and reliable.

4.3 Descriptive Analysis

Based on the findings that have been carried out the demographic characteristics of the respondents will provide in this section which were gender, age, race, and academic year.

Table 4.2 Number of respondents by gender

	Gender		
	Frequency	Percent	Cumulative Percent
Female	235	66.2	66.2
Male	120	33.8	100.0
Total	355	100.0	

Source: SPSS

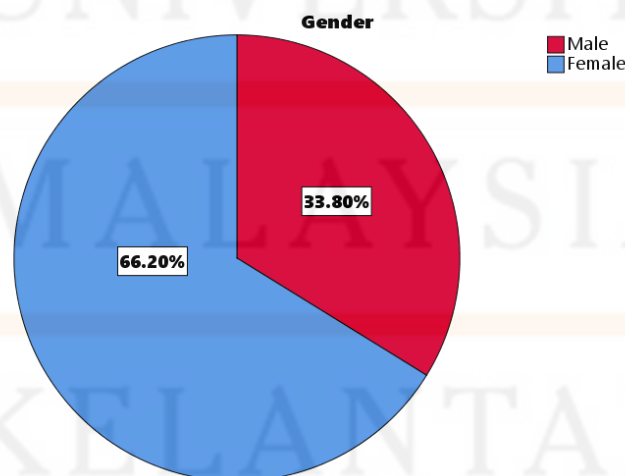


Figure 4.1 Percentage of respondents by gender

In this study, there are 235 (66.20%) female respondents and 120 (33.80%) male respondents. The percentage shows that the female respondents are higher than the male respondents.

Table 4.3 Number of respondents by age

Age			
	Frequency	Percent	Cumulative Percent
>19-21 years	37	10.4	10.4
22-24 years	300	84.5	94.9
25-27 years	18	5.1	100.0
Total	355	100.0	

Source: SPSS

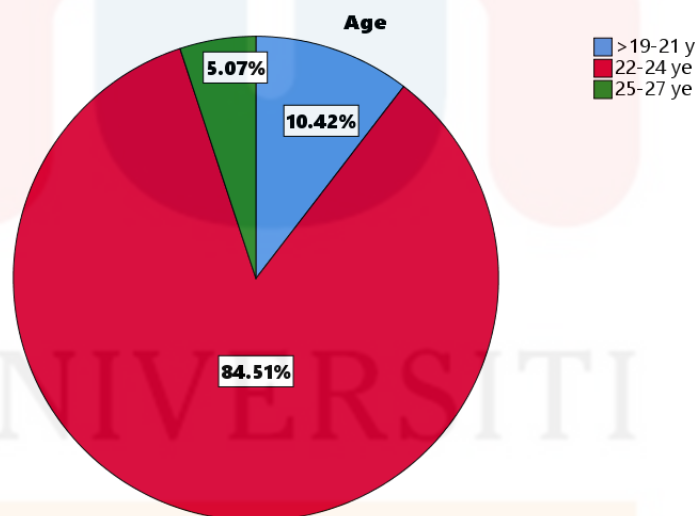


Figure 4.2 Percentages of respondent by age

In this study, there have three age groups have been collected. Aged 22-24 respondents were the majority, with 300 (84.51%), while age 19- 21 respondents were the second highest, with 37 (10.42%). Last was age 25-27 with 18 (5.07%).

Table 4.4 Number of respondents by race

Race			
	Frequency	Percent	Cumulative Percent
Malay	200	56.3	90.7
Chinese	82	23.1	23.1
Indian	40	11.3	34.4
Other	33	9.3	9.3
Total	355	100.0	

Source: SPSS

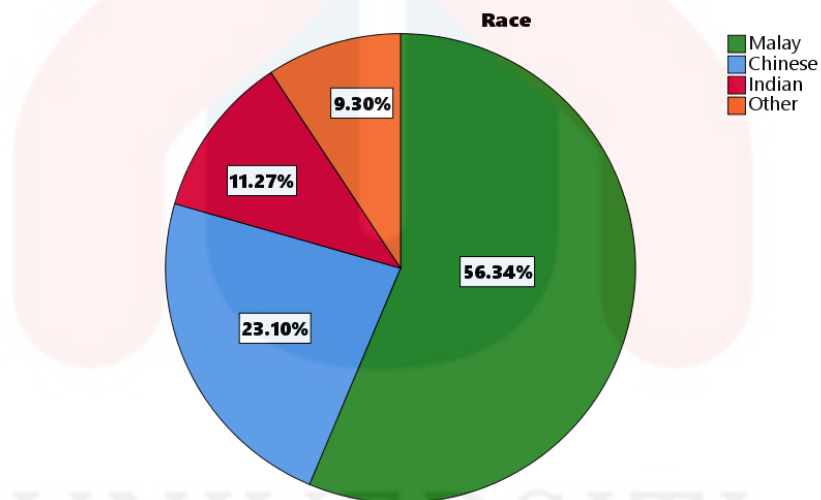


Figure 4.3 Percentages of respondent by race

In this study, four races are represented: Malay, Indian, Chinese, and others. Malay respondents were the majority, with 200 (56.34%), while Chinese respondents were the second highest, with 82 (23.10%). Indian and others were placed third and fourth, with 40 (11.27%) and 33 (9.30%) respondents, respectively.

Table 4.5 Number of respondents by year of student

	Year_of_student		
	Frequency	Percent	Cumulative Percent
Year 1	21	5.9	5.9
Year 2	24	6.8	12.7
Year 3	38	10.7	23.4
Year 4	272	76.6	100.0
Total	355	100.0	

Source: SPSS

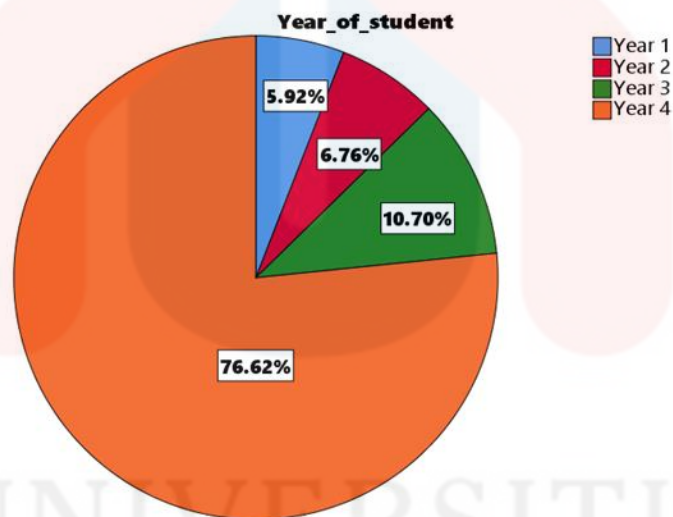


Figure 4.4 Percentages of respondent by year of student

In this study, there have four years of undergraduate have been collected. year 4 respondents were the majority, with 272 (76.62%), while year 3 respondents were the second highest, with 38 (10.70%). year 2 and year 1 were placed third and fourth, with 24 (6.76%) and 21 (5.92%) respondents, respectively.

4.4 Summary of Descriptive Analysis

The purpose of this part was to analyze the mean and standard deviation (σ) for sections B and C of the questionnaire.

Table 4.6: Descriptive analysis of soft skills

Soft skills (IV₁) – Communication skills			
Variable	N	Mean	Std. Deviation
1. I believe that good communication skills will have a great influence on beliefs, actions, and thoughts.	355	4.45	0.504
2. I need to have communication skills to interact, develop ideas, and convey information effectively.	355	4.43	0.518
3. I need to improve my mastery of communication skills as an initial preparation before entering the employment industry in the future.	355	4.43	0.524
4. I believe that communication skills are one of the competitive advantages that must be possessed in order to be easily accepted by employers.	355	4.43	0.523
5. I always improve my communication skills to be at a good level so that I can easily carry myself into daily affairs involving other people.	355	4.38	0.531
Soft skills (IV₁) – Interpersonal skills			
Variable	N	Mean	Std. Deviation

1. I need to have interpersonal skills to work together in a team.	355	4.40	0.534
2. I believe interpersonal skills can solve problems and decide accurately.	355	4.37	0.523
3. I need to improve my mastery of interpersonal skills to be more productive on a task.	355	4.39	0.526
4. Interpersonal skills are essential to learn in order to increase sensitivity to human needs.	355	4.40	0.518

Soft skills (IV₁) – Leadership skills

Variable	N	Mean	Std. Deviation
1. I know that self-awareness is essential to one's leadership strengths.	355	4.38	0.531

Source: SPSS

Table 4.6 represents various soft skills, including communication, interpersonal, and leadership skills. Variable 1 has the highest mean for communication skills, with a mean of 4.45 ($\sigma = 0.504$), while variable 5 has the lowest mean, with 4.38 ($\sigma = 0.531$). Following that, the mean for variable 1 for interpersonal skills is the highest, with a mean of 4.40 ($\sigma = 0.534$), while variable 2 had the lowest mean, with 4.37 ($\sigma = 0.523$). Finally, the mean for variable 1 for leadership skills was 4.38 ($\sigma = 0.531$).

Table 4.7: Descriptive analysis of hard skills

Hard skill (IV₂) – Risk Management Analysis			
Variable	N	Mean	Std. Deviation
1. I was able to identify and measure risk, as well as implement risk mitigation measures.	355	4.25	0.531
2. I will use decision tree analysis to create various outcomes or consequences of an action.	355	4.29	0.519
3. I will use a probability and consequence matrix to identify and calculate the different factors of risk.	355	4.17	0.550
4. I will utilize the Structured What If Technique (SWIFT) to understand the consequence and viability of all project risks based on changes made to any aspect of a project.	355	4.14	0.551
5. I will use bow-tie analysis to reasonably understand the risks and consequences of the dangers.	355	4.11	0.591
Hard skill (IV₂) – Digital Analysis			
Variable	N	Mean	Std. Deviation
1. I skillfully use digital software to complete learning tasks.	355	4.27	0.563
2. I can complete digital content that meets the minimum requirements of learning tasks.	355	4.30	0.542

3. I can create and edit digital content with higher standards according to the requirements of work or study.	355	4.26	0.584
4. I am able to use digital means to cooperate with others to complete tasks.	355	4.31	0.578
5. I am able to use digital means to detect plagiarism of content even my team or I created.	355	4.30	0.560

Source: SPSS

Table 4.7 represents various hard skills, including risk management analysis and digital analysis. Variable 2 has the highest mean for risk management analysis, with a mean of 4.29 ($\sigma = 0.519$), while variable 5 has the lowest mean, with 4.11 ($\sigma = 0.591$). Following that, the mean for variable 4 for digital analysis is the highest, with a mean of 4.31 ($\sigma = 0.578$), while variable 3 had the lowest mean, with 4.26 ($\sigma = 0.584$).

Table 4.8: Descriptive analysis of competitive advantage

Competitive advantage (DV)				
Variable	N	Mean	Std.	Deviation
1. I need to prepare myself with a competitive advantage in order to be more confident, dedicated, and able to improve my performance.	355	4.36	0.541	
2. I acknowledge that competitive advantage will have a positive effect on myself because of efficiency and opportunities that are better used.	355	4.35	0.540	

3. I believe that the competitive advantage can overcome others in the competition if I master some skills.	355	4.34	0.536
4. I need to improve my competitive advantage to achieve marketability in the employment industry.	355	4.37	0.518
5. Hard skills and soft skills can increase the competitive advantages of a person.	355	4.36	0.567

Source: SPSS

Table 4.8 showed the mean and standard deviation of dependent variable competitive advantage. The mean for variable 4 is the highest with mean of 4.37 ($\sigma = 0.518$). Meanwhile, variable 3 was the lowest mean with 4.34 ($\sigma = 0.536$).

Table 4.9: Summary descriptive analysis

Variable	N	Mean	Std. Deviation
Soft Skills (IV ₁)	355	4.41	0.456
Hard Skills (IV ₂)	355	4.24	0.438
Competitive Advantage (DV)	355	4.38	0.466

Source: SPSS

Table 4.9 showed that mean and standard deviation of independent variables (soft skills & hard skills) and dependent variable (competitive advantage). Variable soft skills show the highest mean with 4.41 ($\sigma = 0.456$), while variable hard skills has the lowest mean, with 4.24 ($\sigma = 0.438$). Following that, the mean for variable competitive advantage, with a mean of 4.38 ($\sigma = 0.466$).

4.5 Validity and Reliability Test

The reliability coefficient was the amount that inconsistency true to the total of the experiment has been obtained variability. To ensure the reliability and interior reliability of the information. Cronbach's Alpha analysis was used to test the data. The table below shows the Rules of thumb of Cronbach's Alpha Coefficient Range by George and Mallery (2016).

The alpha coefficient range for reliability analysis was displayed in Table 4.7. George & Mallery (2016) determined that values of 0.4 and lower were considered unacceptable, while values of 0.9 and higher were extremely reliable. The closer the value to 1 influenced the higher the internal consistency reliability of the item.

Table 4.10: Rules of thumb of Cronbach's Alpha Coefficient Range

Cronbach's Alpha Range	Level of Reliability
$\alpha > 0.9$	Excellent
$\alpha > 0.8$	Good
$\alpha > 0.7$	Acceptable
$\alpha > 0.6$	Questionable
$\alpha > 0.5$	Poor
$\alpha > 0.4$	Unacceptable

Source: Adopted from George & Mallery (2016)

4.5.1 Reliability Test

The reliability test of the questionnaire was carried out after the pilot test's reliability test. Referring to reliability table below 4.11, it can be designated that all of the two independent variables of competitive advantage conceived as the coefficient standards were

0.9. The coefficient alpha for soft skills showed a very excellent coefficient value of 0.965. For hard skills, the measurement shows an excellent coefficient value of 0.931 respectively. Furthermore, competitive advantage gained 0.951 which can be measured as excellent coefficient value.

Table 4.11: Reliability coefficient for each section of questionnaire

Variables	Number of Item	Cronbach's Alpha Value	Internal Consistency
Soft Skills (IV ₁)	10	0.965	Excellent
Hard Skills (IV ₂)	10	0.931	Excellent
Competitive Advantage (CA)	5	0.951	Excellent
Source: SPSS		Total number of respondents (N) = 355	

4.6 Normality Test

In this study, normality testing was used to determine if the sample was normally distributed or not. This study will use a Pearson's correlation to determine the hypotheses if the data were normally distributed, and a Spearman's correlation to determine the hypotheses if the data were not normally distributed.

Table 4.12: Result of normality test

Variable	Skewness	Kurtosis	Result
Competitive Advantage (CA)	0.393	-1.582	Normal distributed
Soft Skills (IV ₁)	0.326	-1.657	Normal distributed
Hard Skills (IV ₂)	0.523	-0.569	Normal distributed

Source: SPSS

Bryne (2010) has mentioned that if the data of skewness value is between -2 to +2 and kurtosis value between -7 to +7, the data is considered as normal distributed. Based on the table 4.12 above, it is showed that the data was normally distributed because the skewness value of each variable is between 0 to 1 and the kurtosis value of each variable is between -2 to 1. Since the data was normally distributed, this study will be used a Pearson’s Correlation Coefficient to examine the hypotheses between soft skill and hard skill with the competitive advantage.

4.7 Pearson Correlation

Pearson correlation is one of the correlation measures used to measure the strength of a linear relationship of two variables. Pearson Correlation Coefficients have been used by the researchers to identify the significant relationship between the dependent variable (Competitive advantage) and independent variables (soft skills and and hard skills). Table 4.13 showed the magnitude relationship of Pearson Correlation value while table 4.14 showed the result of Pearson’s Correlation Coefficient that used to identify the hypotheses.

Table 4.13: The Magnitude Relationship of Pearson Correlation Value

Pearson Correlation Value, r	Magnitude Relationship
1.01– 0.09	Negligible
0.10 – 0.29	Low
0.30 – 0.49	Moderate
0.50 – 0.69	Substantial
0.70 – 0.90	High
1.0	Perfect

Source: SPSS

Table 4.14: The Pearson Correlation Result

		Soft Skills	Hard Skills	Competitive advantage
Soft Skills	Pearson Correlation	1	.756**	.943**
	Sig. (2-tailed)		.000	.000
	N	355	355	355
Hard Skills	Pearson Correlation	.756**	1	.785**
	Sig. (2-tailed)	.000		.000
	N	355	355	355
Competitive advantage	Pearson Correlation	.943**	.785**	1
	Sig. (2-tailed)	.000	.000	
	N	355	355	355

** . Correlation is significant at the 0.01 level (2-tailed).

Sources: SPSS

Table above showed the relationship between soft skills and competitive advantage. According to the result of the Person Correlation Coefficient, this study accepted H1 because with the result of 0.943 it proved that there was significant relationship between soft skills and competitive advantage. Meanwhile H0 was rejected because the value is 0.00 where there was no significant relationship between soft skill and competitive advantage. From the result, H1 showed the level of soft skill and competitive advantage was high.

Table above showed the relationship between hard skills and competitive advantage. According to the result of the Person Correlation Coefficient, this study accepted H1 because with the result of 0.785 it proved that there was significant relationship between soft skills and competitive advantage. Meanwhile H0 was rejected because the value is 0.00 where there was no significant relationship between hard skill and competitive advantage. From the result, H1 showed the level of soft skill and competitive advantage was high.

4.8 Multiple Linear Regression

Multiple linear regression was used in this research to predict the outcome of competitive advantage based in the independent variables which are soft skills and hard skills.

Table 4.15: Model summary

Model	R	R Square	Adjusted R Square	Std. Error Of Estimate
1	.949 ^a	.900	.900	.14750

a. Predictors: (Constant), softskill2, Hardskills

Source: SPSS

This table 4.15 explains the strength of the model's correlation with the competitive advantage. R, the multiple correlation coefficient indicates 0.949 where a large value indicates a strong relationship between variables. The coefficient of determination, R Square, demonstrates that 0.900 percent of the change in competitive advantage can be explained through the changes of soft skills and hard skills.

Table 4.16: ANOVA^a

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	69.257	2	34.629	1591.735	.000 ^b
	Residual	7.658	352	.022		
	Total	76.915	354			

a. Dependent Variable: CompetitiveA

b. Predictors: (Constant), softskill2, Hardskills

Source: SPSS

The value of F is 1591.735, with a p-value of 0.000 indicating significance which is less than the 0.05 alpha level. This means that there is a statistically significant difference between dependent variables and independent variables. So, soft skills and hard skills do predict the percentage of competitive advantage among undergraduates in Universiti Malaysia Kelantan.

Table 4.17 Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.332	.110		-3.011	.003
	Softsskills	.945	.043	.801	22.228	.000
	Hardskills	.147	.038	.138	3.834	.000

a. Dependent Variable: CompetitiveA

Source: SPSS

From the table 4.17 above, the result shows that the P value of soft skills and hard skills is 0.000 where the value is less than α (0.05). It indicates that soft skills and hard skills are influencing the competitive advantage.

4.9 Hypotheses Testing

This study used correlation analysis to identify the relationship between independent variables and dependent variables. The variables that determined the hard and soft skills were the independent variables. The competitive advantage was defined as one of the dependent variables.

Tables 4.18 Summary of Status of Hypothesis

	Hypothesis	Results	Pearson Correlation	Status
H1	There is a positive and significant relationship between soft skills and competitive advantage among undergraduates in University Malaysia Kelantan, Campus Kota.	p<0.05	0.943	Accepted
H2	There is a positive and significant relationship between hard skills and competitive advantage among undergraduates in University Malaysia Kelantan, Campus Kota.	p<0.05	0.785	Accepted

Source: SPSS

Table 4.18 showed the relationship between soft skills and competitive advantage among undergraduates in University Malaysia Kelantan, Campus Kota. The p-value was 0.000, which was less than the significant level of 0.01. The correlation coefficient is 0.943, indicating that there was a high positive relationship between soft skills and competitive advantage. The correlation analysis supports that personal norm have a significant relationship between soft skills and competitive advantage. In conclusion, hypothesis 1 is accepted.

The second hypothesis is the relationship between hard skills and competitive advantage among undergraduates in University Malaysia Kelantan, Campus Kota. The p-value was 0.000, which was less than the significant level of 0.01. The correlation coefficient is 0.785, indicating that there was a moderate positive relationship between hard skills and competitive advantage. The correlation analysis supports that personal norm have a significant relationship between hard skills and competitive advantage. In conclusion, hypothesis 2 are accepted.

4.10 Summary

All of the tests in chapter 4 of this study were carried out using the SPSS software to obtain the results of data analysis. To determine the relationship between the independent and dependent variables as well as to identify the analysis of competitive advantage through soft skills and hard skills among undergraduates at Universiti Malaysia Kelantan, the collected data are used for descriptive analysis, reliability test, Pearson's correlation, and multiple linear regression analysis. In Chapter 5, the findings of the results for the relationship between the independent and dependent variables as well as the analysis of competitive advantage through hard and soft skills will be further discussed and explained.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter's primary objectives are the presentation and analysis of the research findings and the study's general conclusion. There are five sections in this chapter. The important findings that were covered in the preceding chapter are presented and summarised in the first section, which gives a general summary of the entire study. The study's findings are compared to those of earlier studies in the second section of the chapter, which also provides the researcher's justification for their conclusions. The third section of the chapter addresses the study's findings' theoretical, practical, and research implications and explains how they could be applicable or beneficial in these situations. The fourth part of the study examines the study's limitations and overall findings. The fifth and final section offers some suggestions for more investigation.

5.2 Key Findings

The theoretical and empirical goals of the research study will be discussed in detail in this chapter. Reasonable inferences were formed from the study's findings based on the literature review and empirical examination. The findings of this investigation will be utilized to suggest additional investigation.

This study looked into how undergraduates at Universiti Malaysia Kelantan may get a competitive edge through both hard and soft skills. In this study, there are two independent factors connected to hard skills (risk management analysis and digital analysis) and three

independent variables related to soft skills (leadership, interpersonal, and communication abilities).

For clarity, the main research questions being addressed in this study are restated as follows:

- What is the factor involved in soft skills and hard skills among undergraduates in Universiti Malaysia Kelantan, Campus Kota?
- What is the relationship between soft skills and hard skills among undergraduates in Universiti Malaysia Kelantan, Campus Kota?
- To propose a suitable framework for soft skills and hard skills toward competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota.

The justification for each of the research questions will be discussed in the sections of the chapter that follow. Additionally, in order to better comprehend and support the study's theme, prior research as well as actual data will be taken into account.

5.3 Discussion

The results of the study are presented in Chapter 4 and address and respond to the research questions raised in Chapter 1. The findings revealed a statistically significant and favourable link between the dependent variable and the five independent variables (communication skills, interpersonal skills, leadership skills, risk management analysis, and digital analysis) (competitive advantage). The research findings are thoroughly examined in this section. The debate is based on the conclusions reached, and it is backed up by appropriate theoretical viewpoints and empirical data pertaining to the construct under investigation. This section will also include the approved hypotheses.

5.3.1 The relationship between soft skills and competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota

According to the study, undergraduates at Universiti Malaysia Kelantan's City Campus have a competitive advantage that is significantly influenced by soft skills ($\text{sig.t} = 0.000$). Investment in training in soft skills can be considered as both a productivity issue and a strategy to successfully utilize these talents in a professional context because these skills have a significant impact on a person's career advancement (Lok et al., 2021). Soft skills are critical for career advancement as well as for landing a job. Between 1960 and 1985, the economics and corporate environment placed greater value on critical thinking and interpersonal skills than they did on motor skills (MacDermott & Ortiz, 2017). We can infer from that statement that employers place more emphasis on candidates with soft skills. Strong interpersonal communication abilities that promote harmony, according to Payal Sondhi, assistant general manager of human resources at SILA, can enhance team dynamics and eventually boost productivity.

5.3.2 The relationship between hard skills and competitive advantage among undergraduates in Universiti Malaysia Kelantan, Campus Kota

The study found that among undergraduates at Universiti Malaysia Kelantan's Campus Kota, hard skills significantly contribute ($\text{sig.t} = 0.000$) to competitive advantage. Hard skills, defined by Badurdeen et al. (2010) and Tortorella et al. (2019a) as technical proficiency required for certification in professions including engineering, technology, medicine, and law. Students can pursue their personal development goals and progress their careers in the sector through the hard skills active education program

(Gurjanov, A V et al, 2020). In order for undergraduates to advance in the pursuit of their ideal careers, hard skills are also crucial. In a 2016 interview, Express CEO Bob Funk noted that while education is important, it is not necessarily the top concern for businesses. He underlined the need of tying one's educational background to the particular talents and qualities that an employer is looking for in a job candidate. Rather of relying exclusively on transcripts and test scores to anticipate potential, Marklein (2008) claims that companies are now more likely to prioritize practical experiences, such as accomplishments in senior projects, internships, and community service.

5.4 Implication of the Study

This study was conducted to find out the extent to which competitive advantage affects undergraduates in improving marketability in the work industry based on the ability of soft skills and hard skills among undergraduates of Universiti Malaysia Kelantan. This study can also find out the level of skills possessed by Universiti Malaysia Kelantan undergraduates. The information and data obtained through online questionnaires through Google Forms have been analyzed to determine the extent to which the skills are possessed and these skills are considered important by undergraduates. Undergraduates need to bring the skills that they have to the workplace to be practiced. An empirical study found that the findings of the study show significance soft skills and hard skills among undergraduates to face the challenges of the future work industry.

In addition, the findings of this study can be used as a reference to overcome the problem and issues of unemployed undergraduates who are a topic of discussion among undergraduates, employers, and the responsible party nowadays. This study can find out the skill requirements that required by the employment industry in general. The marketability of

undergraduates depends on the alignment of skills requirements between employers and undergraduates. The skills possessed by undergraduates are considered a competitive advantage or it is a bonus for undergraduates who have skills. The result of this study is expected to help the parties involved such as the ministry of higher education, institutions of higher education, academic faculties, university career development centers, and others to make improvements to produce undergraduates who are competent, innovative, and meet the needs of the job market. Review and evaluation need to be done to facilitate the responsible parties to formulate actions in order to improve the level of experts of undergraduates. This is because the development of undergraduates is not only seen in excellent academic achievement but requires quality soft skills and hard skills that can meet the needs of the industry and the job market.

What is important, the results of this study can also be used as sources of information that can provide important information and valuable exposure to undergraduates to be more motivated in seizing the opportunities and challenges of increasingly challenging jobs. This study can give awareness to undergraduates in equipping themselves with various skills that can be obtained in higher education institutions through the learning process during lectures, external courses, seminars, and also through the involvement of clubs and associations. Undergraduates nowadays need to be more proactive in improving their mastery of soft skills because skills can be described as symbiotic to meet the abilities, capacities, and will to face future challenges. As a result, undergraduates are able to compete healthily to seize limited job opportunities.

5.5 Limitations of the Study

In this study, there are several limitations faced by the researcher in completing this study. Among the limitations faced is the difficulty in finding respondents. Overall, this study requires a total of 404 respondents who are students of Universiti Malaysia Kelantan, Campus Kota. Although the respondents consisted of university undergraduates, it was difficult to get respondents and it took a long time which was 5 weeks to get 404 respondents. This is because the questionnaire was made through Google Forms. So, undergraduates face constraints in submitting Google Forms through WhatsApp groups and not all undergraduates get the Google Form link. In addition, researchers from SAK courses find it difficult to get respondents from other courses and faculties due to a lack of contacts.

The respondent's attitude is also one of the challenges in this study. Some respondents who were self-centered and refused to answer the questionnaire made it difficult for us to get data. This is because some people think that answering the questionnaire is a waste of time, considered unimportant, the questions are too long, and so on. Most of the respondents received well and gave a positive response to the questionnaire provided due they know that this study is important, scholarly, and useful for certain parties. Therefore, the respondent answered earnestly. However, data collection using the questionnaire method is not necessarily accurate because the understanding of the questions asked in the questionnaire for each respondent is different.

In addition, the challenge of analyzing information using the SPSS software requires a lot of time and patience in completing the analysis. The researcher will be faced with time constraints to complete this analysis. The researcher needs to be more focused on data editing, coding, and transferring data so that there is no negligence and no data entry errors. This is because a small mistake will cause the data released to be inaccurate.

5.6 Future Research

Based on the research conducted, it can be seen that this study successfully proves that soft skills and hard skills are related to competitive advantage. Even so, there are several proposed research topics submitted by the researcher to be studied in the future. This suggestion is relevant to this study and is worth discussing. Among them are the factors that affect work performance among fresh graduates, and the advantage of soft skills and hard skills affecting work performance among fresh graduates. The title of this study is suggested that the researcher make improvements to previous studies. However, this study is still on the same topic which is related to skills. This is because this topic is being discussed by some parties to identify the cause and create an effective solution to the issue discussed.

In addition, there are several improvements that can be made for future studies related to this topic. This study can be carried out in more depth and detail by presenting accurate theories and references. There is also an in-depth interview that can be used to get references to support the study. This is because this method is useful when detailed information is obtained regarding a person's behavior and thoughts, or new issues are explored in more depth. Survey methods such as personal interviews or face to face can be used to get more accurate survey results. Furthermore, respondents can ask questions directly to the researcher if there are questions that respondents do not understand or are confused. This helps the researcher to get the right answer.

5.7 Conclusion

This study was conducted to analyze competitive advantage through soft skills and hard skills among undergraduates at Universiti Malaysia Kelantan. Based on the results of the study, it was found that soft skills and hard are important points in influencing the competitive advantage of undergraduates. There is a positive relationship between soft skills and hard skills toward competitive advantage among undergraduates of Universiti Malaysia Kelantan. The independent variable shows a significant correlation between soft and hard skills with a competitive advantage. This shows that the hypothesis in this study is acceptable. Therefore, this study is very important to explain to undergraduates that soft skills and hard skills need to be experts in order to benefit themselves, the community, the economy, and the country. The skills that undergraduates have can make them more competitive, and proactive in building their own potential to increase the value of the job market. However, there are also soft skills and hard skills that can be used, including time management, networking, and work ethics as soft skills, while data and technical skills, and math and statistics knowledge are part of the hard skills that can be studied.

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APPENDICES A – Draft of Questionnaire

Questionnaire

We are doing this survey questionnaire to analyze competitive advantage through soft and hard skills among undergraduates in one branch of Universiti Malaysia Kelantan, the City Campus. The following questions included three sections demographic profile, independent variable, and dependent variable. Please tick the appropriate box to represent your answer. Your answers will be kept confidential.

Kami membuat soal selidik tinjauan ini untuk menganalisis kelebihan daya saing melalui kemahiran insaniah dan keras dalam kalangan mahasiswa di salah satu cawangan Universiti Malaysia Kelantan, Kampus Kota. Soalan berikut merangkumi tiga bahagian profil demografi, pembolehubah tidak bersandar dan pembolehubah bersandar. Sila tandakan kotak yang sesuai untuk mewakili jawapan anda. Jawapan anda akan dirahsiakan.

Section A: Demographic Profile

1. Gender:

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age:

<input type="checkbox"/>	>19-21
<input type="checkbox"/>	22-24
<input type="checkbox"/>	25-27
<input type="checkbox"/>	28-30>

3. Ethnic:

<input type="checkbox"/>	Malay
<input type="checkbox"/>	Indian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Others

4. Year of Student:

<input type="checkbox"/>	Year 1
<input type="checkbox"/>	Year 2
<input type="checkbox"/>	Year 3
<input type="checkbox"/>	Year 4

Section B: Soft Skills and Hard Skills (IV)

Strongly Disagree <i>Sangat tidak setuju</i>	Disagree <i>Tidak setuju</i>	Neutral <i>Berkecuali</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat setuju</i>
1	2	3	4	5

Soft skills

Soft skills are a person's ability to relate to other people and a person's ability to regulate himself, as well as a person's additional ability to trust/care for both the creator and other people. Soft skills include communication skills, interpersonal skills, and leadership skills. *Kemahiran insaniah ialah kebolehan seseorang untuk berhubung dengan orang lain dan kebolehan seseorang untuk mengawal dirinya, serta kebolehan tambahan seseorang untuk mempercayai/menjaga kedua-dua pencipta dan orang lain. Kemahiran insaniah termasuk kemahiran komunikasi, kemahiran interpersonal, dan kemahiran kepimpinan.*

i. Communication skills

No.	Questions	1	2	3	4	5
1	I believe that good communication skills will have a great influence on beliefs, actions, and thoughts. <i>Saya percaya kemahiran komunikasi yang baik akan memberi pengaruh yang besar terhadap kepercayaan, tindakan, dan pemikiran.</i>					
2	I need to have communication skills to interact, develop ideas, and convey information effectively. <i>Saya perlu memiliki kemahiran komunikasi untuk berinteraksi mengembangkan idea, dan menyampaikan maklumat dengan berkesan.</i>					
3	I need to improve my mastery of communication skills as an initial preparation before entering the employment industry in the future. <i>Saya perlu meningkatkan penguasaan kemahiran komunikasi sebagai persediaan awal sebelum memasuki industri pekerjaan pada masa hadapan.</i>					
4	I believe that communication skills are one of the competitive advantages that must be possessed in order to be easily accepted by employers. <i>Saya yakin bahawa kemahiran komunikasi adalah salah satu kelebihan daya saing yang perlu dimiliki agar mudah diterima bekerja oleh majikan.</i>					
5	I always improve my communication skills to be at a good level so that I can easily carry myself into daily affairs involving other people. <i>Saya sentiasa memperbaiki kemahiran komunikasi agar berada ditahap yang baik agar mudah membawa diri dalam urusan seharian yang melibatkan orang lain.</i>					

ii. Interpersonal skills

No.	Questions	1	2	3	4	5
1	I need to have interpersonal skills to work together in a team. <i>Saya perlu memiliki kemahiran perorangan agar dapat berkerjasama dalam satu pasukan.</i>					
2	I believe interpersonal skills can solve problems and decide accurately. <i>Saya yakin bahawa kemahiran perorangan berkeupayaan untuk menyelesaikan masalah dan membuat keputusan dengan tepat.</i>					
3	I need to improve my mastery of interpersonal skills to be more productive on a task. <i>Saya perlu meningkatkan penguasaan kemahiran perorangan supaya lebih produktif terhadap sesuatu tugas.</i>					
4	Interpersonal skills are essential to learn in order to increase sensitivity to human needs. <i>Kemahiran perorangan penting untuk dipelajari agar dapat meningkatkan kepekaan terhadap keperluan manusia.</i>					
5	I have good interpersonal skills and high resilience when facing challenges. <i>Saya mempunyai kemahiran interpersonal yang baik dan daya tahan yang tinggi apabila menghadapi cabaran.</i>					

iii. Leadership skills

No.	Questions	1	2	3	4	5
1	I know that self-awareness is essential to one's leadership strengths. <i>Saya tahu bahawa kesedaran diri adalah penting untuk kekuatan kepimpinan seseorang.</i>					
2	I have leadership skills that I can apply when collaborating with people in a team. <i>Saya mempunyai kemahiran kepimpinan yang boleh saya gunakan apabila berkerjasama dengan orang dalam satu pasukan.</i>					
3	I am willing to communicate an idea with the team member and build trust among others. <i>Saya bersedia untuk menyampaikan idea dengan ahli pasukan dan membina kepercayaan antara lain.</i>					
4	I can effectively express my perspective or opinion to others. <i>Saya boleh menyatakan pandangan atau pendapat saya dengan berkesan kepada orang lain.</i>					

5	I am confident in my ability to face and negotiate challenges. <i>Saya yakin dengan kemampuan saya untuk menghadapi dan berunding cabaran.</i>					
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Hard skills

Hard skills are skills related to technical aspects to carry out several tasks in the workplace. Therefore, the hard skills included were risk management analysis and digital analysis.

Kemahiran keras adalah kemahiran yang berkaitan dengan aspek teknikal untuk menjalankan beberapa tugas di tempat kerja. Oleh itu, kemahiran keras yang disertakan ialah analisis pengurusan risiko dan analisis digital.

i. Risk management analysis

No.	Questions	1	2	3	4	5
1	I was able to identify and measure risk, as well as implement risk mitigation measures. <i>Saya dapat mengenal pasti dan mengukur risiko, sertamelaksanakan langkah pengurangan risiko.</i>					
2	I will use decision tree analysis to create various outcomes or consequences of an action. <i>Saya akan menggunakan analisis pokok keputusan untuk mencipta pelbagai hasil atau akibat sesuatu tindakan.</i>					
3	I will use a probability and consequence matrix to identify and calculate the different factors of risk. <i>Saya akan menggunakan matriks kebarangkalian dan akibat untuk mengenal pasti dan mengira faktor risiko yang berbeza.</i>					
4	I will utilize the Structured What If Technique (SWIFT) to understand the consequence and viability of all project risks based on changes made to any aspect of a project. <i>Saya akan menggunakan Teknik Bagaimana Jika Berstruktur (SWIFT) untuk memahami akibat dan daya maju semua risiko projek berdasarkan perubahan yang dibuat pada mana-mana aspek projek.</i>					
5	I will use bow-tie analysis to reasonably understand the risks and consequences of the dangers. <i>Saya akan menggunakan analisis bow-tie untuk memahami secara munasabah risiko dan akibat bahaya.</i>					

ii. Digital analytics

No.	Questions	1	2	3	4	5
1	I skill fully use digital software to complete learning tasks. <i>Saya mahir menggunakan perisian digital untuk menyelesaikan tugas pembelajaran.</i>					
2	I can complete digital content that meets the minimum requirements of learning tasks. <i>Saya boleh melengkapkan kandungan digital yang memenuhi keperluan minimum tugas pembelajaran.</i>					
3	I can create and edit digital content with higher standards according to the requirements of work or study. <i>Saya boleh mencipta dan mengedit kandungan digital dengan standard yang lebih tinggi mengikut keperluan kerja atau pengajian.</i>					
4	I am able to use digital means to cooperate with others to complete tasks. <i>Saya boleh menggunakan cara digital untuk bekerjasama dengan orang lain untuk menyelesaikan tugas.</i>					
5	I am able to use digital means to detect plagiarism of content even my team or I created. <i>Saya boleh menggunakan cara digital untuk mengesan plagiarisme kandungan walaupun pasukan saya atau saya cipta.</i>					

Section C: Competitive advantage (DV)

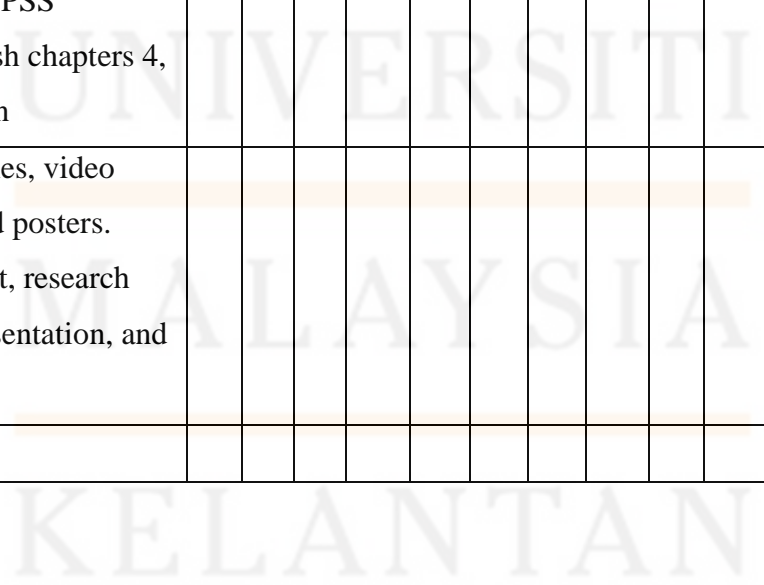
Competitive advantages include positional and performance advantages due to the business's advantage in assets and capabilities, which it holds over rivals. Therefore, a competitive advantage is defined as a significant advantage over its competitors due to cost allocation and the operation results, which depend on positioning strategy. *Kelebihan daya saing termasuk kelebihan kedudukan dan prestasi disebabkan kelebihan perniagaan dalam aset dan keupayaan, yang dimilikinya berbanding pesaing. Oleh itu, kelebihan daya saing ditakrifkan sebagai kelebihan ketara berbanding pesaingnya disebabkan peruntukan kos dan hasil operasi, yang bergantung pada strategi kedudukan.*

No.	Questions	1	2	3	4	5
1	I need to prepare myself with a competitive advantage in order to be more confident, dedicated, and able to improve my performance. <i>Saya perlu menyediakan diri saya dengan kelebihan daya saing untuk lebih yakin, berdedikasi, dan dapat meningkatkan prestasi saya.</i>					
2	I acknowledge that competitive advantage will have a positive effect on myself because of efficiency and opportunities that are better used. <i>Saya mengakui bahawa kelebihan daya saing akan memberi kesan positif kepada diri disebabkan oleh kecekapan dan peluang yang digunakan dengan sebaiknya.</i>					
3	I believe that the competitive advantage can overcome others in the competition if I master some skills. <i>Saya percaya bahawa kelebihan daya saing boleh mengatasi orang lain dalam persaingan jika saya menguasai beberapa kemahiran.</i>					
4	I need to improve my competitive advantage to achieve marketability in the employment industry. <i>Saya perlu tingkatkan kelebihan daya saing untuk mencapai kebolehpasaran dalam industri pekerjaan.</i>					
5	Hard skills and soft skills can increase the competitive advantages of a person. <i>Kemahiran keras dan kemahiran insaniah boleh meningkatkan kelebihan daya saing seseorang.</i>					

APPENDICES B – Gantt Chart

Gantt Chart

Months	Weeks	October			November			December				January			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Identify Research Topic		█													
Find 25 Journal and begin doing a literate review		█	█												
Begin doing a research proposal				█	█										
Finishing chapters 2 and 3, did a presentation to our supervisor and made the following correction						█	█								
Submission of PPTA 1								█							
Presentation of PPTA 1									█						
Create a questionnaire using Google Forms and find the respondent.								█	█	█	█				
Collect data, do SPSS analysis, and finish chapters 4, and 5. Submission													█		
Do research articles, video presentations, and posters. Submission report, research article, video presentation, and poster.														█	
Colloquium															█



APPENDICES C - Turnitin Result

 Universiti Malaysia KELANTAN	REKOD PENGESAHAN PENYARINGAN TURNITIN VERIFICATION RECORD OF TURNITIN SCREENING
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Kod>Nama Kursus:

Code/ Course Name:

Sesi/Session:

Semester:

Nama Program/Name of Programme: SAK, SAB, SAL, SAR

Fakulti/Pusat/Faculty/Centre: Fakulti Keusahawanan Dan Perniagaan/
Faculty of Entrepreneurship and Business

Pengesahan Penyaringan Plagiat/ Verification of Plagiarism Screening

Saya, Han Jia Ping (A19A0167), Ng Jun Hong (A19A0406), Nurhanisah binti Mat Sum (A19B0675), Nurhazimah binti Rashidi (A19A1104) dengan ini mengesahkan Kertas Projek Penyelidikan ini telah melalui saringan aplikasi turnitin. Bersama ini dilampirkan sesalinan laporan saringan Turnitin dengan skor persamaan sebanyak 20%.

I Han Jia Ping (A19A0167), Ng Jun Hong (A19A0406), Nurhanisah binti Mat Sum (A19B0675), Nurhazimah binti Rashidi (A19A1104) hereby declare that I have screen my thesis using Turnitin Software. Enclosed here with a copy of verification of Turnitin screening with similarity score of 20%.

Tajuk Kertas Kerja Penyelidikan/ The Tittle of Research Project Paper:-

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Nama Pelajar/Student Name: HAN JIA PING

No.Matrik/Matrix No: A19A0167

Tarikh/Date:19 JANUARY 2023

Tandatangan/Signature



Nama Pelajar/Student Name: NG JUN HONG

No.Matrik/Matrix No: A19A0406

Tarikh/Date:19 JANUARY 2023

Tandatangan/*Signature*



.....
Nama Pelajar/*Student Name*: NURHANISAH BINTI MAT SUM

No.Matrik/*Matrix No*: A19B0675

Tarikh/*Date*: 19 JANUARY 2023

Tandatangan/*Signature*



.....
Nama Pelajar/*Student Name*: NURHAZIMAH BINTI RASHIDI

No.Matrik/*Matrix No*: A19A1104

Tarikh/*Date*: 19 JANUARY 2023

Pengesahan

Penyelia/*Supervisor*: DR. MOHD IKHWAN BIN AZIZ

Tandatangan/*Signature*:

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ORIGINALITY REPORT

20% SIMILARITY INDEX	11% INTERNET SOURCES	8% PUBLICATIONS	10% STUDENT PAPERS
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PRIMARY SOURCES

1	<p>Timothy Oluwafemi Ayodele, Timothy Tunde Oladokun, Kahilu Kajimo-Shakantu. "Employability skills of real estate graduates in Nigeria: a skill gap analysis", Journal of Facilities Management, 2020</p> <p>Publication</p>	4%
2	<p>www.indeed.com</p> <p>Internet Source</p>	3%
3	<p>sysrevpharm.org</p> <p>Internet Source</p>	2%
4	<p>Submitted to Universiti Malaysia Kelantan</p> <p>Student Paper</p>	2%
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7	<p>A V Gurjanov, D A Zakoldaev, A V Shukalov, I O Zharinov. "The high industrial Education 4.0 soft skills and hard skills", Journal of Physics: Conference Series, 2020</p>	1%

Publication		
8	myscholar.umk.edu.my Internet Source	1 %
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10	"Regional Conference on Science, Technology and Social Sciences (RCSTSS 2014)", Springer Science and Business Media LLC, 2016 Publication	1 %
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Student's Name: HAN JIA PING **Matric No.** A19A0167
Student's Name: NG JUN HONG **Matric No.** A19A0406
Student's Name: NURHANISAH BINTI MAT SUM **Matric No.** A19A0675
Student's Name: NURHAZIMAH BINTI RASHIDI **Matric No.** A19A1104
Name of Supervisor: DR. MOHD IKHWAN BIN AZIZ **Name of Programme:** SAK
Research Topic: ANALYSIS OF COMPETITIVE ADVANTAGE THROUGH SOFT SKILLS AND HARD SKILLS AMONG UNDERGRADUATES IN UNIVERSITI MALAYSIA KELANTAN

NO.	CRITERIA	PERFORMANCE LEVEL				WEIGHT	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Content (10 MARKS) (Research objective and Research Methodology in accordance to comprehensive literature review) Content of report is systematic and scientific (Systematic includes Background of study, Problem Statement, Research Objective, Research Question) (Scientific refers to researchable topic)	Poorly clarified and not focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Fairly defined and fairly focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Good and clear of Research objective and Research Methodology in accordance to comprehensive literature review with good facts.	Strong and very clear of Research objective and Research Methodology in accordance to comprehensive literature review with very good facts.	____ x 1.25 (Max: 5)	
		Content of report is written unsystematic that not include Background of study, Problem Statement, Research Objective, Research Question and unscientific with unsearchable topic.	Content of report is written less systematic with include fairly Background of study, Problem Statement, Research Objective, Research Question and less scientific with fairly researchable topic.	Content of report is written systematic with include good Background of study, Problem Statement, Research Objective, Research Question and scientific with good researchable topic.	Content of report is written very systematic with excellent Background of study, Problem Statement, Research Objective, Research Question and scientific with very good researchable topic.		

2.	Overall report format (5 MARKS)	Submit according to acquired format	The report is not produced according to the specified time and/ or according to the format	The report is produced according to the specified time but fails to adhere to the format.	The report is produced on time, adheres to the format but with few weaknesses.	The report is produced on time, adheres to the format without any weaknesses.	___ x 0.25 (Max: 1)
		Writing styles (clarity, expression of ideas and coherence)	The report is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The report is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The report is well written and easy to read; Majority of the points is well explained, and flow of ideas is coherent.	The report is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	___ x 0.25 (Max: 1)
		Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses.	___ x 0.25 (Max: 1)
		Reference list (APA Format)	No or incomplete reference list.	Incomplete reference list and/ or is not according to the format.	Complete reference list with few mistakes in format adherence.	Complete reference list according to format.	___ x 0.25 (Max: 1)
		Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing include a strong beginning, middle, and end with clear transitions and a focused closure.	___ x 0.25 (Max: 1)

3.	Research Findings and Discussion (20 MARKS)	Data is not adequate and irrelevant.	Data is fairly adequate and irrelevant.	Data is adequate and relevant.	Data is adequate and very relevant.	___ x 1 (Max: 4)
		Measurement is wrong and irrelevant	Measurement is suitable and relevant but need major adjustment.	Measurement is suitable and relevant but need minor adjustment.	Measurement is excellent and very relevant.	___ x 1 (Max: 4)
		Data analysis is inaccurate	Data analysis is fairly done but needs major modification.	Data analysis is satisfactory but needs minor modification.	Data analysis is correct and accurate.	___ x 1 (Max: 4)
		Data analysis is not supported with relevant output/figures/tables and etc.	Data analysis is fairly supported with relevant output/figures/tables and etc.	Data analysis is adequately supported with relevant output/figures/table and etc.	Data analysis is strongly supported with relevant output/figures/table and etc.	___ x 1 (Max: 4)
		Interpretation on analyzed data is wrong.	Interpretation on analyzed data is weak.	Interpretation on analyzed data is satisfactory.	Interpretation on analyzed data is excellent	___ x 1 (Max: 4)
4.	Conclusion and Recommendations (15 MARKS)	Implication of study is not stated.	Implication of study is weak.	Implication of study is good.	Implication of study is excellent	___ x 1.25 (Max: 5)
		Conclusion is not stated	Conclusion is weakly explained.	Conclusion is satisfactorily explained.	Conclusion is well explained.	___ x 1.25 (Max:5)
		Recommendation is not adequate and irrelevant.	Recommendation is fairly adequate and irrelevant.	Recommendation is adequate and relevant.	Recommendation is adequate and very relevant.	___ x 1.25 (Max:5)
TOTAL (50 MARKS)						