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The Levels of Student Readiness in Facing the World of Job in the 4.0 Industrial Revolution Era

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Abstract:
The Industrial Revolution 4.0 is a phenomenon that integrates cyber technology and automation technology. To adapt to these changes, students must-have skills that machines cannot. For example, skills for critical thinking, creativity, communication, and collaboration with others, having these skills will make it easier for millennial generations to adapt to the changes in this industrial revolution era. In this study, we want to know the student readiness level in facing the world of work in this era of industrial revolution 4.0. Here, the level of preparedness is seen from the four skills possessed by students. The method used in this study is the descriptive quantitative method. Data was collected by distributing questionnaires to students of the Faculty of Social and Political Sciences of the UIN Sunan Gunung Djati of Bandung Class of 2017. The sampling technique was accidental sampling. The analysis results concluded that 108 students of FISIP UIN had good critical thinking skills, sufficient creativity skills, excellent communication skills, and good collaboration skills. It is also known that 56.48% of students are in the ready category, 40.74% are in the very keen category, and only 2.78% are in the moderately prepared category. So judging by the four abilities of 108 FISIP UIN students, most of them are ready to face the world of work in the 4.0 industrial revolution era.

Keywords: *critical thinking; career world; soft skills; student ability; cooperation ability*

Abstrak
Revolusi Industri 4.0 merupakan fenomena yang mengintegrasikan antara teknologi cyber dan teknologi otomatisasi, maka untuk beradaptasi dengan perubahan ini, mahasiswa harus mempunyai keterampilan yang tidak dapat dilakukan oleh mesin. Misalnya, keterampilan untuk berpikir kritis, kreativitas, komunikasi serta kerjasama dengan orang lain, dengan memiliki berbagai keterampilan tersebut maka akan memudahkan para generasi milineal untuk beradaptasi dengan perubahan era revolusi industri ini. Dalam kajian ini ingin mengetahui tingkat kesiapan mahasiswa dalam menghadapi dunia kerja di era revolusi industri 4.0 ini. Di sini, tingkat kesiapan ini dilihat dari keempat keterampilan yang dimiliki oleh mahasiswa. Metode yang digunakan dalam kajian ini adalah metode kuantitatif deskriptif. Data dikumpulkan dengan cara menyebarkan angket kepada mahasiswa FISIP UIN SGD Bandung Angkatan 2017, dan teknik pengambilan sampelnya dengan accidental sampling. Hasil analisis diperoleh kesimpulan bahwa 108 mahasiswa FISIP UIN memiliki kemampuan berpikir kritis yang baik, kemampuan kreativitas yang cukup, kemampuan komunikasi sangat baik dan kemampuan kerjasama yang baik. Diketahui juga bahwa 56,48% mahasiswa berada pada kategori siap, 40,74% berada pada kategori sangat siap dan hanya 2,78% berada pada kategori cukup siap. Jadi dilihat dari keempat kemampuan yang dimiliki 108 orang mahasiswa FISIP UIN, sebagian besar sudah siap dalam menghadapi dunia kerja era revolusi industri 4.0.

Kata Kunci: *berpikir kritis; dunia karir; keterampilan lunak; kemampuan siswa; kemampuan kerjasama*

INTRODUCTION

The Industrial Revolution 4.0 is a phenomenon that collaborates or integrates cyber and automation technology; the era of the industrial revolution 4.0 is marked by changes in the process of working on a job, which previously still empowered/relyed on human power but currently uses machines or robots that technologically advanced, so the impact of technological changes in the era of the industrial revolution 4.0 makes many existing jobs disappear, and new jobs appear, so that old skills are no longer relevant and are replaced by new skills that emerge (Kusuma & Rahman, 2018; Anwar et al., 2019). Therefore, to adapt to these changes, students must have abilities that are not inferior to machines. The World Economic Forum (WEF) said that to adapt to the changes brought about by industrial revolution 4.0; a worker must have the skills that will not be done by machines/robots (2021). Apart from hard skills, most of the mandatory abilities for students to master and needed in the era of the industrial revolution 4.0 are soft skills, such as critical thinking and problem-solving skills, communication skills, collaboration with others, and the ability to innovate creatively. These soft skills are essential for future workers; having the various capacities above will make it easier for the millennial generation to adapt to this industrial revolution era (Ikhsan et al., 2020).

Efforts to improve and master the four primary abilities needed by students in the future are the responsibility of the world of education, including universities. Therefore, this study aims to determine the level of readiness of FISIP UIN Sunan Gunung Djati students in facing the world of work in the era of industrial revolution 4.0. Here, the level of preparedness is seen from the four *skills* possessed by FISIP students, namely the ability to think critically, creativity skills, communication skills, and the ability to cooperate with others.

Industrial Revolution 4.0

Industrial revolution 4.0 is a continuation of the previous stages of the industrial revolution. In its history, the world has gone through four stages of the industrial revolution. The Industrial Revolution 1.0 occurred in the 18th century through the invention of the steam engine, allowing goods to be mass-produced. The Industrial Revolution 2.0 that happened in the 19-20 centuries was the invention of electricity, making production costs cheap. The Industrial Revolution 3.0 occurred around 1970 through the use of computers. Meanwhile, the Industrial Revolution 4.0 occurred around 2010 through intelligence engineering and the internet of things as the backbone of the movement and connectivity of humans and machines (Prasetyo, 2018).

The Industrial Revolution 4.0 is a phenomenon that collaborates or integrates *cyber* technology and automation technology (Dulkiah & Setia, 2020). The Industrial Revolution 4.0 will fundamentally result in changes in thinking, human life, and interrelationships. This revolutionary era will make significant changes in various activities of human life in multiple fields, not only in technology but also in other areas, for example, in the economic, political, or social fields.

Era industrial revolution 4.0 is one character that is marked by a change in the process of a job, which was previously still relied on or exploited the human labor but now has been replaced by the use of machines or robots that are technologically advanced. So, the impact of technological development in the era of revolution Industry 4.0 will make the loss of most types of jobs that now exist and will be replaced by the emergence of new types of work so that old skills are no longer relevant and will be replaced with new skills. Therefore, to adapt to these changes, students as prospective employees should have skills/abilities that machines can not.

Skills in the Era of the Industrial Revolution 4.0

Some of the skills that the workers must own in the future include communication collaboration, creative thinking, critical thinking/problem solving, computation logic, compassion, cultural appreciation, emotional intelligence, psychological wellness, entrepreneurship, global outlook, healthy lifestyle, interpersonal effectiveness, leadership, life-long learning, social and national, responsibility, digital literacy, teamwork (WEF, 2021). So in addition to hard skills, most of the skills that must be mastered by students and needed in the era of the industrial revolution 4.0 are soft skills. These soft skills are one of the most important factors to have workers in the future; having the various skills above will make it easier for the millennial generation to adapt to the era of industrial revolution 4.0. It is known that the focus of expertise that needs to be improved in the field of 21st-century education currently includes critical thinking, creativity, communication, and collaboration or known as 4Cs (Risdianto, 2019).

Critical Thinking Skills

Johnson's definition of critical thinking is "a systematic process used in mental activities such as analyzing opinions, solving problems, making decisions, persuading and conducting scientific research. Someone who thinks critically can reason logically and make the right conclusions" (Sukroyanti, 2017). Critical thinking is a reasonable or reason-based reflective way of thinking that is focused on determining what to believe and do (Flood, 2015). It is the ability to identify and formulate a problem, which includes determining the essence, finding similarities and differences, digging up relevant information and data, the ability to consider and assess (Elder & Paul, 2020). It includes distinguishing between facts and opinions, finding assumptions or presuppositions, separating prejudice and social influences, considering consistency in thinking and drawing conclusions that can be accounted for based on the consequences that can arise (Paul & Elder, 2019). So it can be concluded that critical thinking is an activity to process accurate information to be trusted, make logical and convincing conclusions, and make responsible decisions. Critical thinking aims to understand and get deductions and make informative, helpful, and accounting decisions.

Someone said to think critically can be seen from several indicators. There are five critical thinking indicators: the ability to analyze, synthesize skills, recognize and solve problems, conclude power, and evaluate or assessability (Arikunto, 2021; Muhammad, 2017; Gupita, 2016). Meanwhile, according to Ennis (1991: 46), there are 12 indicators of critical thinking ability, namely focusing on questions, analyzing arguments, asking and answering questions, observing and considering the results of observations, assessing the validity of a source, making deductions, and evaluating the consequences of beliefs, explaining assumptions, making and considering induction, explaining in view results, make and weigh the value of decisions, decide on an action and interact with others.

The indicators of critical thinking skills measured in this study are; (1) being able to analyze arguments, (2) being able to ask questions, (3) being able to answer questions correctly, (4) being able to solve problems, (5) being able to conclude, (6) being able to evaluate and assess the results of observations/work.

Creativity Skills

Creativity is the ability to create; inventiveness is about being creative (KBBI, 2018). Creativity is creating new combinations based on existing data, information, or elements (Campbell, 2019). Creativity is also a person's ability to produce compositions, products, or new ideas previously unknown to the creator (Gucyeter & Erdogan, 2020). So creativity can be interpreted as a personal attitude of an individual reflected in his thoughts, feelings, attitudes, and behavior characterized by the ability to create something new. A creative person can make new combinations, elaborate (develop, enrich) an idea, and have flexibility and originality in thinking. A creative individual will think broadly to face problems in different ways and have solutions from various points of view.

The characteristics of creative people are: happy to seek new experiences, have high perseverance, like challenges when doing complex tasks, enjoy multiple jobs, have initiative, tend to be critical of others, like beauty, dares to express their opinions and beliefs, is always curious, sensitive or sensitive, has a sense of humor, is energetic and tenacious, believes in himself, has broad insight and is more advanced and full of imagination (Merdekawati, 2017; Rasmussen, 2021).

The indicators of creative ability that will be measured in this study are: 1) able to make changes, 2) have sensitivity, 3) have new ideas, 4) always want to know, 5) dare to express opinions and beliefs, 6) enjoy seeking experience new, 7) have initiative, 8) tenacious.

Communication Skills

Communication means "notification" or "exchange of thoughts". So in communication activities, must-have elements of the exact meaning so that there is an exchange of thoughts or understanding between the communicator (message spreader) and the communicant (message recipient) (Sugihen et al., 2017). Communication is the exchange of verbal and nonverbal messages between the sender and the message recipient to change behavior (Muhammad, 2017). Communication is the process of conveying messages from one person to another to tell, issue opinions, and change patterns of attitudes or behavior either directly or indirectly (Oltarzhevskyi, 2019). Communication will be considered successful if the communicant can receive the message or understand the message's meaning conveyed to the communicator. From the above understanding, communication is exchanging messages directly or indirectly from one party to another for a specific purpose.

Communication ability is the ability of a person to have a two-way relationship or interaction both verbally and non-verbally by using pictures, signs, symbols, facial expressions, or writing. In this study, the communication skill in question is the ability of students to speak/communicate interpersonally with peers and lecturers, especially in conveying messages/opinions and understanding the messages received.

There are two primary communication skills abilities: the ability to understand the language used by others (*receptive language*) and the ability to produce language (Salloum et al., 2018). Effective communication could occur when two components are met (Nomnian et al., 2020). The first component is understanding the message or commonly called understanding. Comprehension is the ability to listen to sounds or see events to capture notes, process these messages, and store them in memory. The second component is the ability to respond to messages called expressions. Expression is the ability to choose and arrange words or process behavior into a message that others can understand (Saputra, 2016).

Effective communication can be done in several ways: seeing the other person, the voice sounds clear, pleasant facial expressions, using good grammar, and sentences that are short, clear, and easily understood by the recipient of the message (Sharaf Qdah et al., 2018). Communication skills consist of two indicators: communicating verbally and non-verbally. Verbal communication skills include being active in discussions, presenting the results of meetings, answering and asking questions, expressing opinions, recording the results of discussions, using good grammar, and sentences that are short, clear, and easily understood by the recipient of the message. Meanwhile, nonverbal communication skills include seeing the other person, pleasant facial expressions, and supporting movements according to the conversation.

The indicators to measure students' communication skills that will be observed in this study include: 1) seeing the interlocutor, 2) respect for the interlocutor, 3) the voice can be heard clearly by the recipient of the message, 4) pleasant facial expressions, 5) use good grammar, 6) speech can be understood by the recipient of the message (*audible*).

Teamwork Skills

Cooperation can be defined as an activity or effort carried out jointly by several parties to achieve a common goal (KBBI, 2018). Teamwork is a group of people who work together, interact with each other to share information, discuss to make a decision, each member performs according to their respective responsibilities and helps each other achieve common goals. So cooperation is working together between several parties or people intending to accomplish a common desired goal. To achieve the goals that have been set, everyone must be able and ready to work together with others in a team, and team members must work effectively and be willing to give the best of themselves.

Aspects of cooperation can be explained through four indicators: accepting responsibility, being light-hearted in helping groupmates, respecting groupmates' opinions, and appreciating the work of groupmates (Yanti, 2021). West said that cooperation would be more robust and of higher quality through the following indicators: jointly responsible for completing work, contributing to each other in teams, and exerting maximum capabilities (2012 30). From the two statements above, there are four indicators of cooperation that will be used in this study, namely: 1) Shared responsibility 2) Mobilizing abilities to the most total 3) Supporting each other 4) Being able to respect the work of others 5) respect the opinion of a group friend.

METHOD

The research was conducted at the Faculty of Social and Political Sciences, UIN Sunan Gunung Djati Bandung, using descriptive quantitative methods. As for getting the data needed, the data collection technique used in this study is by distributing questionnaires *online* to FISIP students in class 2017. The sample selection is made using non-*probability sampling*, namely by accidental sampling, the improvised sampling technique following what is obtained or encountered. This questionnaire was developed based on 25 indicators of the four abilities (*skills*) arranged in statements using a Likert scale containing five alternative answers: Never = 1, Rarely = 2, Sometimes = 3, Often = 4, and Always = 5.

Before the questionnaire was distributed, this questionnaire was tested on 15 students to determine the validity and reliability of the developed instrument. In this study, the validity and reliability of the instrument was tested using *statistical software*. A statement/question item is valid if the correlation coefficient value between the item scores and the total score is greater than 0.3. Meanwhile, to test Cronbach's alpha's reliability, an instrument is declared reliable if the value *Cronbach's alpha* is more significant than 0.7.

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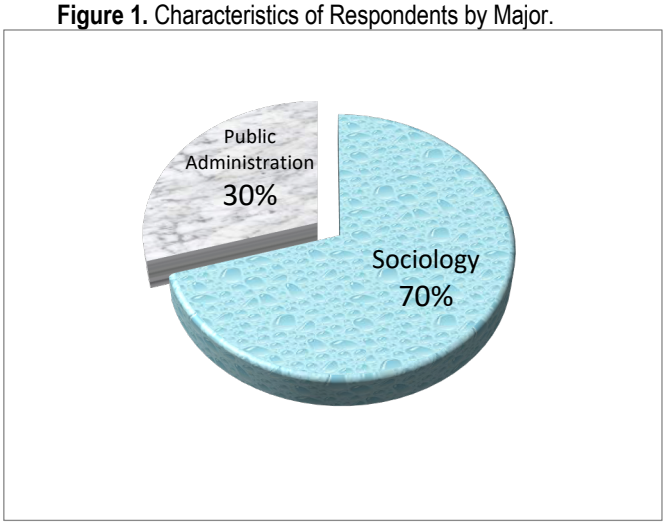
Based on the data processing results from the 15 students, the validity testing results showed that all the correlation coefficient values for each item of the questionnaire were more significant than 0.3. The test concludes that all indicators of the variables of critical thinking ability, creativity ability, communication ability, and cooperation ability are declared valid. After all, items are declared valid; the reliability test is carried out. The results of the questionnaire reliability test using SPSS 23.0 software show that the value *Cronbach alpha* of the critical thinking ability variable is 0.807; this value is more significant than 0.70, which means that the questionnaire of essential skills of thinking is reliable. Furthermore, *Cronbach alpha 0.781* was obtained; this value was more significant than 0.70, which means that the questionnaire on creativity ability is reliable. The value of the communication ability questionnaire is *Cronbach alpha* 0.788; this value is more significant than 0.70, which means that the questionnaire on communication skills is reliable. Likewise, the value *Cronbach alpha* of the cooperation variable is 0.805, this value is more significant than 0.70, which means that the questionnaire on cooperation ability is also reliable. So it can be concluded that all the questionnaires used in this study are declared reliable and worthy of being used as research instruments.

RESULTS AND DISCUSSION

Description of Data

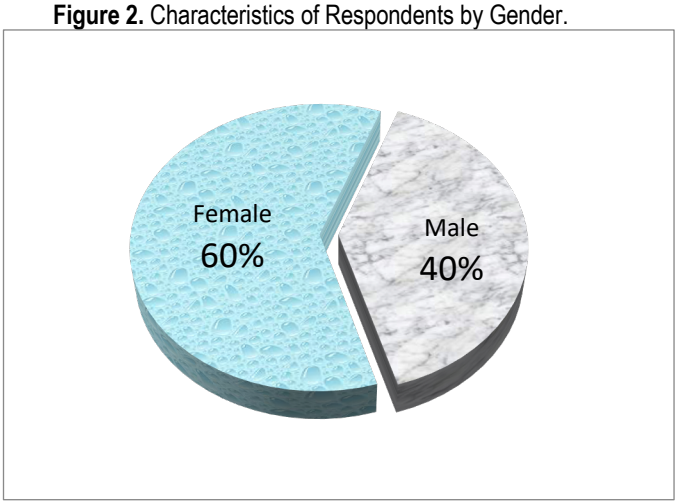
Data collected from the results of the questionnaire distribution in this study were 108 respondents, while the characteristics of the data presented based on majors and gender can be seen in Figure 1 and Figure 2.

Figure 1. Characteristics of Respondents by Major.



It shows that most of the 108 respondents who filled out the questionnaire came from the Department of Sociology students, which was 70% or as many as 76 students.

Figure 2. Characteristics of Respondents by Gender.



It shows that most of the 108 respondents who filled out the questionnaire were women, namely 60% or as many as 65 students.

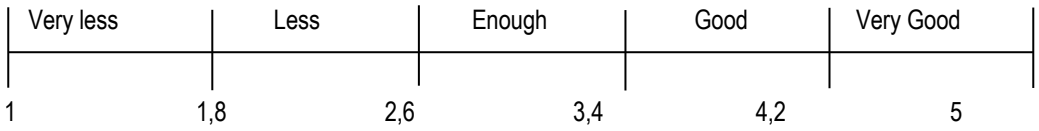
Descriptive Analysis of Student Ability

Furthermore, data from the results of student answers in the questionnaire the four skills (*skills*) are processed and analyzed using *Microsoft Excel*.

To determine the classification/category of the level of the tendency of students' answers regarding critical thinking skills, creativity, communication, and collaboration skills based on the value of the average total score of each questionnaire using a continuum line. To be able to form this continuum line, it is necessary to determine in advance the number of categories that will be formed, namely, in this case, there are 5 categories (Very Poor, Less, Enough, Good, Very Good) and it is known that the lowest score of these categories is 1, the highest score is 5. The difference between the highest and lowest scores is 4, so the scale width is 0.8. A continuum line is obtained that can be used to determine the category/classification for each ability (*skill*) can be seen in Figure 3.

Organisms in Parsons' theory as a system of action to support the fulfillment of needs, which according to Parsons consists of four elements of functional imperatives required by all the methods mentioned; that is:

Figure 3. Continuum Line for Capabilities Category



Analysis of Students' Critical Thinking Ability

This study measured critical thinking ability (A) using a questionnaire with six indicators. After the collected data were processed using *Microsoft Excel*, the recapitulation of student answers regarding the indicators of critical thinking skills was obtained, presented in Table 1.

Table 1. Recapitulation of Respondents' Answers Regarding Critical Thinking Ability

Statement Items	Answer Options and Score					Total Score
	Always	Often	Sometimes	Seldom	Never	
	5	4	3	2	1	
A1	51	39	18	0	0	465
A2	28	46	31	2	1	422
A3	51	44	13	0	0	470
A4	11	47	49	1	0	392
A5	14	49	40	5	0	396
A6	69	24	13	2	0	484
Total Score						**2629**
Average						**4,057**

Table 1 shows that students' answers to statement items regarding critical thinking skills, namely from 108 people; 51 students always consider/analyze an argument first, 46 students often ask questions if they don't understand, there are as many as 51 there are students who always think of the correct answer to a question, there are 49 students who can sometimes solve difficult problems, there are 49 students who can often conclude, and there are as many as 69 students who are always able to evaluate and evaluate the results of the work done.

Based on Table 1, it can be seen that the average value of the total score of respondents' answers on critical thinking skills is 4.057, so based on the continuum line in Figure 3 the value lies between 3.4 and 4.2, which is included in the Good category. Thus, it can be concluded that the students' critical thinking skills are good.

Analysis of Student Creativity Ability

This study measured creativity ability (B) using a questionnaire with eight indicators. After the data from the 108 students were processed using *Microsoft Excel*, the recapitulation of student answers related to the indicators of creative ability can be seen in Table 2.

Table 2. Recapitulation of Respondents' Answers Regarding Creativity Ability

Statement Items	Answer Options and Score					Total Score
	Always	Often	Sometimes	Seldom	Never	
	5	4	3	2	1	
B1	65	37	4	2	0	489
B2	43	52	13	0	0	462
B3	15	20	48	24	1	348
B4	44	37	24	3	0	446
B5	13	32	52	10	1	370
B6	13	35	52	8	0	377
B7	14	28	58	8	0	372
B8	34	48	26	0	0	440
Total Score						**3304**
Average						**3,824**

Table 2 shows that the students' answers to the statement items regarding creativity are from 108 people 65 students are always able to make changes for the better. There are as many as 52 students who often have the sensitivity to correct if there are deviations/ mistakes, there are 48 students who sometimes have new ideas to make use of used goods more useful, there are 44 students who always have curiosity to learn something new, there are 52 students who are sometimes brave express their new ideas and also like to seek new experiences, there are 58 students who sometimes have the initiative, and there are 48 students who are tenacious/don't give up easily in doing something.

Based on Table 2, it is known that the average value of the total score on creativity ability is 3.284, so based on the continuum line in Figure 3, the value lies between the values of 2.6 and 3.4, which is included in the Enough category. Thus, it can be concluded that the student's creative ability is sufficient.

Analysis of Student Communication Ability

This study measured communication ability (C) using a questionnaire with six indicators. After the data from the 108 students were processed using *Microsoft Excel*, the recapitulation of student answers related to the indicators of communication skills can be seen in Table 3.

Table 3. Recapitulation of Respondents' Answers Regarding Communication Skills

Statement Items	Answer Options and Score					Total Score
	Always	Often	Sometimes	Seldom	Never	
	5	4	3	2	1	
C1	60	41	7	0	0	485
C2	97	11	0	0	0	529
C3	29	52	27	0	0	434
C4	57	39	11	1	0	476
C5	52	49	5	2	0	475
C6	16	45	44	2	1	397
Total Score						**2796**
Average						**4,315**

Table 3 shows that students' answers to statement items regarding communication skills, namely from 108 people there are 60 students who always see and listen well to the interlocutor. There are as many as 97 students who always respect and respect the interlocutor, there are as many as 52 students whose voices are often heard clearly by the interlocutor, there are 57 students who always try to show pleasant facial expressions, there are 52 students who always speak using good grammar, and there are 45 students who often speak fluently. , not stammering and understandable to others.

Based on Table 3, it can be seen that the average value of the total score on communication skills is 4,315, so based on the continuum line in Figure 3, the value lies between the values of 4.2 and 5, which is included in the outstanding category. Thus it can be concluded that the student's communication skills are excellent.

Analysis of Student Cooperation Ability

This study measured cooperation ability (D) using a questionnaire with five indicators. After the data from the 108 students were processed using the help of *Microsoft Excel*, the results of the recapitulation of student answers related to the indicators of cooperation ability were obtained, which can be seen in Table 4.

Table 4. Recapitulation of Respondents' Answers Regarding Cooperation Ability

Statement Items	Answer Options and Score					Total Score
	Always	Often	Sometimes	Seldom	Never	
	5	4	3	2	1	
D1	57	48	3	0	0	486
D2	61	44	2	1	0	489
D3	38	51	18	1	0	450
D4	59	45	3	1	0	486
D5	61	43	4	0	0	489
Total Score						**2400**
Average						**3,704**

Table 4 shows that the students' answers to the statement items regarding the ability to cooperate are from 108 people 57 students always have a sense of shared responsibility, there are as many as 61 students who always exert their maximum abilities for their team, there are as many as 51 students who often help and support their teammates, 59 students always respect the work of others, and there are as many as 61 students who always respect the opinions of their groupmates.

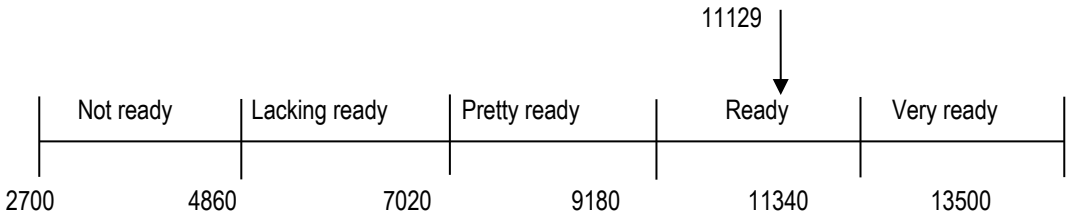
Based on Table 4, it is known that the average value of the total score on cooperation ability is 3.704, so based on the continuum line in Figure 3., the value lies between the values of 3.4 and 4.2, which is included in the Good category. Thus it can be concluded that the student's cooperation ability is good.

Analysis of the Level of Student Work Readiness

Next, the level of readiness of the 108 FISIP UIN will be analyzed based on the four *skills* measured, namely the ability to think critically, creativity, communication, and collaboration skills.

To determine the level of student readiness using a continuum line and based on the value of the total score of the entire questionnaire (four questionnaires). To be able to form a continuum line with five categories, namely Very Ready, Ready, Moderately Ready, Less Ready, and Not Ready, we need to determine the minimum value, namely the lowest score of items × number of items × number of respondents = 1 × 25 × 108 = 2700, as well as the score the maximum is the highest score of items × number of items × number of respondents = 5 × 25 × 108 = 13500. The difference between the maximum and minimum values is 10800, so the width of the scale is 2160, so the criteria for classifying / categorizing students' readiness levels using a continuum line will be obtained. Then to use the continuum line, it is necessary to calculate the total score of the four abilities. The total score obtained is 11129, then the continuum line can be described in Figure 4.

Figure 4. Continuum Line for Readiness Level Category



Based on Figure 4, the total score of the four abilities of 11129 is in the Ready category. Thus, it can be concluded that student readiness is seen in the four abilities, including being ready to face the world of work in the industrial revolution era 4.0.

Based on the calculation of the total score of each student obtained, the category of student readiness is determined by grouping students according to the total score received. These criteria are based on 25 items with five answer choices, with the lowest score of 1. The highest score is 5, the minimum value = lowest score of items × number of items = 1 × 25 = 25, and maximum value = highest score of items × number of items = 5 × 25 = 125, then the difference between the maximum and minimum scores is 100, so to make 5 categories of interval classes, the length of the interval class is 20. So that the value interval (total score) will be obtained to categorize/group the level of readiness of each student, while the results obtained can be seen in Table 5.

Table 5. Category Student Readiness Level

Category	Score	Frequency	Percentage
Very ready	106 – 125	44	40,74
Ready	86 – 105	61	56,48
Pretty ready	66 – 85	3	2,78
Lacking ready	46 - 65	0	0
Not ready	≤ 45	0	0
Jumlah		108	100

Based on Table 5, it can be seen that from 108 students there are 61 students, namely, 56.48% are in the ready category, then there are 44 students, namely 40.74% are in the Very ready category, and there are only 3 students or 2, 78% who are in the category Fairly ready.

CONCLUSION

Based on the results of the analysis that has been carried out on 108 student data, the average total score for critical thinking skills is 4.057; creativity ability is 3.284, communication skills are 4.315, and cooperation skills are 3.704. From the four abilities measured, it can be said that 108 students of FISIP UIN have good critical thinking skills, sufficient creativity skills, excellent communication skills, and good collaboration skills.

The analysis of student readiness levels shows that 56.48% of students are in the ready category, 40.74% are in the Very ready category, and only 2.78% of students are in the Moderately ready category. Thus, judging from the four skills possessed by 108 FISIP UIN students, most are ready to face the world of work in the industrial revolution era 4.0.

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