

Mapping the Attributes of Soft Skill on Students Graduating from Faculty of Economics, Universitas Negeri Padang about the Readiness of Entering the World of Work.

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Abstract

The challenge of supporting education is the acceptance of graduates in the world of work with quality in accordance with career standards. The graduates are faced with competition between universities in the country and abroad in line with the Asean Economic Community (MEA). Graduates' competence is one of the success factors of higher education in carrying out its mission. This is related to the pull factor for users or users to use college graduates who have the best competence. Universities including the Faculty of Economics, Padang State University (UNP) must consecrate their learning outcomes according to the demands of the workforce. This study aims to map out the attributes of soft skills that are needed by the working world (end user) graduates of the Faculty of Economics, Padang State University, both education and non-education graduates. Having known the attributes of soft skills needed by the end users graduated from the Faculty of Economics, redefined and integrated into learning outcomes as attributes of soft skills that are strengthened in learning according to the core competency of the field of science or their respective study programs. So that every graduate of the Faculty of Economics, Padang State University has the soft skills needed by the work world that has been studied directly in every lecture event.

Keywords: attributes of soft skill, readiness of entering, and learning outcome

Introduction

Graduates' competence is one of the success factors of higher education in carrying out its mission. This is related to the pull factor for users or users to use college graduates who have the best competencies. The study program plays an institutional role to realize the academic atmosphere that is built not only to improve competence (in the form of hard skills), but also soft skills which are expected to be able to improve graduates' competencies

The challenge of supporting education is the acceptance of graduates in the world of work with quality in accordance with career standards. The graduates are faced with competition between universities in the country and abroad in line with the Asean Economic Community (MEA). Universities including Padang State University (UNP) must concentrate their learning outcomes in accordance with the demands of the workforce. Today's business and industry world requires an appropriate combination of hard skills and soft skills, whatever the position of the employee. The hard skill-style approach is now becoming obsolete, as evidenced by the job advertisements of various companies that require soft skills such as team work, communication skills and interpersonal relationships in their job requirement. Even when recruiting employees, companies tend to choose candidates who have better personalities even though their hard skills are lower. The reason is simple to provide skills training much easier than character building. This shows that hard skill is an important factor in working, but someone's success at work is usually more determined by good soft skills.

Mc Clelland in his book as quoted by Irma (2007) argues that the main factors in the success of

young executives of the world are self-confidence, adaptability, leadership and the ability to influence others, all of these are the realm of soft skills.

Achieving this is fitting for educational institutions or institutions as well as prospective labor-producing institutions to address the paradigm shift in behaving and acting. How can the lecturers have "good soft skills" first before educating their students or students. The answer, according to Illah (2008) opens the heart and mind to always give the best to our students, by sticking to the values of life and basic norms that are agreed upon, read books and want to learn more continuously.

The Faculty of Economics, Padang State University, as one of the faculties that tries to develop student soft skills, is one of the mistakes of students' ethics. As for the five components of the FE UNP ethics, namely maintaining the values, norms, ethics & manners in the campus, respecting and respecting fellow academics, maintaining the good name of the institution both on campus and off campus, obeying the regulations in the Faculty of Economics and Padang State University and maintain order, security & cleanliness of the campus environment. But the implementation is still not optimal in transmitting soft skills to student, this is evident that there are still many ethical violations committed by students.

Institutional soft skills of students at the Faculty of Economics have also been developed through explicit policies in the learning process of several subjects, such as Ethics and Personality Development, Business Ethics or Entrepreneurship. Whereas in the field of student affairs, the development of soft skills has also been pioneered by designing the student activity program starting in the first semester to the last semester.

There is an adequate demand for soft skills from the industrial world: the reality of the social and cultural environment of students which currently tends to lead to permissiveness, consumerism and instant culture. This is supported by data from tracer study results (2014) and suggestions from Prof. Agus Rahayu (2015) accreditation assessor of FE UNP Economic Education Study Program which leads to the conclusion that the development of soft skills will be more productive if the activities are more focused and intensified as the achievement of the vision, the mission of the Faculty Economy in the era of the Asian Economic Community (AEC).

Based on the condition of graduates and user needs, the development of student soft skills at the Faculty of Economics needs to be carried out systematically, integrated and comprehensive. In order for this development to obtain optimal results so that it can get closer to the graduate profile, the first step is to map out the attributes of soft skills needed by the end users who graduated from the Faculty of Economics, FE UNP. is the soft skill aspect and the top 7 ranking of 10 abilities is occupied by the soft skill aspect as well. Based on this reality why soft skills are very important given in the education process. Starting from communication skills to the ability of entrepreneurship is expected to be taught to students so that students will become graduates who are ready to use in the world of work and not only have the ability of hard skills but also soft skills.

Elfindri et al, as quoted in the Soft Skill Development Book for educators, said: In practice the employee selection process carried out by companies generally conducts filters based on aspects of ability to think logically and analyze in the early stages. Then proceed with the selection of characters and work attitudes, while in the final selection process, only selection is made based on the technical and academic abilities of the prospective employees. Especially the interview selection process, this process is very loaded with soft skills, namely effective communication skills, critical thinking skills, respect for others, attitudes and work motivation.

It can be concluded that in the world of work, soft skills are needed for its existence starting from the recruitment or selection process of employees to of course at work. The balance between hard skills and soft skills is needed in the world of work. If the hard skill ability is owned, it will be eliminated by those who have soft skills.

According to Oemar Hamalik, readiness is a level or condition that must be achieved in the process

of individual development at the level of mental, physical, social and emotional growth. Readiness is the overall condition of a person or individual to respond to and practice an activity in which the attitude contains mental, skills and attitude that must be possessed and prepared during certain activities. Work readiness consists of two words, namely readiness and work.

Based on the discussion above, the word readiness can be interpreted as a condition of a person to respond to and practice an activity in which the attitude contains mental, skills and attitudes that must be possessed and prepared during certain vices, while verbs mean an activity that someone does with use energy in an effort to finish or do something and get paid or wages.

Work Readiness is the overall condition of the individual which includes physical maturity, mental, experience, the ability and personal values to carry out a job or activity. A person's work readiness is related to many factors, both internal (internal) and external (external) factors. According to Heri (2014) said that the factors that influence work readiness are 1) Knowledge and insight, 2) intelligence, 3) talent, 4) interest, 5) attitude, 6) values, 7) personal traits, 8) social work psycho environment, 9) job prospects for career opportunities, 10) types of work, 11) work characteristics. When the influencing factor is a positive factor, it is likely that the work readiness that is owned by someone will be higher.

So, the understanding of work readiness is a condition of a person to respond to and practice an activity carried out by using energy in an effort to complete or do something and get paid or wages. According to Elfindri et al also argued that the readiness of students to enter the world of work must be prepared in carrying out something to achieve a goal.

Readiness of students as prospective workers is an individual condition from the results of education and training or skills that are able to provide answers to the situation in an execution of work. Work readiness for students is very important. This is because after graduating from college, some or all students will face a higher level of life, namely work. Students who will become prospective workers will feel that work is not easy. All types of work need to be prepared in advance. The lowest level of work needs to be prepared to do it.

Previously explained the importance of soft skills given in the learning process and the importance of soft skills in the world of work. So to produce human resources that have soft skills that are good and meet the standards in the world of work, it certainly starts from the world of education because the world of education, especially the Faculty of Economics, UNP is the beginning of a learning. But the question is how to produce these skills and how to be integrated in learning

The involvement of the study program in the development of this program is, as an industry soft skills survey team, conducting analysis of results and carrying out design, implementation and monitoring and evaluation of implementation. The design phase of the research in carrying out this development begins with a survey of the needs of soft skills in the industry. This is done to focus more on what soft skills will be strengthened in students according to the needs of graduate users. The implementation phase is the advanced stage after the design phase is carried out. At this stage, all the attributes of soft skills that have been identified will be integrated into the written curriculum which will be contained in each learning outcome of the lecture

Developing graduates with strong personality is the quality expected from the development of soft skills in the FE UNP.

Methods

This research is a descriptive study that uses a combination of quantitative and qualitative approaches. Branen (1993) revealed that the combination of the two methods will provide a deeper understanding of the object under study, especially in matters related to human attitudes and behavior.

Research on the attributes of soft skills needed by end users graduated from the Faculty of Economics UNP using Research and Development method which consists of three cycles: (1)

Identifying the needs of target respondents (2) preparing written curriculum for students' soft skills development through learning design (3) recommending a policy in the form of a type of soft skill model that must be strengthened for FE UNP graduates according to the needs of the end user. Respondents of this study are alumni and all the world of work both education and non-education in the business world and industry, BUMN and banking as well as government agencies that become internships and workplaces of graduates of the UNP Faculty of Economics in West Sumatra.

The research approach is juridic sociology with secondary data and primary data. Secondary data is done by using observation methods and documentation studies of existing documents both at the Faculty and University levels and other related institutions and literature studies as well as invitations that apply to reveal, soft skill attributes required by the FE UNP end user, so that they can be used as a redefinition written curriculum learning to achieve the goals and vision, mission of each study program in the FE UNP. Specifically, data analysis is carried out using various methods in accordance with the objectives that will be attained the dominant ranking attributes needed by the FE UNP end user. The results of this test are then concluded to redefine Learning outcome courses that are core competencies in the field of study.

Results and Discussion

A. Soft skill attributes and its development in learning outcomes

The results of this study conclude that 23 soft skill attributes grouped on 7 types of abilities based on BAN PT standards, graduate users feel satisfied with the existing study program graduates FE UNP. According to end user, the excellence of graduates of study programs in the UNP FE is that they are very fond of their jobs and tend not to like moving jobs, this is evidenced by the low level of first jobs that alumni get as temporary jobs, and even tend to be very obedient to company rules.

The plan of the Soft Skills Development Program for students in their readiness to enter the workforce begins with a survey of the needs of soft skills in the working world of end users of the UNP FE by distributing questionnaires on June 18 2018 which can be classified as any attributes needed by the end user. The results of this study can be explained that the UNP student's soft skills that must be strengthened based on the highest negative points possessed by Faculty of Economics graduates are:

1. Confidence
2. Ability to cooperate with teams (team work)
3. Communication in English and Indonesian
4. Analysis of problem solving
5. Leadership ability
6. Creative
7. Discipline
8. Adaptation
9. Time Management
10. Initiative

In line with the results of several polls (tracer studies) conducted by universities in Indonesia (Ila Sahila), undergraduate competence in the world of work is divided into two aspects. First, the technical aspects relate to the background of expertise or expertise needed in the world of work. Second, non-technical aspects include motivation, adaptation, communication, teamwork, problem solving, stress and leadership management etc. Each business / industry world can provide a range of different technical and non-technical competencies. However, in general types of non-technical competencies are more than technical competencies. Look at advertisements posted on college notice boards, or in various newspapers. Some requirements requested by companies that often appear can be seen in the following list

1. Confidence
2. Can work in teams
3. Able to communicate orally and in writing
4. Analytical thinking
5. Easy to adapt
6. Discipline
7. Have good leadership
8. Honest, innovative and creative
9. Able to deal with urgent work
10. Able to work under pressure
11. Has a "great sense of services"
12. Has an initiative with attitude and integrity at work
13. Able to work independently, a little guidance
14. Responsible and committed to work
15. Having motivation and enthusiasm in work

When linked to the results of this study with the demands of the end user, it can be concluded that the top 5 attributes are soft skills (1). Confidence, (2). Cooperation, (3). Communication 4). analytical, and (5). The leadership ability of the UNP FE graduates has not been fulfilled, this means that in general graduates of the Faculty of Economics have not yet had the readiness to enter the workforce, especially those related to soft skills.

One thing that is an important point for the institutions of the Faculty of Economics is the paradigm shift of the world of work is not comparable with the readiness of the institution to anticipate it. This approach is not an alternative to some of the previous approaches, but instead becomes a support for other approaches used. Here is a test for the effective functioning of higher education institutions to create the right atmosphere for the development of students' soft skills and hard skills. The academic atmosphere is a field of learning experience that is good for students, by seeing, feeling, and directly proving good practices when interacting with fellow students, employees, lecturers, and institutional leaders. Therefore, in institutions with poor academic atmosphere, they will provide examples of soft skills that are bad for students. Attitudes and behavior of teachers, employees, leaders in campus activities are seen daily by students as concrete examples, and will clearly influence the quality of learning by doing them.

To create a good atmosphere in the development of student soft skills, it needs to be built in such a way, one of them through the written curriculum. This is intended so that the implementation of the program can be carried out in a systematic, comprehensive, integrated and sustainable manner. Systematic, means the development of soft skills using the system, namely in activities that are carried out involving input, the process is carried out in stages to produce output. Comprehensive, namely the development of soft skills carried out by the entire academic community both students, educators and education personnel. The involvement of the entire community will contribute to the commitment to implement the soft skills development program so that it can run according to plan. Integrative, that is the process of developing soft skills is carried out in stages where stage one and the next stage do not stand alone, but support each other in order to be able to create synergy so that it will produce more value.

Furthermore, quizener is given to students alumni to develop soft skills they need in the learning process not only inter and intra-personally, as stated by Aribowo, dividing soft skills or people skills into two parts, namely intrapersonal skills and interpersonal skills. Intrapersonal skills are a person's skills in "managing" themselves. Intrapersonal skills should be addressed first before someone begins to connect with others.

The Interpersonal skills are the skills a person needs in dealing with others, but the most important

thing to be developed in the curriculum during the learning process is the attribute of wisdom. This attribute is important because even if he becomes an entrepreneur, because of the core competencies of the Faculty of Economics, one of which is entrepreneurship, if in the entrepreneurship course the attributes of soft skills in the form of wisdom, are given, then educators can build entrepreneurs who are not violent, but we educate prospective entrepreneurs who have policies which is oriented to a win-win solution.

Diknas (2008) explains that there are several alternatives in implementing soft skills education and training that are integrated in the following curriculum:

1. Incorporating soft skills material as an integral part of various other material presented in the curriculum.
2. Presenting character building courses in semester I to IV, compulsory travel with non credits.
3. Integrating students 'soft skills evaluation with a learning evaluation system in the student portfolio. Or through an extra curriculum approach, where students' soft skills are honed in various forms of integrated activities in the student activity units (UKM) and existing student organizations.

This also happened in some universities implementing this approach by requiring students to be active in extra-curricular activities throughout their studies. At the end of his studies, before taking a thesis examination, students submit a self-evaluation made under the supervision of an academic supervisor. The results of self-evaluation that have fulfilled the requirements, become a prerequisite for the thesis examination, even though the FE UNP has not been carried out but with the policy of granting certificate of companion certificate when they graduate, it is also expected to have added value.

In the Faculty of Economics, in particular the form of soft skills curriculum design integrated in the activities of student organizations is the Development of Talent and Interest in Student Management Skills (LKMM) at the Elementary Level of Student Management Skills Training (LKMM), Ormawa Visionary, Ormawa Working Group Net Working, Reasoning, Entrepreneurship Club . While the development of soft skills integrated in the curriculum that has been carried out are subjects of personality development, business communication, entrepreneurship, leadership, professional and business ethics and others;

B. Design of Soft Skill Development in Graduates' Readiness Entering the World of Work

Soft skill learning is very important to be given to students as they prepare to enter the world of work and industry, especially for state universities and private institutions that print graduates ready to use in the world of work because the demands of the work world emphasize more on soft skills.

Higher education is one of the spearheads in the framework of creating national competitiveness through its products. Among them is the quality of resources produced from the learning process held in higher education. The world of work requires scholars who are able to fulfill their duties and responsibilities based on creativity and initiative, in addition to academic competence. To fulfill this, universities must develop learning systems that can balance soft skills and hard skills.

These demands can be met through the curriculum approach, extra curriculum, and the creation of an academic atmosphere that is conducive to the development of student character. The goals of teaching and learning in higher education have crossed a broad spectrum, from factual knowledge based on science to critical thinking, and from moral and ethical behavior to citizenship awareness, and this is the essential goal of learning in higher education. In other words, students must get soft skills on campus, both through their own learning and in integrated with other courses, as well as interaction in real campus life (the Real Campus). The involvement of the study program in the development of this program is, as an industry soft skills survey team, conducting analysis of results and carrying out design, implementation and monitoring and evaluation of implementation. The overall student soft skills development program has been initiated since 2010 for the Economic Education Study Program office

administration skills based on the results of the 2010 tracer study through personality development courses and in 2012 the Faculty of Economics has redefined its learning by making learning outcomes written curriculum.

Written curriculum, this is done by entering the soft skills that have been determined into the learning design. thus students' mastery of certain soft skills must be included in the assessment aspects of the course. For example to measure related soft skills.

- (a) Cultivate Confidence, High self-confidence can be built and developed through the activity of dare to express opinions or answer questions, not despair, not awkward in acting, do not cheat through learning or extracurricular activities
- (b) Communication skills, both oral and oral writing. Oral communication is developed with indicators: conveying ideas clearly and confidently, wrestling in conveying ideas, using standard language in context, interpersonal communication in accordance with the situation, while non-verbal communication is developed with indicators actively listening and providing appropriate responses
- (c) Problem Solving Problem developed with indicator: Identifying problems, Analyzing problems, Designing problem solving strategies, Providing justification, Problem solving problems
- (d) The ability to work together (Team Work) is developed with indicators: Interaction in groups, Role in groups, Giving donations in groups, Appreciating the opinions of others,
- (e) Leadership ability, can be fostered indicators: Ability to design activities to be carried out, Ability to organize the implementation of an activity, Ability to accept other people's opinions, Ability to motivate group members.

The development of student soft skills is built in such a way that the program can be carried out in a systematic, comprehensive, integrated and sustainable manner. Systematic, means the development of soft skills by using the system, namely in the activities carried out involving input, the process is carried out in stages to produce output. Comprehensive, namely the development of soft skills carried out by the entire academic community both students, educators and education personnel. Over all the civitas will contribute to the commitment to implement the soft skills development program so that it can run according to plan. Integrative, that is the process of developing soft skills is carried out in stages, where stage one and the next stage do not stand alone, but support each other to be able to create synergies so that they will produce more value. Integration also occurs in the implementation of the development of soft skills that are not solely joint responsibilities. Continuously, namely in its implementation, the development of soft skills is carried out in stages, starting from the introduction stage, followed by the growth stage and ending with the maturation stage.

This continuous phasing is a crucial matter so that the process of developing student soft skills is not overlapping or even overlooked, by paying attention to the psychological development of students. The following are the stages of student soft skills development, namely:

1.a. Name level, or the level of recognition (self management),

This stage is a stage that focuses on the attributes of basic soft skills, such as being able to recognize yourself, the purpose of life and its environment. The Introduction Stage is primarily intended for first year students (semester 1 and 2). As new students need to make adjustments so that they can survive in their new environment. This program will make new students able to recognize themselves as well as their environment, so that later they will be able to manage their inner abilities in an effort to become superior individuals.

1.b. Growth Stage or Stage Build Relationships

This stage is mainly aimed at students in the second year (semester 3 and 4). At this stage there is a tendency for students to begin to engage in interaction activities that are more familiar with their environment. By carrying out actualization of its potential, it is hoped that students have built

themselves into independent and mature people.

1.c. Stage of Building Social Networking

The maturation phase or the Network Building stage is primarily aimed at third and fourth year students (semester 5 to 8). This stage is the stage where students have a deeper understanding of their environment. This is marked by the mastery of information and social networks (social networks) that are quite extensive. At this stage students have more directed their concentration on the effort to complete their studies and begin to pay attention to the job market that will be entered later. All of this can be seen from the learning outcomes of each subject that students undergo.

Conclusion

1. The soft skill attribute of UNP's Faculty of Economics graduates is that they really like their jobs and tend not to like moving jobs, this is evidenced by the low level of first jobs that alumni get as temporary jobs, and even tends to be very obedient to the rules of the company. considered not yet able to enter the workforce and need to be strengthened and developed in written learning curriculum in each learning outcome of the course. These attributes are confidence, ability to work with teams (team work), Communication in English and Indonesian, Analysis of problem solving and leadership skills.
2. The development of PSPE student soft skills is built in such a way that the program implementation can be carried out in a systematic, comprehensive integrated and continuous manner which is carried out in stages, starting from the introduction stage, followed by the growth stage and ending with a maturation stage that is integrated in the written curriculum learning.
3. Build and develop soft skills by transmitting to students by providing more successful examples of debriefing to students. theory only. When from the beginning, students in the university environment. Examples of this start from university leaders, lecturers and supporting staff who become front liners who deal directly with students. If students are accustomed to being treated well and respectfully, slowly or quickly they will become good servants in the community. This is what is meant by the simplest transmission.

Suggestion

1. Responding to the paradigm shift of business world and college adaptation, the Faculty of Economics must be able to synergize between hard skills with soft skills through written curriculum contained in the LO of each subject and through the presentation of several topics in courses taught by lecturers and activities activity carried out in student organizations.
2. Entrepreneurship subjects are advised to attribute wisdom to educating prospective entrepreneurs who have a win-win solution policy.
3. Student coaches and subject lecturers can integrate soft skills in the learning process and help students implement extra-curricular curricular.

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