

Development of Student Soft Skills in Learning Process

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ABSTRACT

Soft skills are very important for students as their provision to enter the workforce. However, the percentage of soft skills in higher education curriculum is only around ten per cent. The study aims to determine the application of integrated soft skills in improving student soft skills and the obstacles encountered. This research is a classroom action research consisting of four components, namely: planning, action, monitoring, and reflection. The results showed that the application of integrated soft skills in general psychology learning had a positive impact on improving the quality of student soft skills. The obstacles faced in the implementation of integrated soft skills are located in the lecturers and students. For lecturers, the obstacle faced lies in the difficulty of controlling student soft skills more accurately at every meeting. As for the obstacle's students are caused by their lack of attention when an explanation and review of student soft skills.

Keywords: *development, integrated soft skills, learning*

1. BACKGROUND

Soft skills are very important to give to students as their provision to enter the workforce. Soft skills make a person's presence increasingly felt in the community, for example communication skills, emotional skills, language skills, group skills, have ethics and morals, polite and spiritual skills [1].

According to Sailah, there are differences in needs and development as well as perspectives on hard skills and soft skills between the world of work and higher education at this time [2]. Success in the world of work 80% is determined by the soft skills they have, and 20% is determined by hard skills. Furthermore, Sailah argues that the most decisive of their success is not technical skills (hard skills), but the quality of self-included in the category of soft skills (soft skills) [2].

However, in an effort to develop soft skills, in the curriculum in tertiary institutions, in fact the percentage of soft skills is only around ten percent. The rest is hard skill with 90 percent. [3]

Marzuki [4] gave a description that one of the ways that can be done in the context of character development (including soft skills) in higher education is through integration in each learning process. The use of this integration model becomes more interesting and efficient, where students will get hard skills and soft skills. This condition will develop students 'ability to learn or develop students' capability to continue learning. This situation will bring up the values in students who encourage standardized work behaviour [5]. Therefore, this study with the theme of the objectives of this study are: (1) To find out the application of integrated soft skills learning with learning in improving student soft skills; and (2) To find out the obstacles in applying soft skills learning integrated with learning.

2. RESEARCH METHODS

This research is a Classroom Action Research. The definition of classroom action research according to Wiriadmadja [6] is how a group of teachers can organize the conditions of learning practices undertaken, and learn from their own experiences. Besides that, you can try some ideas of improvement in the practice of learning that is done, and see the real effect of that effort. The use of this approach aims to develop aspects of student soft skills through the application of integrated learning strategies as real actions and the process of developing the ability to detect and solve problems by utilizing interaction, participation, and collaboration between researchers and the target groups involved, namely students, observers, and supporting teachers eye training.

For the analysis of aspects of student soft skills consists of attitudes or behaviors in effective communication consisting of the Ethics of Speaking Ethics Asking Questions Answering Ethics. Observation data that has been obtained is calculated, then presented. Thus, it can be seen how much increased soft skills students have.

The results of the analysis of student activity data on observation are then presented descriptively. This is based on Arikunto's opinion [7] that quantitative data in the form of figures measured by the data are processed by adding up, compared with the expected amount and obtained a percentage. Furthermore, the quantitative data can be interpreted with qualitative sentences [7].

3. RESULTS AND DISCUSSION

3.1. Application of Soft Skills Learning Integrated with Learning in Improving Student Soft Skills

Based on observations and interviews with students of the Islamic Studies Faculty of Universitas Muhammadiyah Magelang, data obtained related to the implementation of the integration of soft skills strategies in learning. Regarding the current conditions of soft skills, students feel that they still need to be fostered and developed because there are still many students seen during the lecture activities in class, many who play cell phones and talk to themselves with their friends. Similarly, the conditions of student soft skills are still needed improvement. Especially in the ethics of speaking it needs to be improved, including speech and respect for lecturers and with their own friends. Dismaping students also do not have good soft skills, because they often speak alone when in class, often toy cellphones when learning, and often do not listen to lecturers, and speaking ethics. The above conditions are then used as initial notes in the context of carrying out learning and determining soft skills to be determined. Furthermore, researchers determine the steps of learning ranging from face-to-face 1 to face-to-face 8. The steps for applying Soft skills learning integrated with General Psychology courses are as follows.

- a. General Psychology Courses are given to students in Semester I. Meetings are held 16 times face to face. At the beginning of the meeting, the lecturer presented the importance of soft skills for students. Therefore, this lecture besides aiming to increase competence in understanding General Psychology also aims to

improve student soft skills through the application of integrated Soft skills learning.

- b. Students attend lectures on General Psychology, starting with brainstorming with a variety of learning methods and models.
- c. In the middle of the material, students are invited to discuss and be trained to express their opinions. In this session students were given understanding and guidance on the ethics of communicating, about how to ask questions, give answers, and speak ethics. Students who ask for approval are required to use good soft skills.
- d. If students do not understand the material from the discussion results, students need to ask the lecturer about the material. When asking questions to students in asking / asking for help lecturers and peers are required to use good soft skills.
- e. At the time the lecture has reached eight times face to face, then the Midterm Examination is carried out, by doing the assignment. Assignments that have been completed by students, collected to the lecturer and asked for approval (ACC) of the truth and grades to the lecturer. Students who collect assignments and ask for approval are required to use good soft skills.
- f. Communication between lecturers and students, and students and students are required to use the ethics of speaking and good communication ethics, so that students' soft skills are built and can be improved.
- g. If students have been satisfied with the value obtained, then students can be invited to comment directly to the lecturer required to use good soft skills.
- h. Softskills assessment of students is given with a range of scores from 50-100. Assessment is carried out in 3 cycles. Cycle I on face to face 1, 2 and 3, cycle II to face to face 4, 5 and 6, and cycle II carried out face to face 7 and 8.

The score of the implementation of Integrated Softskills Learning is shown in table 1 below:

Table 1 Student Soft Skills Scores

No	Observation Component	Intro	Cycle I	Cycle II	Cycle III
1	Speaking Ethics	59,90	67,64	69,71	75,80
2	Ask Ethics	60,37	67,61	70,71	72,24
3	Answering Ethics	62,32	67,64	69,99	74,24
Average		60,86	67,63	70,13	74,09

The application of Integrated Softskills Learning in the General Psychology Course has a positive impact on improving the quality of students' soft skills. This can be seen from the better score obtained from the results of observations in cycles I, II, and III. The score of student soft skills at the end of the learning implementation of the Integrated Softskills Learning model reached an average of 74.09. The target set as the basis for seeing the success of the Integrated Softskills Learning model in learning soft skills is the achievement of a soft skill score of 70.00. This shows that the Integrated Softskills Learning model in the General Psychology Course is good enough to improve student soft skills.

The application of the Integrated Softskills Learning Model in the General Psychology Course has a positive impact on the quality of students' soft skills, namely the score of student soft skills at the end of the lecture reaches an

average of 74.09 in the good category. This is because in the Integrated Softskills Learning model students are trained to communicate, that is asking questions, opinions, and answering questions in a good way, making it possible to improve student soft skills. This is also in accordance with the opinion of Hamidah and Palupi, that Soft skills, are non-technical competencies that point to personality characteristics, appear on a person's behavior when interacting in social situations, language skills, self-habits, or important traits to support behavior optimistic. [8] Soft skills as a person's ability to motivate themselves, use their initiative, have an understanding of what is needed to be done and can be done well, useful to overcome small problems that arise suddenly and continue to survive if the problem is not resolved [3].

From the description above it can be concluded that learning strategies that are considered effective in providing soft

skills capability that by using appropriate learning strategies soft skills are expected to be integrated in every teaching and learning activities so that it will produce human resources who are not only capable of hard skills, but also in soft skills.

The soft skills integration model in this learning turned out to have an extraordinary impact. Hamidah [5] explained that learning integrated soft skills through the theme of hard skills implemented in the practice of product development patisseries can improve and maintain the behaviour of soft skills in the production and managerial fields. Mastery occurs when learning begins with an affirmation of the concepts and behaviour of each production and managerial soft skills, followed by motivation and job guidance. Soft skills-based performance has an impact on motivating students to work the best and succeed. Secondly, learning soft skills has proven to be effective in increasing performance which has an impact on strengthening the values of good character. This happens if the lecturer applies intensively soft skills parental care through assignments and feedback or training so that the ability to manage themselves better emerges. Third, the learning of hopefully character-based soft skills will be effective when the lecturer is effectively able to provide feedback and training on an ongoing basis during learning.

3.2. Obstacles to the Application of Soft Skills Learning Integrated with Learning

In general, the obstacles faced in the implementation of Soft skills Learning Integrated with Learning are located in the lecturers and students.

In lecturers, the obstacle faced lies in the difficulty of controlling student soft skills more accurately from each face-to-face lecture. The difficulties and constraints of students are more due to their lack of attention when an explanation and review of student soft skills is conducted.

The difficulties and constraints of students are more due to their lack of attention when an explanation and review of student soft skills is conducted. This results in the average percentage of students who find obstacles in the implementation of this learning is still quite high, reaching 27.17% of students. If the target is set as the basis for seeing the success of the Soft skills Learning Model Integrated with Learning in learning is less than 20.00% students, then this means that in terms of constraints, the use of the Soft skills Learning Model Integrated with Learning there are still obstacles that need to be minimized.

Meanwhile, on the other hand, the use of the Integrated Soft skills learning model with Learning is able to improve the quality of students' soft skills, but on the other hand the use of the Soft skills learning model integrated with learning causes the completion of discussions and lectures to be longer. This shows that the application of the Soft skills Learning Model Integrated with Learning requires early preparation for students.

In principle, learning soft skills is packaged using an integration model that is easier. That is, the implementation of learning follows the hard skills learning pattern which is implemented according to the applicable curriculum implementation, does not require special funding and is

more beneficial for strengthening hard skills. Softs skills integrated learning is implemented with the connected model and nested model approaches. The connected model integration emphasizes the relationship between soft skills and hard skills on every topic, concept, skill, and with the world of work today and in the future. Nested models are oriented towards achieving multiple skills and multiple targets. With this model, learning soft skills will be easy to achieve because soft skills are integrated without being forced. Every learning activity in it has soft skills that are measurable through learning targets [8].

Aly [9] gives a description that is not much different from the above opinion, that one of soft skills learning can be taught through lecturing methods and integrating them into certain subjects. If this method is chosen, lecturers need to emphasize two aspects, namely: the approach aspect and the lecture method aspect. In the aspect of approach, lecturers need to use the SCL approach as the main choice in the lecture process. This approach has consequences for changes in perspective in the learning process in tertiary institutions.

4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the application of Integrated Soft skills Learning in General Psychology Courses turns out to have a positive impact on improving the quality of students' soft skills.

In general, the obstacles faced in the implementation of Soft skills Learning Integrated with Learning are located in the lecturers and students. In lecturers, the obstacle faced lies in the difficulty of controlling student soft skills more accurately from each face-to-face lecture. The difficulties and constraints of students are more due to their lack of attention when an explanation and review of student soft skills is conducted.

The use of Soft skills Learning Model Integrated with Learning can improve the quality of students' soft skills, but on the other hand the use of the Soft skills Learning Model Integrated with Learning causes the completion of discussions and lectures to be longer.

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