

Students' Perception on the Implementation of Soft Skill Training Program at University Level

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Abstract—At the university level, especially in English Language Education study program, soft skill training called Bridging Course for Soft Skill has been implemented. This study aimed to investigate the strengths and weaknesses of the implementation of Soft Skill Training program. Descriptive qualitative research design was used to achieve the aims of the research. Meanwhile, four participants were involved in this study. This research adopted an interview to each participant to collect the data. The findings of the research showed that there were two strengths on the implementation of Soft Skill Training Program, namely meeting the goal of improving soft skill and providing excellent facilities. Furthermore, the implementation of Soft Skill Training Program also included the weaknesses, and those were about uninteresting materials and speakers, insufficient time, and costly fees.

Keywords—*Soft-skill training, soft-skills, strengths and weaknesses of soft-skill trainings.*

I. INTRODUCTION

Nowadays, education of Indonesia still becomes an alarm since the number of fighting among students has increased the failure of education in Indonesia. Additionally, lack of monitoring from parents and teachers makes negative points appeared in students' environment. Some students may have a low reading interest, school dropouts, failed in the exam, and many others. Hence, those negative points may happen because of students' lack of positive social interaction and lack of parents' support toward their children's education and moral.

To overcome those problems, Indonesian government has issued some policies by creating a new curriculum in 2013 called *Kurikulum 2013* for Elementary School to High School levels. Puskurbuk as cited in Retnawati, Hadi, and Nugraha (2016) argued that the curriculum is expected to generate productive, creative, innovative, and competent human resources through the competence strengthening the domain of spiritual and social attitude, knowledge, and skills (p.34). Besides, the objective of this new curriculum is to balance the students' hard and soft skills in order to make students be able to face any situation and condition for their careers in the future.

In addition, the lecturers at university have some strategies to improve the students' soft skills such as group work involving discussions and debates and delivering oral and poster presentations, role plays and dialogues, and writing. According to Tevdovska (2015), the elements of

soft skills were already existent in EFL study curricula. Still, the aims were to emphasize the importance of soft skills at the same time increasing the students' awareness even more. Tevdovska also said that using appropriate learning strategies is expected that soft skills can be integrated into any learning activity which creates human resources not only proficient in the ability of hard skills but also in soft skills. Therefore, some universities add the specific programs to improve the students' soft skills such as joining training or seminars, outbound, or some organizations in the university.

At university level especially at English Language Education Department (ELED), it provides a program to improve the students' soft skill or called "Bridging Course for Soft Skill" for the soft skill development. Following this, the purpose of this program is to enhance the students' soft skill such as leadership, teamwork, time management, and many other skills. Besides, this Soft Skill Training program is usually conducted in one day each semester for each batch. Hence, this program includes various activities such as outbound, games, and teamwork designed to develop the students' soft skills.

In addition, the researcher had observed the students who had some advantages during joining the Soft Skill Training program. Some students said that they became more creative in some cases and more confident to speak in front of public, and they were able to solve their problem. However, the researcher also found some students who complained about this soft skill training program. They said that they could not get anything from this program and only wasted their time. Besides, some students also said that they joint this program only for fulfilling the graduation requirements. If the students did not join this program, so they had to retake the program to complete the required series of Soft Skill Training repeatedly. What were conveyed by some students informally raised the researcher's concern to reveal the students' perception on this soft skill training program formally.

Regarding the background of the study mentioned above, the researcher was interested in taking the issue to conduct the research entitled "Students' Perception on the Implementation of Soft Skill Training program at university level". The researcher wanted to find out the students' perception on Soft Skill Training program owing

to the fact that this program provided some strength for the students. However, the students who did not give the positive response to this program perceived some weaknesses for their soft skill. Therefore, based on the statements mentioned previously, the researcher was interested to take this issue investigating the deeper review from the students in order to evaluate this program based on their perception.

The researcher also tried to find out the strengths and weaknesses based on students' perception on the implementation of Soft Skill Training program at university level. The students probably had different opinions toward their implementation of this program. Some of the students probably felt to have the strengths of this program, and it can be concluded that this program is successful. On the other side, some of them might say that this program still had the weaknesses which lead this program to be unsuccessful. Therefore, the researcher had the curiosity to find out the answers based on the students' perception toward Soft Skill Training program.

A. *Soft Skill*

Soft skills are generally classified as people's specific personality skill. John (2009) defined that soft skills include about non-technical, inexplicit, and personality skills which design as individual's strength such as listener, leader, or negotiator. Soft skill is about characteristic of specific abilities upon the attitude rather than knowledge or aptitude (Tobin, 2006). According to John (2009), hard skills generally appear on the task whereas soft skill is about the optimism, friendliness, or personal habits. In addition, the report from The Center for Career Opportunities at Purdue University, the soft skills come as the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism which mark each of people to vary the degrees. Besides, the list of soft skill includes work ethic, courtesy, teamwork, self-discipline, self-confidence, conformity to prevailing norms, and language proficiency (Sheeta, 2013).

QS Recruiters ranked communication and people skills as most important recruitment of a new candidate (as cited in John, 2009). Additionally, regarding the statement mentioned, it emphasizes in the communication, leadership, and interpersonal traits in academics or technical skills. British Association of Graduate Recruiters (AGR) protest with this problem, recently reported that many graduated students have lack of soft skills such as team working, and they explain that candidates are full of academic but lack in soft skills such as communication in numerical or verbal. Schulz (2008) stated that if the students only have hard skill, they just know what is correct or incorrect, but having lack of soft skills will not help the people in order to know when they can use those hard skills. In conclusion, soft skill is one of characteristics which should be developed in order to produce competent of the students. Likewise, having a good hard skill is not enough without having good soft skill. The students who have high score in classroom but she or he has lack of attitude cannot be mentioned as the competent students. Hence, the hard and soft skills have to be balanced.

According to Iyer (2005), a key concept in this regard is the ability to identify and recognize the shortcomings of certain behavior and plain bad habits (as cited in Schulz, 2008). Even though it is true that soft skill need to be taught at a very young age at home, the role of soft skill training in schools and colleges cannot be ignored. Following this, Soft skills training program aims to improve a whole range of skills such as the assertiveness, negotiation skill, communication skill and the skill to establish and maintain interpersonal relationships (Seetha, 2013). She also emphasized that at the Soft Skill training programs, training should be imparted to fine-tune the students' attitudes, values, beliefs, motivation, desires, feelings, eagerness to learn, willingness to share and embrace new ideas, goal orientation, flexibility, persuasion, futuristic thinking, diplomacy, and various skill sets of communication, manners, and etiquette. Accordingly, understanding the soft skill will be able to deal with different situations diligently and responsibly.

In addition, Pachauri and Yadav (2013) stated that the development of soft skills among the students via the formal teaching and learning activities takes two models namely standing alone and embedded model. Besides, they also explained that standing alone subject model uses the approach of training, and it provides the opportunities to the students to enhance the soft skills through specific courses which are carefully planned for this purpose. Usually, these subjects are offered as university courses such as English language, entrepreneurship, and many others and elective courses include some courses namely public speaking, critical thinking, and others. Moreover, embedded model uses the approach on embedding the soft skills in teaching and learning activities towards the curriculum. Each element of soft skills is spelled out in the learning outcomes and implemented into the instructional plan for the semester program. From the statement mentioned, it is followed by implementing several teaching and learning activities such as questioning, class discussion, brain storming, team work, presentation, role play and simulation, task or project, field work and site visits.

In addition, the way of acquiring soft skills by self-training is generally based on some experts from several books. Horton (2007) stated that changing of personal traits usually needs long term practice and the soft skill-training will be useful regarding the improvement of soft skills. Besides, during last decade, many methods of self-training have become popular: Electronic Learning or e-learning. The article "Yes, web based training can teach soft skills" emphasizes the practicality of this approach (Horton, 2007). Horton also argued that an interesting way to train someone's soft skills can be done by socializing with friends, partners, and other society.

Furthermore, the other way to held soft skills training is joining Skills Camp, and Skill camp is a school for soft skill. The aim of this program is the way of equipping students, growing organizations, professionals, newcomers and people's interest in professional development with the skills which they need for success (Parnell, 2016). Skill Camp believes in adapting to their clients' needs. Skills

Camp clients choose the skill they want to develop, and it is the most convenient method of delivery. Besides, Skill Camp customizes the students' learning to their specific industry and their contextual needs. At Skill Camp, the people should guide to the needs and learning styles of their students and clients.

According to Horton (2007), the purpose of any skill training program is to delete the boundaries or the barriers which prevent the individual skills. Soft skills training will make the individual to be aware of their hidden. Horton also said that anyone can get the advantage from soft skills training beside the skills that they already have.

Soft skill training refers to the training which improves an individual's interactions, job performance, and career prospects. Soft skill training helps to promote better understanding and increases student performance. Manktelow (2009) mentioned that soft skill training in conventional offline training has strength and weaknesses.

The researches of soft skill training have been done by many researchers. John (2014) conducted the research entitled "the impact of soft skill training on the soft skill development". The aims of his research was to find out the nature of impact of the soft skills training on the soft skills levels of management students and to find out the major soft skills components that can be improved after the exposure to soft skills training. The research design adopted 'posttest' experimental design with one control group. The research was conducted in 18 management colleges in Jaipur, and 6 colleges have prescribed soft skills curriculum while 12 collages focuses more on analytical skills development with emphasizing on the soft skill development. The research was conducted on students pursuing second semester MBA from management colleges in Jaipur (Rajasthan) within the age group of 21-24. The result shows that soft skills training can bring to the students' significant improvement by respecting to almost all the major soft skills components.

The other research about soft skill training came from ELED student of UMY which also research about Bridging Course for Soft Skill. Anwar (2014) conducted the research about Bridging Course for Soft Skill. The objectives of this research are to analyze the implementation of the bridging course for soft skill in ELED of UMY and to analyze the students' achievement to achieve the objectives of bridging course for soft skill in ELED of UMY. The researcher used Qualitative Research as Research Design. These research participants are the lecturers and students at ELED of UMY. Interview was used as instrument for collect the data. The result of this research was the implementation of the Bridging Course for Soft Skill based on the standard because the lecturers as organizer committee conducted the bridging course for soft skill based on how the developer set this training. Besides, this program also can influence students' character better than before, so the researcher conclude that this training achieve the objectives of this training.

The similarity between last research and this research is the explanation of soft skill training. Also, second research and this research were discussed about the implementation Bridging Course for Soft Skill. However,

there is still the difference on last research and this research. In the last research, it discussed about an analysis on the effectiveness of the implementation Bridging Course for Soft Skill. Meanwhile, this research investigates the strengths and weaknesses of Bridging Course for Soft Skill.

B. Soft-skill Training Program

At university level, especially at ELED, it provides a program to improve the students' soft skill called as "Bridging Course for Soft Skill" for soft skill development. The aim of the implementation of Soft Skill Training program at ELED was to provide strong guidance to the students in order to help them in developing their skills in teamwork, communication, presentation, interpersonal skills, group discussion, and time management. It also helps students in their career prospect or planning their future. Soft Skill Training program is regularly held by the ELED of Universitas Muhammadiyah Yogyakarta in every semester starting from 1st semester until 6th semester. Therefore, the program is held in two days followed by many activities. The lecturers and staff are involved in the program.

This Soft Skill Training program activity requires all of students and lecturers to participate in this training. All students have the opportunity to get the lesson about soft skill from many activities in this program. The organizing committee or lecturer will deliver the material on each activity. In first semester until sixth semester, students have different level which they have different materials in each semester. It depends on the level and need of the participants. At the first and second semester, the materials concerned on "Achievement Motivation Training (AMT) and Creativity Training". For the third and fourth semester, the materials focused on material about "Learning Organization and Teamwork Training". In the fifth and sixth semester, the materials were about "Communication Skill Training and Leadership Training".

In this program, the organizing committees or the lecturers deliver material with presentation and some games. For outbound activities, master trainers make the activities appropriate with the material which the lecturers have given. The outbound is a place to implement what the students have got in achieving the theories from Soft Skill Training program.

Consequently, it is a must for all of students to follow this program from the first semester until sixth semester. The students who cannot attend the Soft Skill Training program should have permission from the organizing committee or lecturer. Then, the students who skipped attendance in this program have to follow the Soft Skill Training program in the next semester until the students have fulfilled the entire attendance list.

This program is usually held at the place to stay with an outdoor view for outbound. This soft skill training also provided some facilities such as food, transportation, and others. The facilities were provided to make students feel comfortable which result students can enjoy to participate in each session of the soft skill program.

II. METHOD

This research was conducted at ELED of Universitas Muhammadiyah Yogyakarta (UMY). The researcher had some reasons in choosing the setting at UMY. Firstly, ELED of UMY was accessible for the researcher to choose the participants because it is one of the study programs which always holds the soft skill training as mandatory program in ELED. Secondly, the soft skill training program at ELED was held the program consistently. Besides, ELED also has model of how the implementation of this program with SOP (Standard Operational Program).

The participants of this research were the students at ELED of UMY. The researcher chose four students as participants who fulfilled the criteria. As the criteria of choosing the participants of the research, the participants were the students of ELED who had joined Bridging Course for Soft Skill at least four times. The participants were divided into two different categories. In the first category, there were two participants who had completed the attendance in Bridging Course for Soft Skill. Secondly, the ELED students were two other participants who skipped their attendance in Bridging Course for Soft Skill, and they had to repeat Bridging Course for Soft Skill. The reasons of setting up the criteria were participants with those criteria had the experience in learning about soft skill lessons on Bridging Course for Soft Skill and participants knew the strengths and weaknesses of Bridging Course for Soft Skill better.

In addition, this research was explanatory qualitative research. Explanatory research “shows relationship (frequently as perceived by the participants of the study) between events and the meaning these relationships have” (Marshall & Rossman, 2014, p. 33). Marshall and Rossman (2014) also said that the explanatory research usually questions what events, beliefs, attitude, or policies shape a phenomenon. Similarly, as mentioned in the introduction, this research wants to know the students’ perspective about the implementation of soft skill training program.

To do so, set of questions based on literatures related to soft skill, and the students’ perspectives were carried out to some participants using interview method. The interview method was chosen rather than the questionnaire since the researcher wanted to be closer and engaged with the participant, and make sure that the participants give the real answer. In this research, the researcher used interview to collect data from participants. The interview used open-ended interview. The interview used Indonesia language in order to avoid mistakes in data collection method. The researcher used in-depth interview.

After conducting the interview with the participants, the next step was analyzing the data. In analyzing the data, the researcher used some steps. Those steps were transcribing the record, member checking, and coding the data. Transcribing the data was the first step to analyze the data which the researcher transcribed the interview from voice into text. The next step in analyzing the data was member checking. Member checking was used to validate, verify or assess the trustworthiness of qualitative result (Doyle, 2007). In this step, the researcher checked the accuracy and validity of the transcription by giving the

transcription to the participants. The participants checked the accuracy of the transcription result to avoid the mistakes of the data. There was no revision from the participants. After doing the member checking, the researcher conducted the coding. Coding in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2008). Coding helped the researcher to find similar information from all participants.

In addition, the first step of coding was open coding. Open coding is a process to code important answer from the participants. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009). After doing the open coding, the researcher did the analytical coding. This step was how the labels from open coding were changed to be theme. Also, the researcher selected data to make as much code as possible which could be suitable to the axial coding. Cohen, et al., (2011) mentioned that in analytical coding, group of the descriptive code should be explained deeper and becomes more interpretive. Besides, the researcher gave a descriptive code to each key sentence in each sentence. Additionally, they also stated that analytical code is more than descriptive coding, and it becomes more interpretive. Following this, The third step of coding was axial coding. In axial coding, the researcher classified the similar meaning of the label. Cohen, Manion, and Morison (2011) maintained “Axial coding is a category label ascribed to a group of open codes whose referents were similar meaning” (p.561). In axial coding, the researcher looked for some words with the similar meaning and grouping for each similar meaning. The last step of coding was selective coding. According to Cohen, et al., (2011), selective coding identifies point category and collected them to the related theories. Selective coding explores whether the data from axial coding is appropriate to answer the research questions or not. The researcher looked into axial coding and selected the categories which one was appropriate to be used in selective coding. For example, the researcher summarized the sentences in axial coding and turned them into better sentences to be more appropriate to be used in selective coding and answer provided research question. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion.

III. FINDINGS AND DISCUSSION

The findings of this research were related to the research questions to find out the strengths and weaknesses of the implementation of “Bridging Course for Soft Skill” at ELED of UMY. Besides, to keep the participants’ privacy, the researcher did not mention the participants’ names to report the findings. Besides, the researcher used initial for each of participants. Additionally, there were two findings related to the strengths of the implementation of

“Bridging Course for Soft Skill” at ELED of UMY and three findings related to the weaknesses of the implementation of “Bridging Course for Soft Skill” at ELED of UMY. For more detailed information, each finding is explained in the following paragraphs.

A. The Strengths of the Implementation of “Bridging Course for Soft Skill” at ELED of UMY

Firstly, the students obtained the goal of improving soft skill. The purpose of soft skill training was to improve students’ soft skill. According to Horton (2007), the purpose of any skills training program is to delete the boundaries or the barriers that prevent the individual from their skills. Soft skill training called Soft Skill Training program has been implemented by ELED UMY to help students in improving their soft skill. There were some benefits of this program based on students’ perception in relation to the goal of the training. Hence, each benefit is defined in the following paragraphs in detail.

Enriching students’ knowledge through the soft skill materials. Based on the data gathered from four participants, the participants agreed that Bridging Course for Soft Skill could enrich their knowledge about soft skill. Participant one said, “I knew more about the materials from Bridging Course for Soft Skill such as communication skill, conflict management, team work, and the others” (P1.3). Furthermore, participant two expressed “The unforgettable moment is in third semester. The speaker was one of the lecturers with Self-Motivation material. She asks us to write our strengths and weaknesses. I love this session because not all of people know their strengths and weaknesses. After getting involved the Bridging Course for Soft Skill, I have thought that it is important to know our strengths and weaknesses” (P2.3). In addition, participant three also shared the same experience as other participants. The statement was “We can enrich our knowledge about any soft skill materials” (P3.2).

Actually, the purpose of Soft Skill Training program could improve the students’ character especially in soft skill. This program had different materials in every semester based on students’ need. Those soft skills needed as students’ characteristics in educational field and students’ career in the future. The students thought that Soft Skill Training program could enrich their knowledge about soft skill materials as they did not know those materials before. The results showed the students to know more about soft skill in communication skill, conflict management, self-motivation, and other soft skills after joining the program. The finding was supported in a survey by the National Association of Black Accountants (2006) that investigated the professional development of college students’ need. The result showed that many students believed the acquiring of soft skills such as interpersonal, time management, communication, and networking are keys of progression on their careers.

Improving students’ soft skills. The participants agreed that they could get togetherness and solidarity in Bridging Course for Soft Skill. Participant one said that “I can get togetherness between friends and become closer because of conversation/interaction between us” (P1.1). Also participant three expressed, “I feel closer with my

friends who are in one batch or different batch. We can get closer in Bridging Course for Soft Skill” (P3.1). Participant three also emphasized with additional statement, “I feel of the change on solidarity between friend which is closer and care each other” (P3.4) and “I can get many friends as student who repeat the Bridging Course for Soft Skill” (P3.6).

From the statement above, it can be concluded that Soft Skill Training program can increase students’ togetherness and solidarity. It was supported by Rungapadiachy (2010) who stated that interpersonal skills can be defined broadly as “those skills which one needs in order to communicate effectively with other people or a group of people”. The program could create students’ solidarity in each session. Students feel closer and care with their friends through Soft Skill Training program.

Secondly, Bridging Course for soft skill are providing excellent facilities. Based on the data involved from four participants, participants enjoyed the facilities that ELED UMY provided. Participant one and participant four agreed if the food was good. Their statement was mentioned such as “The food is good” (P1.11) and “I can save money for food because we do not need to buy food in there, then we can eat three times in one day” (P4.5). Furthermore, participant two expressed, “Accommodation is enough for an economical bus” (P2.13) and she also said, “For homestay, it is ok” (P2.14).

It can be concluded that the facilities on Bridging Course for Soft Skill is good to support the program. Bridging Course for Soft Skill always provides accommodation for the students in order to make students feel comfortable in joining this program. Besides, the accommodations included some facilities in food, transportation, and home stay. As the result, those facilities could make the students feel comfortable during the program. The facilities towards the transportation, food, and home stay were good enough for the students during one day in the Bridging Course for Soft Skill.

B. The Weaknesses of the Implementation of “Bridging Course for Soft Skill” at ELED of UMY.

Besides, investigating the strengths of the implementation of “Bridging Course for Soft Skill” at ELED of UMY, the researcher also investigated the weaknesses of the implementation of “Bridging Course for Soft Skill” at ELED of UMY. At this point, the researcher found six points related to the weaknesses of the implementation of “Bridging Course for Soft Skill”. Those were related to the uninteresting materials and speakers, unsatisfying facilities, insufficient time, not influencing students’ soft skill, monotonous activity in the format, and costly fees of Bridging Course for Soft Skill fees. The explanation will be discussed as follows:

Firstly, there are two main points related to uninteresting materials and speakers. The points will be explained as follows: *The materials.* The participants shared their opinion about the material of Bridging Course for Soft Skill. Participant two argued, “The lecturer probably did not change the presentation slides, because the point of the slide is always the same as last year”

(P2.24) and she said, “A few point such as materials and facilities should be modified” (P2.17).

Based on the statements mentioned above, the material of Bridging Course for Soft Skill was not interesting enough for the students. There were some points that made the material was not interested. First, the lecturer probably did not modify the presentation slides towards the wordiness of material contents to prevent students’ boredom of the same media. Second, the material was delivered at night so the speaker had the difficulty to gain the students’ attention because they were sleepy and tired. Thus, the unattractive material cannot engage students’ attention and participation in making the students unable to understand the material well.

The speakers. The speaker was the important point which should be considered in Bridging Course for Soft Skill. Based on the data collected from four participants, two participants agreed that the speaker had important rules in Bridging Course for Soft Skill. Participant three argued, “Students listen to the speaker, but the speaker is not really good in engaging students’ participation in order not to make students feel bored and sleepy” (P3.20). In addition, participant two argued, “Probably, if we want something new in the activity, we can invite the speaker who is expert on the soft skill material” (P2.23) and further emphasized, “It is better if we invite the speaker who is expert on that soft skill material” (P2.25).

It could be deduced that the expert on delivering material has important rules on engaging students’ participation. The speaker should be an expert who masters the soft skill material. Also, the expert speaker will know how to create an appropriate activity to engage students’ participation. That would be great to achieve the goals of Bridging Course for Soft Skill which is improving students’ soft skill through learning about soft skill material. In addition, Tevdovska (2015) argued that by using appropriate learning strategies, it is expected that soft skills can be integrated into any learning activity. This way will create human resources which are not only proficient in the ability of hard skills, but also in soft skills.

Secondly, Bridging Course for Soft Skill was held in one full day. Students had to learn about soft skill materials and apply it in one day. The time in this program was expected to be improving students’ soft skills. It will be discussed as follows:

The participants conveyed about this issue. Participant one said, “Probably, we are not being able to implementing those materials in one day” (P1.4). Participant two supported the statement, “Bridging Course for Soft Skill was held in one day and it was only for introduced the soft skill materials, so students could not get the benefit of Bridging Course for Soft Skill” (P2.7). Also, participant one and four shared their feeling as “It is exhausted because we were joined the program in one full day” (P2.2) and “I was exhausted, lazy, and annoyed” (P4.1). The statement from participant two said, “The period of Bridging Course for Soft Skill should be more” (P2.8) and emphasized, “For suggestion, the period should be more than one day (P2.21).

Based on three statements mentioned above, it could be summed up that the soft skill materials was not enough in one day because it was only introduced the soft skill materials which result students cannot get the benefit of Bridging Course for Soft Skill. Students could not implement those soft skill materials in one day. Besides, students were felt exhausted after joining Bridging Course for Soft Skill because they had to attend in each session. The participants also shared that the duration should be more than one day. Those statements were in line with Horton (2007) who stated that changing of personal traits usually needs long term practice and soft skill-training will be useful regarding the improvement of soft skills. It could be summed up that the time in holding Bridging Course for Soft Skill should be more than one day in order to achieve the soft skill materials effectively. The goals of Bridging Course for Soft Skill were to improve the students’ soft skill. Conducting the bridging soft skill could be better if the period of time was more than one day.

Thirdly, the participants lifted the issue about the fee on Bridging Course for Soft Skill. Participant one stated, “The food is not worth the cost I paid” (P1.13). Participant two also revealed, “I have paid 450.000 only for one day” (P2.15). Participant four emphasized, “Accommodation, homestay, and facilities do not have good impression; the money that I paid before was too much” (P3.7) and participant three said, “I have paid the cost for the facilities that ELED UMY has provided, but it is questionable. It is very expensive, but we only got quite little things” (P3.22). Participant three also stated “How if the students do not have money to pay it, but it is one of graduation requirements. It should be lighten the students’ burden” (P3.23).

In regards the statements mentioned above, it could be concluded that the students had paid the fee, but what they got was not worth upon the use of money which they paid before. From the participants’ statements, it could be referred that ELED was expected to provide better facilities for students who had paid the fee. The fee was considered quite expensive for the students, and they got unfair treatment. Therefore, what the participants revealed that ELED needed to consider the fee especially when the students did not have money to pay while it was one of graduation requirements.

IV. CONCLUSION

The aim of the research was to investigate the strengths and weaknesses of the implementation Soft Skill Training program at ELED of UMY from the students’ perspective. Based on the collected data, there were three findings expressed related to the strengths of Soft Skill Training program implementation. The findings of the research showed that there were two strengths on the implementation of Soft Skill Training Program namely meeting the goal of improving soft skill and providing excellent facilities. Those strengths were based on the students’ perception. In addition, the researcher investigated the weaknesses of Soft Skill Training program implementation. Those weaknesses were uninteresting

materials and speakers, insufficient time, and costly fees. Those findings were also based on students' perception.

However, during the implementation of Bridging Course for Soft Skill at ELED, the result showed that there were many weaknesses found rather than the strengths. Regarding the statement mentioned, the students' thought that soft skill training in ELED of UMY should be provided any aspects in soft skill training to be better. The institution have to take a look on the finding of this research in order to know which aspect needed to update.

Based on the results of the research, the researcher suggests the institution to take additional information from this research in order to update every aspect of soft skill training "Bridging Course for Soft Skill" such as material, facility, format, period, and many other. Besides, soft skill training is good way to improve students' soft skill efficiently. Also, from the findings of the research, the institution should know the strengths and weaknesses of the soft skill training concerning to update the aspects of Soft Skill Training program.

In addition, the researcher recommends to other researchers to conduct the similar study with different purpose and problem. Moreover, the researcher also suggests to other researchers to choose quantitative research design in order to reach many participants to reveal their opinion about soft skill training. Also, other researchers can conduct the research by selecting the participants from the teachers' or the lecturers' point of view. Furthermore, the next researchers hopefully may find out more detailed information about soft skill training in this research.

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