



Soft Skill Development of Stakpn Sentani Christian Religious Education Graduates in the Workplace

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Abstract. Soft skills are related to psychological skills that are the key to success for college graduates to take more significant advantage of various workplace challenges and opportunities. The importance of developing soft skills is creating a comfortable and harmonious working atmosphere, increasing productivity at work, creating an open working atmosphere, and creating a culture of work discipline. However, nowadays, soft skills are still an indicator that is ignored in work, while hard skills oriented to technical and academic skills are always prioritized. Ignoring the soft skill aspect causes slow career advancement, lack of self-potential development, and slowness in meeting the demands of a more competitive job. This study analyzes the soft skills development of STAKPN Sentani Christian Education graduates in the workplace. This study uses a qualitative approach using case study methods, while data collection techniques include interviews, observations, and documentation studies. The results of the research findings of the graduates of Christian Religious Education communication skills, building trust with leaders and coworkers, developing polite behaviour, developing responsible behaviour, and developing a disciplined culture are the essential variables of Christian Religious Education graduates in the workplace.

Keywords: Soft Skills · Graduates of Christian Religious Education · Workplace · STAKPN Sentani

1 Introduction

Competition in the 21st century is very tight in various sectors of life. The Indonesian government must play a different role in increasing competitive human resources in the global competitive arena. Based on the research results of the United Nations and Development Program (UNDP), Indonesia is ranked 110 out of 175 countries in the quality of its human resources, below Malaysia (56) and Vietnam (108). One of the indicators is the Human Development Index (HDI), or the nation's competitiveness index, which is one of the educational outcomes that is still concerning.

According to the 2018 Human Development Index (HDI) report by the United Nations Development Program for East Asia and the Pacific, Indonesia placed 107. In

contrast, nearby nations such as Thailand rated 78, Malaysia ranked 62, Brunei Darussalam ranked 47, and Singapore ranked 11. For the Indonesian government to improve the quality of its human resources, effective management is required. The managing of human resources through education is one area that needs improvement.

Soft skills enable individuals to profit from impending difficulties and opportunities. The educational procedure that enhances soft skills can help the Indonesian state advance and gain ground. If the state disregards soft skills, it will hinder the development of numerous fields. For example, the lack of soft skills in the United Kingdom could harm the UK economy [1].

Higher Education is geared toward graduates with high competence and a rapid graduation rate. Specifically, educational practice in Indonesia tends to emphasize the development of Intelligence Quotient (IQ) while Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) remain underdeveloped. The results of Harvard University's research look at 20% of hard skills and 80% of soft skills as a determinant of one's success [2]. Even though the role of soft skills is more significant than hard skills to succeed in life [3].

Stanford Research Institute and Carnegie Mellon Foundation research conducted with Fortune 500 CEOs in 2010 revealed that soft skills account for 75% of a person's complex performance, while technical knowledge accounts for the remaining 25%. A management expert assertion that "an employee was hired for his technical talents but terminated due to soft skills issues"[4].

Even Citrin and Neff's research indicates that 90% of a person's success is determined by soft skills, whereas hard skills determine only 10% [5]. While Schulz discovered that "soft skills play a significant influence in the shaping of an individual's personality [6]." "This means that soft skills become a balance for someone to become competent individuals in specific fields and have good character.

Academic knowledge offered in higher education can be increased by balancing it with an understanding of soft skills. As a complement to academic abilities, soft skills are divided into interpersonal and intrapersonal. Interpersonal skill is an individual's ability to relate to others, while intrapersonal skill is an individual's self-regulating ability.

Grugulis and Vincent included communication, problem-solving, teamwork, the ability to increase learning and individual performance, motivation, judgment, leadership, and initiative on their list of soft skills [7]. In contrast, Jungsun et al., identify three principal areas of soft skills: (1) Personal skills, such as sociability and self-control; (2) Thinking skills, such as decision-making and learning capacities; (3) Interpersonal skills, such as the capacity to work in a team and serve others [8].

Soft skills are essential for the workforce to be ready to work and help adapt to work situations. Therefore, to face a competitive era, soft skills are also an essential competency and are the key to success for the workforce in the workplace and self-development [3].

In Indonesia, higher education graduates must demonstrate 85% of their soft skills by conducting and participating in constructive seminar activities such as workshops. Training in soft skills increases one's potential, making the workforce more flexible, receptive to change, adaptable to various changes, and competitive. Soft skills are advantageous for job advancement and work ethics.

Usually, college graduates assume they are prepared to compete in the workforce since they possess the requisite skills, but this is not true for soft skills [9]. According to multiple reports, college graduates lack crucial soft skills, including communication, writing, oral presentation, and interpersonal skills [10–12].

Employers and educators have lamented for decades that college graduates lack soft skills [6]. Problems related to the lack of soft skills are also experienced by graduates of Christian Religious Education, Sentani State Protestant Christian High School, who are already working.

The results of field research on graduates of Christian Religious Education in Jayapura Regency, Papua, indicate that soft skills are still an indicator that is disregarded in the workplace. In contrast, hard skills are always prioritized. The main focus on applying knowledge and academic skills to get the job done is seen as far superior or good at work without realizing that soft skills are the key to success in the workplace. They do not develop soft skills through various activities such as seminars, workshops, and other positive activities.

Given the importance of developing soft skills for graduates of Christian Religious Education in the workplaces to support life success, the theme in this paper is exciting and essential to study. Because the author believes that there will be many losses if the theme in this paper is not researched and the best solution is found, the study will answer various problems described previously.

2 Method

The approach used in this research is qualitative by using the case study method. This approach was chosen to produce accurate, in-depth, and comprehensive data related to the research theme. This study's informants were Christian Religious Education graduates, STAKPN Sentani, totalling 50 people. The research location is Jayapura Regency, Papua.

This research was conducted for five months, from February to March 2022. I was using in-depth interviews, observation, and documentation studies in the form of data collection by researchers related to the theme of this research.

The data analysis technique according to the stages used by Miles and Huberman, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions and levers to explain research on the development of soft skills of college graduates in the workplaces [13].

3 Results and Discussion

3.1 Soft Skills Development

In the 21st century, with the exponential expansion of the global population and growing demand for quality human resources [14]. Soft skills are the primary focus that needs to be cultivated. Soft skills are required in the workforce; however, many employees lack this important quality [15–17].

Soft skills are non-technical abilities such as emotional intelligence, empathy, communication, teamwork, time management, self-management, listening, integrity, and other related social skills [10, 15, 16, 18].

Table 1. Communication Development

Number	Communication Development Indicators
1	Listen to the interlocutor well
2	Respond to the other person using polite language
3	Honest in providing information
4	Asking for suggestions for mutual progress
5	They are striving to create a solid relationship through communication.

The study found several important things about the soft skill development process for graduates of Christian Religious Education in the workplace. First, the development of efficient and effective communication can be seen in the table below:

Graduates of Christian Religious Education who have worked in the government and business sectors consistently endeavour to establish efficient and effective communication. The development of effective communication requires the ability to listen to the other person and respond with courteous words. When managers or coworkers discuss employees with them, they take the time to listen attentively.

In addition, prioritizing honesty in providing information about work in the office to leaders and coworkers. Ask for advice on work difficulties for mutual progress. In that way, the cohesive relationship among the workers becomes good through communication.

One aspect of soft skills is communication skills [19, 20]. That is, we must know that one property that immediately springs to mind when soft skills are mentioned is communication skills [6]. Oral communication is one of the most critical soft skill traits in the job [5].

Workplace communication is more than just conversation. Good communication is an essential skill and an integral element for growth and success [21, 22]. Communication in the workplace is essential for everyone to share input, listen to the other person, respond politely to the other person, be honest in providing information, ask for suggestions for mutual progress, and strive to create a solid relationship. This will create a feeling of mutual respect and a harmonious work environment.

More than that, someone who has worked must have the knowledge and ability to discuss, communicate, and collaborate with colleagues [14]. Communication skills that workers must possess are to listen well and politely to what the other person is saying and have the ability to adapt to mutually agreed to results [5, 21].

Second, Build the trust of leaders and coworkers in the performance of graduates of Christian Religious Education through several ways:

Graduates of Christian Religious Education who have worked are always trying to build the trust of their leaders and coworkers themselves. The trick is that they are careful when doing tasks in the office to improve the results, showing a high work ethic or hard work and perseverance. Furthermore, good at keeping secrets at work so as not to spread to other people who are outside.

Table 2. Building Trust of Leaders and Coworkers

Number	Trustworthiness of Leaders and Coworkers' Indicators
1	Doing tasks responsibly
2	Demonstrate a high work ethic
3	Keeping secrets in place

Trust is the basis for effective communication. Trust is a willingness to obey the leader based on positive expectations about the leader's actions and goals [23]. Trust is an individual trait that can be understood in the context of an individual's relationship with other individuals, groups, and organizations [24].

Building trust between leaders and coworkers on one's performance is problematic because it goes through a positive reciprocal process. Trust means placing faith in another person or group and is a reciprocal activity [25].

To receive trust, one must demonstrate trust in others through a high work ethic, full responsibility, and confidentiality in the workplace. Because trust is an optimistic hope that others will not act opportunistically through words, actions, or decisions [26, 27].

Third, the development of polite behaviour in the work environment, including:

Graduates of Christian Religious Education who have worked always try to obey orders from leaders, such as working according to targets and rules, attending performance evaluation meetings, and always being disciplined. Appreciate coworkers by behaving and communicating politely.

From the perspective of the life of the Indonesian people who adhere to eastern traditions, politeness and mutual respect have always been the basis of their existence as a nation [28]. But also, workers now have to pay attention to manners and ethics in interacting as part of soft skills [29].

Business owners choose prospective workers who are proficient in academic abilities and pay great attention to the values of other skills, including courtesy and ethics [30]. A person must be able to communicate effectively and dress appropriately [28].

A study shows that college graduates who enter the workplace are in the polite and high categories, with an achievement rate of 61% [31]. Indeed, ethics and manners are something high and must take precedence over intellectuals because they are related to one's dignity and success in life [32].

Table 3. Development of Polite Behavior

Number	Polite Behavior Development Indicators
1	Obey the leader's orders
2	Respect your coworkers
3	Say politely
4	Dress modestly

Table 5. Development of Responsible Behavior

Number	Responsible Behavior Development Indicators
1	Work according to the rules
2	Finish the job before the set time
3	Always coordinate with colleagues and leaders
4	Careful at work
5	Have a sincere heart at work

Fourth, graduates of Christian Religious Education develop responsible behaviour in the workplace, as follows:

Graduates of Christian Religious Education always strive to work according to the regulations made by the government and leaders. They were completing work before the time set by the leader, constantly forging intense coordination with colleagues and leaders, conscientious work, and having a sincere heart.

Basri and Dwiningrum thesis, states that human responsibility involves awareness of deliberate and unintentional actions [33]. Responsibility is the embodiment of obligation awareness. Yusuf defines responsibility as the ability to do assigned responsibilities efficiently and on time and the willingness to accept risks in life [4]. Employers choose prospective workers proficient in academic abilities (hard skills) and pay great attention to the values of other skills, one of which is a responsibility [30].

A responsible worker can work diligently, be highly dedicated, and provide optimal service to others. An employee can demonstrate responsibility through dependability, diligence, organization, punctuality, respect for commitments, and planning [34].

A worker has a moral responsibility to work well by applicable rules. Not being responsible for a job means having become part of the destroyer of the work system. So, an individual completes work in quality and quantity in fulfilling his obligations by the responsibilities given to him [35].

Fifth, the development of a culture of discipline in the work environment through several ways, including:

In order to foster a culture of discipline in the workplace, graduates of Christian Religious Education are always concerned with time management. Arrive at work early,

Table 4. Discipline Culture Development

Number	Discipline Culture Development Indicators
1	Commit to arriving at the office early before working hours
2	Work efficiently
3	Completing assignments on time
4	Comply with all applicable regulations in the work environment

work efficiently and thoroughly, finish duties in less time than the leader specifies, and comply with all necessary workplace standards.

One of the soft priority skills needed in the workplace is discipline [30, 36]. Self-discipline is self-control, self-restraint, trustworthiness, and independence. Self-discipline means not being lazy at work [37].

Discipline is the attitude of a person's behaviour related to compliance with applicable rules. The indicators are as follows: Attendance of employees according to working hours regulations; In carrying out the task always guided by the existing rules; High work discipline ability in carrying out tasks; Consistency in reporting work results to superiors; Be a role model for other employees, because they can have high work discipline [4].

With a high level of work discipline, it is simpler for an institution to fulfil its objectives; if individuals have work discipline, they will work effectively and on time, prevent anomalies that can harm the institution, and enhance their performance [38].

There are eight ways to strengthen self-discipline, including: (1) deciding to be a disciplined person; (2) making a commitment; (3) learning various rules; (4) being responsible; (5) exercising; (6) doing activities that increase self-discipline; (7) eliminating harmful habits; and (8) joining a self-discipline support group [39].

3.2 The Importance of Soft Skills Development

As shown in the introduction, indications of how essential soft skills are for one's job success are still generalizations. According to a 2002 study performed by the National Association of Colleges (NACE) in the United States, 457 companies identified 20 quality indicators that are directly associated with a person's professional performance in the workplace. The results showed that the Achievement Index, the primary benchmark used to describe the quality of student outcomes from a university, only ranks 17th out of 20 variables [40].

Soft skills, such as the ability to communicate, honesty or integrity, the capacity to collaborate with others, interpersonal skills, and a strong work ethic, are the most important determinant of the quality of college graduates expected in the workplace. The results of this NACE survey are reliable enough to be used as a reference by university graduates who desire to pursue careers in regional and international private businesses, where soft skills are crucial to achieving professional success [40].

According to this research report, the essential components of soft skills acquired in the workplace are as follows:

First, The improvement of coworker communication. Positive outcomes are fostering an environment of mutual respect at work; institutional objectives are met as a result of good cooperation, cohesion, mutual correction, mutual aid, the absence of misunderstandings, and comfortable and harmonious work.

STAKPN Sentani Christian Religious Education graduates communicate well by listening attentively, responding courteously, providing accurate information, requesting suggestions for mutual improvement, and attempting to develop stable connections. This step is executed efficiently to establish a harmonious workplace.

Indirectly, communication skills influence self-assurance and social support, which continue to impact work success [40]. Therefore, communicators must be able to place

themselves in the circumstances or situations of others. Everyone who communicates must be able to listen and accept all feedback with a pleasant outlook. Communicators respect the communication target's individual, person, or group. The message is received by the recipient of the message and can be adequately heard. Be humble and faithfully listen to others.

Effective communication facilitates the sender and recipient's comprehension of the message given. So that the sender and recipient of the message receive positive feedback. Effective communication involves the following: (1) Attempting to comprehend the other person; (2) keeping commitments or agreements; (3) describing expectations or plans that will be carried out; (4) apologizing truly for mistakes; and (5) demonstrating personal integrity [41].

Second, the growth of courteous behaviour by graduates of Christian Religious Education, STAKPN Sentani, in the workplace has resulted in a mutually respected, pleasant, and productive workplace.

Politeness is characterized by respect and kindness for others [42]. Good morals are shown in courteous conduct [31]. This courteous attitude is exemplified through behaviour that respects others through dialogue that does not disparage or demean others. Courtesy is the behaviour of those who uphold the values of respect, humility, and nobility [43].

Third, the importance of building trust by STAKPN Sentani Christian Religious Education graduates towards leaders and coworkers has created an open or honest work climate, become a motivation to work, and fostered a sense of responsibility in completing work.

The process goes through the stages of doing tasks responsibly, showing positive work results, high discipline, and keeping secrets at work so that they are not spread to others. The existence of mutual trust will create good conditions for the exchange of information and advice in the work environment [44].

Fourth, the importance of STAKPN Sentani Christian Religious Education graduates carrying out tasks responsibly assigned by the leadership to train us in discipline, professionalism, and obligations at work and to serve as a model for coworkers.

A study identified that responsibility is one of the top soft skills considered necessary [16]. A responsible person is always ready to accept the consequences of actions and decisions, carries out tasks well, does not blame others, returns promised goods, and is consistent with his words [45].

Fifth, the significance of establishing a culture of discipline in the workplace in the institution's objectives, fostering a pleasant work environment, and serving as the key to professional success.

Good work culture is the key to a company's success. A good work culture can foster a productive work environment, enhancing the work's quality. In the opinion of experts, work culture has an impact on job satisfaction based on its socialization. The success of further socialization of work culture will positively impact employee job satisfaction, while its failure will hurt employee job satisfaction [46].

Work culture is a concept based on a perspective of life as values, habits, and driving forces, which are established in the life of a community group or organization, then mirrored from attitudes into behaviours, ideals, opinions, and beliefs.

4 Conclusion

Their soft skills are the key to success in job and career progression for Christian Religious Education graduates. Communication skills, trust between leaders and coworkers, courteous behaviour, responsible behaviour, and a disciplined culture are crucial for graduates of Christian Religious Education in the workplace.

Positive outcomes of communication include establishing a mutually respectful work environment, achieving a shared goal through mutually beneficial cooperation, correction, and assistance, and maintaining a pleasant and harmonious work environment. Positive outcomes resulted from the development of courteous behaviour in a mutually respectful, pleasant work environment, resulting in a positive impact on each other and greater job productivity.

Establishing trust fosters an open or honest work environment, motivates employees, and instils a sense of responsibility in completing a job. The positive impact of developing responsible behaviour is that it teaches individuals discipline, professionalism, and obligations in the workplace, as well as how to serve as a constructive role model for coworkers. Developing a workplace discipline culture has the positive impacts of enabling the institution's goals to be attained, fostering a positive work environment, and serving as the key to professional advancement.

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