

Method for Developing Soft Skills Education for Students

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Abstract The aim of this research is to know how the students at Darussalam University (UNIDA) Gontor Indonesia develop soft skills method, and what the factors that help and impede the production of UNIDA Gontor Indonesia student soft skills methods perspective of Islamic education are. In the qualitative analysis this research included the extension of the data collected as framework for this analysis and area for this research (field research) The characteristic of the study is similar to case study because the focus of its review, UNIDA students in the Management Faculty of Business Administration, which is located on Gontor campus. Then the data already collected was analyzed which was achieved by the data method structured. Data gathered by reporting, evaluation, and interview techniques. We seek to sort, group and categorize all the data that has been collected by supervised techniques so that the theme can be identified in accordance with UNIDA students' creation soft skills process. Based on the researchers' empirical findings, it was concluded that the approach applied to UNIDA students in the educational of soft skills is with briefing, task, preparation, habituations, exemplary, escort and humanity, with its commitment to life, its plan and its idealism. So the students in societies are ready to face life. While the supporting factors soft Skills education are freedom, good leadership, environmentalists supporting consultancy, infrastructure, and collaboration with various institutions. Resistor factors are inhibiting factor which is some students' lack of understanding of the value of UNIDA's well kept activities in the classroom, dormitory and community.

Keywords Soft Skills Education, Student, Method, Disruption, Islamic Education

1. Introduction

A higher education institution will be interesting and

more interesting if the higher education institution can integrate hard skills education and soft skills education into mastering science, technology and skills in all fields of activity. However, the current trend is the emergence of symptoms of the reluctance of students to engage in student activities, so that not a few students now only study (hard skills education) regardless of co-curricular activities especially extracurricular activities (soft skills education). The reason is lazy, disrupting the concentration of learning, just wasting time, or not being useful.[1][2][3]

One program that is being developed at UNIDA Gontor is to make students have the ability and skills, not only in the field of science (hard skills), but also have the ability in various life skills that can improve personal quality (personal growth), which is in the form of interpersonal skills, as revealed by Elfendri et al. in his book Agus Wibowo, while intrapersonal skills include: Honesty, responsibility, tolerance, respect for others, ability to work together, being fair, ability to make decisions, ability to solve problems, ability to manage change, manage stress, manage time, ability to transform themselves. While the forms of interpersonal skills include: ability to negotiate, present, mediate, lead, communicate with other parties and empathize with others. Soft skills education, which is in the form of giving a little cognitive knowledge, even externally can be said that soft skills education does not need to be taught cognitively. Certainly it is very different compared to mathematics, biology and the like, so it is taught through internalization methods and educational techniques through modeling, habituation, regulatory enforcement and motivation. Not by way of explaining or discussing, even if it is necessary it is just a little enough. Soft skills education at UNIDA was done by treatment or treatments.[4][5][6]

Seeing the problems that occur in some students lately are increasingly in crisis, namely less active in participating in the activities and programs of the institution such as: lack of utilizing electronic media and other media tools for things that are less useful for students,

less attention to campus activities and also community is related to the place and media of da'wah and other educational institutions, and there are many more problems experienced by students that can hinder the process of forming the soft skills of their students.[7][8]

The uniqueness of the method of developing UNIDA Gontor student soft skills is what makes researchers interested in conducting more in-depth research. Therefore researchers want to examine more deeply the method of developing their students soft skills, so that the concept of developing Gontor UNIDA student soft skills and supporting factors and obstacles can be known. in implementing the method of developing students' soft skills.[9]

Based on the background above, the problems in this study can be formulated as follows: What is the method for developing UNIDA Gontor Indonesia student soft skills?, and what factors support and hinder the method of developing UNIDA Gontor Indonesia student soft skills?, In general, this study aims to obtain an empirical description of how the method of developing Gontor Indonesia UNIDA student soft skills, while specifically this study aims to know the method for developing UNIDA Gontor Indonesia student soft skills and know the factors that support and inhibit the method of developing UNIDA Gontor Indonesia student soft skills.[3]

2. Methods

The research paradigm uses a qualitative approach. By using a qualitative approach researchers are expected to solve problems as expected. This type of research is a case study, which is a study directed at collecting data, taking meaning, gaining an understanding of a case. The approach used in this study is a psychological approach, which examines the inner side of the person who gives birth to actions that appear to be outward because they are influenced by the beliefs they adhere to. The context of this study is trying to connect theoretically based on the conditions of students, lecturers, institutions and community leaders. Source of data, namely the source from which the data was obtained, includes primary data sources and secondary data sources.[10]

Primary data sources, namely data obtained directly from the source, are observed and recorded for the first time. The secondary data is data that is attempted to be collected by researchers, for example from the statistics bureau, magazine, information about publications. While field research, all data collected through observation, interviews and questionnaires are primary data. The object of research is where research is conducted, for example schools, communities, and institutions studied. While the research subjects are people or communities whose information will be extracted for research data, for qualitative research by collecting interview data, then the

informants as subjects.[10]

Data collection: a. Interview / Interview is a conversation with a specific purpose, b. Documentation is any written material or video of student activities, which includes diaries, personal letters, and autobiography. Official documents are divided into two, namely internal and external, c. Observation is a method of analyzing directly by recording systematically and observing a particular individual or group.

Data validity by using data triangulation techniques to maintain the observability and checking of members and help in the form of sound recordings. Analysis of data, namely with several techniques includes: data reduction, categorization, then the conclusion.[10][11]

3. Results and Discussion

3.1. Analysis of the Application of Gontor University Darussalam (UNIDA) Soft Skills Development Method in Indonesia

Direction. In the process of developing the UNIDA student soft skills by providing guidance before carrying out various activities, this is absolute and very important to implement. With direction, students will be given an understanding of all activities that will be carried out and evaluated afterwards to find out the standard of implementation of these activities. This understanding is very necessary so that they understand what to do activities, how to implement techniques, why and how to implement, what is the content and philosophy.[12][13][14]

Training. As mentioned above, directing is not enough, students must get life training so that they can appear in attitude and respond to this life, have broad insights, both scientific insights, thoughts and experiences. Various kinds of training are organized by UNIDA, both teacher training, organization at the dormitory level to the student level, courses or art and sports clubs to the level of students in which there are leadership training, sacrifice training, simplicity and co-living training.[15]

Assignment. Assignment is a process of strengthening and self-development to play a role and function in various activities and tasks, so he will be strong and skilled in solving various life problems. In Gontor's dictionary, it does not apply to people being told or told, given assignments and given assignments. What applies is, whoever takes the initiative, looks for work or assignments, he will benefit a lot. "As big as your conversion, as big as your profit".[16]

Habit. In the process of education and the development of student soft skills it is not enough just by direction, training and assignments. So habituation is an important element in the mental development and character of students. Education is habituation. So the whole system of life in Gontor often begins with a process of coercion. For

starters, for example, in the beginning most of the santri found it difficult to be able to follow the discipline of the hut, such as going to mosque, why should it be implemented absent before leaving for the mosque, does this not reduce the spirit of sincerity? Yes at first, but over time the students will get used to it. So what was defeated was that the santri must continue to be directed, understood that discipline to the mosque was a religious discipline which was strengthened by the discipline of the hut.[17][18]

Escort. What is meant by escort is that all the tasks and activities of students always get guidance and assistance, so that all what has been programmed gets control, evaluation, and can be immediately known. This escort is very important to educate and motivate, not only for students, but for administrators, instructors and even clerics are also educated.[19]

Uswah Hasanah. Uswah hasanah is an effort to give and be a good example for others. In terms of education, this effort has become very important in the success of education. Prophet Muhammad SAW. along with his friends managed to foster the ummah, because his abilities became a role model for his people.[20][21][22]

Approach. The seven methods are not sufficient if not accompanied by approaches. There are three types of approaches, namely:

a). Humane Approach. That is a physical approach by humanizing students, that students are prospective leaders who must be addressed and prepared to become leaders. Why must be close physically, this becomes very important, because the student process can be done when physically close. How will be known the patterns, attitudes and behavior of students, if not in direct contact, with direct touch, a person can be assessed, directed and evaluated.[19][20][23]

b). Program Approach. Just a physical approach to UNIDA students is not sufficient, it must be a program or task approach. However great the human expectations with all kindness are not enough. Then the task assessment or program will actually make students become more skilled, increase experience and insight. He will be careful and foster a spirit of sincerity and militancy. Because assignment means educating to be responsible and accountable.[11][24]

c). Idealism Approach. The two approaches above, in the process of implementing the method for developing student soft skills such as those at Gontor, are not enough, because these two approaches are often only pragmatic, not yet touching the level of content and values, philosophy and spirit of the activities provided. Then there must be an idealist approach. This approach is more an effort to give spirit, philosophical teachings behind assignments.[25][26]

3.2. Supporting and Inhibiting Factors of Soft Skills Development Methods at UNIDA Gontor

The results of interviews with lecturers, teaching

assistants, students and community leaders said that the supporting factors of the student SOIDA soft skills development methods include:

Factors of Independence of UNIDA Gontor. According to the information above, the supporting factors of the independence of UNIDA Gontor are comprehensive, namely management independence and funding independence and not under the auspices of the government or foundations. So that UNIDA becomes a self-managed and self-supporting educational institution, without reducing Pondok Gontor Islamic Boarding School values. and educational goals that are managed based on community education.[14]

UNIDA Leadership Factor Gontor. Gontor's leadership model at UNIDA is transformativ leadership, namely a leader is required to be able to communicate the management model that will be built to the stakeholders of the Pondok. Capital leadership training to improve leadership skills in various organizations. The essence is that every human being has the soul to lead, with leadership training being held hoping that students will be able to hone the leader's soul.[27]

Supporting Environmental Factors. A supportive environment is a means and infrastructure, for this reason UNIDA makes independent miliu, creating its own environment which is intentional for education, because educating according to Gontor gives special touches to students, what is heard, seen, felt, and deliberately done to educate they.

Factors Building UNIDA Collaboration with Various Other Institutions. Building cooperation with various institutions, both domestic and foreign institutions, has always been sought by UNIDA, because thus there will be mutual contributions between the two parties.[28]

Motivation Factors of Gontor UNIDA Students. In addition to the above supporting factors which are not less important, students must have high motivation and awareness to carry out all activities that exist in both the learning, extracurricular curriculum and activities in the dormitory.[28]

3.3. While the Inhibiting Factors of Soft Skills Development at UNIDA Gontor include

UNIDA Gontor in developing its students' soft skills there are still a number of things that need to be improved, namely awareness of students. Interview with several students, their answers were the factor of their boredom and transition period after they occupied the bench of the Kulliyatu-l-mu'allimin al-Islamiyah (KMI). Another factor is due to the absence of written books and regulations, although not all the regulations must be written, especially those related to the implementation of Gontor's UNIDA student soft skills development method, because the process of submitting regulations is carried out verbally without any bookkeeping, such as smoking and off campus

sampe Solo, Jogja or Surabaya, even though there is already a licensing book. This makes it less than optimal in implementing the method of developing UNIDA student soft skills.[29][30]

4. Conclusions

On the basis of this research, it can be concluded that: (1) The method of developing students' soft skills is by conducting, training, assignment, habituation, escorting, rehearsal and approaching. Seven methods are not sufficient unless they are accompanied by approaches. The three types of approach are: human approach, program approach, and ideological approach. (2) Supporting factors for the implementation of Gontor's UNIDA student soft skills development methods include: independence, strong leadership, a supportive environment, building cooperation with various institutions, and good student motivation. While the inhibiting factor is due to the absence of written books and regulations, although not all of the regulations must be written, especially those related to the implementation of the method of developing Gontor's UNIDA student soft skills, because the process of submitting regulations is carried out verbally without any accounting. This made it less than optimal in implementing the method of developing the students' soft skills, as well as the lack of documentation in each policy that was submitted by UNIDA Gontor.

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