



## Soft Skills of SMK IT Baitunnur Students in Dealing with Work Readiness

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### **Abstract**

This study aims to analyze the interpersonal soft skills of SMK IT Baitunnur students in dealing with work readiness; analyzing intrapersonal soft skills of SMK IT Baitunnur students in facing work readiness; analyzing interpersonal soft skills and intrapersonal soft skills of SMK IT Baitunnur students in facing work readiness. This type of research uses descriptive quantitative survey methods, and collects information or data using questionnaires. Based on the analysis, the research results showed that; there is a positive and significant influence between interpersonal soft skills of SMK IT Baitunnur students on work readiness indicated by a significance value  $(0.026) < (0.05)$ , there is a positive and significant influence between the intrapersonal soft skills of students of SMK IT Baitunnur on work readiness as indicated by the significance value  $(0.017) < (0.05)$ , there is a positive and significant influence between interpersonal soft skills and intrapersonal soft skills of SMK IT Baitunnur students on work readiness indicated by the significant value of the interpersonal soft skills variable is  $(0.039)$  and the intrapersonal soft skills variable is  $(0.026)$  which is smaller than  $(0,05)$ .

**Keywords:** *Soft Skills; Intrapersonal; Interpersonal; Intracurricular; Work Readiness*

### **Introduction**

Education is a form of embodiment of dynamic human art and culture and conditions for development, therefore changes or developments in education are things that should happen in line with changes in the culture of life. Education has a strategic position in improving the quality of Indonesia's human resources, both in terms of spiritual, intellectual and professional abilities, especially in relation to the demands of nation building. The priority of education as the main key to the success of the development of a nation, is expected to be a tool for community empowerment towards more creative, innovative, and productive human resources in facing complex challenges, this is in accordance with the function of education contained in Law no. 20 of 2003 concerning the National Education System Article 3 that:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

One of the challenges in the increasingly fierce global competition, namely how to increase the nation's competitiveness in improving quality works and being able to compete so that the nation's

progress can be achieved. One of the challenges in the increasing fierce global competition, namely how to increase the nation's competitiveness in improving quality works and being able to compete so that the nation's progress can be achieved. In order to realize the above results, an appropriate strategy is needed by developing student knowledge based on the abilities, attitudes, traits and behavior of students so as to make students enjoy the learning process, improve learning facilities, and provide education according to the level of education.

Vocational secondary education is a secondary education level that prioritizes the development of students' abilities to be ready to work in certain fields, the ability to adapt in the work environment, see job opportunities and self-development in the future. The form of the education unit is the Vocational High School (SMK) which is one of the vocational education institutions that has the task of preparing students by providing knowledge and skills to be able to work in accordance with competencies and expertise programs, have adaptability and high competitiveness to enter the workforce.

Soft skills are skills and life skills, both for yourself, in groups, or in society, as well as with the creator (Elfindri, 2010: 67). The focus of this research is to examine the intrapersonal and interpersonal soft skills of students at the IT Baitunnur Vocational High School (SMK). Interpersonal skills are used so that individuals can convey their perceptions to other individuals or vice versa, while intrapersonal skills are skills in self-management. If someone has good interpersonal skills, the individual will be seen as better than other individuals. A person's self-confidence will appear by itself and will arise a feeling of being appreciated by other individuals.

The purpose of the establishment of soft skills for students is in accordance with the vision of the Baitunnur IT Vocational School which is to become a quality Vocational High School, evenly superior, skilled, characterized and competitive in work, and the most important thing is to equip students after graduating from Vocational High School (SMK). ) in the face of competition to find work and provisions for students to work in their workplaces, because to hone these soft skills is not easy, you need to practice for years so that soft skills can be formed. In this study, it is hoped that the soft skills of students, both intrapersonal soft skills and interpersonal soft skills will be formed through intracurricular activities at school.

### **Method Research**

This study uses a quantitative descriptive approach with a survey method, and collects information and data using a questionnaire. This research design aims to determine the effect of soft skills formation of class IX students at SMK IT Baitunnur in participating in intracurricular activities, through data obtained quantitatively using questionnaire data collection techniques. The results of this study were analyzed by descriptive statistics which will be presented in percentages.

This research was carried out at SMK IT Baitunnur in class IX, and the time of the research was carried out in June-July 2021. The variables in the Free Variable research were the interpersonal soft skills of students of SMK IT Baitunnur (X1) and intrapersonal soft skills of students of SMK IT Baitunnur (X2) while the dependent variable is Work Readiness of SMK IT Baitunnur students.

**Table 1.1 Number of students**

Initial Class	Number of students (Students who take part in Intracurricular activities)	
	F	%
TKJ A	39	24
TKJ B	39	24
TBSM A	42	26
TBSM B	42	26
Total	162	100

*Source: Primary Data 2021*

The number of class IX students at SMK IT Baitunnur, the data above is data on the number of class IX students who take part in intracurricular activities at SMK IT Baitunnur. The sampling technique used in this research is sample random sampling (probability sampling). Sampling in this study used the calculation of Taro Yamane quoted from Akdon Sahlan (2005:107) as follows:

$$n = \frac{N}{1 + (N \times 10\%)}$$

Description:

$n$  = number of samples

$N$  = Total population

$d2$  = Set precision 10%

$$n = \frac{162}{1 + (162 \times 10\%^2)} = 61,83 = 62 \text{ (rounded up)}$$

So the sample size in this study was 62 students

The sampling technique used in this study is proportional random sampling. The size or number of distribution of samples for each class using the formula according to Sugiyono (2007).

$$n_1 = \frac{X_1}{N} \times (n)$$

Description:

$n_1$  = Desired number of samples for each stratum

$X$  = Total population of each stratum

$N$  = Total student population

$n$  = Research sample

The following is the calculation for each sample using the Proportional Random Sampling technique, namely:

1. Calculations for class XI Computer Network Engineering (TKJ A)

$$N_i = \frac{39}{162} \times (62) = 14,92 = 15 \text{ (rounded up)}$$

2. Calculations for class XI Computer Network Engineering (TKJ B)

$$N_i = \frac{39}{162} \times (62) = 14,92 = 15 \text{ (rounded up)}$$

3. Calculations for class XI Motorcycle Business Engineering (TBSM B)

$$N_i = \frac{42}{162} \times (62) = 16$$

4. Calculations for class XI Motorcycle Business Engineering (TBSM B)

$$N_i = \frac{42}{162} \times (62) = 16$$

Based on the formula using the Proportional Random Sampling technique, the calculation of the number of samples from each class is described in the following table:

**Table 1.2 Number of Student Samples**

Initial Class	Number of Students		Number of Samples	
	f	%	f	%
TKJ A	39	24	15	24
TKJ B	39	24	15	24
TBSM A	42	26	16	26
TBSM B	42	26	16	26
Total	162	100	62	100

Source: Primary Data 2021

Based on table 1.2, it can be seen that the total sample is 62 students consisting of 15 students in class TKJ A, 15 students in class TKJ B, 16 students in class TBSM A, and 16 students in class TBSM B. Data collection in the study This method uses documentation and questionnaires. Testing this hypothesis using simple linear regression using SPSS 26 software.

## **Result and Discussion**

### **4.1 Data Description**

#### **1. Interpersonal Soft Skills for SMK IT Baitunnur Students**

Based on the questionnaire data in the field regarding the students' interpersonal soft skills, which include time management and creative thinking skills, the percentage score in table 1.3 is as follows:

**Table 1.3 Achievement of Interpersonal Soft Skills**

<b>Percentage</b>	<b>Number of Students</b>	<b>Category</b>
80 – 100	4	Very good
66 – 79	42	Good
56 – 65	13	Pretty good
40 – 55	3	Not good
< 40	0	Very Not Good

*Source: Primary Data 2021*

Interpersonal soft skills in this study consist of attributes of time management and creative thinking. Based on table one, there are four students with very good categories ranging from 80-100. Forty-two students with good category ranged from 66-79. Thirteen students with very good category ranged from 56-65. Three students in the very poor category both ranged from 40-55.

#### **2. Intrapersonal Data Soft Skills of SMK IT Baitunnur students**

Based on the questionnaire data in the field regarding the students' intrapersonal soft skills skills which include the ability to lead, the ability to motivate, and the ability to communicate, the percentage score is obtained in table 1.4 as follows:

**Table 1.4 Achievement of Intrapersonal Soft Skills**

<b>Percentage</b>	<b>Number of Students</b>	<b>Category</b>
80 – 100	0	Very good
66 – 79	31	Good
56 – 65	26	Pretty good
40 – 55	5	Not good
< 40	0	Very Not Good

*Source: Primary Data 2021*

Intrapersonal soft skills in this study consisted of the attributes of the ability to lead, the ability to motivate and the ability to communicate. Based on table 2.1 there are thirty-one students with good categories ranging from 66-79. Twenty-six students in the fairly good category ranged from 56-65. Five students in the poor category ranged from 40-55.

### 3. Data on Work Readiness of Students at Baitunnur IT Vocational School

Job readiness in this study consisted of attributes of interpersonal soft skills and intrapersonal soft skills, the percentages were as follows:

**Table 1.5 Achievement of Student Work Readiness**

Percentage	Number of Students	Category
80 – 100	4	Very good
66 – 79	30	Good
56 – 65	18	Pretty good
40 – 55	10	Not good
< 40	0	Very Not Good

*Source:* Primary Data 2021

Based on the table there are four students with a very good category in the range of 80-100. Thirty students with good category ranged from 66-79. Eighteen students with fairly good category ranged from 56-65. Ten students in the poor category were ranged from 40 to 55.

#### **Research Result**

##### **1. The Influence of Interpersonal Soft Skills of Baitunnur Vocational High School Students on Work Readiness**

Based on field data, there is a positive and significant influence between interpersonal soft skills of SMK IT Baitunnur students on work readiness, indicated by a significance value of  $0.026 < 0.05$ . Based on the results of these calculations, it can be concluded that there is a positive and significant influence on interpersonal soft skills on work readiness.

The attributes of interpersonal soft skills in this study include time management and creative thinking. Partially this study is in line with the findings made by Bektı Noorhayati in 2015 about the influence of teaching skills and soft skills on readiness to become teachers of office administration education students class of 2012 Faculty of Economics, Yogyakarta State University. The results of this study are that there is a positive and significant influence on teaching skills on teacher readiness, soft skills on teacher readiness, teaching skills and soft skills together on teacher readiness.

Interpersonal skills as a collection of a person's ability to interact effectively with other people. The term interpersonal skills also includes what are known as soft skills, namely: the ability to overcome conflict, negotiation, and cooperation which is important for every profession and position. Interpersonal skills are used so that individuals can convey their perceptions to other individuals or vice versa. If someone has good interpersonal skills, the individual will be seen as better than other individuals. A person's self-confidence will appear by itself and a feeling of being appreciated by other individuals will arise (Johnson, 2009: 19).

A person can easily get a job in an institution/company, in addition to the assessed hard skills, there are also soft skills which are no less important than hard skills. Berthal as quoted by Silah (in Sudiana, 2010) states that soft skills are defined as "interpersonal behaviors that develop and maximize human performance (e.g. coaching, team building, initiative, decision making, etc). Soft skills does not include technical skills such as financial, computing and assembly skills."

Interpersonal soft skills are very much needed in the world of work, to train interpersonal soft skills in students as defined by K. Kechagias namely "Teaching and assessing Soft Skills" they define soft skills as interpersonal skills (social-emotional), important for personal development, social participation and work success (communication, ability to work in interdisciplinary teams, etc.), this statement means

that interpersonal soft skills are skills that are needed in the world of work. Because interpersonal soft skills in this study include time management and creative thinking, both of which are indispensable in the world of work.

The results of this study prove that the attributes of interpersonal soft skills which include the ability to think creatively and time management have an important role in providing students with work readiness. Based on the results of an interview with the Principal of Baitunnur Integrated Islamic Vocational High School on Tuesday, June 12, 2021, students who are widely accepted to work after graduation are students who have good interpersonal soft skills, according to students who have good time management, it can be seen from the timeliness of these students in carrying out various activities, because if these students can appreciate the time they have, then in carrying out their work, it can be ascertained that these students can respect and be responsible.

Students' time management skills can be honed through the ROHIS intracurricular activities organized by the school. ROHIS activities at the Baitunnur Integrated Islamic Vocational High School are integrated with the activities of Islamic boarding schools in the school. There are a series of activities held in the ROHIS intracurricular activities at the school, for example the hadroh group activities of the Baitunnur Integrated Islamic Vocational High School, deliberation activities (activities held by the Islamic boarding school twice a week, the series of activities is the percentage of students discussing various issues/topics being discussed). viral in Indonesia or in society), book memorization activities, muhasabah activities that aim to motivate students.

The series of activities in the ROHIS intracurricular if students are not present or late in the series of activities students are given strict punishments, from the lowest punishment is cleaning the school bathroom to the highest is a call from the guardian of students because students do not obey school and boarding rules boarding school, if the guardian calls the student for the third time, the student will be expelled from the school. The punishment applied by the school turned out to be very effective in training students' time management, where students, because they were afraid of the punishment, students really tried to come on time and attend the series of activities.

Based on the results of interviews with the Baitunnur Integrated Islamic Vocational High School ROHIS Trustees, creative thinking skills can be formed through deliberation activities (activities held by Islamic boarding schools twice a week, the series of activities are the percentage of students discussing various issues/topics that are currently viral in Indonesia or in the community), the spiritual leader argues that in this activity students are trained to be critical and sensitive to issues that are currently being discussed, for example at that time students were given a topic of discussion about the phenomenon of a falling meteor that happened to fall in the Punggur sub-district, Lampung Tengah district. According to the Baitunnur Integrated Islamic Vocational High School ROHIS supervisor, students are very enthusiastic in discussing the topic so that students' creative thinking skills are very honed.

## **2. Influence of Intrapersonal Soft Skills of Baitunnur Vocational High School Students on Work Readiness**

Based on field data, there is a positive and significant influence between the intrapersonal soft skills of SMK IT Baitunnur students on work readiness, indicated by a significance value of  $0.017 < 0.05$ . Based on the results of these calculations, it can be concluded that there is a positive and significant influence of intrapersonal soft skills on job readiness.

Research conducted by Delita (2016) on Improving Student Soft Skills and Hard Skills Through Project-Based Learning in the Geography Learning Planning course. This study explains that there is an increase in indicators of soft skills, namely oral communication, participation, honesty and creativity. Hard skills indicators in the form of the ability to design learning tools and media also increased, namely 21 people (68%) in the very good category and 10 people (32%) in the good category.

Intrapersonal skills are also known as self-management skills. These intrapersonal skills must also be possessed by students. Therefore, these skills must be formed first from school. These skills are expected to create useful motivation for students themselves to prepare for work readiness. Mudlofir (2012: 154) mentions examples of attitudes with intrapersonal skills, including: honesty, responsibility, tolerance, respect for others, the ability to work together, be fair, the ability to make decisions, the ability to solve problems, manage change, manage emotions/stress, manage time, do self-transformation. While interpersonal skills are manifested by attitudes, among others: negotiating skills, presentations, mediating, leadership, communicating with others, and empathizing with other parties.

The attributes of intrapersonal soft skills in this study include the ability to motivate, the ability to lead, and the ability to communicate. Elfindri, et al (2010: 95) say, the elements of soft skills that make perfect are obedient to worship, communication skills, motivating abilities, leadership skills, the formation of the nature of responsibility, honesty and punctuality, hardworking, daring to take risks, accustomed to working in groups, household skills, and visionary.

Intrapersonal soft skills are very much needed in the world of work, intrapersonal soft skills in this study include motivational skills, leadership skills, and communication skills. Communication skills are needed for these students to communicate with their co-workers, these communication skills include students' public speaking, speak well and orderly so that the interlocutor can understand and understand what is meant by the speaker, this skill is very supportive in the world of work, because good communication Good is the main capital of students in interacting in the world of work. The ability to motivate in the world of work is needed for these students when they are in the world of work to remain enthusiastic even though there are many problems and obstacles that these students will encounter in the world of work. The ability to lead is needed by students in the world of work, the ability to lead functions for these students to be able to regulate themselves and others in order to produce the goals they will achieve.

### **3. The Influence of Interpersonal and Intrapersonal Soft Skills of Baitunnur Vocational High School Students on Work Readiness**

Based on field data, there is a positive and significant influence between interpersonal soft skills and intrapersonal soft skills of SMK IT Baitunnur students on job readiness as indicated by the significance value of the interpersonal soft skills variable is 0.039 and the intrapersonal soft skills variable is 0.026 which is smaller than 0, 05.

Baitunnur Integrated Islamic Vocational High School students in undergoing a phase of life after graduating from school will step into the real world, namely the world of work. Students are required to have readiness to work. Robles (2012) identified 10 soft skills that are very important for business executives, namely: Identified the top 10 soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, 62 social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

The above statement means that the ten soft skills that are very important for business executives are integrity, communication skills, motivational skills, responsibility, leadership skills, positive attitude, professionalism, flexibility, teamwork, and work ethic. owned so that students are ready to work, of the ten soft skills described above, there are intrapersonal soft skills that have been described in the research results, namely the attributes of leadership skills, motivational abilities, and communication skills.

There are various elements contained in a person's soft skills from various sources, but basically these elements are contained in two skills, namely interpersonal skills and intrapersonal skills, where intrapersonal skills are used to be able to regulate and control oneself while interpersonal skills can be used when communicating with other people. The results of a survey conducted by the Alumni Association of UNY on alumni in 2007 in The UNY Student Soft Skills Development Guide (2010:3) concluded that,

most (98.60%) alumni stated that soft skills attributes were needed in the world of work. The soft skills attributes needed in the world of work include interpersonal skills, critical thinking, teamwork, self-confidence, creativity, commitment, self-ethic, discipline, and motivation. Some alumni stated that these soft skills attributes were needed in the world of work.

Interpersonal and intrapersonal soft skills are important in the world of work, as stated by Yorke and Knight (2004) who suggested USEM as an acronym for four interrelated components of employability, namely: a) Understanding; b) Skills; c) Efficacy beliefs; and d) Metacognition. Based on these data, soft skills are one component of employability, to have work readiness in themselves, students must master and have the skills within themselves. These skills are divided into two, namely hard skills and soft skills.

The findings of the Mitsubishi Research Institute (Endrotomo, 2010; Sinarwati, 2014) that the factors that contribute to success in the world of work are financial 10%, field expertise 20%, networking 30%, interpersonal and intrapersonal soft skills 40%. According to the statement, it is clear that soft skills contribute the most to success. Another research result which states that both interpersonal and intrapersonal soft skills are needed in the world of work, namely the NACE (National Association of Colleges and Employers) research in 2005 which stated that in general, labor users need work skills in the form of 80% soft skills and 20 hard skills. (Sailah, 2007; Sinarwati, 2014).

The results of research conducted by Lippman (in Amalee, 2016) under the Child Trends USA agency show that there are several job readiness skills needed by a worker to succeed in work life. The soft skills are 1) positive self-concept; 2) the ability to control themselves (self-control); 3) social skills (social skills); 4) communication skills (communication skills); 5) high order thinking skills.

## **Conclusion**

Based on the results of research on the effect of the formation of soft skills of students of SMK IT Baitunnur on work readiness, the following conclusions are obtained: 1) There is a positive and significant influence between the interpersonal soft skills of students of SMK IT Baitunnur on work readiness indicated by a significance value of  $0.026 < 0,05$ . 2) There is a positive and significant influence between the intrapersonal soft skills of students of SMK IT Baitunnur on work readiness as indicated by a significance value of  $0.017 < 0.05$ . 3) There is a positive and significant influence between interpersonal soft skills and intrapersonal soft skills of SMK IT Baitunnur students on job readiness as indicated by the significance value of the interpersonal soft skills variable is 0.039 and the soft skills intrapersonal variable is 0.026 which is smaller than 0.05.

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