

Development of A Soft Skills-Based Learning Model With A Behavioristic Approach

Imron^{1*}, Khadijah Mohd Khambali², Afga Sidiq Rifai³, Irham Nugroho⁴

^{1,3}PAI Faculty of Islamic Religion, University of Muhammadiyah Magelang, Indonesia

²Academy of Islamic Studies, University of Malaya, Malaysia

⁴PGMI Faculty of Islamic Religion, University of Muhammadiyah Magelang, Indonesia

*email: imron1807yes@ummg.ac.id

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ABSTRACT

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Learning in the classroom is an important aspect of transmitting soft skills to students and a behavioristic approach has promising potential to be integrated with the process. The purpose of this research was to: (1) to determine the implementation of soft skills-based learning model development; and (2) to discover the development of a soft skills-based learning model to improve soft skills in students of the Faculty of Islamic Religion, University of Muhammadiyah Magelang. Therefore, this was a classroom action research and the design used was the model developed by Kemmis and Taggart. This consisted of four components, namely, planning, action, monitoring, and reflection. Furthermore, this research used the descriptive-quantitative analysis technique and three data collection methods namely observations, interviews, and questionnaires. These results indicated that: (1) the development of a soft skills-based learning model with a behavioristic approach is performed in several stages, namely: (a) the planning stage which includes soft skills attributes, lesson plans, and learning models determination including making assessment instruments; (b) implementation stages; (2) Development of soft skill-based learning model using a highly effective behavioristic approach to improve students' soft skills. This can be observed in the acquisition of soft skills scores, which were on average 10.6 at the start of the lecture and 20.41 at the conclusion.

Keywords: *Development; Learning, Softskills; Behavioristic*

ABSTRAK

Salah satu aspek yang penting dijadikan sebagai sarana penularan softskills kepada mahasiswa adalah melalui integrasi pembelajaran di kelas, dengan pendekatan behavioristik. Penelitian ini bertujuan (1) untuk mengetahui pelaksanaan pengembangan model pembelajaran berbasis softskills dengan pendekatan behavioristik; (2) untuk mengetahui bagaimana pengembangan model pembelajaran berbasis softskills dengan pendekatan behavioristik sebagai upaya meningkatkan softskills mahasiswa; dan (3) untuk mengetahui kendala penerapan pembelajaran softskills terintegrasi dengan pembelajaran dengan pendekatan behavioristik. Penelitian ini merupakan penelitian tindakan kelas. Rancangan tindakan menggunakan model yang dikembangkan oleh kemmis dan taggart yang terdiri dari empat komponen, yaitu: perencanaan, tindakan, pemantauan, dan refleksi. Metode pengumpulan data menggunakan tiga cara yaitu observasi, wawancara dan angket. Teknik

analisis data menggunakan teknik analisis deskriptif-kuantitatif. Hasil penelitian ini menunjukkan bahwa: (1) pelaksanaan pengembangan model pembelajaran berbasis softskills dengan pendekatan behavioristik dilakukan dalam beberapa tahap, yaitu: (a) tahap perencanaan; (b) tahapan implementasi (2) pengembangan model pembelajaran berbasis softskills dengan pendekatan behavioristik sangat efektif sebagai upaya peningkatan softskills mahasiswa. Hal ini terlihat dari perolehan skor softskill pada awal perkuliahan rata-rata 10,6 sedangkan pada akhir perkuliahan 9,53; (3) kendala penerapan pengembangan model ini terjadi pada dosen dan mahasiswa. Pada dosen, terletak pada sulitnya mengontrol softskills mahasiswa secara lebih akurat dari tiap-tiap tatap muka perkuliahan. Sedangkan pada mahasiswa lebih disebabkan karena kurangnya perhatian mereka pada saat dilakukan penjelasan dan review terhadap softskills mahasiswa.

Kata-kata Kunci: Pengembangan; Pembelajaran; *Softskills*; Behavioristik

INTRODUCTION

National Education aims to develop students into religious, high integrity, and responsible citizens ([Law on the National Education System 2003, n.d.](#)). Considering this goal, the achievement of educational outcomes is not only tied to cognitive (hard skills) but also related to character building ([Tabah Subekti, 2016](#)) and this is a reflection of affective qualities of human personality (soft skills). Additionally, this hard and soft skills combination should be reflected in the performance of quality universities graduates.

Meanwhile, the information available indicates that on-campus courses are primarily focused on technical knowledge and hard skills, with minimal emphasis on soft skills. This is not excessive because 90% of the resources provided to students today include hard skills, while soft skills receive just 10% of the time. Students unable to acquire soft skills may feel satisfied and successful once they already have hard skills. However, the workplace necessitates not just hard skills but also components of soft skills which are very vital as many businesses are more concerned with soft than hard skills ([Elvy Pang, 2018](#)). As a result, the number of entrepreneurs/graduates with soft skills has increased ([Afifah Hanim Md Pazil, 2019](#)). Soft skills are becoming an important complement to technical abilities in today's international business ([Luis Fernández-Sanz, 2017](#)). Universities should focus on the development of students' soft skills to address this demand.

Based on the facts stated above, Indonesian education should stress both soft and hard skills, because a person's success or failure in life and the future job is affected by more than only hard skills. However, soft skills play a significant role in a person's success in pursuing a career. In fact, at the extreme, it was found out that hard skills impact just around 20% of a person's success or failure, while soft skills decide the remaining 80%. Therefore, soft skills are one of the major components as determinants of personality competencies that students should possess to graduates more competitive.

This allows university graduates to exist in the community and be accepted in the workplace (Hamidah & Sri Palupi, 2012).

From the university's standpoint, lecturers are required to provide soft skills in the context of developing student personalities in learning, both within and beyond the classroom. These skills are important components that educators should possess and promote in their professional lives (Patrícia Raquel da Silva Fernandes, 2021). Hence, developers should be carefully included in the academic and learning purpose for instructors and students to build these excellent skills (Maqual Stephen Maren, 2021). The integrative model (Siti Hamidah, 2013) is one model for developing student soft skills in higher education. This includes student soft skills implementation in an integrated and integrated manner in learning, which begins with curriculum preparation and is later translated into learning plans (Marzuki, 2012). Also, the use of this model becomes more attractive and efficient, where students acquire both hard skills and soft skills (Siti Hamidah, 2013).

Research on soft skills integrated with learning has been widely performed, as seen in Hamidah (Siti Hamidah, 2013), Herwina (Herwina et al., 2018), Hasanah (Hasanah et al., 2020), and Ngang's research (Ngang et al., 2015). Adopting an integration model in each course is very effective because in teaching the combination of both skills is possible (Jefri Mailol, 2020). Since most students learn soft skills through the hidden curriculum, this learning should be embedded within the curriculum (Nurul Huda SA, 2021). According to prior research, investigations on soft skills linked with learning are still widespread. However, this research did not address the approach theory to instilling soft skills used in the intended learning. Therefore, there is a need to research the development of integrated soft skills. This research focuses on the impact of improving students' soft skills which are integrated through learning using a behavioristic approach. The learning impact in question is the emergence of changes in student behavior by increasing mastery of soft skills.

For this reason, the objectives of this research include: (1) to determine the implementation of the development of soft skills-based learning model with a behavioristic approach; (2) to examine the development of a soft skills-based learning model with a behavioristic approach as an effort to improve the soft skills of students of the Faculty of Islamic Religion, University of Muhammadiyah Magelang; and (3) to identify obstacles in the implementation of integrated soft skills learning with a behavioristic approach.

METHOD

In this research, a classroom action approach (Wiriaatmadja, 2012) was used to determine the development of aspects of students' soft skills. This was performed through integrated learning as a concrete action, while students' abilities were developed by

utilizing interaction, participation, and collaboration between target groups involved which includes students, observers, and course lecturers. Also, the action design used a model developed by Kemmis and Taggart (Parjono et al., 2007) consisting of four components, which include planning, action, monitoring, and reflection. Data collection was performed in three ways, namely observation, interviews, and questionnaires. The descriptive-quantitative analysis technique was used to analyze the data in this research.

RESULTS AND DISCUSSION

1. Implementation of Soft Skills-Based Learning Model Development with Behavioristic Approach.

The following stages are followed while learning to construct soft skills-based learning models using a behavioristic approach:

a. Preparation phase

The stage is used to implement the development of a soft skills-based learning model with a behavioristic approach and this is performed with the following steps:

1) Soft Skills Attributes Determination

In the Preparation Stage, the implementation of the development of a soft skills-based learning model using a behavioristic approach begins with the determination of skills attributes that students need to be further improved. This judgment is based on the lowest score of student soft skill achievement as determined by early lecture observations. Furthermore, this determination intends to make it easier for lecturers to choose which soft skills should be prioritized. This is understandable given the range of attributes associated with soft skills. Furthermore, the attributes that are prioritized to be developed are generally the weakest, and this is obtained during preliminary observations at the first meeting of the lecture.

Based on the results of initial observations at the beginning of the lecture, the five lowest soft skills attributes possessed by students are as shown in [table 1](#) below.

Table 1. Soft skills attribute that need to be developed

No	Component	Preliminary observation score
1	Leadership	5,36
2	Effective Communication	6,26
3	Achievement motivation	5,51
4	Teamwork	5,48
5	Moral Ethics	5,39
	Average	5,6

From the data in [Table 1](#) above, the student's soft skills scored 5.6 from the highest expected target score of 10. The results of this observation were then

used as initial notes to execute lectures and to determine the soft skills to be developed. According to data, the important soft skills include leadership, effective communication, achievement motivation, teamwork, and moral ethics.

2) Preparation of a Learning Quality Plan (RMP) for Soft Skills-Based Learning with a Behavioristic Approach

The preparation of a learning quality plan is performed as an initial stage for lectures. Additionally, this stage is the process by which applicable curriculum is translated into learning programs that are used as guidelines by lecturers during the learning process. The Learning Quality Plans include; a) courses description covering the achievement of desired competencies for both soft and hard skills, b) creating learning objectives that also include both skills, c) determining the steps to be taken in implementing strategies and teaching methods that will help students enhance their soft and hard skill.

3) Determination of The Learning Model Used in Soft Skills-Based Learning with a Behavioristic Approach

Higher education employs an andragogy approach to learning. In this context, the precision with which learning models are selected is critical. This is based on the model's ability to achieve hard skills and soft skills competence in lectures. Also, a learning model with a student center learning (SCL) approach is utilized in learning.

4) Soft Skills-Based Learning Assessment Instrument With Behavioristic Approach

Making a learning evaluation instrument is one important aspect that should be performed by lecturers. This instrument is used to assess students' soft skills during lectures from start to finish. Furthermore, the main purpose of this learning evaluation is the examination of the effectiveness of the learning provided in the context of achieving competence for both soft and hard skills. Using a behavioristic approach, the steps of creating soft skills-based learning evaluation tools are as follows: a) Identifying the objectives of the components be evaluated. In this learning model, the evaluated components are related to soft and hard skills. Furthermore, the hard skills component is based on the subject's scientific competence, while the soft skills competence involves several aspects such as leadership, effective communication, achievement motivation, teamwork, and moral ethics, b) preparation of instruments as evaluation tools. In this observation, the assessment tool is an observation sheet. This is the most important tool for completing the exam. During class, observation sheets are utilized to measure pupils' soft skills. Classroom activities were monitored and any atrocities involving students' soft skills were documented.

b. Implementation Stage

Furthermore, the general learning phases are determined starting from face to face 1 to 16 to provide a clear direction for the application of the integrated soft skills learning model using a behavioristic approach. The steps for implementing integrated soft skills learning model using a behavioristic approach, in general, are as follows; 1) Students are assigned to courses for 16 face-to-face meetings. At the beginning of the meeting, the urgency of soft skills is conveyed to students by lecturers. 2) At the next meeting, the soft skills attributes to students are transmitted and integrated into lectures, following the learning quality plan prepared. 3) In the middle of the course, students were supported to participate in discussions and trained to express an opinion. Students are offered insight and guidance during lectures, as well as reinforcement of the attributes of soft skills being cultivated. 4) During brainstorm and provision of direction about soft skills being developed, the lecturer always shows good soft skills to promote imitation by students. This is not only shown in the classroom but also during interaction outside the classroom, such as students consulting with lecturers or during discussions, 5) Lecturers and students should make use of good speaking and communication ethics, to build and improve students' soft skills.

The lectures consist of 16 face-to-face meetings that are grouped into three cycles namely cycle 1, 2, and cycle 3. Furthermore, the activities of the cycle are shown in the following description; for the action of Cycle 1 to be performed, students' soft skills were monitored. The first action in Cycle 1 is learning and this takes place according to plan. Moreover, the student's soft skills behavior was affected and this was evident by the increase of the skill. The lecturers made soft skill targets and a description of the skilled behavior to be mastered in every lecture performed. Students received information about the soft skill targets through integrated learning implementation and experiences.

Cycle 1 consisted of two actions, which are the 2nd and 3rd face-to-face lectures. Based on the results of the first action observation, lectures can create a soft skill profile of the students and identify obstacles faced by them. Some very important notes can be discovered, namely the inconsistency of student behavior related to intrapersonal skills, such as leadership, achievement motivation, and moral ethics. Similarly, using soft skills behavior related to interpersonal skills, not all students have good communication skills, and teamwork is also not good.

The second stage of action was performed according to the data and information from the first cycle of action. In the second stage of action, the lecturer was more dominant in motivating students about the importance of achievement, motivation, and moral ethics in daily life. Students are reminded of the importance of soft skills, behavior, and intrapersonal skills by lecturers. However, because a

good personality is the outcome of a controlled and systematic training process, the results are consistent with the predicted features of intrapersonal skills.

At the end of cycle 1, students are promoted to make a self-reflection related to the mastery of soft and intrapersonal skills. From the results of self-reflection, most students already have sufficient soft skills, and the soft skill with the highest score was achievement motivation. Meanwhile, the best interpersonal soft skill was teamwork. Therefore, to achieve the expected soft skill competencies, leadership, effective communication, and moral ethics require appropriate attention.

Based on the learning in cycle 1, the majority of the student did not demonstrate their soft skills evenly. Therefore, the implementation in the cycle changed the format of the task. Because most of the students had not developed the expected soft skills, the format of giving assignments was made changed. The assignment theme given to students was based on brainstorming between lecturers and students. However, in cycle 2, in addition to brainstorming, information exploration, and building soft skills with focus and even offering instances of conduct were also conducted out. Cycle 2 demands students to be able to work efficiently with different tasks from cycle 1.

Through learning observations, students were more enthusiastic in trying to complete assignments, both individual, and group work, as well as being able to use time more efficiently. students were encouraged to be better committed to attending lectures and demonstrating good ethics. At the end of cycle 2, students are invited to reflect on themselves for both intrapersonal and interpersonal skills.

Furthermore, after taking various notes, and reflecting on cycle 2, actions were then conducted in cycle 3. In this cycle, students are already used to and regularly partake in lectures. Once the brainstorming is conducted, students are very enthusiastic in conveying their ideas and opinions. similarly, once assignments were they diligently and thoroughly work on class assignments and this was accompanied by a fairly good soft skill performance. The soft skills learning model integrated using a behavioristic approach is extremely effective in changing both hard and soft skills. The existence of assignments in the classroom as discussions, brainstorming, presentations, questions and answers, and assignments during learning are important. Also, this should be accompanied by providing motivation, demonstrations, giving examples, and strengthening soft skills, to change students' interpersonal skills.

The soft skills learning model, when combined with a behavioristic approach aimed at improving soft skills, affects changes in intrapersonal abilities. Furthermore, the existence of motivating inspirational stories given during lectures, strengthening soft skills, and exemplary time management has changed student intrapersonal skills. Generally, these changes in all aspects of character, both

intrapersonal and interpersonal skills, are between 1.61 in preliminary observations and cycles 1 to 5.6 between cycles 2 and 3. The high rise in cycles 2 and 3 was attributable to student soft skills being more structured in cycles 2 and 3.

2. Development of Soft Skills-Based Learning Model With Behavioristic Approach as an Effort to Improve Soft Skills of Students of the Faculty of Islamic Religion, University of Muhammadiyah Magelang.

Table 2 shows the soft skills of students from the Faculty of Islamic Religion at the University of Muhammadiyah Magelang in cycles 1, 2, and 3 of an integrated soft skills learning model using a behavioristic approach.

Table 2. Soft skills scores of students of the Faculty of Islamic Religion, University of Muhammadiyah Magelang

No	Component	Preliminary observation	Cycle 1	Cycle 2	Cycle 3
1	Leadership	5,36	6,04	7,67	9,23
2	Effective communication	6,26	6,58	8,49	9,68
3	Achievement motivation	5,51	6,45	7,89	9,85
4	Teamwork	5,48	6,58	7,65	9,29
5	Moral ethics	5,39	6,41	7,57	9,60
	Average	5,6	6,41	7,85	9,53

According to data in **table 2** above, the implementation of integrated learning with a behavioristic approach can improve the quality of students' soft skills. This is evident from the acquisition of a better score than the results of observations in cycles 1, 2, and 3. At the end of the learning implementation of the integrated soft skills learning model with a behavioristic approach, students' soft skills scores averaged 9.53. The achievement of a soft skills scores of 10.00 has been defined as the basis for determining the effectiveness of the integrated soft skills learning model using a behavioristic approach in soft skills learning. This shows that the integrated soft skills learning model with a behavioristic approach is very effective in transmitting students' soft skills.

3. Constraints to Implementing Integrated Soft Skills Learning with Learning

In general, lecturers and students are the main obstacles to implementing an integrated soft skills learning model with a behavioristic approach. For lecturers, the obstacle is the difficulty of controlling student soft skills more precisely than in every face-to-face lecture. This is because each student's soft skills are unique, not the same

from one student to another. Furthermore, there is difficulty in determining the quality of their soft skills, in the long-term observations of students.

Due to the lack of student attendance during the explanation and review of soft skills, difficulties and obstacles experienced by students are increased. **Table 3** shows data on students who have combined soft skills development with a behavioristic approach.

Table 3. Percentage of students who have problems in learning soft skills integrated with a behavioristic approach

No	Component	Preliminary Observation(%)	Cycle 1 (%)	Cycle 2 (%)	Cycle 3 (%)
1	Leadership	54,81	48,71	42,64	29,23
2	Effective communication	53,21	51,71	40,65	20,17
3	Achievement motivation	54,22	48,99	42,64	32,12
4	Teamwork	55,15	51,28	44,64	34,12
5	Moral ethics	52,12	45,99	43,04	36,12
	Average	54,08	49,80	41,97	27,17

From **table 3** above, the average percentage of students who encounter obstacles in implementing this learning is still quite significant, with a value of 27.17% of students. Moreover, the target set as the basis for measuring the success of the soft skills learning model integrated with learning was 20% of the student. This indicates that in terms of constraints, the use of an integrated soft skills learning model with a behavioristic approach needs to be minimized. While using soft skills learning models with a behavioristic approach can improve the quality of students' soft skills, but can cause slump discussions and lectures to become longer. This shows that the application of this model of learning with a behavioristic approach requires early preparation for students.

The analyses results implies a soft skills learning model that is integrated with a behavioristic approach is effective for instilling soft skills in students. This is reasonable because students can train themselves in class under the control and supervision of the lecturer in this model. Therefore, the development of integrated learning by prioritizing behavioristics becomes a guideline for students, particularly in improving skill competencies, making it easier for students to follow.

Soft skills learning that is integrated with a behavioristic approach motivates students to be active in the classroom. Furthermore, the learning atmosphere becomes more lively and dynamic. This is because students can control and be responsible for their behavior in class early on, and get reinforcement from lecturers about soft skills on students' personalities, in the classroom. Similarly, Yate's understanding in [Hamidah, S., F. Rahmawati, \(2013\)](#) reported that soft skills are skills that a person

masters according to his potential and uses this knowledge to provide benefits in his life. The model with a behavioristic approach based on classroom action is intended to improve and enhance students' soft skills competence. Soft skills are extremely important and beneficial to anyone's personal development. Even soft skills can infuse a person's efforts with a tremendous amount of positive energy (Hamidah, 2012).

Therefore, students' soft skills can be monitored, improved, and enhanced through applied learning through the soft skills learning model that is integrated with this behavioristic approach. Each action is designed according to the situation to achieve the expected soft skills. There have been changes in soft skills, both intrapersonal leads to the development of students' personalities to be more dynamic, through the soft skills learning model integrated with this behavioristic approach. Furthermore, the lecturer acts as a stimulus and students respond to statements made by the lecturer. According to Atmaja, (2011), the principle of the behavioristic theory states that learning is a change in behavior due to the interaction between stimulus and response.

During learning, lecturers provide guidance that forms good soft skill habits, both by example and habituation. Therefore, soft skills as part of the character-building of students will be formed by habituation in behaving and acting under the desired character, as the attributes of soft skills are developed. Habituation can occur by the application of soft skills integrated parenting through tasks given by lecturers and students feedback to make self-management skills better. This habituation begins with the first cycle and continues through the second and third cycles, or until the learning is completed. Changes in character values and behavior occur in this manner, giving color to their behavior. This follows Budiningsih's opinion that a person is considered to have succeeded in learning something once there is a change in his behavior (Atmaja, 2011).

The application of an integrated soft skills learning model with a behavioristic approach improves the quality of students' soft skills. This is because, students are trained to communicate, namely asking, giving opinions, and answering questions in a good way, hence improving students' soft skills. Additionally, this follows the opinion of Hamidah and Palupi, that soft skills are competencies that refer to personality characteristics, which are implemented in a person's behavior both alone and during interaction (Siti Hamidah, 2013). Soft skills are a person's ability to motivate himself, use his initiative, understand himself and his environment about actions to take to overcome various problems, both major and minor (Sri Palupi, 2011).

CONCLUSION

Based on the results of the discussion of the integrated soft skills-based learning development model with a behavioristic approach that was held at the University of

Muhammadiyah Magelang, the following conclusions can be drawn: (1) the implementation of a soft skills-based learning model with a behavioristic approach is performed in several stages, namely: (a) The first, the planning stage that begins with preparation, which includes establishing soft skills attributes, compiling soft skills-based lesson plans, determining the learning model used, and making learning assessment instruments (b) The second is the implementation stage which includes 16 face-to-face lectures. (2) To improve the soft skills of students at the Faculty of Islamic Religion, University of Muhammadiyah Magelang a soft skills-based learning model with a highly successful behavioristic approach was developed. This is evident from the acquisition of soft skills scores at the beginning of the lecture with an average of 10.6, and the scores at the end averaged 20.4. (3) The obstacles encountered in implementing the development of soft skills-based learning models with a behavioristic approach in lecturers and students. For lecturers, the obstacle faced is the difficulty of controlling student soft skills more precisely than in every face-to-face lecture. Meanwhile, students' inability to pay attention during explanation and review students' soft skills has caused difficulty and obstacles.

Several suggestions can be made in connection to the conclusion above, namely: (1) action research based on soft skills learning using a behavioristic approach can be applied to any subject with different soft skills aspects, thereby adding to the abundance of research based on practical learning experience; (2) lecturers of other subjects can continue soft skills-based learning with a behavioristic approach through class actions using varied patterns that have been tested; and (3) the necessity to socialize this learning model at the tertiary level to teach student soft skills.

This result implies that lecturers need to teach soft skills to students through learning. Once this is properly implemented, classroom learning can provide hard and soft skills at the same time.

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