

Assessment of Soft Skill Learning Model Instruments in Interpersonal Relations of Economic Education Students

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ABSTRACT

The purpose of this research and development was to produce a product of Soft Skills Model Assessment Instruments regarding interpersonal relationships of economic education students and to know the characteristics of the soft skills learning model assessment instruments related to interpersonal relationships. The feasibility of the Soft Skills Model assessment instrument is assessed based on the level of validity of the experts regarding the draft soft skills instrument of economics students. The data collection instruments used included expert validation sheets, student response questionnaires, assessment sheets and observation sheets. The research method used in the development of the Soft Skills Model Assessment Instrument regarding the interpersonal relationships of economic education students was research and development referring to the ADDIE model developed by Lee and Owen. Several stages that will be carried out in this research and development are (1) Needs Analysis, (2) Soft skill instrument development design, (3) Soft Skill instrument development, (4) Soft skill instrument evaluation model implementation, (5) and Model Evaluation Soft skill assessment instrument for economic education students. The findings of this research and development from instrument experts on the assessment instrument for the soft skills learning model of economic education students concluded the validation of the experts who stated that it was very valid with an average percentage score of 86.36%. Then it is also shown that the results of small groups and student responses of 86.52% are included in the very good category.

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1. INTRODUCTION

The proliferation of scientific and technological advancements poses an escalating challenge for the realm of education. In order to address these problems, it is imperative to possess a workforce that is both productive and equipped with the necessary competencies and abilities to effectively compete in the era of the MEA (Herlambang, 2012: 3). In light of this rationale, and it is imperative to alter the cognitive framework within the educational process implemented across all educational tiers. The

primary objective of education is to cultivate students' proficiency in both hard and soft skills, encompassing a comprehensive range of competencies that span the cognitive, affective, and psychomotor domains. These factors serve as the justification for the creation of tools aimed at enhancing students' interpersonal skills.

The efforts to improve the quality of education as a whole, for example, soft skills should be a benchmark in shaping the character and personality of students, as well as building the nation's morals. Facts on the ground show that students' soft skills in the Economics Education Study Program are not fully optimal. This is shown by the average soft skill score of students during this 3 year period (2013-2014 to 2015-2016) of 78.02. This data shows that the soft skills of students are in the sufficient category. This condition requires the attention of educators to improve it through the learning process so that graduates of the Economic Education Study Program have competitiveness.

The study conducted by Mansyur (2011) concluded that the Assessment for Learning (AfL) Model in educational settings was developed through a research and development approach. The research process involved various stages, such as surveys, problem analysis, curriculum analysis, examination of research findings, expert consultations, prototype development, and validation. Additionally, the development stages encompassed expert validation, readability tests, teacher training, limited trials, and expanded trials. These steps ensured that the AfL Model aligns with theoretical and empirical evidence, providing accurate information that caters to students' needs. The model focuses on enhancing students' comprehension of learning materials, their behaviour during learning, and their overall learning abilities through feedback and reflection. The application of the AfL Model in educational settings has demonstrated improvements in students' understanding, behaviour, and learning capabilities. According to a study conducted by Fani and Rasto (2016), it was determined that vocational high school graduates (SMK) must possess soft skills to secure employment and effectively compete in the professional realm. This is due to the fact that soft skills are regarded a crucial factor in the recruiting process of potential employees. Soft talents include self-awareness, cognitive reasoning abilities, and interpersonal competencies. The utilisation of a learning method that actively engages students, captures their interest and attention, fosters student motivation, incorporates the notion of individuality, and employs demonstration in teaching has been found to be an efficacious approach for enhancing the soft skills of vocational students.

Soft skills are a person's skills in dealing with other people (Interpersonal Skills) and skills in self-regulation (Intra-Personal Skills) that are able to develop maximum performance (Muqowim, 2012: 5-7). Intra-Personal Skills are directly related to the personality of the actor in optimizing himself, while Interpersonal Skills are skills that must be developed by students through learning. Developing soft skills is not possible only with conventional methods (lectures), but must involve students' cognitive conflicts that stimulate the emergence of problems to be answered, then developed into theories and descriptions to be discussed (Ibrahim, 2015). Illah Sailah (2013) classifies 'soft skills' as either 'intrapersonal' or 'interpersonal'. Self-control is an example of an intrapersonal talent. It's important to work on one's interpersonal abilities before interacting with others. The ability to interact effectively with other individuals is known as "interpersonal skills."

The concept of assessment for learning is basically not a new thing in educational assessment, but the form of its application in the context of improving and improving the quality of learning, assessment for learning is better, planned, directed, and focused. At least this is reflected in the notion of assessment for learning put forward in the Assessment Reform Group (2002), which says that: Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Soft skills are related to emotional skills (Lavy & Yadin, 2013), how to communicate, how well to do business presentations, how to work in teams, and how to manage time well (Karthi & Mahalakshmi, 2014). Soft skills are competencies that are inherent in a person and are a habit (Al Abduwani, 2012). Soft skills are related to language skills, personal habits, interpersonal skills,

managing people, and leadership (Choudary & Ponnuru, 2015). Soft skills refer to a variety of basic life skills, knowledge, and values (Abbas, Abdul Kadir, & Ghani Azmie, 2013), personal habits, friendliness, and high optimism (Dharmarajan, 2012), communicating well, working with good, influencing others, and getting along with others (Agarwal & Ahuja, 2014).

Soft skills can be classified into three aspects (Baskara, 2002). First, self-awareness skills which are commonly called personal skills. These skills include: (1) self-appreciation as a creature of God Almighty, community members and citizens; (2) realize and be grateful for the advantages and disadvantages they have, while at the same time making it a capital in improving himself as an individual who is beneficial to himself and his environment. Second, rational thinking skills (thinking skills). These skills include: (1) the ability to explore and find information (information searching); (2) the ability to process information and make decisions (information processing and decision-making skills); and (3) creative problem-solving skills. Third, social skills. These skills include (1) communication skills with empathy (communication skills); (2) collaboration skills (collaboration skills); (3) leadership skills (leadership); and the ability to influence.

Based on the above phenomena and relevant previous research, this research and development was done with the subjects of this small group trial consisting of the students of the Economic Education Study Program, University of Jambi. The primary focus of the concept of evaluation for learning centres on the acquisition and application of information. Information is acquired through a collaborative effort between educators and learners, with the purpose of enhancing and advancing the calibre of subsequent educational experiences. Teachers utilise information to enhance and optimise their pedagogical approaches in alignment with the authentic requirements of their students. In the context of education, this tool has the potential to serve as a foundation for enhancing students' learning processes.

2. METHODS

This study fits into the category of developmental research. The study of development refers to a research approach employed to generate specific goods and evaluate their efficacy (Sugiyono, 2014). According to reports, this study aims to develop an assessment tool for evaluating the efficacy of the soft skill learning model among students enrolled in the Economic Education Study Programme at Jambi University. Subsequently, the instrument will undergo rigorous testing to determine its usefulness. Furthermore, according to Setyosari (2012), the concept of development research encompasses a systematic procedure employed to create and authenticate educational resources.

The development model in this study refers to the ADDIE model developed by Lee and Owen (2004). This model consists of 5 stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation. The five stages in the ADDIE model need to be carried out systematically and systematically. The following is a diagram of the ADDIE development model:

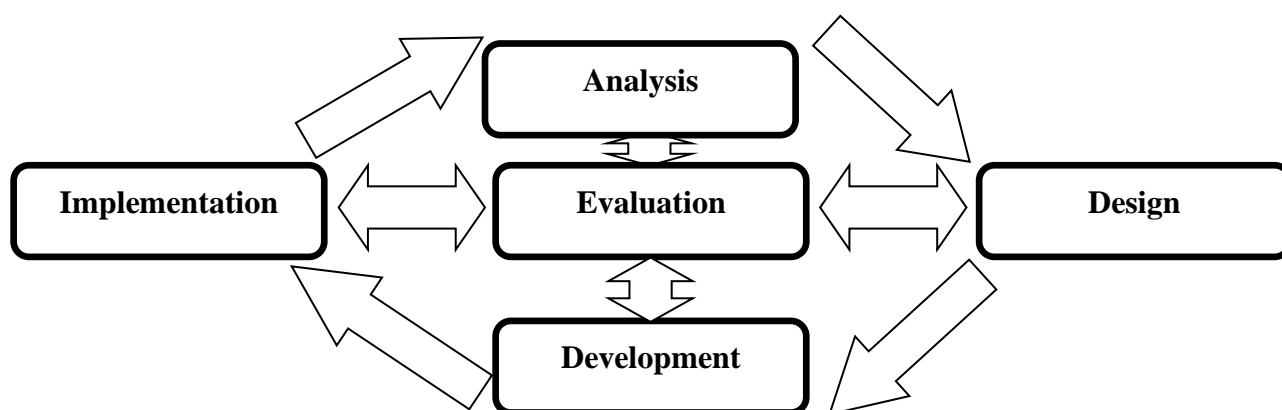


Figure 1. ADDIE Development Model

The ADDIE model was chosen in this study based on several reasons, namely: (1) This model is a procedural model, namely a descriptive model showing clear and careful steps to produce a product; (2) The development stages in this model are the same as the standard development stages; (3) The ADDIE model has been widely used and has proven to give good results. According to Pribadi (2009) ADDIE is a learning system design model that shows the basic stages of simple and easy-to-learn learning system design..

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1. Validation Results by Instrument Experts

The first validation process obtained a score of 70 with a percentage of 79.54%. Based on the range of values, it is categorized as "Good". The first validation of this instrument is categorized as good because there are only a few suggestions for improvement given by the instrument expert on the product being developed. But overall, the suggestions given by the instrument experts are adding the completeness of the components to the instrument, adding information to the instruction sheet for using the instrument, adjusting the contents of the instrument to the learning objectives, adding a more detailed/specific explanation of the assessment criteria, adding references/official sources that serve as references. in developing the product, especially in the interpretation of the scoring on the scoring guidelines. So the results of this study indicate that the instrument product for the assessment of the soft skills learning model in the Economics Education Study Program is feasible to be tested in small groups after being revised according to the instrument's expert advice for the perfection of the product being developed.

3.1.2. Small group trial results

The soft skills learning model assessment instrument that has been validated and revised according to the assessment and input from the instrument expert is then tested on small group test subjects. The subjects of this small group trial consisted of 12 students of the Economic Education Study Program, the University of Jambi. On the other hand, if more than twenty data or information obtained exceeds what is required. As a result, it is less useful for analysis in small group evaluations. The purpose of the small group trial was to find out the product of the Soft Skill instrument assessment model for economic education students. Where the average acquisition of small group trials is 86.52%. After being converted the percentage is included in the very good category.

3.1.3. Product Trial

Product trials were conducted on 30 students of the Economics Education study program with 69 statement items given, overall, a score of 623 was obtained with a percentage of 86.25%, which was

categorized as "Very Good". Thus, it can be said that the soft skills learning model instrument for the economic education study program is feasible or can be used to assess the soft skills learning model for the economic education study program.

3.2 Discussion

The topic of discussion pertains to musical instruments. The present study created a soft skill assessment model for economic education students. This model had 69 statement items that were categorised into 23 distinct categories. Specifically, three statement items were used to evaluate initiative traits. Three items to assess honesty, three things to evaluate critical thinking, and three more items. Measures assessing individuals' inclination to acquire knowledge There are three statement items that can be used to assess commitment. Additionally, three statement items can be employed to measure an individual's eager attitude. Lastly, three statement items can be utilised to evaluate an individual's motivating attitude. There are three statement elements that can be utilised to assess reliability.

Three items that can be utilised to assess oral communication skills are as follows: Three items to assess creativity. There are three statement items that can be utilised to assess an individual's analytical abilities and coping with stress. There are three statement items that can be utilised to assess an individual's self-management skills. Additionally, three statement items can be employed to evaluate an individual's problem-solving abilities. There are three key indicators that can be utilised to assess the effectiveness of summarising. Three items to assess cooperation. Three items that can be used to assess flexibility are as follows: Three statements to assess teamwork. There are three statement items that can be utilised to assess independence, three statement things to evaluate listening attitude, and three statement items to gauge toughness. There are three statement questions that can be utilised to assess logical reasoning, as well as an additional three statement items that can be employed to evaluate time management skills. The soft skill evaluation instrument for economic education students is utilised to evaluate the soft skills of economics students at the Faculty of Teacher Training and Education, Universitas Jambi.

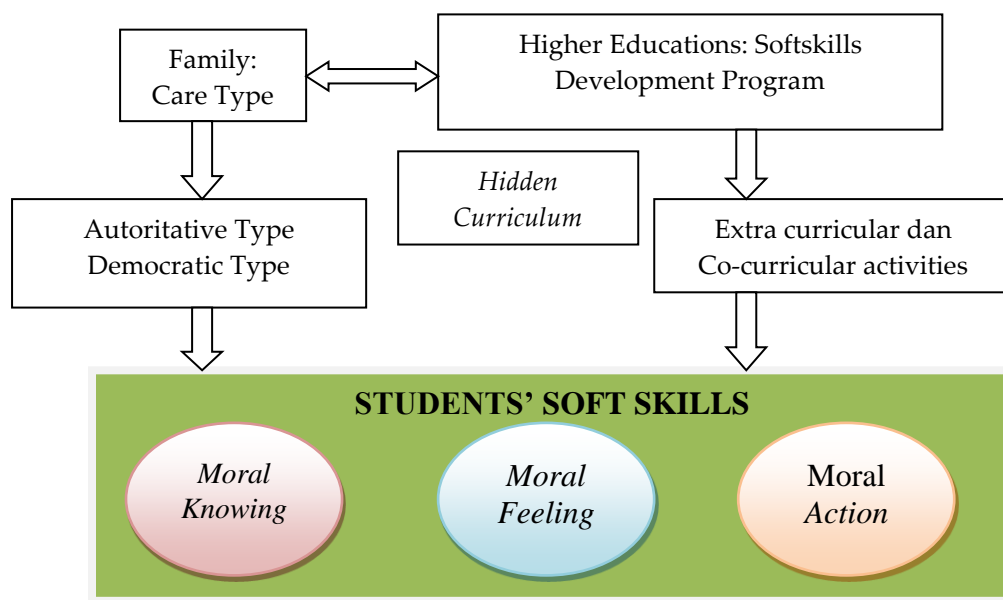


Figure 2. Soft Skill Development in Learning

Based on research conducted by the UK, America and Canada, 23 attributes of soft skills are dominant in the workplace. The 23 attributes are sorted by priority of interest in the world of work, namely (Muqowim, 2012):

- | | |
|--------------------------|----------------------|
| 1. Initiative | 13. Self-management |
| 2. Ethics/integrity | 14. Solving problems |
| 3. Think critically | 15. Can summarize |
| 4. Willingness to learn | 16. Cooperative |
| 5. Commitment | 17. Flexibility |
| 6. Motivation | 18. Teamwork |
| 7. Passionate | 19. Independent |
| 8. Reliable | 20. Listening |
| 9. Verbal communication | 21. Tough |
| 10. Creative | 22. Logical argument |
| 11. Analytical skills | 23. Time management |
| 12. Can cope with stress | |

Source: Center for Entrepreneurship Education and Development, 2016

Product Validity The soft skill assessment instrument model for economic education students is required in this study before being used in and applied by students of the economics study program. The results of the recapitulation of the product feasibility level of the soft skill assessment instrument model reached 86.25%. The percentage shows that the soft skills assessment instrument model is in very good criteria and can be used by economic education students. The suitability sees the validity of the results of the small group test and product test using the soft skill instrument model of economics students. In the implementation of the field test, the researcher also faced obstacles, namely inviting students to be completely honest in working on the instrument. However, with a good approach to students, researchers can overcome these problems. Thus the results of this field test are completely reliable.

4. CONCLUSION

Based on the findings and deliberations conducted, it is evident that the assessment instrument model for evaluating soft skills among students in the field of economic education requires validation prior to its implementation and utilisation by economics students. The findings from the evaluation of the feasibility of the soft skill assessment instrument model indicate a score of 86.25%. The data indicates that the soft skills assessment instrument model meets the requirements for excellence and is suitable for implementation among students studying economic education. The validity of the study is determined by assessing the appropriateness of the outcomes obtained from the small group test and product test, which were conducted using the soft skill instrument model on a sample of economics students.

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