

## THE SOFT SKILL MASTERY BASED ON CLASS LEVEL EQUAL TO THE QUALIFICATION REQUIREMENTS OF A WORKPLACE

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**Abstract:** This study aims to find out the relevance of the soft skills of SMK graduates following the demands of the world of work, by knowing the description of the amount of soft skill mastery based on the grade level, the relevance of the mastery to graduates in the world of work, and the amount of soft skill learning contribution to graduates which has worked. The method used is descriptive quantitative with descriptive analysis techniques, correlation, and regression tests. The study results were obtained using SPSS software and then summarized in the form of a table presentation. The results showed that the amount of soft skill mastery of students at SMK Negeri 4 Banjarmasin for class X was 26,2143%, class XI was 27,3669%, and class XII was 27,8821%. From this mastery, there is a relevance of learning soft skills in schools with soft skills in the world of work on the indicators of entrepreneurship at SMK Negeri 4 Banjarmasin with a Fcount of 6.576 > Ftable of 2.79, then simultaneously soft skills in schools are relevant to soft skills in the world of work. with a contribution of 27.9%, while the rest (72.1%) is influenced by other variables outside the study.

**Keywords:** soft skill mastery, grade level, learning, relevance, work

### INTRODUCTION

Learning in schools must be following the demands of abilities in the world of work so that graduates from these schools can be absorbed by fields of work that are following the skills possessed by students (Andang, 2014; Haryati, 2013; Ramayulis, 2013). Therefore, it is necessary to have appropriate learning between competency provision in schools and competency needs in the world of work (Susanto, 2013; Sumantri, 2015; Samani, 2014; Rusman, 2013). It follows the statements of Schon and Argyris (2002) in double-loop learning, where learning can encourage changes in the application of theories, such as assumptions and strategies. So that students can have the competence to enter the world of work and industry.

Vocational High School (SMK) aims to create competent graduates in various fields so they can be absorbed in the world of work (Sutrisno, 2013; Rusdiana, 2014; Putrifani, 2014). This is following the position of SMK which is a sub-section of the National Education System, which has the priority to educate and develop students so that they can have expertise competencies following their fields (Suyaman, 2015; Suryana, 2013; Darmawan, 2014). Ideally, vocational high schools that are implemented for three years provide sufficient competence and knowledge to students so that they can be absorbed by the world of work (Eka, 2017; Fitriyaningsih, 2015). However, these expectations are contrary to unemployment data based on education level published by the official national statistics news and the Central Statistics Agency of Banjarmasin City in 2019.

### MATERIALS AND METHODS

This research uses a quantitative descriptive type of research. Based on the SKKNI, SMK Curriculum, and PPK, indicators are made to make instruments. The instrument is then tested on its validity and reliability using factor test analysis. The results of the instrument test were then carried out with a description of the data using frequency distribution analysis. The results of the frequency distribution were then analyzed crosswise between class X, XI, and XII data, and graduates who were already working per research indicator. The data is then analyzed with a simple regression to find the contribution of each class to the soft skills possessed by graduates in the world of work. The population in this study was 1,409 students of SMK Negeri 4 Banjarmasin and 1,523 graduates with a sample of 302 students and 55 graduates. The data collection technique uses a questionnaire method consisting

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of six types of questionnaires that use a Likert scale.

## RESULTS AND DISCUSSION

The results showed that of the 302 students at SMK Negeri 4 Banjarmasin according to the recognition of students who were included in the high category, there were 89 class X students, or 86.4%, 79 class XI students, or 90.8%, and 100 class XII students or 89.3%, and students who had soft skills with low categories as many as 14 students from class X or 13.6%, 8 students of class XI or 9.2%, and students of class XII as many as 12 people or 10.7%.

Based on table 4,121, an  $F_{\text{count}}$  value of 6,576 >  $F_{\text{table}}$  of 2.79 was obtained. It means that simultaneously soft skills in schools have an effect on soft skills in the world of work with a contribution of the relevance of 27.9%, while the remaining 72.1% is influenced by other variables outside the study. The effective contribution of soft skills provided by education in schools to the soft skills possessed by graduates, class X has a mastery of 26.2143%, class XI has a mastery of 27.3669%, and class XII has a mastery of 27.8821%. While the relative contribution of soft skills provided by education in schools to the soft skills possessed by graduates, class X provides relevance as much as 94%, class XI gives relevance by 4%, and class XII gives relevance by 2%.

## CONCLUSION

The final results of this study show that there is a relevance between the soft skills possessed and the soft skills demanded in the world of work, namely in entrepreneurial indicators. The relevance contribution was obtained from learning in schools for 3 years with a contribution value of 27.9, while the other 72.1% was obtained from variables outside of learning in schools. Of the 27.9% contribution of soft skill mastery, the largest contribution was given by class X, which was 26.2143%. Class XI contributed 1.1526% so it had an increase in mastery to 27.3669%, and class XII contributed 0.5152% so it an increase in mastery to 27.8821%. It is necessary to strengthen learning in classes XI and XII to increase the contribution of soft skills mastery to graduates following the demands of the world.

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