

A Review of Soft-skill Needs in in Terms of Industry

S Prihatiningsih*

Technical and Vocational Education Studies Program, Graduate School of Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi 229 Bandung 40154, Jawa Barat, Indonesia.

*ucisricimahi@gmail.com

Abstract. World of work or industry requires a number of characters that are owned by employees working in work activities, it is intended that the industry can easily achieve business success through achievement indicators through the contributions of employees in work activities. For employees who are graduates of vocational education level, should this character have with him since they completed vocational education, but in fact the character is not fully owned by the students in learning in vocational, only 56.4% of characters / soft skills given in vocational learning, so that it becomes soft skill gaps vocational graduates with soft skills required by industry.

1. Introduction

Asean Economic Community (AEC) or the ASEAN Free Trade which has started since 2015 making goods, services and labor is getting easier for people passing in the ASEAN member countries. For Indonesian, this deal could be a double-edged sword. If processed properly, product and labor Indonesia has the potential to dominate the Southeast Asian market, otherwise if not ready to compete then Indonesia will be a market for other ASEAN member countries. This will certainly affect the labor conditions in Indonesia.

Working Conditions is a set of conditions or circumstances in the work of a company that is a place of work of the employees who work in that environment. What is meant here is the good working conditions that is comfortable and supportive workers to be able to carry out its activities properly [1]. Covering everything in the environment can affect the employee's performance, as well as safety and job security, temperature, ventilation, lighting, cleanliness and others.

Learning in vocational demanding process / activities that can bring the ability of learners to work competence appropriate to the world of work (DU / DI), this is in line with the purpose of establishing the SMK is to prepare students to enter the world of work in accordance with the field of expertise chosen by the participants learners and develop a professional attitude in certain professions [2].

Data by BPS of 2014 recorded the number of unemployed vocational school graduates more than 1.6 million people (17.26%) of 9.39 million. That condition is a misnomer because in the current government to continue to promote vocational education and building a new department for vocational but it turned out to be the largest contributor of educated unemployment in Indonesia. This phenomenon shows that secondary vocational school which is expected to be a bridge link and match was also not met expectations. High unemployment vocational graduates also showed that the level of relevance of vocational education with real life is still low. The other side does not absorb graduates,



most graduates of vocational schools in Indonesia are not only less able to adapt to the development of science and technology but also less able to develop himself and his career in the workplace [3].

Their weakness resulting vocational graduates are not absorbed in the world of work needs to be change in the quality of graduates of vocational orientation, during which only now oriented hard skill inclusion of elements indispensable development soft skill DU / DI. Needs for industrial in soft skills and soft skills to the role a person's success in life can be seen in the figure 1 below.

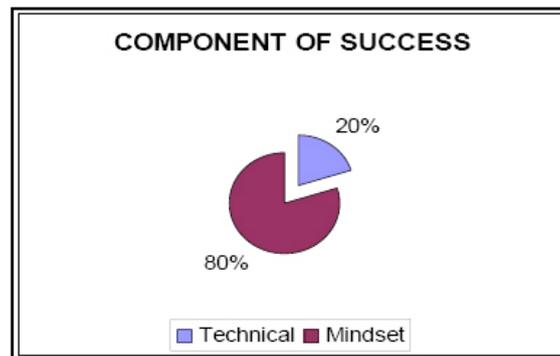


Figure 1. Ratio Requirement soft skill and hard skills in the world of work / industry [4].

Research and the actual facts on the ground show that soft skills have an important role in determining a person's success in the work. Hard skill is a minimum requirement for a person to enter certain occupations, while soft skill will determine development in the job. It is therefore education, including vocational challenge to integrate both kinds of components in an integrated manner and not biased to be able to prepare a complete human resources that have the ability to work and grow in the future [5].

The demands of the relevance of education to the world of work in a broad sense hinted need mastered a number of competencies that can be demonstrated while working. Vocational education is education that prepares graduates to master knowledge and competence for the field / department. Vocational graduates are not enough to master the hard skills alone, but also have to master the soft skills as support hard skill to be better able to work productively, and quality [6].

2. Methods

Soft skill the needs of industry in the conduct of business activities is obtained as a result of the research study using a qualitative approach in the form of descriptive research using soft skill analysis of a part of the world of work and the phenomenon results from empirical observation on labor vocational graduates. The implications of this research are expected to be a contribution to learning in SMK [7]. The research process begins with a preliminary study to obtain a correlation between soft skills needs in the workforce with vocational learning.

Research continued to conduct a survey in the form of observations in the field of electronics industry in the production and technical section which refers to the key success factors in a career in the field of electronics, especially the working positions are grouped in soft skills [8]. This component will be grouped to obtain fulfillment of priority, so that will be a proposal for strengthening the components soft skill on learning in SMK. These results become in learning in vocational orientation which is used as the location of research examining the learning process.

The next stage in the research is to conduct a survey to teachers organize learning related to vocational education, in the form of data collection to get the phenomenon soft skill in learning in vocational preparation to enter the job / industry.

3. Results and Discussion

Research the number of personnel and the technical part of the production of industrial electronics field indicates a number of data including (see table 1):

Table 1. Softskill some personnel and the technical in company.

No	Industrial Soft skill	Dominance Results
1	The need of English Communication Skill in a company	SS 59.2%
2	Honesty needs n Attitudes Behaviour	SS 89.1%
3	Needs Sense of Responsibility Employees	SS 82.2%
4	Discipline needs time	SS 64.6%
5	Needs Teamwork	SS 75.9%
6	Needs Work Safely	SS 54.1%
7	Creative needs in Problems Solving	SS 66.1%
8	High Commitment needs in Keeping Promises	SS 65.3%
9	Needs Capabilities Managing Information	S 53.4%
10	Needs Ethics and Morals in Words and Deeds as Norma Employees	SS 64.9%
11	Organize yourself needs well in work	SS 55.5%
12	Spirit of needs of work	S 49.7%
13	In deference to the needs of older people as a culture of employee	S 47.4%
14	The need toughness in work	SS 54.9%
15	Needs to Overcome Stress	SS 46.8%
16	Needs of Self Work	S 36.8%
17	Concern for the needs of others	SS 51.1%
18	Needs Easily receive input	S 55.2%
19	Care needs to clean environment	SS 71.1%
20	Troubleshooting Needs at Work	SS 54.9%

Research into the effect of soft skills in teaching vocational students generate the following data (see table 2):

Table 2. Soft skill toward the teaching and learning activity in Vocational School.

No	Students Soft Skill Conditions	Dominance Results
1	Honesty state and Attitude Behavior in Learning	S 57.1%
2	The state of moral ethics in word and deed	S 60.3%
3	High state in keeping promises	S 58,4 %
4	Discipline state time in learning	S 53.2 %
5	Sense of Responsibility circumstances	53.8 %
6	Safe Working state	S 57.1 %
7	Circumstances ability Communicate in Learning	S 62.3 %
8	Circumstances Have respect	S 48.7 %
9	Creative attitude and state of mind Many	S 64.5 %
10	The state of Information Management	S 68.8%
11	State responsibility / persistent in learning	S 26.9 %
12	Concern for the state of others	S 57.1%
13	Set yourself up with good state	S 60.3 %
14	Needs Easily receive input	S 64.9 %
15	Morale in the state of learning	S 61.5 %
16	Circumstances Able to cope with stress	S 58.4 %
17	Concerned about the state of the environment	S 51.9 %
18	Able state of Troubleshooting	S 56.4 %

Source: [9].

4. Conclusions

By comparing the condition of soft skills in vocational students in learning with the needs soft skill the world of work / industry on the research data, obtained the data that the number of targets soft skill the orientation of industry in conducting its activities had not fully met by learning at SMK. The gap soft skill must be loaded in learning in vocational include personal ability to communicate, honest, responsible, disciplined, working, job security, the ability of problem solving, commitment, manage information, ethics, self-management, passion, respect, toughness in work, overcoming stress, open and concerned [10]. In the vocational learning is very important to be submitted regarding the fulfillment indicator soft skill world of work / industry, it is intended that graduates of vocational competence can have a good working either on fulfillment of the components of Knowledge, Skills and Attitudes work.

References

- [1] Kuppermann M, Lubeck D P, Mazonson P D, Patrick D L, Stewart A L, Buesching D P, and Filer S K 1995 Sleep problems and their correlates in a working population *Journal of General Internal Medicine* **10**(1) pp 25-32.
- [2] Gillard S 2009 Soft skills and technical expertise of effective project managers *Issues in informing science & information technology* **6**.

- [3] Badan Pusat Statistik 2015 Dalam [http://bps. go. id/](http://bps.go.id/) (diakses 14 Januari 2015).
- [4] Thomas J N, James M C, and Paul B B 1999 *Lessons from the top: The search for America's best business leaders*. (Broadway Business).
- [5] Sharma M 2009 How Important Are Soft Skills from the Recruiter's Perspective *ICFAI Journal of Soft Skills* **3**(2).
- [6] McCale C 2008 It's Hard Work Learning Soft Skills: Can Client Based Projects Teach the Soft Skills Students Need and Employers Want? *Journal of Effective Teaching* **8**(2) pp 50-60.
- [7] Id. wikipedia, Qualitative Research, 2017
- [8] Creswell J W 2013 *Research design: Qualitative, quantitative, and mixed methods approaches* (Sage publications).
- [9] Suryanto D, Kamdi W, and Sutrisno S 2014 Relevansi Soft Skill yang Dibutuhkan Dunia Usaha/Industri dengan yang Dibelajarkan di Sekolah Menengah Kejuruan *Teknologi dan Kejuruan* **36**(2).
- [10] Tulgan B 2015 *Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today's Young Talent*. (John Wiley & Sons).