



Soft skill formation: As a role character on ethical values and performance

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Abstract

Formation to build character in the digital era in the world of education through the development of ethical values and performance supports to form the foundation of individual characters expected. Developments in the digital era influence individual lifestyles and patterns of relationships so as to form a new paradigm for helping human needs in carrying out the duties and expectations. The purpose of building character, besides having benefits, also has a negative impact that can be described in the attitudes and behavior of individuals, which results in demoralization. The method is used in building individual character that balance the mind / creativity, feeling / sense of, and willingness / intention in executing their daily duties. The result is an imbalance in the event of them carrying out daily activities using irrational thoughts, dishonesty, irresponsibility and without a good work ethic. In learning how to cope with the character, education should play an active role in shaping the students to have a good character, capable of being honest, responsible, disciplined, passionate and creative while having communication skills to achieve success both socially and professionally that is aligned with fast and sophisticated technological development. The researchers develop their conclusion as a follow up to the results of studies showing that the majority of individuals in carrying out their daily activities use excessive feelings almost always resulting in an imbalance between thought, feeling and will.

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Introduction

In the digital era with the sophistication of science and the technological development, character building is striving to improve the quality of human resources through the development of ethical values and performance support to form the foundation for the individual characters. It is expected that graduates have a high quality hard as well as soft skills. Basically everyone who own soft skills at different levels is influenced by the habits of thought, speech, action and behavior, while development is done through training and learning. Soft skills are communication, language, mannerisms, ethical moral and spiritual skills needed by students who want to succeed socially and professionally. Sailah (2006) says research conducted by the UK, USA and Canada bring to light some attributes of soft skills that dominates employment, and is sorted by priority of interest in the world of work, namely initiative, ethics, critical thinking, willingness to learn, commitment, motivation, passion, reliability, oral communication, creativity, analytical abilities, ability to cope with stress, self-management, problem solving, co-operation, flexibility, teamwork, self-support, listening, toughness, logical argument, and time management (Sucipta, 2009).

They consider soft skills learning is identical with the formation of character (character building), as education experts say that the learning process should incorporate learning character building. Elfindri (2010) show that successful learning in higher education is seen from the IP (Performance Index), the time to undergo education and work undertaken by students. This is a quantitative measure and lecturers are often stuck in this paradigm. Students should have good

morals, understanding and ability to implement the universal values that exist within them, because the hard work is not only of learning but how to pass a hurdle with a nice landing (not only from parents but also from educators).

Based on the above facts in the era of development and hope that the students have the benefit of a higher level of soft skills balanced with hard skill for success in relationships and career. The writer wanted to know the extent to which learning soft skills in efforts to establish the character of students play an active role. Are the lecturers implementing knowledge of soft skills in teaching and learning in the classroom? Whether students are developing their soft skills in the learning process in the classroom and outside so that they are able to be honest, responsible, disciplined, cooperative with good communication skills within the sphere of family, community and workplace.

Method

Methods of applying soft skills is not easy as it requires to be patient, always improving how one should be between one phase to the next one in improvement of learning, continuously reviewing the process of understanding and applying small improvements methodically. With description and illustration on how the growing process of Soft Skills in education resulted in the optimization of talent and potential where already established formats were present to drive to their talents, the student will be able to actualize themselves in the community (Baron, 2006). Soft skills related to emotional intelligence refer to the understanding of one's self and the others, the



ability to relate, to adapt quickly and be more successful in dealing with environmental demands.

Soft and hard skills should be held together to resolve the clash of civilizations and for success in life. In a survey conducted by the National Association Of Colleges and Employers, the qualities expected of college graduates in the world of work (score) are the ability to communicate (4.69), honesty / integrity (4.59), the ability to work together (4.54), interpersonal skills (4.5), a good work ethic (4.46), motivation / initiative (4.42), adaptive attitude (4, 41), analytical ability (4.36), the knowledge of computers (4.21), organizational skills (4.05), detail oriented, (4), the ability to lead (3.97), confidence (3.95), Play-friendly (3.65), polite / ethical (3.52), wise (3.75), IP > 3 (3.68), creative (3.59), humorous (3.25) and the ability to be an entrepreneur (3.23) (Sucipta, 2009).

Result

Purnama (2000) says the college is undertaking acquisition and generates the expertise in the science that can be practiced and used on a career and all courses in higher education as a requirement fundamental to many professions, requiring the responsibility that students can apply their knowledge by understanding how their work can be linked to and synergized with more scope and values in their lives that are under construction.

The steps to be followed are: 1) develop competencies to be achieved by students, 2) passing through each learning session, soft skills that will be produced, 3) formulate how learning to grow their soft skills is expected, 4) planned operational methods for each teaching session, 5) observations of the student in order to see before and after results to see a real difference, 6) review the results of trials for improvement Educators should be able to explore all the potential of soft skills possessed by students and find the right strategies and approaches to implement the hard skills-based soft skills. With sincere capital and a strong belief that "if there is a will there is a way" they must continue to provide encouragement and motivation so that students can have the determination to improve their quality of soft and hard skills.

In this case, the lecturer serves as a planner, facilitator, moderator and evaluator to determine, explain the truth and non truth submitted by students. Educators should be a model mastery of soft skills and should apply them in the learning process associated with everyday life. In addition to providing examples, educators must also provide intensive guidance. Providing the proper motivation is a task that is quite demanding, but when done with pleasure, will yield results. Gradually the students will show an improvement in soft skills.

Discussion

Educators must incorporate high awareness into learning soft and hard skills. soft skills should be comprised of any skill that must be mastered by all students in the learning material. Next is the determination of the teaching methods used, and how to evaluate it. For example, oral and written communication skills are receptive and productive and this skill can be taught in learning. Before face-to-face teaching, students should be asked to read and write a summary of the learning materials from the source books that have been prescribed, then face to face session be conducted where one student is to describe to the class in his own language while other students listen and respond accordingly.

Sucipta argued that Neff and Citrin (1999) in the book *Lessons From the Top* it is written that the from results of interviews of people who are successful in a variety of professions, there are 10 tips extracted for success namely; 1) emotional intelligence that includes passion, 2) Intelligence Quotient thinking (IQ) ability to calculate, design, insight, spacious model making and critical, 3) the ability to communicate in developing realtionships / improve themselves and develop others , 4) health and energy including maintenance of physical stamina, 5) spiritual intelligence useful for general welfare and rescue as many people as possible and not make other people

suffer, 6) creative, innovative, 7) humble, 8) positive attitude, 9) live in a harmonious family, 10) and do the right thing with focus. Of the 10 indicators of success as a holistic intelligence summarized, 8 are the soft skills and 2 are hard skills. Quantitatively the soft skills that are essential to a person.

Application of soft skills attributes needs to be done, for example, working on the presentation, a discussion group or to role play with the aim to hone the intelligence of communication and working together. Sucipta (2009) say importance of life skills in all professions in everyday life is undeniable, because people are always faced with life's problems and try to solve them by variety of means and circumstances that can be utilized. We realize that despite the development of technology and information at a rapid pace still in reality the business world is facing problems related to soft skills that are associated with human relationships, such as how to conduct conflict resolution, understanding the dynamics of individual and negotiations (Sucipta, 2009).

Conclusion

In Universities in Indonesia, more advanced the academic activities (SMEs), the more well-known universities are through student achievement as these activities have been conducted since the first half so that the habit of working hard and challenging habits of communicating with other parties become a familiar activity with these extracurricular activities. 1, the University should have an understanding that the extra-curricular activities is a very important activity with other academic activities. 2, Management compile rules and regulations to guarantee the growth of the soft skills of students with financing for activities. 3, Design extracurricular activities for developing talents and interests of students while stimulating various domains that must be explored. 4. after getting the data from interviews, observations and questionnaires, it must be classified, analyzed and relevant deductions be made to answer the problem and be adapted to the theory.

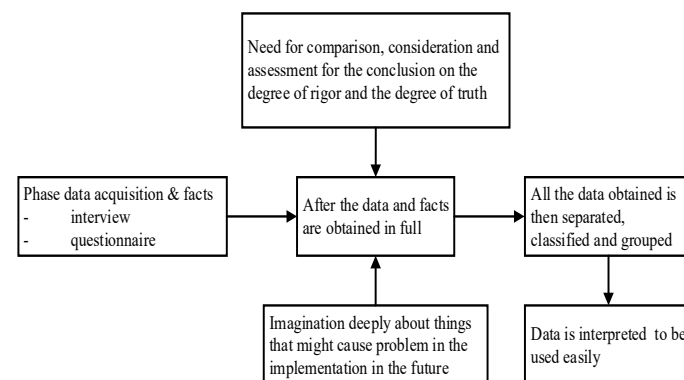


Fig. 1: Name the Fig

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