SOFT_SKILLS_COMPETENCY_ANALYSIS

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Soft Skills Competency Analysis of Prospective Teacher Students: Self Assessment Profile Review

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ABSTRACT.
Soft Skills Competency Analysis of Teacher Prospective Students: Self Assessment Profile Review. This study describes how big the soft skills competency profile of prospective teacher students is taken from three study programs. The number of students who filled out the questionnaire was 55 people, who came from three study programs, namely Elementary School Teacher Education, Pancasila and Citizenship Education, and Mathematics Education. . This study uses a quantitative design through a survey approach with research subjects 55 prospective teacher students consisting of 44 women and 11 men from three study programs taken purposively. Based on the results of data analysis, the results of this study indicate that the five components of soft skills, namely strategic skills, communication skills, interaction skills, psychological emotional abilities, and spiritual abilities have been mastered well. This is evidenced by the results of the analysis of the soft skills competency profile that 53.5% of students often carry out positive activities that lead to the formation of soft skills, 24% of students always carry out positive activities that lead to the formation of soft skills, and 21% sometimes do activities positive, and 1.5% have never carried out positive activities that lead to the formation of soft skills. This can be interpreted that the soft skills competence of prospective teacher students is already 77.5% able to master the components of the formation of soft skills comprehensively and simultaneously.

Keywords: competency, soft skills, teacher prospective students

1. INTRODUCTION

To grow soft skills in the world of education, it can be done with three strategies, namely: 1) designing soft skills competencies to be included in the learning curriculum; 2) develop student soft skills activities and activities, both on campus and in the family environment; and 3) develop soft skills in extracurricular activities outside of lectures. In this regard, the Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta has attempted to develop the soft skills competencies of prospective teacher students which are explicitly stated in the vision and mission of FKIP. FKIP's vision is that by 2043 FKIP UPY will become an excellent faculty, producing graduates who are devoted, competitive, professional, innovative, have national commitments, and have a global perspective, while FKIP's mission is 1) to develop effective, efficient, transparent and effective faculty governance. accountable for creating a healthy, autonomous, and highly competitive organization; 2) optimizing the utilization of available resources to support the implementation of academic and/or professional education in order to produce educational graduates who are pious, professional, innovative, have national commitments and have a global perspective; 3) optimize the utilization of available resources to support the implementation of research activities to develop science, technology, and art; and 4) optimizing the utilization of

available resources to support the implementation of community service activities to realize the welfare of mankind.

In order to develop student soft skills, FKIP UPY has developed a student competency-based IQF curriculum that leads to the formation of superior characters, which is accompanied by student-centered learning as the subject of learning. Learning is not only oriented to the development of hard skills but also to the development of comprehensive soft skills. This is stated in the principle of curriculum development for study programs with five principles, namely 1) character development; 2) student orientation; 3) internationalization competence; 4) continuity, relevance, responsiveness, responsiveness; 5) flexibility, 6) diverse and integrated. Soft skill development can also be interpreted as a form of communication and interaction skills related to attitudes, beliefs, dispositions and traits, as well as positive values in a person [1]. The development of soft skill dimensions complements other requirements in one's performance, such as task and contextual skills on hard skills [2].

Every new academic year, the University always organizes strengthening of soft skills for prospective new students, so that after entering the lecture process, they are already familiar with the values of soft skills that must be mastered. Soft skills refer to good personality, social skills, effective communication, politeness, and tolerance to support hard skills [3]. This is a form of logical consequence, that FKIP UPY develops superior and slick characters through the development of soft skills, which is also stated in the faculty's five-year strategic plan.

The explanation above shows that universities, especially the Faculty of Teacher Training and Education, UPY are consistent in developing soft skills competencies, especially for prospective teachers, so that in the future they are ready and able to compete with graduates from other universities in the struggle for market share in the world of education. For this reason, a more effective soft skill training strategy is needed, in preparation for entering the world of work which is full of competition [4]. In addition, universities are strategic places in developing superior character (soft skills) of students because they can be integrated in the learning process or lectures organized by the lecturers of each subject. In addition, the learning curriculum for prospective teacher students must be able to provide some conceptual knowledge and skills and soft skills in addition to hard skills, so that the development of the teaching profession is successful[5]. Such is the importance of soft skills for determining performance awards without any gender differences, so their development still boils down to education [6].

In the lecture process, lecturers can develop soft skill competencies through various strategies. The right strategy in choosing the context of soft skills that is developed will certainly have a positive impact on the process and achievement of the soft skills competencies of students.

This explanation is strengthened by the explanation, that there are four components that make up soft skills, namely the components of strategic ability, communication ability, interaction ability, and psychological ability. In lecture practice, of course, lecturers can prioritize which abilities need to be strengthened in soft skills, because all of these four abilities must be balanced and optimal. The more soft skills training that is integrated into learning, through the involvement of prospective teacher students, graduates will be successful in their future [7]. Soft skills training also provides students with a strong practical orientation and helps them to build and improve their skills in communication, effective use of English, world of work correspondence, presentations, team building, leadership, time management, group discussions, interviewing and interpersonal skills [8]. The new dimension views soft skills as a substitute for technical knowledge and really needs to be introduced to prospective teacher students through behavioral skill training, discipline, development of good attitudes.[9]. The importance of soft skills is in accordance with the findings of Bacolod and Blum (2008), which suggests that there is a significant correlation between cognitive competence and soft skills where both complement each other [10]. Various studies that have been carried out by experts show that soft skills have a strategic role in determining a person's success in his work. Therefore, the integration of hard skills and soft skills is very much needed in preparing prospective teachers with various efforts including formal education that must be carried out [11]

In this regard, suggest that there are 19 skills needed in the job market which are sorted according to the required ranking, namely communication, honesty/integrity, cooperation, interpersonal, good work ethic, motivation, adaptability, analytical, computer, organization, detail orientation, leadership, confident, polite, wise, achievement index, creative, humorous, ability, and entrepreneurship. To teach soft skills to students, it is necessary to introduce technical training programs, creating good communication through emphasizing the importance of soft skills for graduate outcomes, which are handled by a special team that works well together for more effective results [7].

The description above shows that soft skills competence is needed in the competition to find work. However, the achievement index as something to be proud of, occupies the 16th position and is still dominated by other soft skills competencies. This is what needs to be analyzed to what extent the soft skills competency profile is good in terms of how students assess themselves related to the soft skills competencies they master. Strengthening soft skills as an aspect of general skills that includes non-academic skills as well as leadership, teamwork, communication, and lifelong learning must be embedded in the syllabus taught in lectures [12]. The important thing that needs to be underlined is that soft skills are able to predict success in

life, produce success itself, and soft skills improvement programs have priority in effective portfolio assessment [13].

2. MATERIALS AND METHODS

This study used a limited survey approach to prospective teacher students at the Faculty of Teacher Training and Education, PGRI Yogyakarta University, a total of 55 students from three study programs, namely Elementary School Teacher Education, Pancasila and Citizenship Education, and Mathematics Education which were taken 24 posively. Collecting data using questionnaires, observations, and interviews. While the data analysis technique used is quantitative and qualitative descriptive analysis.

3. RESULTS AND DISCUSSION

3.1. Soft Skills Profile Based on Self Assessment Analysis

This study analyzes how big the soft skills competency profile of prospective teacher students is taken from three study programs. 55 students who filled out the questionnaire, came from three study programs, namely Elementary School Teacher Education, Pancasila and Citizenship Education, and Mathematics Education. The description of the data can be presented below.

TABLE 1. Profile of Prospective Teacher Student Data

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	44	80.0	80.0	80.0
Male	11	20.0	20.0	100.0
Total	**55**	**100.0**	**100.0**	

Based on Table 1, it can be seen that the number of prospective teacher students who filled out the questionnaire was 44 women with a percentage of 80%, and 11 men with a percentage of 20% of the total 55 students. Meanwhile, in terms of age, the description of 55 students is presented below.

TABLE 2. Age Group of Prospective Teacher Students

	Frequency	Percent	Valid Percent	Cumulative Percent
17	1	1.8	1.8	1.8
18	4	7.3	7.3	9.1
19	14	25.5	25.5	34.5
20	12	21.8	21.8	56.4
21	17	30.9	30.9	87.3
22	4	7.3	7.3	94.5
23	2	3.6	3.6	98.2
14	1	1.8	1.8	100.0
Total	**55**	**100.0**	**100.0**	

Based on Table 2. it can be seen that the average age of teacher candidate students who filled out the questionnaire was 21 years old with a percentage of 30.9% and occupied the largest portion. Meanwhile, when viewed from the work experience of prospective teacher students, it can be described as follows.

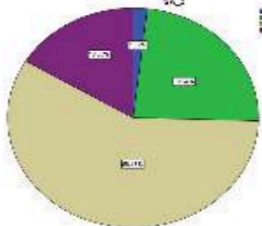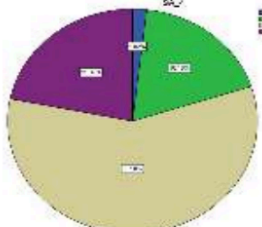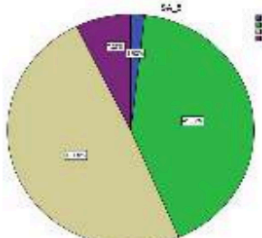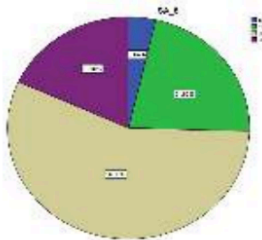**TABLE 3. Work Experience of Prospective Teacher Students**

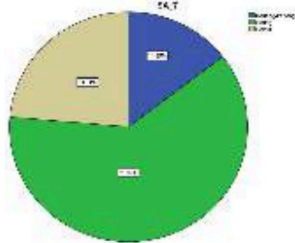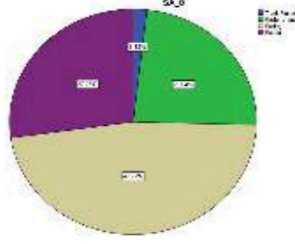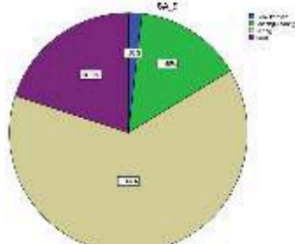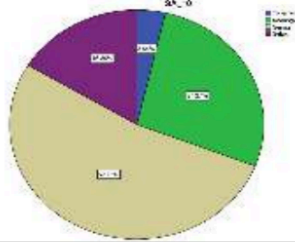|	Frequency	Percent	Valid Percent	Cumulative Percent
Already	15	27.3	27.3	27.3
Not yet	40	72.7	72.7	100.0
Total	55	100.0	100.0	

Based on Table 3, it can be seen that as many as 27.3% of prospective teacher students already have work experience and as many as 72.7% of students do not have work experience. This certainly affects the soft skills competence of prospective teacher students in facing the upcoming job market competition. The results of the soft skills competency analysis in terms of the self-assessment profile can be described below.

TABLE 4. Self Assessment Soft Skills Profile of Prospective Teacher Students

No.	Statement	Analysis Results
1	I can organize in my mind what needs to be said	
2	I can explain what is conveyed with a coherent logic of thinking	

3	I can use words that make other people understand my speech	
4	I can express the intent and purpose well	
5	I am able to remember everything the other person says	
6	I speak only about things that are certain to be true	

7	I speak according to the required information	
8	I can find topics of conversation that make the other person feel comfortable	
9	I can pick up the topic of conversation according to the place of conversation	
10	I can be responsive to the use of the language the other person wants to use	

11	I can change the language style according to the other person's language style	
12	I have a good opinion of other people's actions	
13	I can understand that everyone is basically good	
14	I carry out worship consciously as a human obligation	

| 15 | I like to help other people who need help with pleasure | |

Based on the soft skills competency profile of prospective teacher students described in the diagram above, it can be clearly described in the following table which is an overall description based on the acquisition of h level of choice on the questionnaire that has been done by prospective teacher students. The description of the recapitulation of the analysis results can be presented below.

TABLE 5. Recapitulation of Self Assessment Soft Skills Analysis Results
Teacher Prospective Students

No. Item	Answer Choices				Total (%)
	Never (%)	Sometimes (%)	Often (%)	Always (%)	
1	1,82	20,00	63,64	14,55	100
2	1,82	49,09	58,18	5,45	100
3	1,82	23,64	58,18	16,36	100
4	1,82	18,18	58,16	21,82	100
5	1,82	41,82	49,09	7,27	100
6	3,64	21,82	56,36	18,18	100
7	0	14,55	61,82	23,64	100
8	1,82	23,64	47,27	27,27	100
9	1,82	14,55	63,64	20,00	100
10	3,64	27,27	52,73	16,36	100
11	3,64	23,64	47,27	25,45	100
12	0	16,36	50,91	32,73	100
13	0	12,73	54,55	32,73	100
14	0	9,09	36,36	54,55	100
15	0	3,64	45,45	50,91	100
Total (%) :	23,66	320,02	803,61	367,27	--
Average:	1,5	21,00	53,5	24,00	100

Observing the results of the analysis of the soft skills profile of prospective teacher students above, it can be obtained an overview of the competencies that have been mastered by students. The results of the analysis show that the soft skills competencies mastered by prospective teacher students tend to lead to level 3, which is often doing activities that lead to soft skills competencies with a percentage of 53.5%, while the choice of level 1 (never) is 1.5%, level 2 options (sometimes) by 21.00%, and level 4 options (always) by 24.00%.

4. DISCUSSION

Soft skills development still needs to be implemented in higher education, especially for prospective teacher students, who will enter the competition for job opportunities in the future. It is very good if the development of soft skills is included in the curriculum developed by each study program, so that the preparation for mastering soft skills competencies has been carried out from an early age. The important thing that really needs to be emphasized is the commitment of lecturers and students in developing and mastering soft skills competencies in the learning process. As input, it is necessary to have a policy from the institutional leadership to include soft skills as an inseparable part of the curriculum and the need for in-depth studies to follow up the development of the institution as a pioneer in implementing soft skills integrated with lectures [14]. Soft skills development is the most important step in developing the character of prospective teachers. This development starts from the start of the lecture process

until the end of the lecture, to equip prospective teachers with some soft skills in preparation for entering the competitive world of work [15]. Character education and strengthening of soft skills as an effort to prepare individual teacher candidates to answer and respond to increasingly difficult future challenges, so this needs to be prepared as early as possible through optimal lectures and training [16]. To develop soft skills in the corridor of character education, several strategies can be carried out, including: 1) creating new courses, 2) integrating them into the curriculum, 3) inclusion as a subject, 4) through an informal curriculum approach [17].

5. CONCLUSION

Based on the results of data analysis, it can be concluded that the five components of soft skills, namely strategic skills, communication skills, interaction skills, psychological emotional abilities, and spiritual abilities have been mastered well. This is evidenced by the results of the analysis of the soft skills competency profile that 53.5% of students often carry out positive activities that lead to the formation of soft skills, while the remaining 24% of students always carry out positive activities that lead to the formation of soft skills, and 21% sometimes , and 1.5% have never carried out positive activities that lead to the formation of soft skills. This can be interpreted that the soft skills competence of prospective teacher students is already 77.5% able to master the components of the formation of soft skills comprehensively and simultaneously.

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