

The Soft Skill Model Based On Emotional Intelligence In Taruna Polytechnic of Shipping Science Semarang

Sintha Yuar Ningga^{1✉}, Rusdarti², Tri Suminar²

¹ Sailing Science Polytechnic Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

Learning soft skills as part of efforts to establish a professional attitude. Soft skills are skills that is done by non-technical, that is not shaped or invisible form. These soft skills can be regarded as personal and inter-personal skills at cadets in PIP Semarang to develop theirselves in the course of work or activities. This study aims to (1) analyze the impact of character education and parenting on emotional intelligence (2) analyze the impact of character education and upbringing of the soft skills through emotional intelligence (3) analyze the effect of the soft skills towards emotional intelligence on Politektik Youth Sailing Science Semarang. This study is used a quantitative approach, the entire study population cadets PIP Semarang numbering 1. 189 cadets. The sample size is 175 cadets of PIP Semarang. The data used are primary data, the data captured by the questionnaire that has been tested for validity and reliability. Analysis of data using path analysis and Sobel test to determine mediasi. Hasil variables showed that (1) the impact of character education and parenting on emotional intelligence was positively and significantly, with Sig 0.000 < 0.05, (2) the impact of character education and parenting against the soft skills through emotional intelligence, either directly or indirectly is positive and significant, (3) the effect of the soft skills of emotional intelligence by 20.43%, a positive and significant effect on PIP Semarang.

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✉ Correspondence Address:
 Jl. Singosari No. 2 A Semarang, Indonesia
 E-mail: sintha.yuar.ningga16@students.unnes.ac.id

INTRODUCTION

PIP Semarang is part of higher education where the same task that educate and train cadets in the field of shipping and the harbor cruise officers and experts of the Navy / harbor to meet the needs of the naval fleet nationally and internationally. Mission PIP Semarang Providing educational services and training cruise that meets the quality standards of the National and International. While the objectives of education in the PIP is directed to materialize and terbinanya mental attitude, moral, and personality as PIP cadets who have a fighting value and strong leadership, mastery, breadth, and depth of science and technology, and skilled task.

The formation of the attitude required from the outset through the work of habituation processes are developed and aligned with the needs of learning. Soft skills is an ability, talent, or skill that is in every human being. Soft skills must also be accompanied by the hard skills, because we live must not only have high quality soft skills, but hard skill we need attention. By having a good hard skills, soft skills then need to be increased because merupakan a technical talent beyond the academic. Soft skills are skills that is done by non-technical, that is not shaped or invisible his form

soft skills a competence that is nontechnical refers to personality characteristics. It looks at a person's behavior, both when interacting in social situations, language, habits of self, or qualities necessary to support the optimistic behavior. Soft skills are as a person's ability to motivate yourself and use initiative, have an understanding of what is needed to be done and can be done well, useful for addressing minor issues that arise suddenly and continue to be able to survive if the problem has not been resolved (Grugulis, tt: 77; Hamida and Palupi, 2012). Soft skills is a personal power to change or to address labor issues. To improve one's soft skills can be developed through education, ie with character education and through the environment, ie with parenting (Muqowim,

2012; Mutaqin, 2014). Many factors influence a person's soft skills, in this study that the soft skills is determined by three factors: (1) education of character, (2) parenting and (3) emotional intelligence.

Character education is values education, character education, moral education, character education, which aims to develop the ability of cognitive, affective, and psychomotor someone to give a decision was bad, preserve what is good, and embodies goodness it in everyday life wholeheartedly (Mahfud, 2014). Implementation of character education is the mandate outlined in Act No. 20 of 2003 on National Education System in Article 3, which states that the national education serves to develop the ability and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation. Fuel Ts (2012) states that a character education has a relationship with emotional intelligence. With character education, it is expected that a person will become more emotionally intelligent. Correspondingly, Dodds (2016) also states that the character education can improve aspects of a person's emotional intelligence.

In addition to character education, parenting is also a factor that can affect one's soft skills. Parenting is an integral part of the process of achieving educational goals. Parenting is including an important external factor that can affect a person's belief. Caregivers or parents is the center of spiritual life for the individual and the beginning of the cause berkenalnya with the great outdoors, then each of the individual reactions and thoughts at a later influenced by the attitude of the caregiver or parent at the beginning of his life (Sriwulandari and Suratman, 2013). Parenting has an important role in encouraging or motivating individuals to excel. Parenting is a system or way of working to keep, care for, and educate the next generation (Mustaqim, 2001; Volunteers, 2017). Parenting can be defined as a pattern of interaction between children and caregivers which includes physical needs, (such as eating, drinking, etc.) and psychological (security, affection, and others), as well as socialization

norms prevailing in the society so that children can live in harmony with the environment (Zubaedi, 2011). Furthermore, Suryomentaram (2003: 158-172) states the importance of educating children to be able to think and understand things right, shows the real thing, educating children to love others and to educate children so happy at beautiful things. It thus affects the child's emotional intelligence. and others) and psychological (security, affection, and others), as well as socialization norms prevailing in the community so that children can live in harmony with the environment (Zubaedi, 2011). Furthermore, Suryomentaram (2003: 158-172) states the importance of educating children to be able to think and understand things right, shows the real thing, educating children to love others and to educate children so happy at beautiful things. It thus affects the child's emotional intelligence. and others) and psychological (security, affection, and others), as well as socialization norms prevailing in the community so that children can live in harmony with the environment (Zubaedi, 2011). Furthermore, Suryomentaram (2003: 158-172) states the importance of educating children to be able to think and understand things right, shows the real thing, educating children to love others and to educate children so happy at beautiful things. It thus affects the child's emotional intelligence. educate children to love others and to educate children so happy at beautiful things. It thus affects the child's emotional intelligence. educate children to love others and to educate children so happy at beautiful things. It thus affects the child's emotional intelligence.

Emotional intelligence is the other side of cognitive intelligence that plays a role in a person's activity (Goleman, 2009). Emotional intelligence can affect a person's ability, and behavior. research shows that there is a relationship between emotional intelligence and affective responses (Zuniga, 2007), and there is a relationship between emotional intelligence and adaptive ability of someone who is part of the soft skills (Saptoto, 2010). Correspondingly, Firdaos (2017) states that there is a significant

relationship between emotional intelligence and soft skills.

METHODS

The study design was quantitative, data used to support this research is primary data obtained through questionnaires that have been tested for validity and reliability. PIP Semarang student population numbering 1,189 cadets in cross section. The sample size number of 175 cadets. Analysis of data using path analysis to analyze the direct and indirect influence of independent variables on soft skills of cadets. Sobel test to determine the mediating variables.

RESULTS AND DISCUSSION

Effect of Character Education on Emotional Intelligence Taruna PIP Semarang

Effect of character education on emotional intelligence that is equal to 0.116 or 11.6%. This means that the direct influence of the emotional intelligence of character education at 11.6%. The analysis also prove significant, as can be seen from the t value equal to 5.045. Figures t proved to be greater than the value table $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or views of the significance value (Sig) 0,000 less than 0.05. The results of this study explains that the character education itself is an education that instills values and character to every cadet, which includes knowledge, awareness or volition, and actions to implement these values, both against God Almighty (YME), ourselves, others, environment, and nationality to become quality human moral. Character education is a thorough focus on education that not only makes each of their students become intelligent human being and achievement but making them as the perpetrator for a change in his own life, which in turn will donate a change in the social order of society becomes more just, good, and human. Relationship model character with emotional intelligence education is significant, it is indicated by the test value $t = 5.045$ is greater than t table with an alpha of 0.05 ($df = 171$) of

1.645. With the results of computer output Sig 0,000 less than the alpha ($\alpha = 0.05$), which means significant. Thus the character of the influence of emotional intelligence education partially is significant. The findings of this study that education affects the character of emotional intelligence is potif and significant cadets. The positive sign means that the better the education of character in the cultivation of character values to the cadets, then emotional intelligence will be increased in the same direction.

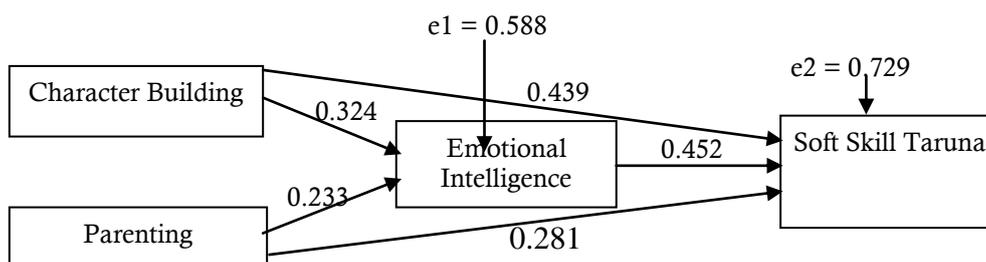
Effect of Emotional Intelligence Parenting against Midshipman PIP Semarang

Based on the results of multiple regression can be seen that terdapat positive influence on intelligence emisonal parenting youth that is equal to 0.076 or 7.60 at.%. This means that the direct influence of parenting on emotional quotient of 7.60%. The analysis also prove significant, as can be seen from the t value equal to 3.765 t figure proved to be greater than the table t = 1.645. Thus the hypothesis can be accepted, and reject the null hypothesis or views of the significance value (Sig) = 0.000 from 0.05. This illustrates the condition in accordance with the desired theory, namely that parenting is an attitude of caregivers to interact, guide, nurture, and educate foster children in everyday life in the hope of making a successful children live

their lives. Further described Casmini (2007), that parenting is how caregivers treat foster children, educate, guide, and discipline and protecting the foster care in achieving process maturity, up to the efforts to establish the norms expected by society in general. The research findings influence of parenting on emotional intelligence is a positive and significant impact. The positive sign means that the better parenting to the cadets, then emotional intelligence will be increased in the same direction. The research findings influence of parenting on emotional intelligence is a positive and significant impact. The positive sign means that the better parenting to the cadets, then emotional intelligence will be increased in the same direction. The research findings influence of parenting on emotional intelligence is a positive and significant impact. The positive sign means that the better parenting to the cadets, then emotional intelligence will be increased in the same direction.

Effect of Soft Skills Character Education to Youth Through Emotional Intelligence

The model results are keseluruhan structure can be described variable path analysis cadets with the soft skills of emotional intelligence as an intervening variable path analysis depicted in Figure 1 as follow.



Picture 1. Results Path Analysis Model with Emotional Intelligence Mediation Taruna

Based on the analysis path in Figure 1. The above education pengauhan character and pattern, either directly or indirectly to the soft skills, the indirect effect of all independent variables through emotional intelligence cadets. The following test results influence, either directly or indirectly, in accordance with the

path analysis model is a model of causality relationship between variables. The results of a detailed path analysis showed that the influence of character education and upbringing of the soft skills of cadets either directly or indirectly, influence indirectly through emotional

intelligence cadets. Model path analysis can be seen in Figure 2 below.

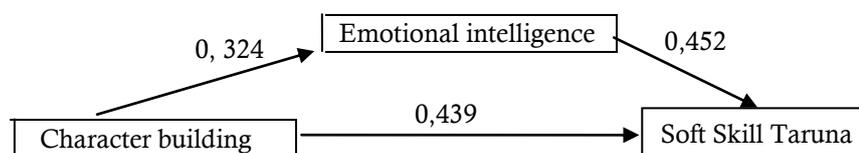


Figure 2. Test Strip Character Penidikan and Parenting towards Soft Skills Through Emotional Intelligence Taruna

Based on the test results of path analysis in Figure 2 above it can be seen that the direct and indirect effects of education through the character of the soft skills of emotional intelligence cadets as follows.

The direct effect = $(0.439) (0.439) = 0.1927$ or 19.27%

The indirect effect = $(0.324) (0.452) = 0.1464$ or 14.64%

Effect of total = **0.3391 or 33.91%**

The net effect of the soft skills of character education through emotional intelligence cadets showed a yield of 33.91% on Youth Sailing Science Polytechnic Semarang. The positive and significant influence, positif sign meaning if there is a change in all variables will be changes in skill soft cadets in the same direction.

Influence Parenting towards Soft Skills Through Emotional Intelligence

Results of testing the influence of both direct and indirect, direct and indirect effects of parenting on soft skills through emotional intelligence cadets in accordance with the existing path analysis model in Figure 3 model 1 lane with emotional intelligence cadets intervening variables. Causality relationship between variables to test the effect of parenting cadets to soft skills, either directly or indirectly, influence indirectly through emotional intelligence upbringing cadets. Model path analysis to test the fourth hypothesis can be seen in Figure 3 as follows.

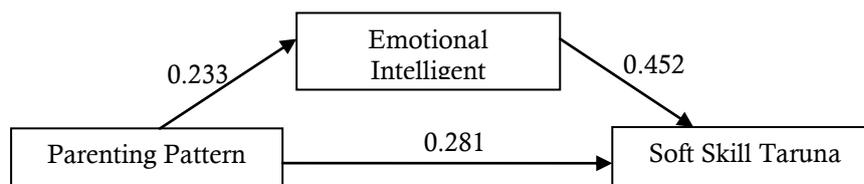


Figure 3. Test Strip to Soft Skill Parenting with Emotional Intelligence Taruna

The fourth hypothesis testing results based on test results of path analysis in Figure 3 above it can be seen directly influence parenting patterns on soft skills and the indirect effect of the soft skills of parenting through emotional intelligence as follows.

The direct effect = $(0.281) (0.281) = 0.0789$ or 7.89%

The indirect effect = $(0.233) (0.452) = 0.1053$ or 10.53%

Effect of total = 0.1852 or 18.42%

The net effect of the soft skills of parenting through emotional intelligence showed a yield of 18.42% on Youth Sailing Science Polytechnic Semarang. The positive and significant impact, positive sign means that if there is a change in all the variables will change the PIP skill soft Semarang cadets in the same direction. The findings of this study indicate that the result is positive and significant. Directions relationship marked positive meaning cadets parenting is better, it is increasing or better soft skills cadets. If there is a change in parenting and emotional intelligence will be changes in the soft skills in the same direction. The study's findings are consistent with research conducted by Sriwulandari and Suratman (2013) states that parenting significant effect on the confidence a person who is a behavior that shows confidence in the ability and self-assessment that often arise in various situations and produce superior performance. Good parenting can provide a solid foundation for the development of a person's emotions. Emotional intelligence is determined by good parenting, in turn, can improve the soft skills. Good parenting can provide a solid foundation for the development of a person's emotions. Emotional intelligence is determined by good parenting, in turn, can improve the soft skills. Good parenting can provide a solid foundation for the development of a person's emotions. Emotional intelligence is determined by good parenting, in turn, can improve the soft skills.

Emotional Intelligence Effect on Soft Skills

Based on the results of path analysis can be explained that there is a positive influence on the

soft skills of emotional intelligence that is equal to 0.204 or 20.4%. This means that the influence of emotional intelligence on the soft skills of the cadets by 20.4%. The analysis also prove significant, as can be seen from the t test value equal to 6.629. Figures t proved to be greater than the value table $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance (Sig = 0.000) less than 0.05. The influence of emotional intelligence to 20.4% of soft skills is a direct influence. Thus the effect of the soft skills of emotional intelligence by 20.4%. Emotional intelligence, caused more by how the individual can control his emotions themselves and the emotions of others. Emotional intelligence is understood as a person's ability to recognize and control one's own emotions and the emotions of others and manage them for the purpose of building relationships with other people must be very closely related to the attitude of soft skills possessed. Each person in a different move between one another that depends on the ability, willingness, wishes, expectations, needs, goals, objectives, and so forth. Actually, humans have some type or level of intelligence. In the academic field, we know the cognitive intelligence. In conjunction with affection, we know that a lot of emotional intelligence emotional connection with the management of self and others. Relating to the development of one's spiritual life, we recognize the spiritual intelligence begins to realize many perusal. As said Saidy, et.al. (2009), "As a whole, humans have various intelligence levels. The diversity of intelligence levels owned by humans will influence Reviews their life. This includes intelligence level in terms of intellectual, emotions, and spiritual. "

This is in accordance with the opinion of Goleman (2009), which states that there are two factors that affect a person's emotional intelligence, the internal factors and external factors. Internal factors are factors that arise from within an individual who is affected by a person's emotional state of the brain. "Someone high SQ is also likely to become a leader who devoted - that someone is responsible for the vision and bring higher value to others." (Goleman, 2009: 57).

This condition illustrates that emotional intelligence is strongly influenced by the environment, do not be sedentary, can change at any time. For the role of the environment, especially parents in childhood influence in the formation of emotional intelligence. EQ skills is not the opposite of IQ skills or cognitive skills, but they interact dynamically, both at the conceptual level and in the real world. In addition, the EQ is not so influenced by heredity. monolithic intelligence which is important for success in life, but there is a wide spectrum of intelligence with the seven main varieties that include two types of raw academic intelligence, verbal and mathematical skills-logic, spatial, kinesthetic, musical, interpersonal and intrapersonal.

Variable Testing Mediation with Sobel Test

The effect of character education and bringing up is towards the soft skills with the mediation of emotional intelligence. The test results with Sobel tests to determine the effect of indirect character education and parenting through emotional intelligence cadets. Sobel Test results of the calculation of the mediating role of emotional intelligence variables influence the character education that is accessible online on the website <http://www.danielsoper.com>.

The results of calculating the mediating role of emotional intelligence on the influence of character education on soft skills show that emotional intelligence has a significant role in overcoming the research gap regarding soft skills. This can be seen from the value of the Sobel Test Statistic produced which is equal to 2.835183 with a p-value two-tailed probability of 0.002 and p-value one-tailed probability of 0.00457 at a significance level $p = 0.05$. The results of this test clearly prove that the new concept proposed in this study namely emotional intelligence plays an important role to overcome the research gap regarding the influence of character education on cadets soft skills. So that it can be said that the coefficient of indirect influence is significant. Thus the variable emotional intelligence is the mediating variable between character educations to the soft skills of PIP Semarang cadets in this study.

Testing the role of mediating emotional intelligence on the effect of parenting patterns on soft skills using the Sobel calculation test. The results of the calculation of the mediating role of emotional intelligence on the influence of parenting patterns on cadets soft skills, can be seen from the Sobel Test Statistic results produced which amounted to 2.6983 with a p-value two-tailed probability of 0.034 and p-value one-tailed probability of 0.006 at the level significance $p = 0.05$. The results of this test clearly prove that the new concept proposed in this study, namely emotional intelligence plays an important role to overcome the research gap regarding the effect of parenting patterns on cadets' soft skills. Thus the variable emotional intelligence is the mediating variable between the patterns of care for the soft skills of cadets is significant in this study.

Results in brief overall hypothesis testing are presented in Table 1 as follows.

Table 1. Hypothesis Testing Results Summary

hypothesis	hypothesis statement	Percentage (%)			Test result
		DE	IE	TE	
hypothesis 1	The better the education, the better the character or the higher the emotional intelligence	19.27	-	19.27	Be accepted t = 5.045 Sig = 0,000
hypothesis 2	The better parenting, the better or higher the emotional intelligence	7.89	-	7.89	Be accepted t = 3.138 Sig = 0,000
hypothesis 3	The better the education of character, the better or higher the soft skills	19.27	14.64	33.91	Be accepted t = 7,500 Sig = 0,000
hypothesis 4	The better the education of character, the better or higher the	7.89	10.53	18.42	Be accepted t = 3.447 Sig = 0,000

hypothesis	soft skills					
5	The better the higher the emotional intelligence or better the soft skills cadets	20.43	-	20.43	Be accepted t = 6.629 Sig = 0,000	

Source: Compiled from Results of Analysis, 2019

sufficient category. By way of educative parenting patterns in each activity carried out, so cadets feel they have gained valuable experience while studying at PIP Semarang.

For PIP Semarang: the existence of policies relating to character education, parenting patterns, emotional intelligence because it was proven to be able to improve the soft skills and achievements of PIP cadets in Semarang.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The effect of character education on emotional intelligence is 11.6%, the effect is positive and significant. Positive sign means that the better character education in planting character values to cadets, the emotional intelligence increases in PIP cadets Semarang.

The effect of parenting patterns on emotional intelligence is 7.60%, the effect is positive and significant. A positive sign means that the better the parenting pattern, the more emotional intelligence increases in PIP Semarang cadets.

The effect of character education on soft skills through emotional intelligence directly is 19.27%, indirectly 14.64%. Total influence is 33.91%, the effect is positive and significant.

The influence of parenting on soft skills through direct emotional intelligence by 7.89%, 10.53% indirectly. Effect of a total of 18.42%, a significant and positive impact.

The influence of the soft skills of emotional intelligence by 20.43%. The positive and significant impact, positive sign means the better the soft skills of emotional intelligence is increasing at PIP Semarang cadets.

Suggestion

For cadets: character values of discipline cadets need to be increased because of the behavior of cadets there is still a lack of discipline in obeying the regulations set PIP Semarang. By providing sanctions for lack of discipline and reward for outstanding cadets.

For caregivers: parenting needs to be improved because the pattern of care is still in the

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