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**TRAINING FOR PREPARATION TO ENTER THE WORLD WORK TO IMPROVE ALUMNI  
SOFT SKILL DEPARTMENT OF IPS ECONOMIC EDUCATION UIN MATARAM**

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**ABSTRACT**

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*The problems that occur in the Department of Social Sciences Education at the Islamic State University of Malang are that a) a lot still has no preparation in the form of soft skills in dealing with the world of work; b) a lumni require soft skills l in the world of work; c ) usually requires knowledge of the performance system both in BUMN, BUMS and other institutions. The method for solving these problems is to provide training in preparation for entering the workforce with discussion, demonstration and practice techniques regarding soft skills needed in the world of work. Preparatory training for entering the workforce is one way to equip and instill soft skills combined with actual facts with college alumni. Embedding soft skills in preparation for entering the workforce will help higher education alumni become competent individuals in their careers*

## INTRODUCTION

### 1.1.1. Background

Higher education is an educational institution where students are required to become members of the community who have academic and professional abilities that can apply, develop and create knowledge that has been obtained in the lecture bench. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education Article 1 paragraph 15 states that students are students at the Higher Education level. The undergraduate program prepares students to be intellectuals and cultured scientists. The bachelor program also prepares students to be able to enter and create jobs, and be able to develop themselves professionally.

The tertiary institution carries out the three tridarma functions of the tertiary institution including education, research, and community service, as well as managing science and technology. Some phenomena show that many people assume that by entering college, a student is expected to be able to prepare himself to meet his future life for work readiness. However, in reality, the quality of tertiary education graduates is not always acceptable and able to work as expected by the world of work (Asmawi, 2005). This is also consistent with the results of Talib and Aun's research (2009) which says that students with high academic ability but low career and vocational information knowledge means that they cannot determine their career.

The quantity of undergraduate graduates at the University of Mataram State University from various faculties has increased from year to year. The quantity of graduates has not been accumulated with other tertiary institutions in the West Nusa Tenggara region. This means that the number of the workforce is increasing. The increase in the number of the workforce will cause intense competition among college graduates.

Phenomenon in the world of work is still the large number of unemployed workforce that is marked by additional unemployment because the increase in the workforce is greater than the availability of employment. This shows that job vacancies have not been able to accommodate all job seekers. Therefore the government also targets job creation to reduce the number of unemployment rates. In addition there needs to be reforms in the education system that are capable of producing competent and ready-to-work human resources.

Entering the world of work signifies the start of new roles and responsibilities for students. When a student first enters the workforce, some feel confused because they are in certain conditions that they have never felt before. Even some of them have to face various problems in the world of work that they had never predicted before.

Students who have graduated should prepare themselves in the face of the world of work, one of which is by attending pre-employment training. According to Hasibuan (2006) training is intended to improve the mastery of various skills and techniques for carrying out specific, detailed and routine work. Sudarmanto (2009) also explained that the training major

is that the knowledge, skills, and the peril I was able to be applied in everyday activities in the workplace. Salindang (2011) asserts that there is a positive influence between the training variables on employee work productivity. This means that pre training enters the workforce is an individual way to prepare themselves from various aspects so that it is more productive.

Pool and Sewell (2007) state that job readiness is to have expertise, knowledge, understanding and personality that makes a person able to choose and feel comfortable with their work so that they become satisfied and ultimately achieve success. Santrock (2008) states the importance of having work readiness and work for students to change careers. K arir defined Hartono (2010) as a term used to designate how far a person has progressed in carrying out professional or occupational activities. Career closely related it to the lives of individuals, students who have a good job readiness to change careers for more advanced students in the activities of the profession.

Preparations are made with the aim of gaining deeper knowledge about careers and the world of work, so as to help students improve their career planning knowledge going forward. Preparatory activities entering the workforce are one way of preparing to enter the workforce, enhancing individual career planning, and choosing work.

Based on this, the team dedication necessary to organize training preparation for entering the workforce with the theme "Pelatihan Preparation Entering the World of Work To Improve Soft Skills Alumni Education Department of Economic IPS Universitas Islamic Mataram"

### 1.1.2. Objectives Service Community

Dedication activities carried out at the Mataram State Islamic University with the theme " Preparatory Training for Entering the World of Work to Improve Soft Skill Alumni of the Department of Social Economics at the State Islamic University of Mataram" has several objectives, namely:

a. Assisting the alumni of the Department of Social Sciences Education at the Mataram State Islamic University in preparing themselves to enter the workforce.

b. Helping the government reduce the level of educated unemployment especially from graduates of undergraduate (S1) programs.

### 1.1.3. Service Benefit Community

The service activities carried out are targeted at the alumni of the Department of Social Economics at the State Islamic University of Mataram. This community service is expected to contribute to the alumni so they can compete in the world of work. The benefits of the service activities carried out as follows:

a. Giving soft skills to the alumni of the Department of Social Sciences University of Mataram State Islamic Economics in preparing themselves to enter the workforce.

b. Providing support for alumni of the Depart-

ment of Social Sciences Education at the Islamic State University of Mataram so that they are able to compete in the world of work.

1.2. Problem

The Social Sciences Education Department of Mataram State Islamic University has alumni spread across government and non-government institutions. Social Sciences Education Alumni of Mataram State Islamic University who will seek and who have worked will compete with alumni from various universities that are . Tight competition to get a job or open employment independently requires its own soft skills. Soft skills inherent in the individual will give strength to the individual to be more competent when compared to individuals who do not or do not have soft skills in the world of work.

Knowledge or knowledge obtained in the lecture bench is not necessarily comprehensive in supporting the work to be done. The world of work faced by individuals requires their own soft skills according to positions in the staffing or employee structural . These facts are things that must be followed up, the strategy being carried out namely conducting preparatory training before entering the workforce. Based on this, it identified several problems faced by the Education Department of Social Economics Alumni Islamic Universiats Nengeri Mataram, as follows:

- a. Department of Social Education Economics Alumni Un iversi t a s Islamic Mataram Nengeri still many have not memil iki preparation in the form of soft skills in the workplace.
- b. Department of Social Education Economics Alumni Un iversi t a s Islamic Mataram Nengeri require soft skills in the workplace.
- c. Alumni of the Social Sciences Education Department at the Nengeri Islamic University in Mataram need knowledge of performance systems both in SOE, BUMS and other institutions.

**METHOD**

The method of implementing community service carried out at Mataram State Islamic University with the target or target of the Social Sciences Education Department alumni, the service team designed the following methods:

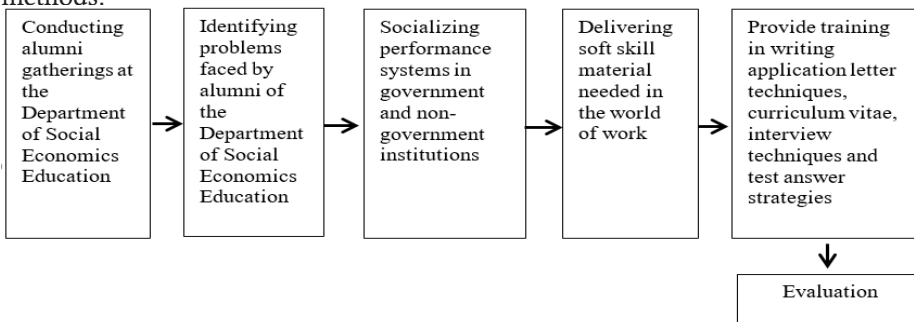


Chart 0.1 Flow Method of Community Service Implementation

Details of work procedures will be described

based on the stages of the approach taken as follows:

- a. Conducting alumni gathering activities of the IPS Economic Education Department

Alumni gathering activities organized by the Department of Social Sciences Education in collaboration with the alumni association of the Department of Social Sciences, Ekonimi University of Mataram State Islamic University. The alumni gathering was attended by all batches of the Social Sciences Education Department. The agenda of the activity is a discussion of the skills needed at each agency where work and sharing experiences about the world of work.

- b. Identify problems faced by alumni of the Department of Social Sciences Education

At this stage, the service team identified problems faced by alumni of the Department of Social Economics Education through discussion sessions or interviews and filling out questionnaires by alumni. At the stage of the process of identifying problems faced by the alumni, used as reference material to conduct community service activities.

- c. Socializing performance systems in government and non-government institutions

At this stage, the service team conducted socialization about the performance system in institutions of government agencies, non-government agencies and other agencies. The socialization of the performance system is synchronized with the place where the alumni work or open employment independently.

- d. Delivering soft skill material needed in the world of work

The material about soft skills delivered is related to soft skills that are really needed and very urgent for the alumni. The concept of the material presented is correlated with the results of research conducted by Lippman in Amalee (2016) under the Child Trends USA institution showing that there are some job readiness skills needed by a worker to succeed in working life. Occupational skill ( soft skill ) are 1) the concept d envy positive ( positive self-concept ); 2) The ability to control yourself ( self control ); 3) Social skills ( social skill ); 4) Communication ability ( communication skill ); 5) Kete ram Pilan think a high level ( high order thinking skill ).

- e. Provide training in techniques for making a cover letter, curriculum vitae, interview techniques and test answer strategies .

At this stage, the team of devotees and devoted participants carried out demonstration activities, practices and discussions regarding the technique of writing a cover letter, curriculum vitae, interview techniques and strategies in answering the test.

- e. Evaluation of the Implementation of Community Service

At the evaluation stage of community service implementation there are several things that are evaluated, namely 1) the implementation of the service that



has been done; 2) the service team checks the results of practices that have been carried out by the service partners; 3) the dedication team conducts a discussion about the problems experienced by the service partners when practicing the service program that has been designed.

The preparatory training program to enter the work world with the theme " Preparatory Training to Enter the World of Work to Improve the Soft Skill of Alumni Education Department of the Social Sciences of the State Islamic University of Mataram ", held on Thursday - Friday (18-19 January 2018). The training activities start at 10:00 WITA - 16.00 WITA and the location of the training activities is on Campus 2, Jln. Gajah Mada No. 100 Jempong, Mataram. Building A (3rd Floor Social Science Education Department, Mataram State Islamic University).

## DISCUSSION

Department of Social Economics Education is one of the departments under the auspices of the Tarbiyah and Teaching Faculty of UIN Mataram which is held based on the Decree of the Director General of Islamic Institutional Development Number: E / 123/2001 concerning the Implementation of Study Programs at the State Islamic High School (STAIN) Mataram dated 15 May 2001, which at that time was called the IPS Tadris Study Program under the Tarbiyah Department. Along with the journey, the permit for its implementation was extended based on the Decree of the Director General of Islamic Education Number: DJ.I / 221/2007 concerning the Extension of the Implementation of the Strata One Level Study Program (S1) at the Mataram State Islamic Institute (IAIN), dated 29 May 2007. In the course of the Department of Social Sciences -Economic Education there has been a change in name, which was originally the Social Studies Program into the Social Sciences Education Department which is under the auspices of the Tarbiyah IAIN Mataram Faculty. Now IAIN has changed its status to Mataram State Islamic University (UIN).

Preparatory training for entering the world of work that has been carried out by a team of devotees to the alumni of the Department of Social and Economic Education of the State Islamic University of Mataram consists of 67 participants. The alumni who attended the training event were not entirely educators or teachers even though the main educational background was teachers or educators. In this case the alumni also have a wide range of professions as teachers, lecturers or educators, k Aryawan at au employees in the company of government or private and w iraswasta or self-employment.

Based on an analysis of the situation of the institution or institution where alumni work, there are several competencies needed by the alumni in working as follows: 1) Competence for achievement and action, consisting of several things namely innovation for achievement in work, ability to manage work, motivation in carrying out work, efforts to find information to support achievement; 2) Competence to help and serve, consist-

ing of several things namely the ability to hear, respond and understand fellow colleagues, the ability to serve and focus on work needs; 3) Competence has an impact and influence, consisting of several things, namely the ability to build relationships, the ability to influence others and the ability to understand the workplace organization; 4) Managerial competence, consisting of several things namely the ability to develop self-potential, the ability to develop others, the ability to lead ( team leadership ), the ability to cooperate; 5) Competence to understand / troubleshooting consists of several things: the ability to think analytically ( analytical thinking ), keampuan conceptual thinking ( conceptual thinking ), the depth of knowledge to achieve expertise ( expert ), a depth of knowledge unt uk reaches think synthesis; 6) Competence in being ( affective ), consisting of several things namely ability in self control, self confidence in carrying out tasks ( self confidence), confidence in facing failure, confidence in adapting ( flexibility ), speed in acting adapt ( flexibility ), and commitment to the organization at work ( organizational commitment).

Preparatory training for entering the workforce for the alumni was divided into three sessions namely 1) providing an overview of the performance system in BUMN, BUMS and other institutions. Submission of material on the performance system in SOEs, BUMS and other institutions was combined with a question and answer session between the service team and the participants and between the training participants with one another. With this technique the actual facts will be discussed in more depth ; 2) provide material about soft skills that are needed in the world of work. In connection with the soft skills training given in preparation for entering the workforce for the alumni of the Department of Education of the State Islamic University of Economics IPS Mataram namely a) k raft d envy positive ( positive self-concept ); b) self control ability ( self control ); c) social skills ( social s kill ); d) communication ability ( communication s kill ); e) k ete ram Pilan think a high level ( high order thinking s kill ). 3) Training in writing application letter techniques, curriculum vitae, interview techniques and test answer strategies. The implementation of the training makes a cover letter, curriculum vitae, interview techniques and strategies to answer the tests carried out with demonstration techniques and practice. At this stage, the service team provided training and assisted the alumni in making application letters and curriculum vitae in various official formats. At the interview stage, the dedication team and alumni practice interview techniques which are conducted in pairs. Training to answer tests consisting of academic potential tests (TPA), field competency selection tests (SKB) accompanied by a team of devotees by providing guidance and strategies in answering tests.

Based on the chart above, if mastered soft skill mastery is categorized as mastering making a cover letter and making curriculum vitae as much as 100%, soft skills interviewing interview techniques are categorized as good at 8 6.6 % and the category does not master as much as 1, 3.4 % while soft mastery Technical skills to answer the tests are categorized as mastering as much

as 52.2 % and the category as not mastering as much as 47.8 %.

Mastery of soft technical skills in making application letters and making curriculum vitae conducted by the service partners can be categorized as mastering . Mastery of soft skills interview techniques are categorized as someone who has mastered and has not yet mastered. Dedicated partners are categorized as not yet mastering interview techniques due to several things namely individual psychological factors and do not yet know the techniques of dealing with interviewers. Mastery of soft skills in answering the test techniques are categorized more as not yet mastered this is due to several things namely the partner wants to not master the test material and have not mastered the technique in answering the test.

## CONCLUSION

Preparatory training for entering the workforce is one way to equip and instill soft skills combined with actual facts with college alumni. With this training, college alumni do not feel a dilemma and confusion when entering the workforce. Embedding soft skills in preparation for entering the workforce will help higher education alumni become competent individuals in their careers . In connection with following up on preparatory training to enter the workforce for the next service, it should focus on the stage of answering tests and interview techniques.

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