Effect of Educator's Soft Skills, Organization Atmosphere, and Academic Stress on the Self-efficacy of the Army's NCO Cadets in Rindam Jaya Jakarta

Hardi[1✉], Rasdi Ekosiswoyo[2], Dwi Yuwono Puji Sugiharto[2], Titi Prihatini[2]

[1.] Indonesia National Army, Rindam Jaya Jakarta
[2.] Universitas Negeri Semarang, Indonesia

Article Info

Abstract

Educator's Soft skills are parts of the personality competencies that have been established by the law to be among the competencies that must be possessed by teachers and lecturers. Basically, the success of education to achieve a goal depends on the individuals' ability to carry out their duties. The main purpose of this study is to explain the effect of educator's soft skills, organization atmosphere, and academic stress on the self-efficacy of the Army's NCO Cadets in Rindam Jaya Jakarta. The population of this study was 188 NCO Cadets in the institution. 113 samples were selected using a random sampling technique. The results of the study show that (1) the educator's soft skills provide a significant effect on academic stress; (2) the educational organization atmosphere provides a significant effect on academic stress, (3) the educator's soft skills and organization atmosphere provide a significant effect on academic stress; (4) the academic stress provides significant effect on self efficacy; (5) the educator's soft skills, educational organization atmosphere, and academic stress significantly influence the self-efficacy of the Army's NCO Cadets. The conclusion is that the self-efficacy of the cadets is highly dependent on the educator's soft skills, organization atmosphere, and academic stress.

✉ Correspondence:
Jalan Raya Condet No.49, RT.6/RW.5, Gedong, Pasar Rebo, RT.6/RW.5, Gedong, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13760
E-mail: hardibahar@yahoo.com

INTRODUCTION

The Indonesia National Army (TNI) Law no. 34 of the year 2004, especially article 2 verse d states that professional soldiers are trained, educated, and well equipped soldiers. The law also mandates that the Army improve its human resources through a sound education and training system. One way to improve the human resources of the soldiers is to organize a modern education system and professionals that can serve as a place for soldiers to learn and respond to the forms of national security challenges that are the responsibility of the Army.

Every individual has a personality, as well as an organization including a military one. As individuals have different characteristics, military organizations also have characteristics that are different from those of other organizations..

Self-efficacy is one's ability to think and motivate oneself in the way of acting (Ghufron & Rini, 2010). Self-efficacy is also associated with self-control, resilience in the face of failure, performance and task, and problem-solving efforts (Cherian & Jolly, 2013). Self-efficacy is considered as a particular way to reduce the impact of stress that can reduce the potential for academic stress. Self-efficacy raises the students' confidence to carry out activities and complete tasks well and effectively. Self-efficacy arises from one's ability to answer how to influence thinking, how to motivate oneself, and how to act. Individuals who have high self-efficacy will be able to complete work or achieve goals (Ghufron & Rini, 2010). A study has shown that self-efficacy is associated with self-control, resistance to failure, performance and task, and problem-solving efforts (Cherian & Jolly, 2013).

Buch's et al (2016) research shows that self-efficacy and intrinsic motivation are strongly related to and affect the military competence perceived by the cadets. The cadets' competencies will increase if there is a sense of fun during education.

The Education Center of the Army is an educational institution that requires its cadets to be independent in various aspects of learning activities, especially in carrying out their activities in full responsibility. As a learner, NCO candidates are required to be able to complete various tasks that become their academic responsibility both theoretical activities and practices that can cause them to experience boredom and pressure at certain moments. The feelings of inadequacy and depression are often called stress. The academic stress that the learners experience is a response that arises because there are too many demands and tasks to complete (Olejnik & Holschuh, 2007, p. 125).

Stress causes a person to become disfunctional in carrying out activities as a response of the task load and the ability to solve them. An individual will see a particular situation as a cause of stress only if the situation threatens or exceeds the resources it has, either internal or external one (Govaerst & Gregoire, 2004, p. 262).

Khan, et al (2013) show that academic stress significantly affects the students' achievement. Completing many tasks in a short period of study time greatly affects the students' achievement. Basically, the level of success in doing activities to achieve a goal depends on the individuals' ability to carry out the task. The learners should be able to improve their self-efficacy so that they are confident in their ability to keep trying despite pressure, strong determination, focusing on what is done by showing good performance in completing their academic tasks (Baron, 2004, p.183). According to Santrock (2007, p.152), the application of self-efficacy concepts to achieve learners' achievements shows that self-efficacy influences the students' choice of activities. Thus, the higher the self-efficacy of a person is, the higher the confidence in his ability to succeed in doing a task.

Self-efficacy is a belief that one is capable of behaving in a certain way to perform a task or achieve a certain goal (Ormrod, 2009, p.20). According to Feist & Feist (2010, p.221), self-efficacy is an action in a situation that relies on a reciprocal relationship between behavior, environment, and cognitive conditions primarily

related to the belief that they are capable or unable to perform a necessary behavior to achieve the goals they want.

Elfindri, et al (2011, p.10) defines soft skills as a life skill that determines the success of a person, whose form consists of hard work, execution, honesty, visionary, and discipline. Furthermore, Elfindri explains that a soft skill is a life skill that must be owned by oneselves, in groups, or in the community.

Soft skills consist of several components interrelated between one and the others. The components are like a series of organs that make up the system in the body with a particular function/task which are interrelated and mutually supportive between one another. This is in line with the opinion of Sharma in Utama et al (2010, p.3) mentioning that soft skills are all aspects of generic skills that include cognitive elements related to non-academic skills.
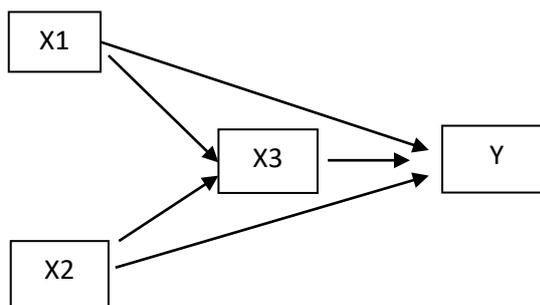
As stated by Hoy & Miskel (2014, p.313), the organizational atmosphere is a state that refers to educators' perceptions of the work environment, organization, members' personality, and organizational leadership that influence it. Specifically, the atmosphere of an educational organization is a quality within a relatively fixed educational institution that affects the behavior of its members and is based on a collective perception of the organizational behavior.

Stress is an individual response to threatening circumstances and events which reduce the individual's ability to cope with everything (Santrock, 2002, p 302). According to Wirawan (2012, p.15) stress is an unexpected reaction caused by the high demands of the environment to a person causing a disturbance of the balance between the demands and abilities possessed by the person.

METHODS

This research employed a quantitative method. In data collection, the researchers used a survey method examining the various phenomena of the whole population. Information collected through questionnaires

was utilized as a means of describing the characteristics of the respondent's perception of the research variables. The characteristics studied in this research were teacher's soft skills, organization atmosphere, academic stress, and self-efficacy. From the descriptions above, the relations between the variables are shown in the following figure.

Notes:
X1: Educator'soft skills
X2: Organization atmosphere
X3: Academic stress
Y: Self-efficacy

The variables measured in this study consist of independent variables (exogenous) and dependent variable (endogenous). The Exogenous variables (independent variables) of this research include educator's soft skills, organization atmosphere, and academic stress, while the endogenous variable (dependent variable) is self-efficacy. The operational definitions of the variables and measurement indicators are as follows.

1. Educator's soft skills are a set of capabilities that affect the way individuals interact with each other. Basically, a soft skill is an interpersonal skill that can develop to maximum performance. Educator's soft skills are measured through the indicators of communications, social interaction, integrity, cooperation, and leadership. Furthermore, educator's soft skills are called variables X1.
2. Organizational atmosphere is a characteristic of relatively stable organizational quality, influencing the member's behavior, and differentiating

an organization from other organizations. The ornagization atmosphere is measured through the indicators of responsibility, identity, belonging, warmth, and conflict. Furthermore, the organizational atmosphere is called variable X2.

3. Academic stress is a condition in which a mismatch occurs between the demands of the environment and the actual resources that students have so they are overloaded with various pressures and demands. Academic stress is measured through the indicators of physical demands, task demands, role demands, and interpersonal demands, hereinafter referred to as variable X3.

4. Self-efficacy is a belief about an individual's ability or competencies to direct motivation, cognition ability, regulate action, and take necessary actions to achieve goals and overcome challenges. Self-efficacy is measured through the success experience indicators, other people's experiences, verbal persuasion, physical and psychological conditions, This variable is called variable Y.

The population of this study consists of 188 participants of TNI Army military education at Rindam Jaya in education year of 2017. 113 research samples as respondents were determined according to a table (Sugiyono, 2010, p.126) with 5% degree of error. The sample of this study was selected using a random sampling technique.

The research data were obtained utilizing questionnaires. The data from the questionnaires were analyzed using item analysis to determine their validity. The validity was tested employing the Pearson's product moment values. According to Sugiyono (2014, p. 113), if the correlation between each factor is positive and the magnitude is higher than 0.361, then the factor is a valid construct. Meanwhile, a reliable instrument is an instrument that will provide similar data though it is used many times in different circumstances. The instrument is said to be reliable if it has Cronbach's Alpha value > 0.60 (Sugiyono, 2014, p. 121).

Table 1. Reliability Statistics

No	Variable	Cronbach's Alpha	Critical value	Description
1.	Educator's soft skills	.865	.600	Reliable
2.	Organization atmosphere	.826	.600	Reliable
3.	Academic Stress	.859	.600	Reliable
4.	Self-efficacy	.810	.600	Reliable

Normality test aimed to test whether data are normally distributed or not with a regression model that fulfils the assumption of normality. The normality of data distribution in this study was tested using Kolmogorov-Smirnov Z test.

Model feasibility test (F test) aimed to determine the feasibility of the model using multiple linear regression test as an analytical tool to test the influence of the independent variables to the dependent variable collectively. If the significance level is more than $\alpha = 0.5$, the regression model is feasible to be used as an analytical tool (Ghozali, 2011, p. 98). The t test was used to measure the significance of the correlation coefficient of the lecturers' soft skills variable (X1) and organization atmosphere variable (X2) towards academic stress (X3) as the path 1 analysis and the lecturer's soft skills variables (X1), ornagization atmosphere (X2), and academic stress (X3) towards Self-efficacy (Y) as path 2 analysis. The research data were processed using SPSS (Statistical Package for Social Sciences) program version 21.0 and Lisrel 8.51.

RESULTS AND DISCUSSION

Results

Analysis of the respondents' answers for each variable indicator aimed to obtain a descriptive picture of the respondents'

perceptions of this study, especially the perception of the research variables. The respondents' answers to the questionnaires distributed to them have been tested to determine their reliability. The analysis results are presented in Table 2.

Table 2. Respondent's data of each variable

		X.1	X.2	X.3	Y
N	Valid	123	123	123	123
	Missing	0	0	0	0
Mean		84.16 26	85.01 63	56.3 902	80.9 756
Std. Deviation		7.535 03	7.364 05	5.63 455	7.19 114
Variance		56.77 7	54.22 9	31.7 48	51.7 13
Range		33.00	32.00	31.0 0	44.0 0
Minimum		64.00	66.00	43.0 0	46.0 0
Maximum		97.00	98.00	74.0 0	90.0 0

It can be seen in Table 2 that the educators' soft skill variables provide a minimum value of 64 and a maximum value of 97 with a mean score of 84.16. The ornagization atmosphere variable provides a minimum value of 66 and a maximum value of 98 with a mean score of 85.01. The academic stress variable gives a minimum value of 43 and a maximum value of 74 with a mean value of 56.39. The self-efficacy variable gives a minimum value of 46 and a maximum value of 90 with a mean score of 80.97.

Table 3 presents the frequency distribution of answers that describe the respondents' opinions about the educators' soft skills. With a mean value of 84.16, it can be infered that the soft skills of the educators are perceived by the respondents in good category.

Table 3. Perceptions of the educator's soft skills

Interval	Description	Freq	(%)
92 – 98	Very Good	22	17.9
85 – 91	Good	34	27.6
78 – 84	Pretty Good	44	35.8
71 – 77	Bad	18	14,6
63 - 70	Very bad	5	4,1
		123	100

Table 2 shows that the organization atmosphere variable gives a minimum value of 66 and a maximum value of 98 with a mean score of 85.01. Table 4 presents the frequency distribution of answers that describe the respondents' opinions about the organization atmosphere. With a mean value of 85.01, it can be understood that the atmosphere of the organization perceived by the respondents on the category is very good.

Table 4. The respondents' perception of the organization atmosphere.

Interval	Criteria	Freq	(%)
93 – 99	Very Good	21	14.6
86 – 92	Good	37	25.2
79 – 85	Pretty	42	29.2
72 – 78	Good	16	13.1
64 - 71	Bad	7	5.7
	Very bad		
		123	100

Table 2 shows that the academic stress variable gives a minimum value of 43 and a maximum value of 74 with a mean score of 56.39. Table 5 shows the frequency distribution of answers that describe the respondents' opinions about the academic stress of the NCO candidates in the Army. With a mean value of 56.39, it can be inferred that students' academic stress belongs to the category of high enough.

Table 5. Perceptions of the respondets' Academic Stress.

Interval	Description	Freq.	(%)
68 – 74	Very High	5	4.1
62 – 67	High	15	12.8
56 – 61	High Enough	50	40.6
50 – 55	Low	34	31.7
43 - 49	Very low	14	11.4
		123	100

Table 2 shows that the self-efficacy variable gives a minimum value of 46 and a maximum value of 90 with a mean score of 80.97. Table 6 is a frequency distribution of answers that illustrates the opinions of the respondents about the self-efficacy of NCO cadets in the Army. With a mean value of 80.97, it can be explained that the self-efficacy of the NCO cadets can be included in the high category.

Table 6. Perceptions of the self-efficacy.

Interval	Criteria	Freq	(%)
82 – 90	Very High	47	23.5
73 – 81	High	138	69.0
64 – 72	High	14	7.0
55 – 63	Enough	1	0.5
45 - 54	Low	0	0.0
	Very low		
		123	100

Correlation between Research Variables

Correlation is a relationship between one variable and another variable. Relationships between variables can be correlational and can also be causal. If the relationship does not show a causal relationship, then the relationship is said to be correlational, meaning that the relationship of one variable with other variables does not indicate which variable is the cause and which one is its result. Conversely, if the relationship is a causal relationship, then the correlation is called causal correlation meaning that if one variable is the cause, then the other variable is the result. Two variables are said to be correlated if changes in one variable are followed by changes in another variable regularly either in the same direction (positive correlation) or in the opposite direction (negative correlation).

Table 7. Correlations

		X.1	X.2	X.3	Y
X.1	Pearson Correlation	1	.739**	.844**	.826**
	Sig. (2-tailed)		.000	.000	.000
	N	123	123	123	123
X.2	Pearson Correlation	.739**	1	.636**	.796**
	Sig. (2-tailed)	.000		.000	.000
	N	123	123	123	123
X.3	Pearson Correlation	.844**	.636**	1	.868*
	Sig. (2-tailed)	.000	.000		.000
	N	123	123	123	123
Y	Pearson Correlation	.826**	.796**	.868**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	123	123	123	123

**. Correlation is significant at the 0.05 level (2-tailed).

Table 7 presents the correlation test results between the variables indicating that the correlation between the variables of the lecturer's soft skills and the academic stress variable gives a value of 0.844 meaning that there is a very strong correlation between the two variables. Correlation between organization atmosphere variable and academic stress variable gives a strongly categorized value of 0.636. The correlation between the academic stress variable and the self-efficacy variable gives a very strong value of 0.868.

Discussion
Effect of educators' soft skills on academic stress

Along with technological advances and global changes, the need for educator competencies in the future will be steadily

harder. The consequence of the condition is that an educator is required to have multidisciplinary skills or a set of professional competencies accompanied by other competencies, especially strong personality. It can be assumed that the more soft skills an educator has in the Army, the stronger his/her personality is in the face of other work and life challenges.

The results of the research show that there is a linear correlation between the lecturer's soft skills and the cadet's academic stress in the NCO education with a score of 0.844 which is categorized very strong. The result of the regression test of the educator's soft skills variable to the academic stress of the cadets gives the value of 0.527 which is wequal to 52.7%. In addition to soft skills, other variables affect academic stress by 47.3%. with the formula of positive regression coefficient X3 = 39.699 + 0.502X1. These results provide information that the educators' soft skills on education programs Bintara TNI AD Rindam Jaya Jakarta have a significant effect on academic stress on learners. The better the soft skills of the educators the higher the self-efficacy of the Bintara so that they succeed in following education.

The results of this study are in line with the results of research Pachauri & Yadav (2014) which explains that saft sklills are individual attributes that can enhance interaction, performance, and individual career prospects. Soft skills complement hard skills that technically becomes a profession requirement. Educators really need to improve the soft skills of the individual especially communication skills, thinking, problem solving, teamwork, lifelong learning, entrepreneurship, ethics, mentoring, and leadership skills.

Personality dimensions that are considered important as key qualifications of educators are (1) confidence, (2) sense of responsibility, (3) meticulous, (4) able to make decisions, (5) train initiative, (6) end stress, and (6)) creative. Other characteristics such as problem solving skills, group work, and communication are also demanded by the profession as educators. Academic stress can also cause a student to become dysfunctional in following the educational process in response to a balance between the educational burden and the ability to complete a task.

Influence the organization atmosphere against academic stress

Various changes in educational organizations / institutions can lead to the emergence of pressure and motivation that can cause stress for members of the organization. Each individual has a different level of resistance to stress. Stress with intensity that can not be arrested by an individual will disrupt his function. if experienced by learners and allowed to continue, stress will cause a decrease in academic achievement.

The results showed a linear relationship between the atmosphere of ornagisasi and academic stress of NCE education participants amounted to 0.636 which including the strong category. Regression test results showed that the atmosphere of ornagisasi effect on academic stress of NCO equal to 0.404 which is equal to 40,4%. Another variable affects the academic stress of 59.6% according to the formula X3 = 28.027 + 0.334X2. These results indicate that the higher the educational organization atmosphere the lower the students' academic stress conditions. The results of this study in line with research Khan, Altaf, & Kausar (2013) which showed that academic stress significantly affect student achievement.

As an academic student, the students of Bintara TNI AD are not free from stress in performing their duties. Stress can be caused by several factors both from within and outside the individual. The main factors causing students' academic stress include student expectation and academic and non-academic activities that are often done by the students.

Stress is a state of tension that affects the emotions, thinking, and physical condition of a person. Stress is also a condition consisting of different components including emotional distress, anxiety, and loss of involvement in performing tasks. Academic stress is caused by clashes, tensions, pressures, and adjustments

that are less harmonious with the environment. Everything can cause stress and affect the behavior of individuals. The irrefutable fact, the education of the Army in Rindam Jaya Jakarta causes stress for different learners (candidates of Bintara) in the levels. Academic stress can cause behavioral changes in following the educational process and lead to a person's health disorders.

Influence of the educators' soft skills and the atmosphere of ornagization against academic stress

Soft educator skill is closely related to the personality and social competence of an educator. Softskill refers to the personality of a person who is out of the inner and equipped with hard skill skills. So, soft skills have attributes that include values held, motivation, behavior, character, habits, and attitudes. The attributes possessed by each person is usually influenced by several factors, including the habit of thinking, saying, behaving, and acting.
The results showed a linear relationship between the educators' soft skills and the atmosphere of ornagization to the academic stress of NCE education participants of 0.737 which is categorized as strong. Model feasibility test (F test) is intended to determine whether the research model used is feasible or not as an analytical tool. The result of data analysis using Anova test gives the result that the value of F-count 14.181, on the significance (p-value) 0.000. Based on the obtained tolerance values, ie α = 5 percent with a significance value of 0.000 <α (0.05) then the hypothesis is accepted (Table 8).

Table 8. ANOVA[b]

Model	Sum of Squares	d f	Mean Square	F	Sig.
1 Regression	740.449	2	370.224	14.181	.000[a]
Residual	3132.820	120	26.107		
Total	3873.268	122			

a.Predictors: (Constant), X.2, X.1

b. Dependent Variable: X.3

The egression test results presented in Table 9 show that the educators' soft skills and the organization atmosphere affects the academic stress of students candidates of Bintara by 0.543 which is equivalent to 54.3%. In addition to the teacher's soft skills and the ornagization atmosphere, other variables affect academic stress by 46.7%.

Table 9. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737[a]	.543	.517	5.10948

a. Predictors: (Constant), X.2, X.1

Academic stress is a common phenomenon and is always present in the life of a student every day. Because students always interact with educators and their environment then academic stress is always there. Academic stress can be interpreted also as a dynamic condition when individuals are faced with opportunities and demands related to what is expected by individuals whose results are considered very important.

Table 10. Coefficients of Path analysis 1

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	27.311	5.658		4.827	.000
X.1	.336	.091	.348	2.395	.003
X.2	.306	.093	.420	3.286	.001

a.Dependent Variable: X.3

Table 10 presents the Beta value for the coefficient of soft skill path of educators to academic stress of 0.348 and the coefficient of ornagization atmosphere pathway to academic

stress of 0.420. The positive regression coefficient shown by the equation X3 = 27.311 + 0.336 X1 + 0,306 X2 gives information that students' academic stress in following the education process is strongly influenced by the quality of educator soft skill and condition of the ornagization in education.

Influence of academic stress on self efficacy

The results showed a linear correlation between academic stress and self-efficacy of non-commissioned education participants by 0.868, which is a very strong category. The result of regression test showed that academic stress had an effect on self-efficacy of NCO of 0.753 which is equal to 75.3%. In addition to academic stress, other variables affect students' Self-efficacy by 24.3% with positive regression coefisin shown through the equation $\hat{Y} = 55.476 + 0.470$ X3. These results indicate that the higher the academic stress level of the students will be the higher the efficacy itself on the success in following the education process of Bintara.

The results of this study are in line with the results of the Fosse, et al (2016) study which shows that Self-efficacy affects the academic performance and performance of soldiers. Individuals who have high confidence will behave better. Self-efficacy contributes to military performance. Simultaneously Self-efficacy also affects the academic performance of the army.

Self-efficacy learners can influence the choices made and the actions taken by the individual in carrying out his duties and obligations when the individual feels competent and confident. Self-efficacy also determines how much effort an individual does and how long he or she endures facing obstacles or unfavorable situations.

Therefore, students need to pay attention to social relationships, communication ties with others including educators and peers. The result of the hypothesis test above shows that the variable of academic stress showed a significant influence on the students' self efficacy. This shows that the resilience, tenacity, and effort of the student in completing the task given to him

will decrease. According to Baron (2004, p. 183), the student can complete all academic tasks well if he is able to keep trying despite pressure and obstacles, and stay focused on what he does.

Influence of soft skills, atmosphere of ornagization, and academic stress on self efficacy

The learning process at educational institutions including military educational institutions is synonymous with internalizing the concepts of science into students which involves a series of thinking activities from simple phases by remembering concepts or facts to complex phases by creating new concepts and skills. Learning inside and outside the classroom should not only be a one-way knowledge transfer process from educators to students, where educators serve as information centers and students as recipients of information, but also an interaction of students with educators and their environment.

The result of regression test of teacher soft skills variable, the atmosphere of ornagization and academic stress showed that the variable had an effect on the Self-efficacy of the students of Bintara candidate equal to 0.519 equal to 51.9%. In addition to the educators' soft skills, other variables affect self efficacy, the atmosphere of ornagization, and academic stress of 48.1%. (Table 11).

Table 11. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721ᵃ	.519	.470	5.70965

a. Predictors: (Constant), X.3, X.1, X.2

Individuals (students) who have high Self-efficacy will usually work hard to face difficulties and persist in doing a task if they already have adequate skills. Conversely, individuals who have low Self-efficacy will be disturbed by their doubts on self-ability and

easily give up when faced with difficulty in doing the task.

To improve student self efficacy, there are several strategies that can be used, among others (a) teaching students a special strategy so as to enhance the ability to focus on their tasks; (b) guide students to set goals, especially in formulating short-term goals after they have formulated long-term goals; (c) provide rewards for student performance; (d) combine training strategies with emphasis on objectives and provide feedback to students on their learning outcomes; (e) provide support to students; (f) convince students not to worry too much because it will actually lower their self efficacy; (g) provide a positive model.

Table 12. Coefficients Path analysis 2.

Model	Sub-standardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	24.406	6.909		3.532	.001
X.1	.174	.122	.583	1.711	.002
X.2	.396	.109	.405	3.637	.000
X.3	.164	.102	.429	1.610	.001

a.   Dependent Variable: Y

Based on the value of Beta coefficient above, it can be referenced that (1) the direct influence of teachers' soft skills on Self-efficacy of Bintara is 0.583, while indirect influence through academic stress is (0.348 x 0.429) = 0.149. Thus, the total effect of 0.732 equals to 73.2%; (2) the direct influence of education ornagization on Self-efficacy of Bintara is 0.405, whereas indirect influence through academic stress (0.420 x 0.429) = 0.180 with positive regression coefisin based on equation $\hat{Y}$ = 24.406 + 0.174X1 + 396X2 + 0.164X3 (table 12)

. Thus, the total effect is 0.685 which is equal to 68.5%. From the results obtained through the analysis of the path, it can be instructed that the soft skills of the educator and the atmosphere of the organization have a significant influence on the Self-efficacy of the candidates of Army Bintara in Rindam Jaya Jakarta. This finding is in line with the results of Lugo, et al (2016) study showing that there is a significant correlation between Self-efficacy and 39% for civet decision making. Self-efficacy and intuition as well as response to feedback will affect cadets in making decisions.

CONCLUSION

The success of educators in general is not only determined by hard skills such as achievement, technical skills, and general academic potential but also influenced by its soft skills. The combination of hard skills and soft skills that are proportional in the work environment of the lecturer will make a high achieving lecturer and liked by colleagues and learners.

Based on the results of statistical data processing, the conclusions of the research results can be drawn as follows (1) the educators' soft skills have a significant effect on the academic stress of Bintara; (2) the education ornagization situation has a significant effect on the academic stress of Bintara; (3) the educators' soft skills and the atmosphere of educational ornagization have a significant effect on the academic stress of Bintara; (4) academic stress has significant effect on Self-efficacy of Bintara; (5) educators' soft skills, the atmosphere of educational ornagisasi, and academic stress significantly affect the efficacy of self Bintara. (6) the educators' soft skills directly influence the Self-efficacy of Bintara and indirectly affect the academic stress; (7) the atmosphere of education ornagisasi directly affects the self-efficacy of Bintara, and indirectly affect the academic stress.

The atmosphere of education orga-nization should be pursued in order to create a conducive situation so that relationships

between leaders and educators, educators and colleagues, educators and learners, and among learners can influence the attitudes, beliefs, values, motivations and achievements of the people involved in an organization (school).

In essence, academic stress can not be eliminated at all but can only be reduced intensity so that it is at the boundaries of toletransi and not to harm and cause negative impacts for the continuity of the educational process to achieve achievement in accordance with student expectations.

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