

Developing a Pesantren-Based Soft Skill Education Management Model for Vocational School in the Ma'arif Education Institute, Semarang Regency

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Abstract

This research focuses on the development of pesantren-based soft skill education management model in vocational school. The researchers have reviewed curriculum changes, ranging from the active-student learning curriculum (CBSA), competence-based curriculum (KBK), school-based curriculum or Education Unit Level Curriculum (KTSP) to 2013 Curriculum (K13), and changes in the education management paradigm starting from the concept of teaching-learning strategies, soft skill management, to Community Based Education Management. In Permendiknas Number 23 of 2006 concerning Graduates' Competency Standards for Primary and Secondary Education Units, soft skill gets a more dominant portion than hard skill. Conceptually, the indicators in Permendiknas Number 23 Year 2006 should be sufficient for SMK students to be fully aware of the formation of a noble person. However, in reality there are still many gaps regarding the achievement of the Graduates Competency Standards (SKL). Thus, reconstruction is needed in the learning process in Vocational Schools especially in the achievement of these soft skills. Therefore, managerial approaches are needed; one of which is the pesantren-based soft skills education management model. It is a model with a noble moral development approach for students who live in boarding schools. The learning and guidance model in Islamic boarding school (*Pesantren*) is applied in vocational schools without leaving the culture of the Islamic boarding school.

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INTRODUCTION

Many efforts have been made by the government to change the education system and to boost the quality of education in order to balance the various needs of modern life and the demands of the global development; one of which is curriculum renewal.

Many regulations regarding efforts to improve the education system have been carried out. The issuance of Law No. 20 of 2003 concerning the National Education System, PP RI No. 19 of 2005 concerning National Education Standards, and Minister of National Education Regulation No. 22 and 23 of 2006 concerning the Standard of Content (SI) and Graduate Competency Standards (SKL), become the basis for the birth of the Education Unit Level Curriculum (KTSP).

However, these various efforts have not been able to improve the quality of the existing education system. On the contrary, the national education system often experiences disorientation and loss of vision, he sometimes even creates controversies that do not end. As a result, national education continues to face problems which in turn cause the government's efforts are not optimal and even fade because of the increasing number of problems that arise in this country.

This phenomenon according to Tilaar (2008: 23) is a factual indication that the national education system needs reform and reassessment. This includes education, curriculum, educational processes, and management restructuring. It is even necessary to find a basis for managing education that is more relevant in the context of a more democratic and humanistic life.

Vocational education is education that prepares graduates to master science and competence in accordance with their fields/majors. It is not enough for vocational graduates just to master hard skills, but they also have to master soft skills as a support of hard skills so that they are better able to work productively and with quality.

Research at Harvard University revealed that 80% of one's career success is determined by his soft skills while only around 20% is determined by hard skills. In the workforce, soft skills are more dominant than hard skills.

Conversely, in educational practice, hard skills are more dominant than soft skills (Neff and Citrin in Sailah: 2006).

Dalton's study (2013) concluded that students' soft skills contributed greatly to the field of work in addition to core skills, including communication, self-management, and experience. The implication of the study is that there is a huge demand for the global market at this time in the workforce with soft skills in various professions. Of course, the soft skills in question are soft skills that are of good character value.

One way to integrate soft skills with hard skills is to apply the management concept of soft skills education based on boarding schools. The concept of soft skills education based on boarding schools cannot be separated from the traits embedded in one's soul and actions in all aspects of life both vertically (serving God in the form of worship) as well as social relations between people (horizontal) which are reflected in attitudes towards all living things (universe).

Muhibah (2014) found that the character development strategy of students of SMK 2 Pandeglang Banten through Islamic subjects was quite good but its application in everyday life was still weak. That is, the application of Islamic Education subjects is one way to form soft skills of its students.

The many problems in the curriculum of Islamic education encourage Pettalongi (2010) to state that there are still many curriculum problems in Islamic education at all levels of education units (basic, secondary, and higher education), and there are still many problems in the system so that implementation is not optimal. In addition, there are problems in pesantren-based education which autonomously must manage its own business, according to Nawawi (2006), to be the reason why Islamic boarding schools or madrasa education should make TQM a reference to free competition in education.

Meanwhile, Maarit Virolainen (2016) examines education and training models by applying social inclusion patterns in Finland. The results show that students will be faster and more ready to enter the workforce. The social inclusion pattern can be adopted in the context of pesantren education so that the combination of social

inclusion (pesantren) with vocational education will be able to produce graduates who are ready to work better with a shorter waiting period.

The purpose of this study was (1) to analyze the factual model of the implementation of the soft skills education management model at the current Vocational school of the Ma'arif NU Educational Institution in Semarang Regency; (2) to obtain a management model for soft skills education in boarding schools at the Ma'arif NU Educational Institution; (3) to test the feasibility of the education management model.

METHODOLOGY

This study aims to produce a soft skills education model for pesantren-based Vocational Schools in Ma'arif Vocational Education Institute. The product of this study is a pesantren-based vocational education soft skills management model. The development and testing of the effectiveness of the management model used the Research and Development (R & D) approach. According to Sugiyono (2012: 297), Research and Development is a research approach used to produce a particular model and test its effectiveness. It aims to produce a soft skill education management model for Islamic pesantren-based vocational school of Ma'arif NU, Semarang Regency.

This research is based on the opinion of Borg and Gall (2007: 590) who explain the research procedures that apply the Research and Development (R & D) approach which consists of 10 stages, namely (1) preliminary study; (2) research planning; (3) design development; (4) initial field test; (5) revision of the results of the initial field test; (6) main field test; (7) revisions to the results of wider field tests; (8) due diligence; (9) final revisions to the results of the due diligence; and (10) dissemination and implementation of the final product.

The ten stages above are modified into five stages, namely (1) preliminary study; (2) development of management model design, (3) model validation by experts and practitioners through FGD; (4) model trials; (5) limited revisions to the results of product trials.

In the preliminary study there are two main activities, namely the study of literature consisting

of literature review and the results of relevant research and field studies. The design development phase of the management model is the stage of developing a conceptual model that is guided by the findings of the existing factual management education model. These findings are in the form of a description of the weaknesses in the management of soft skills education in the Vocational School of Ma'arif District. Semarang and opportunities that can be developed to improve the quality of management of soft skills education in SMK Ma'arif, Kab. Semarang. The model validation stage by experts, experts and practitioners through the FGD aims to determine the feasibility level of the model developed. This model is validated by experts, experts, and practitioners through Forum Group Discussion (FGD) along with research subjects. Limited tested models. Finally, the revised results of the product trial are limited. The limited revision of the results of the product trial resulted in a final model of boarding school-based soft skills education at the Ma'arif Kab Education Institution. Semarang.

RESULTS AND DISCUSSION

This stage of the education management model adopts the theory of Chung and Megginson (2002) which says that management functions are planning, organizing, coordinating, and controlling.

Factual Model

Planning

Based on data from the field, soft skill education conducted at LP Ma'arif at present Vocational School was not planned systematically. This is evidenced by the weak supporting documents for the soft skills. The school does not have a guideline for implementing soft skills as a reference but only relies on conventional aspects (customs) in school. This makes it difficult to organize, implement, and evaluate.

At the planning stage, management of soft skills education for students has not been conceptualized and well documented so he faces difficulties in the elaboration in the field. Soft skills are often carried out naturally. That is, the

soft skills have been implemented but not or have not been documented administratively.

The soft skill planning stage is only found in the written schedule and is well documented. However, activities that lead to the development of soft skills are thought only. For example, when meeting with his teacher a student must shake hands with the hand of his father / mother teacher. It is already running but not or has not been documented in planning the development of soft skills of students.

Organizing

Organizing is clearly seen in several organizational structures at the LP Ma'arif Vocational School Kab. Semarang which is clearly installed in the principal's room and in the archives of the existing lesson schedule. The lesson schedule, for example, has been divided according to the suitability of each teacher's area of expertise. However, soft skills education often relies on conventions only; significant documents showing systematic organizing were not found there. The document is not explicitly described as resources that are used to support the implementation of soft skills education.

In organizing, reference documents (such as regulations, teachers, facilities, budgets, and other resources) that are used to support soft skills education are also not found. School resources are more focused on teaching technical skills (hard skills) according to the curriculum. In addition, various soft skills education activities through extracurricular and habituation models are carried out without integrated planning supported by systematic written guidelines.

Actuating

In principle, the implementation this stage intends to move the organization to run in accordance with the division of labor of each of the entire resources in the organization so that the work or activities carried out can take place in accordance with the plan and can achieve the objectives.

This stage is of course closely related conceptually to what has been planned. In the field study found several aspects of soft skills that can be documented by researchers; some of which are flag ceremonies, class cleanliness, greetings / handshakes, arrangement of motorcycle parking, visits by sick friends, arrivals at exactly 7:00, art

performances, basic leadership training, student council management, practice in workshops / laboratories, PHBI and Wall magazine.

These soft skills activities are not enough to shape the character of students so that they become better. There are still many soft skill activities that have not been implemented since students interact in the school environment for almost eight hours by referring to the 2013 Curriculum with an effective six-day pattern.

Evaluating

This stage is often carried out by holding an evaluation meeting at the end of each month. The meeting can even take place twice a month when there are problems that must be resolved immediately.

Educators and education staff in each Vocational School under the auspices of LP Ma'arif NU Kab. Semarang cooperates quite well. This is evidenced by the existence of the Ma'arif NU School Principal Working Group (MKKS) association, Kab. Semarang. The association always discusses issues faced by each school.

Supervision and evaluation of the implementation of soft skills education is also still weak from the side. Schools do not have clear benchmarks and instruments for monitoring and evaluating existing soft skills education, especially soft skills education in the form of extracurricular activities and habituation. Indicators that are often used are quantitative indicators such as the level of exposure and activity of students in activities. Supervision has not touched the content of the purpose of the supervised soft skills. The school also has not provided a systematic procedure reference regarding the assessment of students' perceptions of the soft skills education.

Evaluations that have been carried out and well-documented only cover the soft skills learning achievement included in the curriculum (Islamization, entrepreneurship, and internship). However, the evaluation has not touched the aspects of learners' perceptions of the relevance of soft skills taught with needs. In addition, the school has not set a model for evaluating the soft skills education that has been running and the achievement of soft skills education of students. In the school evaluation documents were not found that comprehensively illustrate the success rate of soft skills education that has been running and its

impact on SMK graduates absorbed in the business / industry.

Final Model

Planning

The success of the soft skills model that is applied must be supported by all school stake holders. Thus, the planning process that is made needs to be carried out with a participatory approach. In planning the soft skills program the Principal involves the vice principal, teachers, school committee, business / industry, students, and Islamic boarding schools. The result of planning is a soft skill program plan for students.

Implementation

The trial of the development of soft skills based on boarding schools both in the form of subjects and habituation has been carried out according to the plan. Soft skills are included in subjects including NU, Islamization, Entrepreneurship, and Industry. Meanwhile, the cultural habituation of the pesantren carried out included (1) the greeting of each greeting meeting with friends and teachers; (2) handshake and kiss hands by students each time they meet the teacher; (3) prayers in congregation dhuhur and dhuha prayers; (4) reading of the Asmaul Husna before the Dhuha prayer; (5) safari the Quran in turns to the homes of students every Sunday morning; (6) mujahadah, istighotsah, and khithobah every Friday morning; (7) Friday invests every Friday as a social fund; (8) social service for each guest reception for new students; (9) Commemoration of Islamic Holidays (PHBI).

In addition, program activities related to the customary culture of the school include (1) basic training in leadership; (2) flag ceremony; (3) scouts; (4) Core Platoon; (5) class cleanliness.

Evaluation

Results (output) and impact (outcome) of soft skill activities in Vocational Schools were evaluated for the development of soft skills to build (1) morality, (2) independence, and (3) fighting power. The evaluation results are as follows.

(1) Soft Skill Spiritual Attitudes consist of activities covered in subjects in Islamic boarding schools and the customary culture of boarding schools. The soft skills education covered in the subject consists of NU's subjects and Islamization

(Fiqh, Aqidah Ahlaq, Al-Qur'an Hadith and Arabic). In the NU subject, the evaluation results showed that the majority of students were categorized as very good (68%) so that it could be said that this NU subject could be considered as one of the subjects for the development of soft skills in vocational schools. Likewise, Islamic subjects provide excellent value. The evaluation results showed that the results achieved by students for the study of the Koran and the Hadith included Very Good (66%), Aqidah Akhlak including Very Good (76%), Fiqh including Very Good (67%), and Arabic including Very Good (57 %). Islamic subjects also received a positive response from students and teachers. Thus, Islamic subjects consisting of Al-Quran - Hadith, Aqidah Akhlak, Fiqh, and Arabic are the right subjects to be categorized as subjects for the development of soft skills in vocational schools.

The customary culture of boarding schools is an activity to habituate the morality values of Islamic boarding schools to be practiced in daily life at school. Some of the cultural habits of the pesantren include the pronunciation of greetings, shakes and kissing hands with the teacher, congregational prayers, reading of the Asmaul Husna, safari Quran, mujahadah, Friday giving benefits, social service, and PHBI. The evaluation results show that the cultural habituation of the pesantren can be carried out according to the plan. In general, students have carried out activities (1) pronunciation of greetings when meeting friends and teachers; (2) handshake and hand kiss by students each time they meet with the teacher; (3) prayers in congregation dhuhur and dhuha prayers; (4) reading of the Asmaul Husna before the Dhuha prayer; (5) quran safari in turns to the homes of students every Sunday morning; (6) mujahadah, istighotsah, and khithobah every Friday morning; (7) Friday invests every Friday as a social fund; (8) social service for each guest reception for new students; (9) commemoration of Islamic holidays (PHBI). Students give a positive response to these activities. Activities in the form of habituating morality values from pesantren are practiced in daily life in school. This activity positively shapes good behavior and becomes the habit of students. Thus, the culture of the pesantren is appropriately accustomed to being one form of soft skills in vocational schools.

(2) Entrepreneurship Soft Skill consists of two activities, namely craft subjects and entrepreneurship and Industrial Job Training material. Craft subjects and Entrepreneurship can be classified as knowledge-transcience knowledge, namely developing knowledge and training in life skills based on economics and economics. This learning begins with the exercise of creative expression-ability to express ideas to please others and to be technologically rationalized so that these skills lead to the appreciation of renewable, ergonomic and applicable and useful technologies for the environment by taking into account the impacts of ecosystems, management, and economics. The results of the evaluation of Workshop and Entrepreneurship subjects show that the majority of students are Very Good (71%) so that it can be said that these Entrepreneurship subjects have been well mastered by students. Thus, the subjects of Entrepreneurship are worthy of being used for the development of soft skills in Vocational Schools for independence and fighting power. These subjects are taught in Class X, XI and XII in all majors. Industrial work practice material is delivered before students are deployed to the business world / industry, which is only in the form of giving debriefing which results can only be seen after the implementation of the practice. The results of evaluation of industrial work practices show that the majority of students are very good (63%) so that it can be said that they have followed industrial work practices well. Thus, the material of industrial work practices is feasible to use for the development of soft skills in vocational schools for the development of independence and fighting power.

(3) Soft Skill for School Cultural Habit is a school activity for students. This activity is carried out regularly in accordance with the schedule. These activities include LDK, flag ceremony, scout, tonti, and class cleanliness. The evaluation results show that the cultural habituation of the school can be carried out according to the plan. The activities were also positively assessed by the students so that LDK activities, flag ceremonies, scouts, cheats, and class hygiene were positive activities to build soft skills of independence and fighting skills that were worthy of being a soft skill program for Vocational Schools.

DISCUSSION

The pesantren-based vocational school soft skills model was planned using a participatory approach and carried out by the principal, vice principal, teachers, students, school committees, business / industry, and Islamic boarding schools. This approach is beneficial for more comprehensive planning and gets support from stakeholders. With strong support, programs can be implemented more easily.

Planning adopts the values of the pesantren in the form of values of morality, independence, and fighting power. The planning results are in the form of soft skills for students, which include (1) soft skills education, spiritual attitudes and (2) entrepreneurial soft skills. The soft skill of developing a spiritual attitude consists of NU's subjects, Islamization, Entrepreneurship, and Culture of Islamic boarding schools (greetings to teachers and friends, prayers of dhuhur prayer and dhuha prayer, reading of the Asmaul Husna, safari Quran, mujahadah , istighotsah and khithobah every Friday morning). Meanwhile, soft skill entrepreneurship consists of entrepreneurship subjects, material for internship, and school culture habits (LDK, flag ceremony, scout, tonti, and class cleanliness).

In practice, soft skills programs are integrated programs implemented by all elements of the school (principals, vice principals, teachers and students) in the activity program at the school. The development of soft skills is not separate from the school program as a whole, but is integrated in it. Structurally, the implementation of the program is inherent in the organizational structure of the school. The program is implemented by adding functions to existing structures.

The evaluation of the soft skills model of the pesantren-based vocational school is intended to determine the extent to which students master the soft skills of programmed spiritual and entrepreneurial attitudes. Soft skills included in the curriculum are evaluated by the teacher who is in charge of the subject matter while other soft skills are evaluated by the teacher assigned to it. Evaluation using test and non-test instruments.

Related to the soft skill of developing independence, graduates who work show a

positive attitude; among others, they can work in accordance with the SOP (Standard Operating Procedure) of the business / industry. Meanwhile, related to soft skill fighting skills development, graduates show a positive attitude in the power of high innovation, good problem solving ability, persistence, ability to work according to the target.

These findings are in accordance with Geana Watson Mitchell's (2008) study, which found the importance of soft skills integrated into educational curricula which turned out to affect the success of the workforce. The research carried out in the field of marketing is similar to research on the integration of soft skills in curriculums arranged in vocational schools.

Research conducted by Washor (2015) examined the role of students' hard skills and soft skills, related to their implementation in the company after graduating from school. Related to soft skills, it is said that graduates with good soft skills will provide effective results in work after students graduate. This shows the compatibility with research on the contribution of positive soft skills when graduates enter the workforce.

As a note and evaluation, in management theory put forward by Chung and Megginson (2002). it was stated that management functions include planning, organizing, coordinating, and controlling. According to the theory conveyed by Chung and Megginson, after being implemented the function was too long in the field management. For example, the organizing and coordinating stage is similar to the work done in the field. Likewise, controlling shows weakness because it doesn't involve evaluating. At the evaluating stage, there are certainly controlling aspects that must be done. Controlling) without evaluation will result in unsustainable work.

In this study, the use of the planning, implementation, and evaluation stages in a job has shown good results. Nevertheless, in the factual model in this study management patterns were found as proposed by Chung and Megginson, although not all were exactly the same.

In this study it was also found that soft skills aspects of students held a very important role, especially soft skills obtained from the adaptation of religious values (pesantren). Soft skills are very helpful for students after their graduation. This is similar to the results of

research at Harvard University which revealed that 80% of one's career success is determined by his soft skills while only around 20% is determined by hard skills. In the world of work, Soft skills occupy a more dominant position than hard skill positions; this is the opposite of educational practice which places hard skills more dominant than soft skills (Neff and Citrin in Sailah: 2006).

CONCLUSION

Based on the Research and Development (R & D) approach about the management model of soft skills education of boarding school-based Vocational School students at LP Ma'arif NU Vocational School, it can be concluded that the soft skill model based on pesantren is in the form of developing values of morality, independence and fighting power. This approach has resulted in a management model of soft skills education in pesantren-based vocational high school students at the Vocational School of Ma'arif NU which is feasible to be applied in the school.

In the aspect of planning, for example, the development of the model uses a participatory approach. This is intended to produce careful planning and get support from school stakeholders, such as principals, vice principals, teachers, students, school committees, business / industry, and Islamic boarding schools.

Soft skills education consists of soft skills in developing spiritual attitudes and entrepreneurial soft skills. Soft skills for developing spiritual attitudes consist of NU's subjects, Islamization, Entrepreneurship, and the culture of pesantren in schools (pronunciation of greetings to teachers and friends, prayers of dhuhur prayer and dhuha prayer, reading of the Asmaul Husna, safari Quran, mujahadah , istighotsah and khithobah every Friday morning). Entrepreneurial soft skills consist of entrepreneurship subjects, internship, and school culture habits (LDK, flag ceremony, scout, tonti, and class cleanliness).

The development and testing of the feasibility of the model produces the final model of management of soft skills education in boarding-based vocational school students that is feasible to be implemented in school.

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