FORMATION OF QUALIFIED BACHELOR THROUGH SOFT SKILLS IN EXTRACURRICULAR ACTIVITIES OF UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA STUDENTS

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ABSTRACT

Referring to Government Regulation No. 30 of 1990 concerning Higher Education as an elaboration of Law No. 2 of 1989 concerning the National Education System which states that the aim of national education is to form a whole person. But in its implementation, the implementation of tertiary institutions places too much emphasis on the cognitive or academic aspects of higher education institutions. To improve the ability of instructors from the Universitas Muhammadiyah Sumatera Utara (UMSU) to conduct Training of Trainers with experts from the Higher Education. The implementation often clashes with the lecture schedule. The schedule for implementing soft skills training often clashes with the schedule of college students. But these problems can be overcome by collaborating and asking for permission from the faculty so that the student can take part in soft skills training. Involving as many lecturers as possible with Masters (S2) and Doctors (S3) degrees by providing debriefing. UMSU is the largest private university in North Sumatra, thus the indicators of soft skills success should be used as benchmarks for other private universities that have not had the opportunity to develop soft skills.

1. INTRODUCTION

Observing the development of high education through its Triharma, in facing the globalization era, it is time to review the function of higher education. Indeed, the function of higher education with Triharma has been carried out for nearly 40 years and can be said to be quite satisfying the results. However, the human figure that we want as the output of the national higher education system faces the era of globalization or faces new challenges. This is at least contaminated by the glitter and shining of the modern world. That promises fun, added value, rationalist science and technology in an open and globalistic modern life.

That fact demands that we give an added dimension to the function of national higher education in building 21st century society. By adhering to Law No. 20 of 2003 concerning the National Education System, Law No. 18 of 2002 concerning the National System of Research, Development and application of Science and Technology, including the formation of science and technology capabilities through synergies between industry, R&D institutions, universities, and support institutions, R&D results financed by the government must be managed and transferred to the community, the benefit of resources science and technology which includes human resources, IPR, standardization, information and facilities and infrastructure. This commitment is further strengthened by the 2003-2010 Higher Education Long Term Strategy (HELTS), a replacement document for the 1996-2005 Long Term Higher Education Development (KPPTJP) framework to follow and anticipate rapid changes, which should be used as an indicator of higher education development for improving the quality of human resources. HELTS formulates three basic policies for developing tertiary education, namely national competitiveness, autonomy and decentralization, and organizational health.

The above strategy implies a necessity for Higher Education, to be able to play a role as a means for improving the quality of human resources, universities play a central role in increasing the nation's competitiveness (Suprayitno, 2006: 3). Furthermore, in his statement he appealed that the learning
process in campus could be a vehicle to change the mindset of the people in the direction of the realization of a democratic civil society. Higher education must take the role of a moral force that is able to function as a mobilizer in order to achieve the above goals.

Referring to Government Regulation No. 30 of 1990 concerning Higher Education as an elaboration of Law No. 2 of 1989 concerning the National Education System which states that the aim of national education is to form a whole person. However, in its implementation, the implementation of tertiary institutions places too much emphasis on the cognitive or academic aspects of higher education institutions. By itself the emotional aspects, social responsibility, moral and religious aspects of a person get less emphasis. Our higher education curriculum emphasizes the development of the right brain and provides less development to the functions of the left brain that functions for initiative, art appreciation and ability - normative abilities (Tilaar, 1998: 230). Higher education needs to invest in moral capital to strengthen academic credibility and moral integrity by trying to uphold and maintain the values of freedom consistently. It can be concluded that the idea of soft skills must be developed and those that lack a portion in the management of tertiary institutions.

The Government Regulation above was further strengthened by the existence of a new National Education Law, namely RI Law No. 20 Th 2003, Yng has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesians to develop into qualified human beings so that they are able and proactively respond to the challenges of the ever changing times. This formula is reinforced by the future prospects of our education system which 1) strives for the expansion and equitable distribution of opportunities for quality education for all Indonesians; 2) help and facilitate the development of the potential of the nation as a whole from an early age to the end of life in order to realize the learning community; 3) increasing the readiness of input and the quality of the educational process to optimize the formation of moral personality; 4) enhance the professionalism and accountability of educational institutions as centers for the acculturation of science, skills, experience, attitudes and values based on national and global standards; 5) empower community participation in the administration of education based on economic principles in the context of the Republic of Indonesia (UU Sisdiknas, 2003: 12).

Listening to the vision and mission above, it is clear that national education has the ultimate goal of establishing a balance of the left brain and right brain. And that the success of national education is not only measured by the transfer of knowledge but that must be supported by the transfer of behavioral and psychomotor. The national education functions to develop capabilities and shape the character and civilization of a nation that is worthy of in the context of the intellectual life of the nation and aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, of good morality, healthy, knowledgeable, competent, creative, independent, and become citizens who are democratic and responsible.

As a consequence of the desires and hopes of national education contained in the vision and mission, tertiary institutions must improve themselves and race to realize these aspirations through the vision and mission of the tertiary institution concerned. Thus Universities must describe and implement them through curricular and extra-curricular activities.

Universitas Muhammadiyah Sumatera Utara (UMSU) is the largest Islamic University in North Sumatra. In the 2006-2007 academic year, there were 10,000 active students spread across 7 faculties, namely: FIKIP, Economics, Law, Social Sciences, Engineering, Agriculture, and the Faculty of Islamic Religion. From the composition of the number of students there is very clearly seen heterogeneity in terms of origin, culture, level of intelligence and emotional maturity. The interaction and socialization that occurs between the personalities might lead to a positive or negative combination of the meeting of the components above.

Thus departing from the objectives of national education as written in Law No. 2 of 1989 in conjunction with Law No. 20 Th 2003 that the ultimate goal of education is to form fully Indonesian students. Observing student behavior patterns lately that tend to be more dominant toward destructive behavior, campus situations that do not support scientific nuances, increasingly challenging work world challenges, and the strong desire of the University of Muhammadiyah Sumatra to equip students with a variety of capital needed by the market work and community life later.

The goals and measuring tools for soft skill commitments are students as benchmarks. Students are the most important component in a tertiary institution because all academic and non-academic activities will ultimately be measured by how much the quality of the process and the quality of students' outcomes are called qualified and reliable graduates. The implementation of the soft skills program which is an obsession with the UMSU, has begun with the launching of the vision of UMSU, which is determined to
make the UMSU campus a center of excellence in organizing and developing Islamic, scientific and professional, arts and technology with a global perspective. The idea has already manifested itself in the form of the realization of UMSU's mission which a) carries out education and teaching, research, service and fostering Islamic values of life; b) develop the freedom of scientific thought imbued with the spirit of monotheism; c) develop an entrepreneurial spirit in various fields of science / expertise, technology and art; and d) organizing Islamic da'wah activities as an integral part of Muhammadiyah's goals.

Based on UMSU vision and mission commitment above, a soft skills program was designed that takes the place of extra-curricular student activities for law faculty students, namely the leadership training that has been running at UMSU. This leadership exercise, is felt to be very suitable and in line with the substance of soft skills. However, due to the limitations of several things, such as the low quality of human resources from the presenter (tutors), which only involves senior students only, companion activities that are only among students, program materials that seem less sustainable, less systematic implementation of the program, lack of measurable indicators of success, and this program is only a routine for those who are interested. This fact can be caused by several factors, such as lecturers who do not know what role to take in this leadership training, limited costs in initiating a perfect program, lack of students' understanding that leadership training has a very significant relationship with the overall educational success in tertiary institutions as well as authorized capital for their selling value in the world of work.

The emergence of the North Sumatra Muhammadiyah University Student Leadership exercise was motivated by the idea of the importance of the role of students and the need to be adapted to the implementation of reforms, in the field of higher education and the demands of globalization in the future. In addition to opportunities to develop scientific attitudes and attitudes of expertise, students need to have the opportunity to develop independence, broad insight, a sense of nationalism, organizational and communication skills, awareness of the nation's culture, and concern for community problems. The goals and measures of commitment to soft skills are students as benchmarks. Students are the most important component in a tertiary institution because all academic and non-academic activities will ultimately be measured by how much the quality of the process and the quality of students' outcomes are called qualified and reliable graduates.

2. LITERATURE REVIEW

The UMSU Leadership Training was actually held a year ago but there are still many obstacles and shortcomings in realizing it. One obstacle is that the Leadership Training participants were not comparable to the total number of students enrolled at Muhammadiyah University, North Sumatra. The limitations of the Leadership Training participants at UMSU are due to limited funds available.

The implementation of the soft skills development program refers to: Law number 20 of 2003 concerning the National Education System which has launched efforts to achieve 3 (three) educational indicators, namely cognitive, affective and psychomotor.

The Long Term Higher Education Strategy (HELTS) 2003 - 2010 which formulated 3 (three) basic policies for developing tertiary education, namely national competitiveness, autonomy and decentralization, and organizational health; Circular of the Director General of Higher Education 2006 Development Year about Student Patterns.

Soft skill knowledge is nothing but the ability of a person to be able to adapt and communicate well in the environment where he is. Soft skills are invisible and not immediately. Examples of soft skills include: the ability to adapt, communication, leadership, decision making, problem solving, conflict resolution, and so forth. The successful implementation of the soft skills development program can be reviewed from the following parameters (National Education, 2007):

1. A model of developing a student's potential system is developed that is reliable, with the characteristics of the values of certain competitiveness and adaptability in facing the challenges of the global world.
2. Increasing the relevance of competency-based educational programs to student activities through transformative and synergistic mechanisms.
3. Increase the absorption capacity of tertiary education graduates in the workforce to the maximum with a waiting period of no more than 2 years.
4. Increased efforts to empower human resources, facilities and infrastructure that have been available through partnership programs between agencies or institutions in solving managerial problems or expertise.
The development of soft skills is something that is urgent in equipping students to be ready to use in the world of work. The phenomenon observed from the daily lives of students on campus is found some behavioral gaps than they should, including:

1. Students tend to be formed by values that are less able to develop the potential that exists in him;
2. Students have a healthy and tough personality and are able to face ATHG.
3. Students are able to survive in facing the challenges of the global world;
4. Students are social creatures that depend on other creatures;
5. Students have the ability to organize and work in teams;
6. Students are able to implement social ideas in society in providing marginal.

Extracurricular activities are carried out by students of school or university, outside the standard curriculum study hours at each level of education. Extracurricular activities are intended so that students can develop their personality, talents, and abilities.
in various fields outside the academic field. This activity is generally carried out independently from the university and the students themselves to pioneer activities outside of class hours. The activity of the extracurricular itself can take the form of activities in the arts, sports, personality development, and other activities that aim positively for the progress of the students themselves.

3. RESEARCH METHOD
A. Types of research
This type of research is an experiment conducted with the Pre-test Post test design method. Data collection techniques through questionnaires that use the ordinal scale in the range 1-20 depicted in table 1, and observation in the form of observing the discussion process, how to express ideas and ideas, and changes in behavior that occur. Besides that, FGD (Focus Group Discussion) can be used in developing student soft skills and the results can also be observed by observers. In this FGD, students will be grouped into 5-10 students. The group then discusses each other to find solutions to the problems they have raised themselves. When the discussion occurs, the observer can observe the way and behavior of students when expressing opinions, speaking language or how to respect the opinions of others who intersect with their opinions.

Rating Range:
1. Team working : 0-25
2. Independent : 0-25
3. Communication : 0-25
4. Entrepreneurship : 0-25
5. Leadership: 0-25
6. Analytical and logical thinking: 0-25
7. Responsive technology : 0-25
8. Noble character : 0-25

B. Data collection technique
1. Observation of Participation
Observation is the way the tutor prepares teaching material and how the material is presented.
2. Documentation Study
This documentation study was conducted to reveal data in the form of a) the implementation of the soft skills program so far at the Faculty of Law of UMSU; b) the results achieved in the implementation of the soft skills program so far at the Faculty of Law of UMSU; c) Factors that become obstacles in implementing soft skills programs at the Faculty of Law of UMSU; d) The concept of the Faculty of Law of UMSU; and e) Making use of resources available to support the smooth skills of the soft skills program at the Faculty of Law at UMSU; and f) achievement of results that can be used as a benchmark for the success of the soft skills program at the Faculty of Law at UMSU.

C. Data Analysis Techniques
The data collected will be analyzed qualitatively. This technique emphasizes more on the analysis of the deductive and inductive inference process and on the analysis of the dynamics of the relationship between observed phenomena.

4. RESULT AND DISCUSSION
At present UMSU cares for (seven) faculties comprising 23 study programs. Each faculty offers courses that are tailored to national curriculum standards and local curriculum development. The preparation is carried out in accordance with the vision of UMSU with a global perspective. The following are the study programs that are nurtured by UMSU to date.
The Faculty of Law (Fahum) was established in 1982. The Faculty of Law has a vision as a center for the study of superior and professional education, development and empowerment of people in the field of law based on Islamic and national values. Until now the Faculty of Law is led by Farid Wajdi, SH M.Hum. but to answer the guidance from the world of higher education on human resources from the Legal Sciences, the Faculty of Law focuses the Law Studies program on 6 (six) concentrations, namely:
1. Civil Law
2. Criminal Law
3. International Law
4. Procedural Law
5. Business Law
6. HTN / HAN Law
The vision and mission of UMSU are described as follows:
Vision:
Being a Faculty of law that excels in the organization and development of law that produces graduates with high integrity in the field of law with a global outlook based on Islamic values.
Mission:
1. Realizing the implementation of legal education and at the same time giving birth to law graduates who are committed and have high integrity in achieving quality excellence in the fields of education, research and community service imbued with Islamic values.
2. Organizing legal education that gives graduates the ability to compete competitively in filling jobs supported by language acquisition, information technology and Islam.
3. Carry out legal education that provides skills for graduates to develop legal science and apply it accordingly or professionally. community needs the spirit of independence of cooperation in a way.

A. Implementation of this soft skill program at the Faculty of Law of UMSU
Students are very interested in joining this soft skills program starting from semester 3 to semester. for them soft skills is a new knowledge and students begin to realize that to achieve success the Soft Skills ability has a greater role than the ability of Hard Skills.
The lecturers, especially the accompanying lecturers, can benefit from the implementation of the soft skills program. They seemed to get a direction and the best way to educate students to become human beings who are ready to use according to the needs of the stak holder and in line with the vision and mission of UMSU. Although the knowledge of Soft skills is still "foreign" to them, but with the TOT training by experts from the Higher Education, the insight of the accompanying lecturers becomes open. They are also very enthusiastic about learning and exploring Soft Skills knowledge from the internet or other information media. The indicators for implementing soft skills in the Faculty of Law consist of 8 values that refer to the vision and mission of UMSU:
**FIGURE 1. The indicators for implementing soft skills**

Leadership: Ability to lead groups & self, trusted, sensitive to problems, insightful & responsible, creative and skilled in organization, motivator and able to take decisions. Independent: Believe yourself, Discipline and work hard, Never give up and do not like to complain. Team working: Conduct mutual interaction, respect and understand each other, recognize the strengths of people. Response technology: Actively finding and using information, the latest technology in their respective fields, responsibly. Entrepreneurs: Be entrepreneurial, creative and able to see opportunities, dare to risk Communication: Able to communicate (Ways, Content and words), caring and sincere, Bring out the fun. Logical and analytical thinking: Respond to change, examine problems before activity, gather and test facts and data, make conclusions in accordance with facts and data of the Noble Morals: Based on Al-Quran and Hadith, Muslim Dressed, Orderly in worship The Value Range based on the grouping of Law Faculty students can be seen in Table 1 below.

| Rating Level | Rating Level | Number of Students | Presentation |
|--------------|--------------|--------------------|--------------|
| Brilliant    | 160 – 128    | 29                 | 76.3 %       |
| Satisfying   | 127 – 96     | 9                  | 23.7 %       |
| medium       | 95 – 64      | -                  | -            |
| Less         | 0 – 63       | -                  | -            |

B. Factors that become obstacles in implementing soft skills programs in the Faculty of Law UMSU
1. Submission of material that is not exhaustive yet not all instructors master soft skills in depth. But the instructor's willingness to update mastery of soft skills is enormous and is done through browsing from the internet and reading books.
2. Inexperienced instructors instructors involved in applying soft skills at UMSU do not have experience in delivering soft skills. To improve the ability of instructors from the University of Muhammadiyah North Sumatra to conduct Training of Trainer with experts from the Higher Education.
3. Implementation that often clashes with college student schedules. But these problems can be overcome by collaborating and asking for permission from the faculty so that the student can take part in soft skills training.

C. The concept and handling of soft skills program that should be implemented at the Faculty of Law of UMSU
1. Involving as many lecturers as having S2 and S3 education by providing debriefing
2. UMSU is the largest private university in North Sumatra, with the success of soft skills can be used as a benchmark for other private universities that have not had the opportunity to develop soft skills.
3. The credibility of the UMSU Faculty of Law has been recognized by the public, therefore the law faculty should involve law practitioners in North Sumatra in developing soft skills derived from UMSU law faculty graduates.
4. It is more likely to involve senior students who are active in leadership training as assistants in soft skills training.
5. The formation of student character through soft skills should be used as a reference in training other students.
6. In order for soft skills training to be of use value and get recognition from the world of work, it is best to design and be given a certificate of graduation after students join the soft skills program.

D. The function of available resources is to support the smooth running of soft skills programs at the Faculty of Law of UMSU

1. The number of law school students has increased from year to year
2. The availability of extracurricular student activity units that can be used as a forum for developing soft skills.
3. An increase in the number of lecturers who continue their education to Master and Doctor.

5. CONCLUSION
The UMSU Leadership Training was actually held a year ago but there are still many obstacles and shortcomings in realizing it. One obstacle is that the Leadership Training participants were not comparable to the total number of students enrolled at Muhammadiyah University, North Sumatra. The limitations of the Leadership Training participants at UMSU are due to limited funds available. The indicators used refer to the eight values, each of which is translated into more concrete concepts and actions. The eight values are: team working, independent, communication, entrepreneurship, leadership, logical and analytical thinking, responsive technology and noble character. The results obtained are less in-depth delivery of material; not all instructors have mastered soft skills in depth. But the instructor's willingness to update the mastery of soft skills is enormous and is done through browsing from the internet and reading books; inexperienced instructor; instructors involved in applying soft skills at UMSU do not have experience in delivering soft skills. To improve the ability of instructors UMSU conducted a Training of Trainer with experts from The implementation often clashes with the lecture schedule. The schedule for implementing soft skills training often clashes with the schedule of college students. But these problems can be overcome by collaborating and asking for permission from the faculty so that the student can take part in soft skills training. Involving as many lecturers as having S2 and S3 education by giving debriefing. UMSU is the largest private university in North Sumatra, thus the indicators of soft skills success should be used as benchmarks for other private universities that have not had the opportunity to develop soft skills. The credibility of the Faculty of Law of UMSU has been recognized by the public, therefore the law faculty should involve law practitioners in North Sumatra in developing soft skills derived from UMSU law school graduates. It is more likely to involve senior students who are active in leadership training as assistants in soft skills training. The formation of student character through soft skills should be used as a reference in training other students. In order for soft skills training to be of use value and get recognition from the world of work, it is best to design and be given a certificate of graduation after students join the soft skills program. The number of law school students has increased from year to year. The availability of extracurricular student activity units that can be used as a forum for developing soft skills. An increase in the number of lecturers who continue their education to Master and Doctor.

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