Mastering the soft skills in the implementation of work based learning among community college students

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Abstract. Emphasizing the aspects of soft skills among students is an important element to produce graduates who are competitive when facing any situations in the workplace. Various efforts have been taken by the Ministry of Education (MOE) and the Ministry of Higher Education Malaysia (MOHE) to improve the education system in Malaysia. Learning methods were introduced to ensure the education systems achieve the educational goals and to produce individuals who are well-balanced with spiritually, emotionally and physically. However, the issue of unemployment among graduates often being spoken in the community and it was regarded as a failure of educational institutions to produce quality graduates. Thus, the method of Work-Based Learning (WBL) was seen as a way to improve the soft skills among the graduates. The study was conducted using quantitative research survey as the design of the study used a questionnaire that was adapted as an instrument. Data were analysed using Statistical Package of Social Science (SPSS) version 20.0. The respondents were consisted of 97 students who attended WBL programs at the community college. Data were obtained from questionnaires using descriptive statistics for the calculation of the mean and one-way ANOVA test. The findings of the level of soft skills among community colleges were high where the communication skills obtained (mean = 4.1218), critical and problem solving skills (mean = 4.0946), teamwork skills (mean = 4.2297), learning and information management (mean = 4.1219), entrepreneurial skills (mean = 4.0240), professional ethics and moral (mean = 3.9410) and leadership skills (mean = 4.2104). The findings also showed the differences in term of communication skills among the community colleges. This study was significant to the community colleges to identify the level of soft skills among students who performed WBL methods in order to reduce the number of unemployment.

1. Introduction
Education is an important area that contributes to the development of the country. Learning methods are introduced to ensure that the education system reaches its goals as contain in the National Education Philosophy (NEP). According to Community College Management Sector GCMS (2010), Work Based Learning (WBL) is an approach to learning and innovative teaching that involves cooperation between Community College Management Sector and the companies involved. WBL is a learning approach that involves working experience which students have to go through the learning process in their institutions and to increase experience and expertise in industrial applications (Becker,
2013). Issues which are related to unemployment among graduates often being spoken in the community and it is regarded as a failure to educational institutions in order to produce quality graduates (Ismail, 2012). Students with soft skills could compete with the challenges of globalization today, (Buntat, 2008) and it is seen that WBL as one of the ways to improve soft skills in Community College.

The collaboration between industry and educational institutions is a major milestone towards the consolidation of higher education. According to Ahmad (2006), the cooperation between educational institutions and industry in terms of providing training to their students is poorly implemented and it is focused on industrial training which are compulsory to students. This statement is also supported by Abdul Razzaq et al. (2010), and they argue that if an institution wants to produce graduates who can work and succeed in their career, the curriculum must be consistent with the needs of the industry. The cooperation between the educational institutions and industry is the best way to shape the curriculum to determine the skills required.

The phenomenon of unemployment in Malaysia has become a worrying phenomenon in recent years. This problem occurs not only in Malaysia but also in many developing countries like Philippines, Indonesia, India and developed countries such as Britain and the United States; they experienced the same thing (International Labor Organization, 2009). Employers want employees who have technical or hard skills as well as the soft skills. Meanwhile, Rusmin (2010) mentions that a degree is no longer a main attraction to the employers of any company and job market in choosing graduates but the combination of soft skills is indeed required. Tahir (2005) also pointed out that graduates in Malaysia have sufficient technical skills but employers are less satisfied with their soft skills.

Employers and industry in Malaysia have fewer graduates who have knowledge and technical skills and most of them are not able to communicate properly (Mustafá Mohd Nor, Suradin & Ahad, 2010). According to Sulaiman (2010), thinking skills have been introduced in teaching and learning and it is known as Critical and Creative Thinking Skills (CCTS). The Critical and Creative Thinking Skills was emphasized in 1988. However, the problem nowadays is to what extent the level of critical skills and problem-solving skills of students performed at each institution. Hassan (2007) stated that although the university has provided various measures but the students still do not have teamwork skills and experience required by employers. Nordin (2010) stated that entrepreneurship is considered as the transformation to the unemployment problem nowadays.

Professional ethics and moral aspects are also increasingly important due to the occurrence of these crimes very seriously and it involves the students (Rasul, 2008). Leadership skills are important elements but the formation of the nation's cultural identity is given less attention by the students in developing their skills (Esa, 2006). Thus, this study aims to see the mastery of soft skills in the implementation of Work Based Learning (WBL) among community college students; namely communication skills, critical and problem solving skills, teamwork skills, learning and information management, entrepreneurial skills, ethics and moral professional and leadership skills.

2. Methodology
The aim of this study was to ensure the process of data acquisition can be carried out more easily and can produce quality results. In this study, the researcher used a quantitative research to assess the level of soft skills in the implementation of the Work Based Learning (WBL) among community college students.

2.1. Population and sample
This study used a random sampling technique and the respondents were the students of community colleges in Malaysia. The population in this study were 104 people and the selected sample was 97. This generalization was based on sampling schedule by Krejcie and Morgan (1970).

2.2. Instrument
The instrument used in this study was the distribution of questionnaires. According to Konting (2009), a questionnaire was used to obtain information about the facts, beliefs, feelings, wishes and many more.

This questionnaire was adapted from the previous studies by study Mohamad Firdaus Abdullah (2011) and Ileyati Mohd Yusoff (2012). The questionnaire consisted of two parts. Part A was the questions related to the background of the respondents. This section contained four items; namely gender, race, education institutions and fields of study.

Part B was aimed to identify the level of soft skills of Community College when implementing WBL. It consisted seven sections which represented each item of the soft skills. The scoring was done on 5-ponit Likert scale for each item of the soft skills. Table 2.1 below showed the number of questionnaire items.

Table 2.1: Number of Questionnaire Items

| Bil. | Part   | Factor                                      | Bilangan Item |
|------|--------|---------------------------------------------|---------------|
| 1    | Part A | Demography                                  | 4 (item 1-4)  |
|      |        | Gender                                      |               |
|      |        | Race                                        |               |
|      |        | Education Institutions                      |               |
|      |        | Fields of Study                             |               |
| 2    | Part B | Communication Skills                        | 11 (item 1-11)|
|      |        | Critical skills and Problem Solving Skills  | 11 (item 12-22)|
|      |        | Teamwork Skills                             | 12 (item 23-34)|
|      |        | Continuous Learning and Information Management | 6 (item 35-40) |
|      |        | Entrepreneurship skills                     | 9 (item 41-49) |
|      |        | Ethics and Professional Moral               | 7 (item 50-56) |
|      |        | Leadership skills                           | 12 (item 57-68)|

To test the reliability of the instrument, this study was used Statistical for Social Science (SPSS) for Windows 20 to obtain Alpha Cronbach reliability coefficient which indicated the connection of items to each other (Najib 2003). Based on the results of a pilot study conducted, the researchers obtained a Cronbach alpha value at a good level of communication skills; namely 0.737 and 0.724 for the ethics and professional moral.

2.3. Analysis of Data
This section described the results of the analyzed data through questionnaires that were returned to the researcher. The determination of each completed survey data were collected and analyzed prior to the next level of making the right decision based on the data that was analyzed as shown in Table 2.2 below.

Table 2.2: Method of Data Analysis

| Research Questions                                         | Analysis Method |
|------------------------------------------------------------|-----------------|
| Communication Skills Level                                 | Mean Score      |
| Critical skills and Problem Solving Skills Level            | Mean Score      |
| Teamwork Skills Level                                      | Mean Score      |
| Continuous Learning and Information Management Level        | Mean Score      |
| Entrepreneurship Skills Level                              | Mean Score      |
| Ethics and Professional Moral Level                        | Mean Score      |
| Leadership Skills Level                                    | Mean Score      |
| The Difference between Communication Skills Level among Community Colleges | One-way Anova  |
3. Result

The findings were divided into two parts: part A consisted of four items on the background of the respondents. Table 3.1 showed the background of the respondents based on the number and percentage of respondents.

| Gender, Race, Education Institutions | Number of people | Percentage (%) |
|--------------------------------------|------------------|----------------|
| Man                                  | 36               | 37.1           |
| Woman                                | 61               | 62.9           |
| Malay                                | 95               | 97.9           |
| Indian                               | 2                | 2.1            |
| Kolej Komuniti Selayang              | 14               | 14.4           |
| Kolej Komuniti Ampang                | 10               | 10.3           |
| Kolej Komuniti Kota Melaka           | 30               | 30.9           |
| Kolej Komuniti Sg. Petani            | 20               | 20.6           |
| Kolej Komuniti Besut                 | 23               | 23.7           |
| Total                                | 97               | 100            |

This section described the descriptive analysis for each item in the construction of the level of soft skills among respondents towards WBL. The overall average mean score for the level of communication skills is (4.1218) which indicated high level. While, the mean score for critical skills and problem solving skills was (4.0946) and teamwork skills was (4.2297). The mean score for continuous learning and information management was (4.1219) and also entrepreneurship skills was (4.0240). The mean score for ethics and professional moral among Community Colleges was (3.9410) and leadership skills was (4.2104). Overall, the level of soft skills among Community College in implementing WBL was high. Table 3.2 below showed the mean scores for each soft skills among Community College.

| Table 3.2 : Mean Score for Soft Skills |
|----------------------------------------|
| Overall Average of Mean Score of Communication Skills | 4.1218 | High |
| Overall Average of Mean Score of Critical Skills and Problem Solving Skills | 4.0946 | High |
| Overall Average of Mean Score of Teamwork Skills | 4.2297 | High |
| Overall Average of Mean Score of Continuous Learning and Information Management | 4.1219 | High |
| Overall Average of Mean Score of Entrepreneurship Skills | 4.0240 | High |
| Overall Average of Mean Score of Ethics and Professional Moral | 3.9410 | High |
| Overall Average of Mean Score of Leadership Skills | 4.2104 | High |

Based on the analysis of one-way ANOVA in Table 3.3 below, there was a significant difference between the level of communication skills among the community colleges. This study showed a significant difference less than 0.05 (p < 0.05). Therefore, the null hypothesis (Ho) was rejected. As a
result, there was a significant difference in the communication skills among Community College when implementing WBL. As for the other soft skills, there was not a significant difference among Community College in Table 3.3 below. It showed that the p-value was greater than 0.05 (p >0.05). Thus, the alternative hypothesis (H1) was accepted. Therefore, there was no significant difference between the critical skills and problem solving skills, teamwork skills, learning and information management, entrepreneurial skills, professional ethics and moral and leadership skills among community college students after implementing WBL.

| KI 1      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | 1.803          | 4  | .451        | 3.433  | .012   |
| Within    | 12.079         | 92 | .131        |        |        |
| Total     | 13.882         | 96 |             |        |        |

| KI 2      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | .257           | 4  | .064        | .648   | .630   |
| Within    | 9.114          | 92 | .099        |        |        |
| Total     | 9.371          | 96 |             |        |        |

| KI 3      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | .281           | 4  | .070        | .691   | .600   |
| Within    | 9.358          | 92 | .102        |        |        |
| Total     | 9.639          | 96 |             |        |        |

| KI 4      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | 1.330          | 4  | .333        | 2.216  | .073   |
| Within    | 13.809         | 92 | .150        |        |        |
| Total     | 15.140         | 96 |             |        |        |

| KI 5      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | .981           | 4  | .245        | 2.241  | .071   |
| Within    | 10.062         | 92 | .109        |        |        |
| Total     | 11.043         | 96 |             |        |        |

| KI 6      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | .289           | 4  | .072        | .551   | .699   |
| Within    | 12.068         | 92 | .131        |        |        |
| Total     | 12.357         | 96 |             |        |        |

| KI 7      | Sum of Squares | Df | Mean Square | F      | Sig.   |
|-----------|----------------|----|-------------|--------|--------|
| Between   | .661           | 4  | .165        | 1.190  | .321   |
| Within    | 12.784         | 92 | .139        |        |        |
| Total     | 13.446         | 96 |             |        |        |

Findings and Discussion

The Level of Soft Skills
Throughout the analysis of data, the overall findings showed that the level of communication skills among community college students who took WBL program obtained high mean score. The communication skills level obtained highest mean score in English as well. This is because most of the students who attend WBL program in community college were Malay students. Therefore, Community College students are more comfortable communicating with their friends using Malay language. The finding is consistent with the study of Youth Development Research Institute Malaysia (2012) which states that Malay language is a language that is easily learned by students. This is consistent with the study conducted by Hurley (2008), which noted the importance of communication skills in their career by students as 80% of their working time, they will communicate with each other, alone or in their group. However, the analysis that was carried out on students who followed WBL
programme at the community colleges shows that the students are less proficient to communicate in English. The finding is also supported by the study by Kamaruddin (2013) which states that the weakness of Malay students lies in the use and mastery of English for speech or communication.

Based on the mean scores obtained, it indicated the critical skills and problem solving skills for each item was high. This shows a similarity with the study by Mulnix (2010) which states that critical thinking is the ability to understand, control, form, identify and practice the ability to find the relationship between the various references in the environment. This statement shows that community college students are able to understand the problems that occur based on their experiences during their learning in the Community College and practical training. These skills are helpful for students when they are working in organizations that real soon. This finding is contradicted to Walker (2003) which states that all people are using critical thinking while solving problems because they lack of self-awareness and other features that enable them to interpret and evaluate the problem. Most previous studies showed the same trend insights that students are not using the critical thinking to analyze the problem properly. Thus, the researcher found that most community college students have good critical skills and problem solving skills. The community college students can also improve their skills in order to be more competitive with other students in order to get a place in the eyes of employers.

The analysis of data showed the level of teamwork skills obtained was high. This is because when a community college students have industrial training, they need to have the teamwork skills in order to cooperate with each other in the companies. This is proven that WBL is able to improve the students’ skills with good teamwork. In fact, students can also cooperate with members of the group in sharing ideas, knowledge and improvement. A study conducted by Yusof (2014) which states that teamwork is considered when one can create interdependence situations between each other. The statement showed that the Community College students who perform WBL was considered excellent in terms of teamwork skills in an organization. These findings are also consistent with a study by Shah and Nor (2011), among the features that should be included in teamwork skills are able to work well in a team and various socio-cultural background to achieve the same goal. Therefore, the community college students have high teamwork skills.

The results also showed that the level of continuous learning and information management among community college students was high. The findings obtained in conjunction with a study conducted by Najib (2011) which states that education at the tertiary level is to provide students who receive and seek knowledge. This is because community college students are open-minded to accept anything that brings positive results. As an example of WBL is a new approach in this century and community college students are always ready to undergo the WBL approach. Therefore, it appears that community college students who perform WBL can improve learning and information management with the best. Encouragement and support from the students is necessary for the implementation of WBL, so it can be improved.

Other than that, the results showed that the level of entrepreneurial skills was also high. The results showed that community college students can identify business opportunities properly. The findings are in line with the studies carried out by the Prophet and Holden (2008), graduates can identify business opportunities that endeavor to solve the problem of unemployment. This shows that community college students who apply WBL approach has a good entrepreneurial skills to tackle the problem of unemployment today. This study is supported by Ismail (2009) which states that the graduates need to think as an inventor rather than finding a job. This is because community college students have a family background who have experience in the business. This statement differs from the study done by Chee Hoe Hee (2006), which states that entrepreneurship has no place as a career choice among graduates. There is no doubt that the entrepreneurship skills of community college students could assist in the implementation of good WBL but they should give encouragement in order to ensure the implementation goes strong.

To answer the research questions of this study, seven questions were asked to the respondents. The results showed that the level of ethics and professional moral was high. As we know, there is a lot of immoral activities happen among students. This problem will cause the process of building a first-
class human capital will be affected. However, the community college student proved that the level of their ethics and professional moral was high. This shows that Community College students who have a good attitude and work ethic can practice ethical behavior in the global community. The findings stated that the Community College students can practice ethical behavior is consistent with a study conducted by Kamal and Ahmad Kasim (2015) which states that quality employees are not only experts in their work, but also has an admirable character and behavior. These skills are very focused because these skills can show the attitude and behavior of students as well as to expose students to the importance of this skill when they face the real job. This proves that the graduates of community colleges can help to improve the performance of the company in competing with other companies.

To answer a research question in this study, twelve questions were presented to the respondents. Based on analysis of data, the results showed that the level of leadership skills was high. These findings are supported by the study of Lee Barron (2012), which states that when a person has good leadership skills, they can influence and convince people inside and outside organizations to work and help to achieve organizational goals. This shows that the question of leadership is a big thing in determining the success and excellence in the next generation. Based on the findings, the Community College students have excellent leadership skills and they can judge people well. The implementation of WBL at community colleges can produce students to have good leadership skills. To achieve this, leaders should influence followers to carry out his ideas with high ethical to assess, criticize and understand the needs of followers (Greenleaf, 2010). Thus, Community College students can be seen practicing good leadership skills as well as to evaluate other people well. These skills need to be maintained so that the effectiveness of WBL get the attention of many parties.

The Differences of Soft Skills among Community Colleges

Based on the findings, there is a difference between communication skills with community colleges. One-way ANOVA tests were conducted to determine whether there is a significant difference between communication skills with community colleges. Results showed significant differences which the communication skills between two college students are different. The result is consistent with the studies of Hoy & Miskel (2005), which asserting a cause of communication skills gap between education institutions due to the quality of lecturers in delivering information. The quality of lecturers is one of the important factors that determine the quality of students who graduate from an educational institution. They are the executors of the policies and goals that have been set by the government through the Ministry of Education. This may occur due to differences of delivery in the community colleges. When the lecturer does not put emphasis on the confident then it will affect the students' actions. Therefore, the responsibility of a lecturer in integrating various essential skills across the curriculum that has been developed by the curriculum. The community college faculty should take appropriate steps in order to improve the quality of their presentation to the students. This can prevent the differences between Community Colleges.

The results of this study indicated that there is no difference between the critical skills and problem solving skills after the implementation of Work Based Learning (WBL) among the community colleges. One-way ANOVA test was carried out to find out whether there is a significant difference between critical skills and problem solving skills among college has no different. These findings are contradicted with the study done by Ismail (2011) which stated that graduates of universities showed significant gaps in critical skills and problem solving skills. This is true because they have ability in simple non-technical aspects of problem solving skills. Similarly, the findings Abdullah et al (2012) found that graduates of public universities in Malaysia is not well controlled with Critical Thinking. This study is in line with the studies in Australia by Hambur, Rowe and Luc (2002) where all universities in Australia have chosen critical thinking skills, problem solving and communication (interpersonal and writing) as the basis of the skills of others and are transferable skills (transferable) and easily measured. Overall, the study found that community college does not have a difference in critical skills and problem solving skills among college. This proved that the successful implementation of Work Based Learning (WBL) can
improve this skill well. This will help students when looking for a job after they graduate. Thus, the implementation of WBL have a positive impact on many people.

The results of this study indicated that there is no difference between the level of teamwork skills after the implementation of Work Based Learning (WBL) between community colleges. This indicates Community College students are proficient in teamwork skills. These findings together with a study conducted by Mahamod et al., (2012) which states that there is no significant difference between the students of the Institute of Higher Learning (IPTA) and the Teacher Training Institute of Malaysia (RRIM). This is due to the students of both institutions have a high level of teamwork. They are more open and willing to accept the diverse view. Students who have a high level of teamwork are able to face any challenges and obstacles. This statement shows that among students who attend WBL in the community college have almost the same and as a result they are able to face any problems among their peers. Yulpisman (2006) stated that teamwork skills are necessary skills for the graduates to help them compete for jobs either in the local or international market. Thus, community college students have good team

work skills as a result of the implementation of Work Based Learning (WBL) that was carried out.

The results of this study showed that there was no significant difference in continuous learning and information management after the implementation of Work Based Learning (WBL) among Community College. It shows each community college has similar findings with other community colleges. The findings also showed Community College students were proficient in continuous learning and information management. This is consistent with the study by Mohamed (2014), stating that there is no significant difference between the level of knowledge of community college students after the course of lifelong learning and information management in accordance with Community College Community College. Global competitiveness and diversity requirements have urged people to constantly update their knowledge and skills. This opinion is supported by the study by Imran (2009) where the challenge of the community college is to ensure the programme of continuous education and information management can be handled easily by many members in the community. However, Community College has demonstrated that they can rise to the challenge to ensure that the program is reached to produce students who have the skills required by the industry. However, these findings differ from the study Rasul et al. (2012) which states that there is a significant difference between continuous learning and information management by institutions. Each institution has a level of continuous learning and information management that varies with each institution and ultimately produce graduates who are able to have these skills. This opinion is supported by Saadan (2011), the culture of lifelong learning is an important element for balancing the needs of the current economy based on the mastery of knowledge and excellence translate talent in the country. Thus, continuous learning and information management enables Community College student to improve their knowledge from time to time with the mastery of a variety of methods and techniques of communication tools and are able to analyze all information.

The results of this study showed no significant differences in the level of entrepreneurship skills in the implementation of Work Based Learning (WBL) among community colleges. This indicates Community College students have more or less in entrepreneurship skills among Community College. Generally, these findings suggest that the location factor does not play a significant role in the level of entrepreneurship skills of students. These findings are supported by Nasharuddin and Aaron (2010) which states that there is no significant difference in perceived entrepreneurship among graduates if disclosure of the subject of entrepreneurship, peers at universities, entrepreneurship courses offered at each institution are the same. Based on this study show that community college students are not significant differences in entrepreneurial skills due to the exposure provided by Community Colleges is the same in every College Komuniti. This study is contradicted to the study done by Rasheed (2001) and Sabarre (2013) where the difference mastery entrepreneurial skills of students rely on student involvement in entrepreneurial activities in institutions that can develop students' competence or entrepreneurship. This indicates that the level of entrepreneurial skills is very dependent on the involvement of students to attend courses or activities at each institution. This is supported by studies
Mitchelmore and Rowley (2010), a person can become entrepreneurs when they are through their various processes in business development. Thus, the approach taken by the institution may indirectly foster a culture of entrepreneurship among students and change their mentality towards work alone. Some of the study results obtained, Community College is seen as a catalyst to produce graduates with entrepreneurial skills who quality.

The results of this study showed no significant difference between the level of professional ethics and moral community college after the implementation of the Work Based Learning (WBL). This shows that all community colleges have similar findings with each other. The findings also showed Community College students have a level of professional ethics and high morals. These findings are not consistent with a study conducted by Esa et al., (2013). The results showed that there were significant differences between the engineering program at the Polytechnic for the application of professional ethics and morality among students. The difference in this skill may exist because the engineering program at the Polytechnic students have a strong peer influence. For example, when we have a friend who drives towards goodness, indirectly we also can adopt an ethical stance. But, if we have that peer influence is not good, then it will affect our moral and behavior. Thus, the Polytechnic should resolve this issue so that there are no gaps students' moral and professional ethics. Overall, the Community College managed to establish ethical and moral professional skills of students through the implementation of the WBL. All community colleges that implement WBL found to have no significant difference. Therefore, based on the findings Community College students have fantastic opportunities in forming themselves to step into real working environment. This is consistent with findings in line with the statement by Shahrulanuar Mohamed (2011) which states that the moral and ethical aspects have a strong link with the development of a country.

The results of this study showed no significant difference between the level of leadership skills with community colleges after the implementation of Work Based Learning (WBL). This shows that all community colleges have similar findings with each other. These findings are similar to a study made by Adnan (2005), students at one university have found that there is no significant difference in students' leadership skills. This is because university students through the application of good communication skills will contribute to the ability to lead, motivate, negotiate, resolve the conflict, solve problems and create a healthy relationship. The study found that college students who follow the implementation of Community Work Based Learning (WBL) have good communication skills and indirectly they can be a good leader. The findings of the study one way ANOVA test is different from the study Anuar&Esa (2010), which states that there is a significant difference between the courses at PusatGiat MARA (MajlisAmanat Rakyat) for elements of leadership skills. The ability of students to apply leadership skills will vary according to their ability level, as described by Gardner (1983); Abraham (2002); and Abdullah (2009) that each individual has their own fitness and fitness level is dependent on the method of application and the level of understanding of each individual. Therefore, the leadership skills to be mastered by all students in preparation before stepping into the real working world. Therefore, the leadership skills to be mastered by all students in preparation before stepping into the real working world. This is consistent with a study by Lussier and Chua (2007) which shows that the successful country is dependent on leaders who have strong leadership skills.

Conclusions
Based on the discussion of the findings, it can be concluded that the level of soft skills is a high Community College after implementing WBL program. The findings showed that the soft skills of students who attend community college WBL is at a high level. The first question of the study, the level of communication skills Community College students are at a high level of communication skills, particularly in languages other than English. This is because most of the students who attend WBL is Malay students. However, the findings also show that community college students still have a poor command in English. For the second research question, the critical skills and problem solving skills are also at a high level. This is because students who attend WBL are exposed to higher order thinking skills in order to be as required by the employer. This shows the effectiveness of the
implementation of the WBL at community colleges. In addition, teamwork skills are required in the implementation of the WBL at community colleges. Students can organize group activities to acquire and exchange views and ideas together. Community College students are also very open-minded and receptive to the idea that you can do well to them. As an example of WBL lived by themselves. Overall, the soft skills of Community College students are at a high level. This is in line with the requirements of the Higher Education Ministry to produce students who have strong soft skills.

Overall, the differences in the level of soft skills in Community College students who follow WBL has no significant difference among the Community Colleges. The communication skills showed a significant difference among community colleges. This may be caused by different beliefs or confidence level when communicating with each other, the way the lecturers teach and so on. However, in this study, it showed that the different levels of soft skills have no significant differences. This indicates Community Colleges are successfully implemented WBL to produce students who are needed by the industry. Hopefully, the implementation of WBL will establish flexible students as needed by employers today. Thus, based on the findings, recommendations for Community Colleges provide more programs of Work Based Learning (WBL) at community colleges especially for the certificate. This is because the certificate can help students to experience the real work. Community College will emphasize the mastery of English to each student. This is to prevent them to have a poor command of English. Therefore, these recommendations could help to prevent unemployment problems.

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