A Review of Soft-skill Needs in in Terms of Industry

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Abstract. World of work or industry requires a number of characters that are owned by employees working in work activities, it is intended that the industry can easily achieve business success through achievement indicators through the contributions of employees in work activities. For employees who are graduates of vocational education level, should this character have with him since they completed vocational education, but in fact the character is not fully owned by the students in learning in vocational, only 56.4% of characters / soft skills given in vocational learning, so that it becomes soft skill gaps vocational graduates with soft skills required by industry.

1. Introduction
Asean Economic Community (AEC) or the ASEAN Free Trade which has started since 2015 making goods, services and labor is getting easier for people passing in the ASEAN member countries. For Indonesian, this deal could be a double-edged sword. If processed properly, product and labor Indonesia has the potential to dominate the Southeast Asian market, otherwise if not ready to compete then Indonesia will be a market for other ASEAN member countries. This will certainly affect the labor conditions in Indonesia.

Working Conditions is a set of conditions or circumstances in the work of a company that is a place of work of the employees who work in that environment. What is meant here is the good working conditions that is comfortable and supportive workers to be able to carry out its activities properly [1]. Covering everything in the environment can affect the employee’s performance, as well as safety and job security, temperature, ventilation, lighting, cleanliness and others.

Learning in vocational demanding process / activities that can bring the ability of learners to work competence appropriate to the world of work (DU / DI), this is in line with the purpose of establishing the SMK is to prepare students to enter the world of work in accordance with the field of expertise chosen by the participants learners and develop a professional attitude in certain professions [2].

Data by BPS of 2014 recorded the number of unemployed vocational school graduates more than 1.6 million people (17.26%) of 9.39 million. That condition is a misnomer because in the current government to continue to promote vocational education and building a new department for vocational but it turned out to be the largest contributor of educated unemployment in Indonesia. This phenomenon shows that secondary vocational school which is expected to be a bridge link and match was also not met expectations. High unemployment vocational graduates also showed that the level of relevance of vocational education with real life is still low. The other side does not absorb graduates,
most graduates of vocational schools in Indonesia are not only less able to adapt to the development of 
science and technology but also less able to develop himself and his career in the workplace [3].

Their weakness resulting vocational graduates are not absorbed in the world of work needs to be 
change in the quality of graduates of vocational orientation, during which only now oriented hard skill 
inclusion of elements indispensable development soft skill DU / DI. Needs for industrial in soft skills 
and soft skills to the role a person's success in life can be seen in the figure 1 below.

![Component of Success](image)

**Figure 1.** Ratio Requirement soft skill and hard skills in the world of work / industry [4].

Research and the actual facts on the ground show that soft skills have an important role in 
determining a person's success in the work. Hard skill is a minimum requirement for a person to enter 
certain occupations, while soft skill will determine development in the job. It is therefore education, 
including vocational challenge to integrate both kinds of components in an integrated manner and not 
biased to be able to prepare a complete human resources that have the ability to work and grow in the 
future [5].

The demands of the relevance of education to the world of work in a broad sense hinted need 
mastered a number of competencies that can be demonstrated while working. Vocational education is 
education that prepares graduates to master knowledge and competence for the field / department. 
Vocational graduates are not enough to master the hard skills alone, but also have to master the soft 
skills as support hard skill to be better able to work productively, and quality [6].

2. Methods

Soft skill the needs of industry in the conduct of business activities is obtained as a result of the 
research study using a qualitative approach in the form of descriptive research using soft skill analysis 
of a part of the world of work and the phenomenon results from empirical observation on labor 
vocational graduates. The implications of this research are expected to be a contribution to learning in 
SMK [7]. The research process begins with a preliminary study to obtain a correlation between soft 
skills needs in the workforce with vocational learning.

Research continued to conduct a survey in the form of observations in the field of electronics 
industry in the production and technical section which refers to the key success factors in a career in 
the field of electronics, especially the working positions are grouped in soft skills [8]. This component 
will be grouped to obtain fulfillment of priority, so that will be a proposal for strengthening the 
components soft skill on learning in SMK. These results become in learning in vocational orientation 
which is used as the location of research examining the learning process.

The next stage in the research is to conduct a survey to teachers organize learning related to 
vocational education, in the form of data collection to get the phenomenon soft skill in learning in 
vocational preparation to enter the job / industry.
3. Results and Discussion

Research the number of personnel and the technical part of the production of industrial electronics field indicates a number of data including (see table 1):

| No | Industrial Soft skill | Dominance Results |
|----|-----------------------|-------------------|
| 1  | The need of English Communication Skill in a company | SS 59.2% |
| 2  | Honesty needs n Attitudes Behaviour | SS 89.1% |
| 3  | Needs Sense of Responsibility Employees | SS 82.2% |
| 4  | Discipline needs time | SS 64.6% |
| 5  | Needs Teamwork | SS 75.9% |
| 6  | Needs Work Safely | SS 54.1% |
| 7  | Creative needs in Problems Solving | SS 66.1% |
| 8  | High Commitment needs in Keeping Promises | SS 65.3% |
| 9  | Needs Capabilities Managing Information | S 53.4% |
| 10 | Needs Ethics and Morals in Words and Deeds as Norma Employees | SS 64.9% |
| 11 | Organize yourself needs well in work | SS 55.5% |
| 12 | Spirit of needs of work | S 49.7% |
| 13 | In deference to the needs of older people as a culture of employee | S 47.4% |
| 14 | The need toughness in work | SS 54.9% |
| 15 | Needs to Overcome Stress | SS 46.8% |
| 16 | Needs of Self Work | S 36.8% |
| 17 | Concern for the needs of others | SS 51.1% |
| 18 | Needs Easily receive input | S 55.2% |
| 19 | Care needs to clean environment | SS 71.1% |
| 20 | Troubleshooting Needs at Work | SS 54.9% |

Research into the effect of soft skills in teaching vocational students generate the following data (see table 2):
Table 2. Soft skill toward the teaching and learning activity in Vocational School.

| No | Students Soft Skill Conditions          | Dominance Results |
|----|----------------------------------------|-------------------|
| 1  | Honesty state and Attitude Behavior in Learning | S 57.1% |
| 2  | The state of moral ethics in word and deed | S 60.3% |
| 3  | High state in keeping promises          | S 58.4% |
| 4  | Discipline state time in learning       | S 53.2% |
| 5  | Sense of Responsibility circumstances   | S 53.8% |
| 6  | Safe Working state                      | S 57.1% |
| 7  | Circumstances ability Communicate in Learning | S 62.3% |
| 8  | Circumstances Have respect              | S 48.7% |
| 9  | Creative attitude and state of mind Many | S 64.5% |
| 10 | The state of Information Management     | S 68.8% |
| 11 | State responsibility / persistent in learning | S 26.9% |
| 12 | Concern for the state of others         | S 57.1% |
| 13 | Set yourself up with good state         | S 60.3% |
| 14 | Needs Easily receive input              | S 64.9% |
| 15 | Morale in the state of learning         | S 61.5% |
| 16 | Circumstances Able to cope with stress  | S 58.4% |
| 17 | Concerned about the state of the environment | S 51.9% |
| 18 | Able state of Troubleshooting           | S 56.4% |

Source: [9].

4. Conclusions

By comparing the condition of soft skills in vocational students in learning with the needs soft skill the world of work / industry on the research data, obtained the data that the number of targets soft skill the orientation of industry in conducting its activities had not fully met by learning at SMK. The gap soft skill must be loaded in learning in vocational include personal ability to communicate, honest, responsible, disciplined, working, job security, the ability of problem solving, commitment, manage information, ethics, self-management, passion, respect, toughness in work, overcoming stress, open and concerned [10]. In the vocational learning is very important to be submitted regarding the fulfillment indicator soft skill world of work / industry, it is intended that graduates of vocational competence can have a good working either on fulfillment of the components of Knowledge, Skills and Attitudes work.

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