
PROJECT-BASED LEARNING MODEL TO ENHANCE SOFT SKILLS OF VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

This study aimed to analyze students' interpersonal and intrapersonal skills at Integrated Vocational High School 1 Yaspida, where all students are in boarding schools and SMK Yasti district. Sukabumi, only 15% are boarding houses. The method used is qualitative with case studies. The data analysis technique used is the Miles and Huberman technique (data reduction, data presentation, and conclusion). The results of this study indicate that the soft skills of students at SMK YASTI and SMK Terpadu 1 Yaspida have the same results; students' interpersonal and intrapersonal skills are not affected by the presence of students living, whether they are in boarding school or not. Yasti Vocational School has a very good program, which can shape student characteristics and develop student soft skills, just like students who are in Islamic boarding schools. The soft skills aspect with the highest rating is the Collaboration aspect, and the lowest rating is on the leadership aspect. This research implies that through the implementation of project-based learning models, vocational high schools (SMK) can create a more realistic learning environment that is outcome-oriented and focused on developing skills needed in the working world and daily life.

Keywords: intrapersonal skills, interpersonal skills, project based learning, SMK, softskills.

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INTRODUCTION

The educational goals of vocational high schools, as stated in PP Article 76 No. 17 of 2010 concerning the management and implementation of education, is to equip students with scientific and technological skills as well as professional skills according to the needs of society. Vocational High School functions as an Educational Institution with a mission to prepare middle-level workforce candidates to enter the world of work (Faturrahman, 2019).

The workforce needed in the world of work is a workforce with skills, adaptability, and high competitiveness. The unemployment rate based on education, according to the Central Statistics Agency (2022), SMK graduates are in first place at 9.42%, followed by high school graduates at 8.57%, Diplomas at 4.59%, and Universities at 4.8%. However, this figure is down from data for 2021, which shows that 11.13% of vocational graduates are unemployed (Faturrahman, 2019).

Indonesian education is generally based on technical (hard) skills, which use more IQ and less developed EQ and SQ. The results of research from Harvard University (USA) show that a person's success depends not only on technical knowledge and skills but is also influenced by the ability to manage oneself and others. This research shows that hard skills support 20% of success, while soft skills support 80%. Research conducted by the Ministry of National Education of the Republic of Indonesia in 2009 showed that soft skills determine 85% of a person's success in education. They

are, furthermore, based on the book written by Thomas J. Neff and James M. Citrin titled *Lessons From The Top*, which includes sharing and interviews with 50 successful entrepreneurs in America stating that the key to a person's success is determined by 90% soft skills and 10% hard skills. They agree that self-quality determines success, including soft skills and people skills (Yuliharti, 2019).

Why are soft skills important for SMK graduates? Vocational High School students are prepared to enter the world of work immediately. SMK graduates will face various non-technical challenges, which are the key to success in their work (Setiawan: 2020). SMK has attempted to implement various learning models. The learning model in SMK is very important. The SMK learning model includes a learning implementation model and leads to the formation of 21st-century competencies, which are achieved while maintaining the skills of SMK students. The superior workforce in the Industry 4.0 era is those who have life skills and literacy skills, as well as 21st-century skills such as critical thinking, creative thinking, collaboration, and communication (Encarta: 2017).

Soft skills materials that need to be developed for students include teaching honesty, communication skills, and commitment. Developing soft skills in learning requires planning that involves teachers, students, graduates, and the world of work, to identify relevant soft skills development. Various institutions have implemented various strategies and guidelines to balance the soft skills mastery of SMK graduates with the competencies required by DUD I (Sri Utaminingsih, 2013).

To achieve 21st-century competence, the Directorate of P SMK recommends several learning models. The learning models used in SMK are (1) discovery learning models; (2) inquiry learning models; (3) problem-based learning models; (4) project-based learning models; (5) Product learning models; (6) Teaching factory learning model (Encarta: 2017).

The project-based learning model or project-based learning is a constructivism-based learning model that supports student participation in problem-solving situations through project work. Learners directly solve real-life problems, making the knowledge gained more permanent (Prasetyo dkk., 2020).

Project-based learning is a learning model that invites students to play an active role in developing their abilities. This project-based learning focuses more on significant student life problems; the teacher's role is to create problems, ask questions, and help students plan a project. In carrying out this learning, students need their soft skills so that learning steps can be applied optimally in the classroom. Students are invited to carry out individual and group activities to make presentations of a product or work result. This activity is student-centered, so it can encourage students to learn better, collaborate, and develop these abilities. In general, soft skills are understood as a person's ability to get along with other people (interpersonal skills) and skills in self-regulation (intrapersonal skills) that can perform at maximum performance. Intrapersonal skills are related to student personality, while interpersonal skills are manifested by social relations (Mujiburrahman dkk., 2023).

Project-based learning is student-centered learning in the form of investigative activities, which includes decision-making processes based on data analysis, collaboration, and product-oriented and involves the preparation of documents (Handrianto & Rahman, 2018).

What is the difference between project-based learning and other projects, which might be done at the end of the semester or the school year? Project-based learning (PjBL) gives freedom to

students to choose appropriate topics, consult each other, share responsibilities among group members and design, and finally present their final product. Based on research conducted (Thomas, 2000). it has been proven that students who study with PjBL can develop more appropriate social interactions (Aldabbus, 2018).

PjBL implementation criteria include active learning, student participation, curriculum-based assignments, challenging questions or problems, critical thinking and creative skills, communication and collaboration, teamwork, information management, problem-solving, decision-making, self-evaluation, and product orientation. PjBL is suitable for groups and individuals in the learning process (Handrianto & Rahman, 2018).

This research was conducted to capture the intrapersonal and interpersonal skills of students at Integrated Vocational School 1 Yaspida and Yasti Vocational Schools, Vocational High Schools with educational bases in Islamic boarding schools. The character of Yaspida Integrated Vocational School 1 is a salafiyah boarding school environment that shapes the character of its students for 24 hours in a boarding school environment. Meanwhile, the character of Yasti Vocational School is a toboggan boarding school where not all students are in the boarding school environment for 24 hours; some students return to their home environment after learning activities. Researchers are interested in analyzing students' interpersonal and intrapersonal skills in project-based learning activities to measure their readiness to become prospective workers in the 4.0 revolution era.

Therefore, the problem in this study is how to describe the soft skills possessed by students at Integrated Vocational School 1 Yaspida and Yasti Vocational High School, Kab. Sukabumi on the project-based learning model? This study focuses on the discussion of intrapersonal and interpersonal skills possessed by vocational students because of the influence of the educational environment and the surrounding environment on project-based learning activities. The benefit of this research is to add to the repertoire of knowledge and the application of counseling guidance in developing student soft skills.

METHODS

The method used is qualitative, with data collection techniques through interviews with students, teachers, principals, and supervisors. The data analysis technique used is the Miles and Huberman technique (data reduction, data presentation, and conclusion). This research is expected to provide an overview of the soft skills possessed by students at Integrated Vocational School 1 Yaspida and Yasti Vocational Schools and their development efforts so that students can use them to improve students' self-quality as information material for schools in planning student soft skills development programs and preparing strategic plans to achieve the school's vision and mission.

RESULTS AND DISCUSSION

Soft skills are the basic attitudes and personality possessed by a person. Skills that are not visible but can be felt in human social life. Soft skills are divided into intrapersonal and interpersonal, which can develop and improve one's self-quality. The consequences of soft skills are discipline, courtesy, determination, good communication between people, working together, and helping each other and others (Wijaya dkk., 2016).

The ability of students' soft skills can be seen from how the teacher gives their skills in thinking and solving problems during learning. Attitudes and behavior when doing tasks together or working with friends. Able to communicate well in the language style between friends and express opinions in front of the class, have the desire to continue learning and process relevant information, and have leadership skills (Huy dkk., 2020). This appears a lot in interactive learning which is carried out in groups, and students are given problems so they can find solutions. Able to build cooperation and develop the ability to think creatively. Project-based learning can stimulate not only the cognitive and psychomotor domains but also able to develop students' personalities (Kamdi, 2013).

The research results were obtained from observations using student worksheets, questionnaires, observation sheets, and interviews with students, teachers, principals, and supervisors. This research aspect refers to the soft skills indicators put forward by Archma Sharma, adapted to the Project Based Learning learning model. Five aspects of soft skills were observed in this study, namely:

Thinking and problem-solving skills

Observations related to thinking skills and solving problems are carried out through student worksheets that are used when learning is carried out. Directions from teachers who stimulate students by asking basic questions, almost all students can catch and try to solve the problems given. The ability of students to solve problems can be categorized as good, measured by the ability of students to complete projects expected by the teacher. Thinking and problem-solving skills, as well as the ability to identify and analyze problems, generate ideas, find alternative solutions, and draw conclusions based on valid evidence. Student worksheets contain questions that are indicators of thinking skills and problem-solving. The results of the analysis of student worksheets show good performance; thinking and solving problems are part of students' interpersonal skills.

Cooperation skills

The assessment tool used when assessing the second to fifth aspects, the researcher uses an observation sheet. Based on the teacher's assessment on the observation sheet, almost all students could work together in groups. Based on the results of interviews with students, it was found that a small number of them tend to prefer doing tasks individually because, according to them, working alone will make them more flexible at work and feel more productive. (Bartels dkk., 2022; Gössling dkk., 2020). However, when the learning process is carried out using the Project Based Learning model or project-based learning, students try to build relationships and interact with group members. They mutually contribute to the project planning to be made. This follows the results of other studies, which received a good category on this indicator because students can relate well with all group members in deciding answers based on the discussion results. In cooperation skills, the skills of respecting the opinions of others emerge, as well as being aware of social responsibility, where the task given by the teacher is a responsibility that must be completed for the common good. Students (Dinh dkk., 2020) interpersonal skills are formed in cooperation skills.

Communication skills

Students' communication skills become important during the learning process using Project Based Learning because they have to discuss and communicate with each other so that projects can be completed properly. Based on the observation sheet, students get the maximum rating in communicating, based on interview results; in some students, there is still a feeling of nervousness,

embarrassment, and fear of being able to talk to other people and to speak during presentations. They tend to prefer asking friends when experiencing difficulties in learning rather than asking the teacher. Interview data shows that students need help being confident with their communication skills. Lack of confidence tends to be dominated by male students.

"Communicating is a process of exchanging information from one person who gives information to another person who receives information." Communicating includes exchanging opinions and information and responding to the information received. So that communication skills are a person's ability to convey ideas, ideas clearly and convincingly. Communication skills are part of interpersonal skills (Wijaya dkk., 2016).

Lifelong learning and managing information

Soft skills in this aspect can be seen in independent attitudes, self-regulating abilities, and new abilities as well as new knowledge, honesty, and being able to sort and select relevant information from various sources, ask questions that are not yet understood, seeking information to solve problems, and the students can use books, the internet, and teachers as sources of information they will collect. Lifelong learning is a character that can shape the personality of students in the future. Having an honest attitude, being full of confidence, and being able to manage time is part of lifelong learning. Keep going, and be able to manage the information obtained. Based on observations, students have managed information from various sources to be able to complete the tasks given according to what was ordered. It is in this section that intrapersonal skills dominate.

Leadership skills

The leadership perspective assessed in the form of observation could be more optimal because there is only one instruction to complete the project, causing the development of leadership competencies for all students to be uneven. The difference between the survey results and the observation form is that there are differences in perspective and seeking information about each student's soft skills (Cheval dkk., 2020). Students fill out the questionnaire directly while the observer fills in the observation sheet or observes other people. By filling out a questionnaire and conducting interviews, students evaluate themselves subjectively according to their points of view. The situation is different with the observation form, which is filled in by the observer objectively during the learning process. The results show that students agree that matters related to leadership are important. The results of the interviews showed that the students preferred to be ordered rather than governed. The observation sheet is students' actual performance and has yet to show true leadership attitudes. This is in line with the results of previous research related to the importance of soft skills for learning.

Characteristics of student soft skills and school programs for the development of soft skills

One point of view that is of interest to researchers is to compare students' soft skills with different learning environments. Integrated Vocational High School 1 Yaspida is a school with a boarding school environment where all students are in a Salafiyah boarding school 24 hours a day, which upholds adab and morality. The concept of education applied at Integrated Vocational High School 1 Yaspida is a measurable educational concept that can shape students' personalities. The results of interviews with the principal of the Yaspida 1 Integrated Vocational School said that currently, the Yaspida 1 Integrated Vocational School prioritizes personality and school characteristics with the four pillars of discipline program, first discipline in appearance, second

discipline in worship, third discipline in learning, and fourth discipline in association. Making the moral formation program a flagship program with the jargon "isuk thinking pouting dzikir" is the basic essence of Yaspida students; of course, this concept is accompanied by the concept of reciting, serving, and serving. The collaboration contained in the four pillars of discipline can shape the morals and morals of students and students, which in the end, can become provisions to face global challenges and compete in the industrial world in the 4.0 revolution (Spagnolo dkk., 2020).

The program implemented and the school environment mostly shape the character of the Yaspida 1 Integrated Vocational High School students. It can be seen from the results of observations and interviews with teachers in the school environment that in the Yaspida 1 Integrated Vocational School environment, the aspect of lifelong learning is the main point. Intrapersonal, which is grown by the school through habituation, can shape the character of students who maintain the honor of the kiai. Planting the understanding that a santri must protect the honor of the kiai, being able to shape the character of the santri who maintains tidiness because he protects the honor of the kiai, protects the belongings of guests who come because he protects the honor of the kiai. The success of the soft skill strengthening program was able to build the character of students who were devoted to teachers.

Not much different from Yaspida Integrated Vocational School 1, Yaspida Vocational School also has a soft skill development program that has become a curriculum in all schools under Yasti. Friday's program is a day to strengthen soft skills for all male and female students. Women's activities are given to all female students; besides that, activities through Leadership Training and MPLS activities are excellent programs to improve students' soft skills. In addition to this program, the policy made by the school is to cooperate with the student's parents in maintaining their character so that the surrounding environment does not influence them. School policies related to discipline can reduce violations committed by students. There are three elements that students should not violate 1) immoral; 2) drugs; 3) brawls; if they break the three rules, then the consequences are issued.

The rules and development programs implemented by the school affect learning activities when project-based learning is applied. Yasti was able to develop students' hard skills and soft skills competencies by creating a Teaching Factory. Students are given the responsibility to be able to complete projects received from the community. Not just solving problems according to learning material but having been directly invited to complete projects from the community.

With the advantages of each school presenting a soft skills development program, making students who live in Islamic boarding schools and those who do not have the same soft skills competencies, schools can display students' soft skills competencies which will become capital when they are in the world of work.

Project Based Learning method applied in learning activities for SMK students can strengthen students' non-technical skills. Starting from planning the completion of a project and working together in completing the project, students communicate with group members to solve problems until the entire project can be completed as expected.

CONCLUSION

The conclusion from the results of the research and discussion is that the soft skills aspects of students in the Project Based Learning (PjBL) learning model observed during the observation obtained good results in terms of the soft skills aspects studied. Student statements support this through interviews which show aspects of student soft skills in the good category. The identified student soft skills profiles, were well mastered by the students, namely aspects of cooperative skills, and what did not appear prominently were aspects of leadership skills. Thus, students' soft skills develop well in the Project Based Learning (PjBL) learning model.

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