

Student Learning Strategy and Soft-skill in Clothing Business Management

by Dina Ampera

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Student Learning Strategy and Soft-skill in Clothing Business Management

D Ampera

Universitas Negeri Medan, Medan, Indonesia

*ampera.din@gmail.com

Abstract. Clothing Business Management course is a subject delivering knowledge and skills about how to manage clothing business. This course requires students' ethics, leadership, commitment, toughness, honesty, and the ability to take initiative, argue logically, and work together. However, students are not fully efficient in managing a business during practical task. The purpose of the study is to investigate: (1) the differences of students' learning achievement between those receiving gradual and conventional learning strategy, (2) the effect of interactions between learning strategy and soft skills toward students learning achievement, (3) the differences of learning achievement of high soft skills students who receive gradual and conventional learning strategy, (4) the differences of learning achievement of low soft skills students who receive gradual and conventional learning strategy. The 2x2 treatment-by-level experimental study was carried out in Dressmaking Study Program. The result proved significantly that, overall, differences of students learning achievement exist, except of low soft skills students.

1. Introduction

Education is essential for human progress and involves many participants including faculties and students. Good learning should be managed professionally by people who have special competence in the field of education. Therefore, learning needs a special attention to the development of intellectual potential and skills including soft skills of students.

Clothing Business Management course is a subject that delivers knowledge and skills about how to manage clothing business. This course requires students' ethics, leadership, commitment, toughness, honesty, and the ability to take initiative, argue logically, and work together. However, the students are not efficient in managing a business during practical task. This is caused by low of creativity and imagination, lack of facilities and infrastructure, limited funds for the materials laboratory, difference between learning environment and real life, and unsuitable learning strategy.

The problems of low quality of learning can be classified into the problem coming from (a) learning conditions, including student and material characteristics, and (b) learning methods used by educators [1]. Learning strategy, until now, is still characterized by a classical and a teacher centered learning so that learning objectives are achieved only in cognitive aspect, while affective and psychomotor aspects are not yet achieved. From those problems, the learning strategy should be turned into a student centered learning by using an active approach, multi-method, and multi-source learning.

Based on the above, it is necessary to do research on the effects of student learning strategy and soft skills in Clothing Business Management course. The purpose of the study is to investigate: (1) The



differences of learning achievement in Clothing Business Management course between students who receive gradual learning strategy and of those who receive conventional learning strategy, (2) The effect of interactions between learning strategy and soft skills toward students learning achievement in Clothing Business Management course, (3) The differences of learning achievement in clothing business management course between students with high soft skills who receive gradual learning strategy and of those who receive conventional learning strategy, (4) The differences learning achievement in clothing business management course between students with low soft skills who receive gradual learning strategy and of those who receive conventional learning strategy.

1.1. Clothing Business Management Learning Result

Richey describes that learning is a relatively permanent change in knowledge or behavior due to experience. The experience is not only meant physically but also cognitive and mental experience [1]. It happens because there is an interaction among the students and the learning environment including the school. Learning result is an achievement gained by the student in learning process, written as the numbers and applied on everyday life over competence that the student get.

High or low learning result demonstrates the success of educators in delivering learning materials. The result of one's learning depends on what he/she has known, goal, and motivation that affect the interaction process between one and the material being studied. Djaali says that the factors affecting the success of students in study [3]: 1) Internal factors, (derived from inside themselves) such as: health, intelligence, interest, and motivation, and 2) External factors (derived from outside themselves), such as family, school, community, and environment.

Clothing business management learning consists of production learning including development, characteristic, opportunity and the feasibility of clothing business including analysis of clothing business opportunity, economic analysis of clothing business, and the basics of garment production systems covering clothing production systems and feasibility studies of clothing business clothing business management learning focuses on production planning that is cut to order and cut inventory. The production process that has a smaller risk is cut to stock. It means cutting garment clothing if there is an order.

1.2. Learning Strategy

Learning strategy has five basic elements, namely (1) syntax, the operational steps of learning, (2) social system, the atmosphere and norms in learning, (3) principles of reaction, describes how teachers should look, treat and respond to students, (4) support system, all the facilities, materials, tools, or a learning environment that supports learning, (5) instructional and nurturant effects of learning result obtained directly based on the objectives that were targeted (instructional effects) and the results of learning beyond the target (nurturant effects) [4].

1.3. Gradual Learning Strategy

Molenda suggests a gradual strategy is a learning strategy that was developed to create learning activities effective and efficient, especially on learning activities requiring skills, gradually [5].

According to Arends gradual learning strategy is specifically designed to support the learning process for students with regard to structured procedural knowledge. It can be taught with the pattern of activity gradually or step by step. Additionally, gradual learning strategy is also aimed to help students learn the basic skills and obtain information about material presented and taught by lecturer step by step [6].

The gradual learning strategy, in five stages, is mainly used as a base for activities. The stages according Romiszowski are [7]:

Phase 1: Gaining knowledge about what to do, for what purpose, in what order and in what manner.

Phase 2: Implementing action step by step. Characteristics of this phase is being aware of application to knowledge, information and perception to initiate and control the action.

Phase 3: Transfer understanding from the eye to the other senses.

Phase 4: Movement skills through skill needs and what actions will be carried out.

Phase 5: All skills in various situations is collected, but the physical skills involved with strategy and skills stages of work that will be done.

1.4. Conventional Learning Strategy

Sanjaya writes that the conventional learning strategy is similar to the strategy of direct instructional, because learning material is delivered directly by the teacher. Sanjaya, also, interpret the strategy is a learning process that is more centered to teachers. Teachers centered approach is an approach where the teachers tend to control the learning process actively and as major information providers [8]. Ausebel argues that basically conventional study emphasizes the spoken process, learning materials given directly by educators. The student in this strategy is listening to learning material to be mastered from their teacher [9].

1.5. Soft skills in Learning

Soft skills refer to a set of characteristics of personality, social charm, language ability, personal habits, sensitivity/awareness, as well as optimism. Soft skills is a complement of hard skills. Soft skills cover (a) the personal qualities such as responsibility, selfconfidence, social skills, selfcontrol management, and integrity or honesty (b) interpersonal skills, for instance participates in group, teaching or sharing knowledge, serving customers, leadership, negotiation skills, and work ability in diversity.

Elfrindi explained that soft skills are skills of a person to keep in touch with other. Attributes of soft skills possessed by each person at different levels, influenced by the habits of thinking, talking, acting and having an attitude [10].

To assess soft skills of students, evaluation by convergent answer is not enough, it needs to be complemented by a diverging item with various answers. Observation is needed to determine if the students apply the soft skills in daily life. Therefore, observation sheet is needed to know the performance of the students in doing the task and daily behavior.

2. Methods

The research was conducted in Dressmaking Study Program, Department of Family Welfare Education, Faculty of Engineering, Universitas Negeri Medan. The research method was experimental research. The design experiment was to distinguish the effect of learning strategy to the learning result of students in Clothing Business Management course with a focus on soft skills. The experiment design is the design of treatment by level 2 x 2.

The study population are 82 students of Dressmaking Study Program, who are following Clothing Business Management course. To determine the sample, random sampling was used to determine class A as an experimental class, and class B as a control class. Then, students soft skills scores were calculated, followed by determining the category of low and high of students soft skills score. After the scores were sorted, 27% lowest score and 27% the highest score from the experimental class (class A) and the control class (class B) were taken. The experiment subjects were 11 students who have a high soft skills score and 11 students who have a low soft skills score from class A and B. Therefore there are 44 students as a sample.

The dependent variable is the result of studying Clothing Business Management. It is the form of the result competency assessment based on competency standards specified in the curriculum of Dressmaking Studies Program. The result of student learning is measured by test to measure cognitive aspect and the observations sheets for the result of the practicum students to measure psychomotor aspect.

3. Results and Discussion

For the first hypothesis, the average value of students learning results using a gradual learning strategy is 84.68, while the average value of students learning results using conventional learning strategy is 82.73. Based on the summary result of Anova two lanes treatment by level indicates that $F_{count} = 4.75$ is greater than $F_{table} = 4.06$. So H_0 rejected and H_a accepted at the 5% significance level it was concluded

that students learning result using a gradual learning strategy is higher than that using conventional learning strategy.

For the second hypothesis, Anova summary shows that the value of $F_{\text{count}} = 6.25$ is greater than $F_{\text{table}} = 20.06$, it can be decided that H_0 rejected and H_a accepted at the 5% significance level. It was concluded that there is an interaction between learning strategy and student's soft skills affecting the students learning results in Clothing Business Management subject.

For the third hypothesis, the average value of students group learning result who have high soft skills by using a gradual learning strategy is 89.27, while using conventional learning strategy is 84.77. Based on the summary results of Anova shows that $F_{\text{count}} = 52.65$ is greater than $F_{\text{table}} = 4.06$. So it can be decided that H_0 rejected and H_a accepted at the 5% significance level. It was concluded that the students group learning result who have high soft skills by using a gradual learning strategy is higher than that the group who use conventional learning strategy.

For the fourth hypothesis, the average value of students groups learning result who have low soft skills by using a gradual learning strategy is 80.41, while using conventional learning strategy is 81.41. It can be concluded that the students group learning result who have low soft skills given the gradual learning strategy is not better than that the group who use conventional learning strategy.

There is an inconsistency between score that students get and their attitudes and behaviour in everyday life in implementing the Clothing Business Management learning. The students can not apply the concept of Clothing Business Management course in the real entrepreneur context yet. It means the learning target is not achieved maximally.

The first hypothesis shows that there is a difference in Clothing Business Management learning result, between the students group who was delivered a gradual learning strategy and the group who was delivered conventional learning strategy. It means, different learning strategy causes different learning result.

The second hypothesis shows that there is interaction between the gradual learning strategy and soft skills of students towards Clothing Business Management learning result. This is an indication that the treatment towards the group of students who have high soft skills is different from the group of students who have low soft skills. It means that one of the two groups will yield better learning using gradual learning strategy, while the other will be better using conventional learning strategy. This is because the students who have high soft skills will further demonstrate the desire to be independent, creative and innovative, and actively look for information about the clothing business. In contrast, the students who have low soft skills always wait for information from the lecturers to improve their learning result and do their task late.

The third hypothesis shows the Clothing Business Management learning result of the high soft skills student groups by delivering gradual learning strategy are higher than the group of those who use conventional learning strategy. It means, there is a difference between the two groups because of different learning strategy.

Student learning result is influenced by various factors, both internal and external factors. In general, the students who have high soft skills have these characteristics: they put more effort to achieve the feat, like challenges, accept personal responsibility, more creative, happy to complete the task, able to overcome failure, are sure that their actions lead to success, not anxious, not easy to feel tired, have more positive mood, more confidence, no hesitation, do not easily tense encounter a problem, do not get bored quickly, jolly, so as to adapt to the situation and learning conditions. The student group that has high soft skills is more likely to interact optimally in learning activities and they are more enthusiastic in learning achievement based on high confidence in their ability.

4. Conclusions

Overall, there is difference in learning result between the Clothing Business Management student group who were delivered the gradual learning strategy and of that who were delivered the conventional learning strategy. There is an interaction between the learning strategy and soft skills affecting the learning result of Clothing Business Management student. The learning results of Clothing Business

Management students group with high soft skills by delivering gradual learning strategy is better than of those who is delivered conventional learning strategy. The learning results of Clothing Business Management students group who have low soft skills by delivering gradual learning strategy is not better than of those who was delivered conventional learning strategy.

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