THE CAPACITY OF THE SOFT SKILLSOF STUDENTS, LECTURERS AND ADMINISTRATIVE STAFF

by Putri Lynna A. Luthan

THE CAPACITY OF THE SOFT SKILLSOF STUDENTS, LECTURERS AND ADMINISTRATIVE STAFF

Nathanael Sitanggang,[1]*, Abdul Hamid,K[2]., Putri Lynna A. Luthan[3]
[1]Department of Civil Engineering, State University Of Medan, Indonesia
[2]Department of Civil Engineering, State University Of Medan, Indonesia

*Corresponding Author: nathanael.sitanggang@gmail.com

Abstract. *This study aims to describe the capacity of the soft skills of students, lecturers, and administrative staff in terms of gender. The research was conducted by using survey method at the Universitas Negeri Medan (UNIMED) in 2013. The coefficient of reliability of the instruments used was 0.726. 400 students, 300 lecturers, and 200 administrative staffs were taken as samples and selected proportionally. The results of the study are 1) The capacity of the soft skills of students classified as moderate , 2) the capacity of the soft skills of female students is higher than male students, 3) In general, the capacity of lecturers of the soft skills is already high , but female lecturers still have a relatively low psychological abilities and male lecturers have a relatively low interaction capabilities, 4) the capacity of the soft skills of female lecturers is higher than the capacity of soft skills male lecturers, 5) the capacity of administrative staff soft skills classified as moderate, and 6) the capacity of women administrative staff soft skills is higher than men. Researchers recommend that female lecturers training and men should be placed in different groups, while training for students and administrative staff, women and men can be combined in the same group.*
Keyword : Capacity, soft scill, lecturer, administrative staf

1 INTRODUCTION

Universities should keep trying to develop soft skills of students in learning process, so that after graduation the student will be able to become a characterized human resource. Similarly, lecturers and administrative staffs, as a teacher and helper for students should also have to be able to put yourself as a teacher and a helper who has good soft skills. Lecturer and administrative staff who have good soft skills will become a role model for students. Lecturer is a very strategic part in developing the soft skills of students, as a lecturer directly act as an instructional designer, teachers and mentors for students. As a designer, lecturer can integrate soft skills in the lecture plan and lecture contract, so students who take the classes are not only gaining knowledge and skills (hard skills), but directly, students also have good soft skills. Competency-based curriculum or *KurikulumBerbasisKompetensi* (KBK) requires a paradigm revolution which previously teacher-centered into student-centered learning. The authors agree with Elfindri, et. al. (2010) who argued that fostering soft skills in the world of education can be done in three (3) ways, namely: 1) designing the soft skills into the learning curriculum, 2) developing children's events and activities in the dorm or at home, and 3) developing soft skills in extra-curricular activities. Thus the implementation of soft skills is done through the integration of soft skills into the curriculum, through the process of learning or lesson plan and lecturing contract used as a reference for lecturers and students in the learning process.

Similar to an administrative officer, at the college, he directly communicates with students, such as those related to academic administration, student administration and financial administration. As a good steward, administrators must be able to perform excellent service with character. Thus, the students in the college environment will develop soft skill in campus life everyday. Therefore, apart from the *Tri Dharma PerguruanTinggi*, university must also act as a character builder.

From the previous explanation, it can be seen that the college is a very strategic to develop the students' character (soft skills) which can be integrated by a lecturer in the practice of teaching and giving the example. According to the authors, it is the perfect time to describe on how the capacity of the soft skills of students, lecturers and administrative staffs in universities. Lecturers act as the developer of soft skills through practice in student's learning process. How could a lecturer develop

the soft skills of the students while the soft skills of the lecturers itself are relatively still low? How could administrative staff develop the soft skills of the students while the soft skills of the administrative staffs itself are relatively still low? How could the students develop their soft skills, when the servant of education on campus does not reflect the one who has adequate soft skills? Therefore, this study is very urgent to be implemented in order to obtain a picture of the capacity of the soft skills of students, lecturers and administrative staffs. The results will be used as a consideration for the college in developing students' soft skills. There are four (4) components of the capacity of soft skills which is developed in college, namely: the ability of making strategies, communication skills, interaction skills and psychological abilities (Soelistiyowati and Nugroho(2010). In learning practice, students could have been adequate the communication skills but the ability of psychological students may not have been adequate. In terms of this condition, lecturers need to provide a larger portion of increasing ability of students in each psychological lecture compared with communication capabilities.

1.1. The Problems of the Study

Since 2008, UNIMED has been more focus to develop soft skills as one of the characters. Therefore, this effort has been explicitly stated in the Strategic Plan (*RENSTRA*) UNIMED 2010-2014 that goes on in the main program "**enhancement of academic services**." With one of the points is: Improving the quality of learning processes by integrating Learning Revolution and Soft Skills (character education) and subsequently determining that UNIMED as the Character Building University. In the study, each lecturer is required to integrate soft skills in every lecture that should be included in the document of the course lesson plan or contract. Thus, character development (soft skills) conducted in UNIMED has lasted less than 5 (five) years.

Therefore, it appears some problems, namely: (1) what is the description of the capacity of the soft skills of the students? (2) Is there any differences between the capability of the female and male students' soft skills? (3) How is the description of the capacity of the lecturer's soft skills? (4) Are there any differences in the capacity of the soft skills among female and male lecturer? (5) How is the description of the capacity of soft skills of administrative staff? (6) Is there any differences between the capacity of the soft skills among female and male administrative staff?

2.1. The Objective of the Study

The purposes of this study are: First, to study the description of the capacity of the soft skills of students; Second, between the capability of the female and male students' soft skills; Third, to study the description of the capacity of the lecturer's soft skills; Fourth, to study differences in the capacity of the soft skills among female and male lecturer; Fifth, to overview the description of the capacity of soft skills of administrative staff, and Sixth, to differences between the capacity of the soft skills among female and male administrative staff.

2 MATERIAL AND METHODS

2.1. The capability of Individual Soft Skills

In general, a character can be defined as a personality. MasnurMuslich (2011) concludes that some opinions about the character that character relates to the moral power, positive connotation, and it is not neutral. Education builds character which has the meaning to build the characteristics associated with the moral dimensions of positive or good, not negative or bad. From this conclusion, it can be seen that education has greatly contributed to the development of one's character. In a related case, Elfindri, et al. (2010) explains that the importance of the process of character building so that they have the soft skills and ready to be released to live in the society. Living in the society means that a person is able to devote their knowledge to society through practiced-work. Colleges that produced many scholars, of course it is not enough if only they are equipped with knowledge and hard skills, but it must be balanced with the ability of soft skills in order to achieve success in the job world. Furthermore, Elfindri, et al . (2010) has argued that there are 19 abilities required by the job market according to the ranking, namely: communication, honesty / integrity, collaboration, interpersonal,

good ethic, motivation, adaptation, analytical, computer, organizational, detail orientation, leadership, confident, polite, thoughtful, GPA (Grade Points Average), creative, humorous, capabilities, and entrepreneurship.

From the discussion in advance, it is clearly known that the possession of a person's soft skills is essential for success in his/her work, while the GPA as a symbol of one's mastery in a particular science (hard skills) is ranked on 16.

In detail, the capacity of the soft skills discussed in this study is explored about forming components of soft skills described by Soelistiyowati and Nugroho (2010). After the exploration, it is described as the following; There are four (4) components to build soft skills, namely: 1) the ability of the component strategies, 2) communication skills component, 3) the ability of the component of interaction, and 4) the ability of the psychological component.

The ability of the component strategy are: a) The ability of thinking in advance about what you should say: the ability to organize about what to say and the ability to think of what to say, b) the ability of using and choosing the right word: the ability to express the intention of the conversation that accompanied the global logic and sentence explanatory; c) the ability of facing protection and self-esteem of listeners: the ability to express good intentions by placing itself as a listener and think of other people who listen to it. *The communication skills are*: a) the ability of recalling information submitted by the interlocutors: the ability of remembering information and the correctness of information, b) the ability of delivering the things believed to the truth: the truth of his words keep one's ability, due to the unreal fact that spread will cause the bad things; c) to provide suitable and sufficient information, because it provides information that is more than enough to make the listener bored and confused; d) the ability of selecting the context of talks involving the other person. *The interaction capabilities are*: a) Selection of a safe topic: Do not choose a subject that can be talked resulting to corner the opponent into a tenuous relationship, b) Selection of an appropriate topic of conversation with the place and situation: mismatch places and situations with the subject can make the atmosphere and relations becomes good; c) Adjustment of language, style and its variations: responsive to variations in the use of language and the desired language by speaker. *The psychological capabilities are*: a) Eliminating prejudice: do not prejudice at someone who does not mean turning a blind eye to the negative side of the person. But the actions and words of the person's glasses were clear, which is not tainted intention to seek one's vices, b) Assuming people are basically good: the ability of a person to see that other people are basically good, if he is able to recognize the positive side of the actions or words of the another, c) Avoiding responding to the negative into the negative: do not fight the things that are not good with good deeds; d) maintaining the clarity of heart and mind to keep being positive: positive for keeping the mind must keep your heart and mind remains clear. Clear heart will help someone in avoiding prejudice; e) Shifting perspectives: the ability to shift one's point of view to the new angle that will be able to help people better in understanding the facts f) Concentration: failure to communicate can happen if someone put a focus on the opponent's concentration not to speak, but to himself, g) Refraining: to communicate effectively, one must be able to suppress negative feelings can trigger words that are not pleasant to be heard. Each of the components forming the soft skills can be developed in daily life by studying and train every day.

Based on the previous explanation, the capacity of the soft skills researched is the capacity of the soft skills of the students, lecturers and administrative staff. Furthermore, the differences in the capacity of soft skills of students by gender and differences between the science and social studies, as well as differences in the capacity of the soft skills of lecturer and administrative staff based on gender in the context of student, lecturer and administrative staff at *UniversitasNegeri Medan*. Based on the research results obtained, it is known that the description of the capacity of the soft skills of students, lecturers and administrative staffs as well as soft skills capacity differences between men and women as the foundation for the development of soft skills in college. Furthermore, the results were found will contribute fundamentally to the field of science education.

2.1. Methodology

The method used in this study was ex post facto method (Kerlinger (2006:604). The instrument used for collecting data was a questionnaire.

According to UNIMED's statistics in 2013, there are 21.364 students in UNIMED (BAAK UNIMED 2012: 27) While there are 965 lecturers and 383 administrative staffs (BAUK UNIMED 2013: vii- x). The technique of sampling used was the formula of Taro Yamane Riduwan and Kuncoro (2008 : 44), namely: $n = N/N.d^2 + 1$; n = number of samples, N = the total of population; $d^2 =$ Precision (5 %). Then, the number of students used as sample in the study was 400 people represented by 200 people for male and female students. The samples for the lecturers were 300 for faculty represented by 150 people for female and male lecturer, while the samples for administrative staff were 200 people represented by 100 female and male administrative staff.

The instrument for collecting data used in this study was a questionnaire developed by Soelistiyowati and Nugroho (2012). Therefore, some of the statements are formulated which can reveal the capacity of the soft skills of the students, lecturers, and administrative staffs. The statements were prepared by using a Likert scale with a model scale of 8 options, namely: never, almost never, rarely, sometimes, usually, often, almost always, and always. The coefficient of reliability of the instruments used in this study was 0.726. The technique for analyzing data used was SPSS.

3 RESULTS AND DISCUSSION

The research data of the capacity of soft skills of the students, lecturers and administrative staff have been analyzed with descriptive statistics presented in Table 1.

Tabel 1. The summary of the description of statistical analysis

Analysis	Soft Skills Capacity		
	Student	Lecturer	Adm. Staff
Number of data (n)	400	300	200
Minimum score	54	64	53
Maximum score	121	128	128
Average score	89,80	100,70	89,64
Standard deviation	13,33	13,21	15,70
Ideal minimum score	16	16	16
Ideal maximum score	128	128	128
Ideal average score	72	72	72

Based on the Table 1, we can conclude that the average score of the capacity of the soft skills of students, lecturers, and administrative staff has been exceeded ideal minimum score. Next, the average score of for the lecturer is higher than students and administrative staffs.

The data of the capacity of the soft skills of students, lecturers, and administrative staff distinguished from gender has been analyzed by statistical description which is shown on the next Table 2.

Tabel 2.The summary of the description of statistical analysis by using gender

Analysis	Soft Skills Capacity					
	Student		Lecturer		Adm. Staff	
	F	M	F	M	F	M
Number of data (n)	200	200	150	150	100	100
Minimum score	55	54	73	64	53	56
Maximum score	121	118	128	125	126	128
Average score	90,57	89,04	102,51	98,88	89,97	89,30

Standard deviation	12,62	13,99	12,76	13,45	15,03	16,42
Ideal minimum score	16	16	16	16	16	16
Ideal maximum score	128	128	128	128	128	128
Ideal average score	72	72	72	72	72	72

Based on table 2, we can see that the average score of capacity of soft skill of female students is higher than male students, and the average score of capacity of soft skill of female lecturers is higher than male lecturers, and also and the average score of capacity of soft skill of female administrative staffs is higher than male administrative staffs.

The test of the average of the capacity of female and male is analyzed by using t-test for students, lecturers, and administrative staffs. The summary of t-test analysis is shown at Table 3.

Tabel 3. The summary of t-test analysis

Group	$t_{observe}$	α observasi	α tabel	description
Female and male students	1,152	0,25	0,05	Not significant
Female and male lecturers	2,400	0,017	0,05	significant
Female and male administrative staff	0,301	0,764	0,05	Not significant

Based on the results of t-test analysis explained previously that the differences in the capacity of soft skills of female and male students obtained the degree of t = 1.152 with α > 0.05. the differences of soft skills capacity of female and male lecturers obtained the degree of t = 2.400 with α < 0.05. The differences of male and female administrative staff's soft skills capacity obtained the degree of t = 0.301 with α > 0.05.

The results of t-test analysis show that the differences in the capacity of soft skills of female and male lecturers are significant with the degree indicated at 2,400 t and α < 0.05. This result can be strengthened with the descriptive analysis showed that the capacity of the soft skills of femalelecturers obtained an average score of 102.51 or higher than the capacity of soft skills male lecturers who obtained an average score of 98.88. Based on the results of further analysis it can be seen that thedifference capacity is seen in the soft skills component builders. Female lecturers have a low psychological component capability, while the male lecturers have relatively low component interaction capabilities. The results of this study indicates that femalelecturers training should be placed in different groups in the training because the training of female lecturers are focused on the psychological ability, while the male lecturers emphasized the interaction capability.

According to Soelistiyowati and Nugroho (2012) that there are three categories of the capacity of soft skills, namely : 16-52 is low , 53-90 is classified, and the 91-128 is high. Thus, in general, the capacity of the soft skills of lecturers is already quite high. However, the psychological capabilities and interaction capability are still low. Therefore, it is necessary to improve the ability of both components. Further Soelistiyowati and Nugroho (2012) explain that individuals who have soft skills capacity at a low category, it is necessary to be improved in accordance with the components to be upgraded. Individual who has low psychological ability, then the individual is less sensitive to the feelings of others or oneself. Improving low psychological ability is pursued by giving time to your self before saying and acting. Furthermore, individual who has low in the ability of interactions, then the individual will feel awkward when he/she is in a new environment. Increasing low interaction capability is pursued by smiling and trying to speak in line with the opponent thought.

Other findings from the results of t-test analysis showed that the capacity of female's students soft skills did not differ significantly which is compared to the capacity of the soft skills of male students, with the indicated degree of t = 1,152 and α > 0.05. However, these data illustrate that the capacity of female students' soft skills (X = 90.57) is higher than the capacity of the soft skills of male

students (X = 89.04). Based on the classification of capacity of soft skills expressed by Soelistiyowati and Nugroho (2012), the category of soft skills capacity of students is classified as moderate. According to Soelistiyowati and Nugroho (2012) individuals that have soft skills capacity in the middle category, it is necessary to be increased in accordance with the ability of components to be upgraded. Increasing strategy ability is done by reading a lot of books about communication, then practiced; improvement of communication skills that are categorized as being done by seeking the ability to process information when communicating. improving interaction capabilities is being pursued to be able to follow a person's speaking style changes, and an improvement in psychological abilities is classified as being attempted to be more calm and practicing concentration .

These results provide support for the research Sitanggang and Saragih (2008) who found that student characteristics (emotional stability, extraversion, openness, sensitivity and caution conscience) male high school students did not differ significantly compared with women in the city of Medan. But for high school, female students are more careful than men. This result indicates that when giving the training capacity of building soft skills for students, the female students and the male can be combined in one group. The drilled components are: 1) the ability of the strategy, 2) the ability of communication skills, 3) the ability of the interaction, and 4) the ability of psychological abilities. Preparing the prospective of students that are reliable in the era of globalization is no longer enough to simply rely on academic ability, but must have a high capacity of soft skills. Hidayatullah (2010) suggested that students as future leaders and should study science in college, is expected to prepare himself primarily related to personal growth and character. In a related case, DahlanNariman (2013) suggested that applying for work in Japan is not seen from academic achievement, but the ability to organize, lead and co-operation skills. So, it's no longer time for college student only facilitate teaching and learning activities in the classroom through lectures or seminars that are too formal. Dahlan, further argued that many activities outside the classroom that can position the students acquire their soft skills well. One is to facilitate students to organize, in the form of campus organizations and activities of the project fieldwork.

The analysis also showed that the capacity of female administrative staff's soft skills did not differ significantly compared with the capacity of male administrative staff's soft skills, with the degree indicated t at 0.301 and α > 0.05. But based on the descriptive analysis, it showed that the average score of soft skills capacity of female administrative staff (X = 89.97) is higher than the average score of the male administrative staff's capacity of soft skills (X = 89.30). This result indicates that if the capacity building efforts through training of soft skills, the female and male administrative staff can get the same treatment in the same group. Based on the classification of the capacity of soft skills expressed by Soelistiyowati and Nugroho (2012), the category of soft skills capacity of administrative staffs is also classified as moderate. As already mentioned above about Soelistiyowati and Nugroho's description (2012), efforts will be made in accordance with the improvement in the ability of each component. Increasing strategy ability is done by reading a lot of books about communication, then practiced; improvement of communication skills that are categorized is done by seeking the ability to process information when communicating; improvement interaction capabilities is pursued to be able to follow a person's speaking style changes, and an increase in psychological abilities are classified as being attempted to be more calm and concentration practice.

In connection with the above discussion, the results of previous studies that have been conducted by researchers are: 1) Sitanggang and Saragih (2007) found that female high school students are more consistent than the male, but the male high school students are more responsible than female. Furthermore, the male vocational students are more independent than female and also male vocational students are more responsible than female; 2) Sitanggang and Saragih (2008) found the results of research that female high school students are more careful than male, whereas for vocational students, the prudence of male vocational students did not differ significantly in comparison with female. Furthermore, student characteristics (emotional stability , extraversion, openness to experience sensitivity and caution conscience) high school students did not differ significantly compared with vocational students; 3) Sitanggang (2010) found the results of the study: (1) emotional honesty of principals has the direct positive effect on interpersonal skills in vocational schools in the city of Medan, (2)

emotional honesty of principals has direct positive effect on the structure of the vocational task in Medan, (3) emotional honesty of principals has direct positive effect on behavior directed at vocational schools in the city of Medan.

4   CONCLUSIONS

In general, the capacity of the soft skills of lecturers has been relatively high, but special for female lecturers have low psychological ability and male lecturers have low capability in interaction. The capacity of the soft skills of female lecturers is higher than the capacity of soft skills of male lecturers. Then, the capacity of students' soft skills is classified as moderate and the capacity of female students' soft skills is higher than male students. For students, it is greatly needed capacity building of component of the ability of strategy skills, communication skills, interaction skills, and psychological abilities. Furthermore, the capacity of soft skills of administrative staff is classified as moderate and female administrative soft skills capacity is higher than male. For administrative staff, it is also very necessary effort to increase the capacity of the components of soft skills strategy capabilities, communication skills, interaction skills, and psychological abilities

5.   ACKNOWLEDGEMENTS

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