

## HARD AND SOFT SKILLS ENHANCEMENT IN ENTREPREUNERSHIP LEARNING FOR THE TWELFTH GRADE STUDENTS OF SMK KARTIKA IV-1 MALANG

Lidya Pradina Ayuningtyas<sup>1)</sup>, Ery Tri Djatmika<sup>2)</sup>, Ludi Wishnu Wardana<sup>3)</sup>  
<sup>1,2,3)</sup> Business Education and Management Program, Post Graduate Study at State University of Malang,  
Indonesia

### Abstract

The purpose of this study is to describe the following things: (1) contributions of both hard and soft skills in entrepreneurship learning in SMK Kartika IV-1 Malang; (2) how to increase hard and soft skills on entrepreneurship learning in SMK Kartika IV-1 Malang; and (3) the purpose hard and the soft skills. The research findings showed that: (1) hard and soft skills is meant to build the entrepreneurship spirit of the students; (2) hard and soft skills is meant to motivate students to do entrepreneurship; (3) hard and soft skills are needed by students in order to increase the potential of students and meet the needs of students to enter the real world and industry.

**Keywords:** Hard Skills, Soft Skills, and Learning

The implementation of hard and soft skills in Entrepreneurship Learning has begun to be implemented by the various schools of SMA / SMK in Malang, one of which is SMK Kartika IV-1 Malang. Entrepreneurship learning in SMK Kartika IV-1 Malang has been applied since 2005. Entrepreneurship learning is taught for the tenth grade till twelve grade students. Entrepreneurship learning at that time is still using curriculum 2006 or so-called SBC (Curriculum Education Unit). Then, in 2013, the Entrepreneurship learning used curriculum turned to be craft and Entrepreneurship. For the tenth gade students and eleventh grade students of SMK Kartika IV-1 Malang used curriculum in 2013, while the third grade used SBC curriculum. Therefore, the tenth grade and eleventh grade students have more practice and the entrepreneurship theory is taught at the end.

Seeing from the mission of SMK Kartika IV-1 Malang which want tobear graduates who are able to work in the industry and is able to work independently, the school educates students with as much as possible both theoretically and pratically. In order to achieve this mission, the SMK Kartika IV-1 Malang prepares various supporting facilities, such as laboratories in each vocational such as catering, dressmaking, and Skin Beauty. In addition, there is a production unit where this is a place that involves all elements that exist in schools to conduct various business activities to increase input for schools and individuals. Mahfud, T. & Pardjono. (2012: 33) in their research conclude that "in learning, the production unit has short-term goals and long term. Short-term goals of the learning unit of production as a source of school funds obtained from production profits, those profits are used for school operating costs. Meanwhile, the long-term goal is to form students to become self-employee, that employer for himself and others with entrepreneurship. It is seen that although the production unit is based learning business or profitability but still emphasizes the value edukasinya, namely the learning process for students to practice the skills of productive and entrepreneurship skills". In general, the production unit / service are a process of business activities conducted within the school and the business nature. Production unit that has been established by SMK Kartika IV-1 Malang is in addition acquire vocational skills development, students also obtain guidance in the management of production units which are businesses. The establishment of production units has the aim that students could participate actively in its management.

In addition to a well-equipped school, the school is also working with outside parties, such as restaurants, boutiques, and salons that have been scattered in Malang. Thus, the students do not only get knowledge from school, but also work experience directly. This is a vehicle to improve the hard skills (knowledge and technical ability) and soft skills (ability to manage themselves and others) students. In this school, students do not only hone their skills or do not merely impart knowledge and skills in entrepreneurship, but also learn to treat themselves and others in a professional manner. Adding James & James (2004) in Robles, MM (2012: 453) that "Historically, technical skills, also known as the hard skills, are the only necessary skills for career employment; but today's workplace is showing that technical skills are not enough to keep individuals employed when Organizations are right-sizing and cutting positions ". Technical skills (hard skills) are the only skills needed for career jobs, but today's workplace indicate that technical skills are not enough for individuals when the organization. Therefore it is the best stock when they had completed their education at this school. Because vocational school Katika IV-1 has a vision to produce graduates who believe, pious and virtuous, competent and entrepreneurship.

## METHODS

The research approach used in this study is a qualitative approach by using case study. Researchers act as a key instrument because it is directly involved from preparation to reporting. This study was conducted in two months, starting in early April to late May. The location of this research is at SMK Kartika IV-1 Malang. Then, the source of the data in this study is: 1) the principal of SMK Kartika IV-1 Malang (Drs. Sunari); 2) Entrepreneurship teacher (Nur Retnaningsih, S.Pd); 3) 7 students from the twelve grades at SMK Kartika IV-1 Malang. Data Collection approaches used at SMK Kartika IV-1 Malang was done through observation, interviews, and documents. Analysis of the data in this study is data reduction, data presentation, and conclusion. Checking the validity of the findings was done by using a extension of participation, persistence observation, and triangulation.

## RESULTS AND DISCUSSION

According to the observations of researchers at SMK Kartika IV-1 Malang, the efforts of the school to assist students in improving hard skills and soft skills through entrepreneurship subject should be continued to develop in accordance with the demands of students' needs and abilities. As described by Ms. Nur, as a teacher, he teaches entrepreneurship entrepreneurship is not only theory but also practice. How to the teacher should increase hard skills by teaching the entrepreneurship lessons and practice to make products to market in accordance with the curriculum. Then, to develop soft skills, Ms. Nur training started from small things, such as analytical training (reading a chance) in order to identify the resource around the neighborhood for a practicum that is in accordance with the competence, discipline training by collecting tasks in a timely manner.

In addition, Mr. Sunari as the headmaster of SMK Kartika IV is doing an active role in efforts to build the entrepreneurship spirit, by giving their students an opportunity or give dispensation to take a job outside of school when school is still conducted. Such effort is aimed to hone their skills, add to the experience in working and creates the opportunity for entrepreneurship learning.

The explanations that is in accordance with the opinion of Barnawi and Arifin M (2012: 105) who argue that the soft skills can support the performance of entrepreneurs associated with hard skills to be possessed is analytical, communicative, leadership, teamwork, hard work, discipline, self motivation, and honesty.

Entrepreneurship learning activities at SMK Kartika IV-1 meets the provisions of the curriculum in 2013, but requires development to improve the entrepreneurship spirit in students.

Hard skills and soft skills is aimed to motivate students to conduct entrepreneurship, the statement is emphasized by Mr. Sunari as Principal and Mrs. Nur as Entrepreneurship Teacher. Attempt to motivate students to illustrate the difference between working alone and working with others. However, it is possible if the student has a desire to increase the skills, the students have to learn with people who have experience in their field. In addition, efforts to motivate students are one of the goals for the balance between hard skills and soft skills which can generate the best potential students.

School efforts to motivate students to make students interested in entrepreneurship in doing entrepreneurship through business activities. Although students are not able to produce its own, but the students dared to plunge in the business world who are the current trends, such as Multi Level Marketing beauty products and fasion, marketing cake products, selling sellular credit, as well as online business for clothes, shoes, and bags.

According to Barnawi and Arifin (2012: 99), hard skills can be defined as a person's skills in terms of mastery of science, technology, and technical skills related to the field of science. While soft skills according Barnawi and Arifin (2012: 99) is the skill to organize themselves (intrapersonal skills) that can improve optimal performance and skills of a person in dealing with others (interpersonal skills).

According to Amelia, N., Rupidah, E., & Nurdin (Without the Year), in his research stating that "there is the influence of soft skills learning and family environment on student interest in entrepreneurship". Student motivation for learning through entrepreneurship is not only in schools but also of the family environment.

Thus, the ability of the hard skills and soft skills are reflected in the behavior of someone who has a personality, attitude and behavior that is acceptable in society. In harmony with soft skills, the learners need to

be equipped with entrepreneurship skills education (entrepreneurship) reliable. Through entrepreneurship learning activities to develop and enhance entrepreneurship knowledge sufficient to students, schools produce graduates hope to have an interest, courage and self-reliance, so that students have the ability and skills when entering the job market.

Entrepreneurship learning activities at SMK Kartika IV-1 Malang implement the curriculum 2013 for the tenth grade and the eleventh grade students where entrepreneurship turned into craft and Entrepreneurship. For the twelfth grade students still uses SBC curriculum. Therefore, the entrepreneurship learning is emphasized in the twelfth grades. For the tenth and eleventh grade students give more emphasis on craft, where students are taught to make appropriate product based on the standards and quality.

As the quality policy of schools, SMK Kartika IV-1 Malang determined in applying Manajenen Quality System of ISO 9001: 2008. Therefore, Entrepreneurship learning is emphasized in the twelfth grades. Meanwhile, for the tenth and eleventh grade students put its focus on craft, where students are taught to make appropriate product based on the standards and quality. Due to changes in curriculum SBC to be curriculum in 2013, Mrs. Nur as a teacher has a little difficulty as a result of a mismatch of expertise Ibu Nur. However, the explanation for entrepreneurship learning activities is sufficient to meet the theoretical and practical learning.

According to Rongraunga, S., et al. (2014), to evaluate soft skills for teachers in Thailand, it takes seven aspects: 1) communication, 2) thinking skills and problem solving skills, 3) labor teams, 4) lifelong learning, and information management, 5) the development of innovation, 6) ethics and professionalism, and 7) leadership skills. From this research, it can be identified that there are three of the most sought-after attributes of soft skills in new teachers, namely ethics and professionalism, teamwork and the power of thinking, and problem solving skills.

Thus, it can be concluded that in order to increase the hard skills and soft skills in learning to run well, it is necessary for teacher to conduct evaluation, for example by conducting trainings for teachers.

Practical activities are conducted during the learning activities in vocational education, there are three achievements that can be gained in the implementation of pratikum, namely the opening of insight, planting entrepreneurship attitude and technical briefing on specific areas. Teachers to achieve those three things, then the assessment should be aligned on efforts practical opening insights, technical debriefing planting attitudes and entrepreneurship.

Entrepreneurship practicum at SMK Kartika IV-1 Malang has been in line with expectations, but less than the maximum. Entrepreneurship practicum is useful to know and measure the level of student success in absorbing the theory of entrepreneurship through skills implemented by the students. Entrepreneurship lab system at SMK Kartika IV-1 Malang is made in order to realize Manajenen Quality System of ISO 9001: 2008 in which to create an education and training institutions which is in national level. Entrepreneurship lab is supported by the infrastructure that enables and the teachers who are experts in their field. Pratikum entrepreneurship activity not only in the school, but they are also directly involved in several restaurants, salons, and boutiques scattered in the city of Malang,

This is according to research conducted by Widarto, Pardjono, and Widodo, N. (2012). They concluded that there are three alternative education model that combines hard skills and soft skills, namely (1) aspects of soft skills and hard skills implemented in schools; (2) aspects of soft skills is implemented in schools, is being held in conjunction hard skills working practices in DUDI; or (3) soft skills aspect is implemented in schools, while aspects of hard kills when working practices in teaching factory.

Entrepreneurship learning in SMK Kartika IV-1 Malang is taught starting from the tenth grade and twelve grade students. Previously the entrepreneurship learning in SMK Kartika IV-1 used the curriculum SBC, then in 2014 turned into curriculum in 2013, which turned from entrepreneurship learning to be craft and entrepreneurship.

If viewed from the quality policy, namely schools into vocational Kartika IV-1 Malang is determined in applying Manajement Quality System of ISO 9001: 2008. Therefore, Entrepreneurship Learning is emphasized in for the twelfth grade students. For the tenth and eleventh grade student is put more emphasis on craft, where students are taught to make appropriate product based on the standards and quality. We can conclude that

entrepreneurship learning in SMK Kartika IV-1 Malang has already met the criteria, there are theoretical and practical.

This is in accordance with the Soeharto Prawirokusumo which is cited in Judge (2010: 3), where entrepreneurship education has been taught as a discipline of its own that contains the "body of knowledge" is intact and visible (distinctive), that there are theories, concepts, and the scientific method complete; Entrepreneurship has two concepts, namely the position of "venturestart ups" and "venture growth". This is clearly not in the "frame work of general management courses" that separates between "management" with "businessownership"; Entrepreneurship is a discipline that has its own object, namely the ability to create something new and different; Entrepreneurship is a tool to create equity and equity seeks income or welfare of the people fair and prosperous.

SMK Kartika IV-1 Malang currently has three study programs which are: catering expertise, Boutique Clothing Expertise and Beauty Skin Expertise. All learning program is equipped with entrepreneurship skills, this is because entrepreneurship is the most appropriate learning to prepare graduates who are competent in their field, can compete in the world of work or can create their own jobs.

Entrepreneurship learning is acquired by the student must have a balance of hard skills and soft skills. Students are required to have the knowledge, skills and good personality, in preparation to compete in the business world and the industrial world. SMK Kartika IV-1 Malang tries to implement entrepreneurship learning by balancing hard skills and soft skills, it can be seen from the expression of Mr. Sunari as Principal of SMK Kartika IV-1 Malang. Every morning, started from the tenth grade students up to twelve grade students always memorize one of the letters in juz amma. Using the norms prevailing in society in conducting practice, for example, do not use raw materials that have pig ingredient or use a mixture of liquor when preparing food.

This was confirmed by research conducted by Widyawati (2011) which stated that "learning about moral / character is part of the soft skills that are implicitly embedded in the soul of learners". And research conducted by Suryanto, D., Kamdi, W., & Sutrisno. (2013), mentioned that soft skills is relevant to the required business / industry with that learned in SMK in Blitar according to teachers and students are: (1) honesty and attitude of good behavior, (2) a sense of responsibility, (3) the discipline of the time, (4) work safely, (5) tough / persistent in working, (6) can cope with stress, (7) does not depend on others, and (8) easily accept input.

On entrepreneurship learning is expected to increase the hard skills and soft skills, so it will form the spirit of entrepreneurship and self-reliant attitude in students.

Based on the explanation of Mr. Sunari as the Principal of SMK Kartika IV-1, it can be concluded that the school is very memperhatikan hard skills and soft skills of their students. The school not only provides knowledge and skills in accordance with their talents, but they are also given the confidence to plunge in the world of work. In this way, the students' potential will be developed.

Government Regulation No. 19 Year 2005 on National Education Standards (NES) of Article 25, paragraph 4 stated explicitly that the graduates (SMK) is expected to meet the standards of competency of graduates that reflect the ability of graduates in terms of attitudes, knowledge, and skills. It also supported the statement Hendarman (2012), the study concluded that in the current economic era, it is important to have an innovative employees. Not only proficient knowledge and skills is needed but also proficient in positioning themselves.

Therefore, the learning process in the educational unit organized actively, interactively, creatively, full of challenges, fun, and independently according to their potential, physical development, talent and interest, as well as psychological learners. Later acquired hard skills and soft skills are balanced.

## CONCLUSION

The enhancement of hard skills and soft skills in the Entrepreneurship earning is important to be needed by students in SMK Kartika IV-1 Malang as an attempt to build a spirit of entrepreneurship students as well as an effort to motivate students to do entrepreneurship action. The school has helped many students in hard skills and improves their soft skills through practice in creating products until its marketing way. In addition, the school provides an opportunity for the students to take a job outside of school. In addition to hone their skills, it

can also be an opportunity to learn entrepreneurship. Motivation is given by the school, to make students to be keen to try entrepreneurship activity.

Development of hard skills and soft skills in entrepreneurship learning in SMK Kartika IV-1 Malang is using learning systems and lab systems. Entrepreneurship learning activities at SMK Kartika IV-1 Malang implement the curriculum 2013 for the tenth grade students and eleventh grade students where entrepreneurship turned to be craft and entrepreneurship. For the twelfth grade students still use curriculum SBC and it is called as entrepreneurship subject. In addition, entrepreneurship learning is emphasized for the twelfth grade students. Meanwhile, for the tenth and eleventh grade students have more emphasis on craft, where students are taught to make appropriate product based on the standards and quality.

All in all, it can be concluded that the school pay attention seriously on both hard skills and soft skills of their students. The school does not only provide knowledge and skills in accordance with their talents, but also it also gives trust to involve in the real world of work. In this way, the students' potential can be developed simultaneously.

## REFERENCES

- Adnan, M. H. A. Ramalingam, S. Ilias, N. & Tahir, M. T. 2014. Acquiring and Practicing Soft Skills: A Survey of Technical-Technological Undergraduates at a Malaysian Tertiary institution. *Procedia-Social and Behavioral Sciences*. 123 (2014) 82-89.
- Amelia, N., Rupaidah, E., & Nurdin. Tanpa Tahun. *Pengaruh Pembelajaran Soft Skills, Lingkungan Keluarga Terhadap Minat Berwirausaha*, (Online), (<http://jurnal.fkip.unila.ac.id/index.php/JEE/article/view/4920/3209>), diakses 29 Maret 2015.
- Andrews, J. & Higson, H. 2008. Graduatu Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*. Vol 33.
- Attakorn, K. Tayut, T. Pisitthawat, K. & Kanokorn, S. 2014. Soft Skills of Neww Teachers in the Secondary Schools of Khon Kae Secondary Educational Service Area 25, Thailand. *Procedia-Social and Behavioral Sciences*. 112 (2014) 1010-1013.
- Barnawi. & Arifin, M. 2012. *School Preneurship*. Jogjakarta: Ar-Ruzz Media.
- Creswell, J.W. Tanpa Tahun. *Penelitian Kualitatif & Desain Riset Memilih di Antara Lima Pendekatan*. Terjemahan Saifuddin Zuhri Qudsy. 2014. Yogyakarta: Pustaka Pelajar.
- Daryanto.Cahyono, Aris Dwi. 2012. *Penanaman Jiwa Kewirausahaan*. Yogyakarta: Gava Media.
- Fatchan, A. 2013. *Metode Penelitian Kualitatif*. Malang: Penerbit IKIP Malang
- Hakim, A. 2010. Model Pengembangan Kewirausahaan Sekolah Menengah Kejuruan (SMK) Dalam Menciptakan Kemandirian Sekolah. *Riptek*, Vol 4, No 1 (2010) 1-14.
- Hamidah, S. 2012. Model Pembelajaran Soft Skills Terintegrasi pada Siswa SMK Program Studi Keahlian Tata Boga. *Jurnal Pendidikan Vokasi*, 2 (1): 53-62.
- Hendarman, F. A. & Tjakraatmadja, H. J. 2012. Relationship among Soft Skills, Hard Skills, and Innovativeness of Knowledge Workers in the Knowledge Economy Era. *Procedia-Social and Behavioral Sciences*. 52 (2012) 35-44.
- Hendro. 2011. *Dasar-dasar Kewirausahaan: Panduan Bagi Mahasiswa Untuk Mengenal, Memahami, dan Memasuki Dunia Bisnis*. Jakarta: Penerbit Erlangga
- Hendropriyono, D. 2013. Meningkatkan Daya Saing Bangsa dengan Membangun "Hard Skill" dan "Soft Skill", (Online), (<http://m.kompasiana.com/post/read/615617/3/meningkatkan-daya-saing-bangsa-dengan-membangun-hard-skill-dan-soft-skill.html>), diakses 1 April 2015

- Junrat, S. Jenphop, C. Suravee, R. Kanokorn, S. 2014. Soft Skills for University Library Staff Thailand. *Procedia-Social and Behavioral Sciences*. 112 (2014) 1027-1032.
- Islami, F.A. & Ferdinand, A.T. 2012. Analisis Pengaruh Hard Skill, Soft Skill dan Motivasi terhadap Kinerja Tenaga Penjualan (Studi Pada Tenaga Kerja Penjualan PT. Bumiputera Wilayah Semarang). *Diponegoro Journal of Management*, 1 (2014): 1-13.
- Mahfud, T. & Pardjono. 2012. *Praksis Pembelajaran Kewirausahaan Pada Unit Produksi Jasa Boga*, (Online), ([journal.uny.ac.id/index.php/jpv/article/download/1014/818](http://journal.uny.ac.id/index.php/jpv/article/download/1014/818)), diakses 9 Juni 2015.
- Mai, C. R. 2012. Developing Soft Skills In Malaysian Polytechnic Students: Perspectives of Employers And Students. *ASIAN Journal of Management Sciences and Education*. Vol 1 No 2.
- Majid, I. Liming, Z. Tong, S. Raihana, S. 2012. Importance of Soft Skills for Education and Career Success. *International Journal for Cross Disciplinary Subjects in Education (IJCDSE)*. Vol 2.
- Moleong L.J. 1988. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar dan Menengah*. (Online), (<http://sukabumikota.kemenag.go.id/file/dokumen/D001663.pdf>), diakses 19 Maret 2014
- Rachmawati, R. 2012. The Implementaton Quantum Teaching Method of Graduate Through Up-Grade Hard Skill and Soft Skill (Case Study on Management Accounting Class). *Procedia-Social and Behavioral Sciences*. 57 (2012) 477-485.
- Robles, M. M. 2012. Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly*. 73(4) 453-463.
- Rongraung, S. Somprach, K. Khanthap, J. Sitthosomjin, J. 2014. Soft Skills for Private Basic Education Schools in Thailand. *Procedia-Social and Behavioral Sciences*. 112 (2014) 956-961.
- Sudjimat, D.A. 2010. Pengembangan Model Pendidikan Soft Skill Melalui Pembelajaran pada Program Studi Pendidikan Teknik Mesin FT UM. *Teknologi dan Kejuruan*, 33 (2): 133-142.
- Sarosa, S. 2012. *Penelitian Kualitatif Dasar-Dasar*. Jakarta: PT. Indeks
- Sangadji, M. E. 2010. *Metodologi Penelitian-Pendekatan Praktis dalam Penelitian*. Yogyakarta: C.V. Andi Offset.
- Sugiyono. 2010. *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Schulz, B. 2008. *The Importance of Soft Skills: Education Beyond Academic Knowledge*, (Online), (<http://ir.polytechnic.edu.na/bitstream/10628/39/1/The%20Importance%20of%20Soft%20%20Skills-Education%20beyond%20academic%20knowledge.pdf>), diakses Juni 2008.
- Suryanto, D., Kamdi, W., & Sutrisno. 2013. Relevansi Soft Skill Yang Dibutuhkan Dunia Usaha/Industri Dengan Yang Dibelajarkan Di Sekolah Menengah Kejuruan, (Online), (<http://journal.um.ac.id/index.php/teknologi-kejuruan/article/view/3811>), diakses 29 Maret 2015.
- Usman, H., & Raharjo, N., E. 2012. Model Pendidikan Karakter Kewirausahaan Di Sekolah Menengah Kejuruan, (Online), (<http://download.portalgaruda.org/article.php?article=283052&val=484&title=MODEL%20PENDIDIKAN%20KARAKTER%20KEWIRAUSAHAAN%20DI%20SEKOLAH%20MENENGAH%20KEJURUAN>), Diakses 29 Maret 2015.
- Widarto, Pardjono, & Widodo, N. 2012. Pengembangan Model Pembelajaran Soft Skills dan Hard Skills untuk Siswa SMK, (Online), (<http://journal.uny.ac.id/index.php/cp/article/view/1139/pdf>), diakses 29 Maret 2015

- Widyawati, S. 2011. Pengembangan Soft Skill Dalam Pendidikan Sebagai Bekal Kewirausahaan. Surakarta: STSI
- Wiyani, A.N. 2012. *Desain Pembelajaran Pendidikan (Tata Cara Rancang Menuju Pencapaian Kopetensi)*. Jogjakarta: Ar-Ruzz Media.
- Wiyani, A.N. 2013. *Desain Pembelajaran Pendidikan (Tata Cara Rancang Menuju Pencapaian Kopetensi)*. Jogjakarta: Ar-Ruzz Media.
- Universitas Negeri Bangka Belitung. 2008. Antara Hard Skill dan Soft Skills, (Online), ([http://www.ubb.ac.id/menulengkap.php?judul=Antara+Hard+Skill+dan+Soft+Skill&&nomorurut\\_artikel=212](http://www.ubb.ac.id/menulengkap.php?judul=Antara+Hard+Skill+dan+Soft+Skill&&nomorurut_artikel=212)), diakses 1 April 2015