

The Role of Intra-Campus Organizations in Improving Student's Soft Skills

Kunaenih¹⁾ Suhari Muharam²⁾

Fakultas Agama Islam, Universitas Islam Jakarta

Email: asnie2009@gmail.com; kunaenih@uid.ac.id

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Abstract

Students, as the younger generation, not only create innovations but must also be able to form a quality personality to face the obstacles and challenges caused by the change itself. Through organizational activities, students can improve soft skills, especially public speaking skills, in developing their personality by implementing the Tri Dharma of Higher Education. This study aims to see what roles are presented by the intra-campus organization, namely the Islamic Religious Education Student Association, Jakarta Islamic University, as a forum for the process of students majoring in Islamic Education to improve the soft skills of Islamic Religious Education students. In this study, we used field research methods (field research) using a qualitative approach. This research was conducted at the Islamic University of Jakarta. In using the technique of determining the informant using snowball sampling, in collecting the required data, the researcher uses observation, interviews, and documentation. The results showed that the role of intra-campus organizations in improving the soft skills of Islamic Religious Education students at the Islamic University of Jakarta was for the intellectual development of students, fostering leadership, expanding networks or relationships, and fostering a sense of kinship, and could improve students' public speaking skills.

Keywords: Role, Student Organization, Soft Skill Improvement

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1. Introduction

Referring to the results of a survey published by the National Association of Colleges and Employers (NACE) in 2002 in the United States, explaining the quality of the soft skills of

college graduates expected by the world of work, with the results of a poll of 457 employers stating that the first rank of 20 qualities What is expected is the ability to communicate and the Grade Point Average to rank 17. As explained by Illah Sailah that what brings someone to achieve success is 80% determined by their soft skills and 20% by their hard skills (Direktorat Pendidikan Universitas Airlangga, 2010).

This means that a person's success is not only determined by knowledge and technical skills (hard skills) but is also determined by students' skills in managing themselves and others (soft skills). Because soft skills are a basic and primary need to produce excellent graduates who can compete in the world of work. Student organizations are a place for students to channel their interests and talents and become a means of personality formation in improving their soft skills. The soft skills taught in college have not maximally formed the personality of students into human beings who are ready to contribute to society, this is due to the limited time and space provided by the lecturers.

So student organizations have a very important role in improving the soft skills of their students. The Islamic Religious Education Student Association is one of the internal organizations of the Jakarta Islamic University campus that houses students of the Islamic religious education study program which is a forum for PAI students to exchange aspirations, discuss and carry out other useful activities and as a place to increase understanding that is not yet known within lectures.

In this article, researchers will present exposure from various sources and data that researchers get in improving students' soft skills, where researchers realize the importance of the role of student organizations as a forum for student activities to be able to improve their soft skills according to their knowledge, skills, and abilities, the pattern of thinking.

Soerjono Soekanto explained that the role is a concept of what individuals can do when carrying out various activities in carrying out social life. The role is a set of behaviors and actions that each person has. And it is hoped that it must be applied by someone with their respective portions, both informally and formally The organization is a system that forms a structured relationship to be able to coordinate all forms of business ownership in the group to achieve mutually agreed goals (Darim, 2020).

The organization has an identity that can be described, analyzed, monitored, and directed to an appropriate form for a particular purpose. Through organizations, humans can work together and show their existence to achieve satisfaction with what has become their goal. Nuryadin explained that the organization in the view of Islam is called a congregation/congregation. Jamaat is a group of people who are well-organized and consciously directed and in it, there are leaders and those who are led (Nuryadin, *et al*, 2019).

Hadijaya explained that intra-campus organizations are student institutions that regulate and carry out various student activities in the extracurricular field. Which includes science, the development of interests and talents as well as social forms in supporting student development based on the Tri Dharma of higher education. In line with what Alam explained that intra-campus organization is a legal/legal student activity with the issuance of a decree issued by the University to acknowledge its existence and guarantee its rights and obligations in carrying out its organizational activities (Alam, 2017).

Student organizations become an institution that has legality that can color the dynamics of student life in college. The presence of student organizations is due to the needs

and interests of students so they are expected to be able to support the needs of self-capacity development, especially in the field of soft skills. Soft skills are personal skills that are human in nature that complement scientific and technical skills, thus making a person superior. Personal skill means the ability that is within a person (Aman, 2016).

Elfindri explained that soft skills are skills and human life skills, both for oneself, in groups, or society as well as with the Creator. Having qualified soft skills will affect a person's existence when interacting in the community, making his existence have superior value. Referring to the results of a survey on the soft skills attribute table published by the National Association of Colleges and Employers (NACE) in 2002 in the United States which was conducted on 457 employers, it is explained the quality of the soft skills ranking of college graduates expected by the world of work as follows (Putra, & Pratiwi, 2005).

Table 1. Attributes Soft skills

No	Kualitas	Skor*
1	Kemampuan berkomunikasi	4,69
2	Kejujuran/Integritas	4,59
3	Kemampuan bekerja sama	4,54
4	Kemampuan interpersonal	4,5
5	Etos kerja yang baik	4,46
6	Memiliki motivasi/berinisiatif	4,42
7	Mampu beradaptasi	4,41
8	Kemampuan analitikal	4,36
9	Kemampuan komputer	4,21
10	Kemampuan berorganisasi	4,05
11	Berorientasi pada detail	4
12	Kemampuan memimpin	3,97
13	Percaya diri	3,95
14	Berkepribadian ramah	3,85
15	Sopan/beretika	3,82
16	Bijaksana	3,75
17	IP \geq 3,0	3,68
18	Kreatif	3,59
19	Humoris	3,25
20	Kemampuan entrepreneurship	3,23

*Skala 1 – 5 (5 tertinggi)

Tabel Hasil Survei NACE USA Mengenai Kualitas Lulusan Perguruan Tinggi yang Diharapkan Dunia Kerja

Based on the table above, it can be indicated that a high-Grade Point Average can only rank 17th in the soft skills attribute. This means that a person's academic achievement is only a small part of the factors that support his success, the rest is supported by various soft skills factors. Rahayu & Nuryata explained that in developing soft skills as well as character development, the following things are needed: (1) Embedded is not only taught, it means that what has been transformed by lecturers to students is to be practiced, nurtured, and shaped into superior behavior. So it requires continuous practice and a process of reflection; (2) the availability of role models, meaning that the development of soft skills requires a model that can be used as a benchmark in the process of improving soft skills; and (3) The process from moral knowing to moral action means that apart from providing role models, what is instilled requires continuous fertilization, that something that has been taught must be practiced. Soft skills development is very well done through various extracurricular activities because all soft skills attributes can be learned and trained by participating in student activities (Rahayu, & Nuryata, 2011).

Public speaking is a person's ability to speak in front of the public, by conveying messages that can be understood and accepted by the public. Gunasi explained that public speaking is communication that is done orally, which is about how to convey a message in

front of many people to provide information to many people. As explained by Dirman & Juarsih that speaking is a form of communication, while what is meant by communication is the process of delivering a statement whose contents include a message carried out by individuals to others as a consequence of social relations (Putra, 2016).

Public speaking also has many extraordinary benefits in everyday life. Indirectly, our public speaking skills can help improve our ability to influence others in terms of how we convey what we convey to others. As explained by Illah Sailah, what brings someone to achieve success is 80% determined by their soft skills and 20% by their hard skills. Some data results show that soft skills with high quality can lead individuals to achieve success and become a tool to be able to compete in their social life, including the following: (1) The results of the National Association of Colleges and Employers (NACE) research in 2005, stated that in general, a company needs workers who have expertise in the form of 82% soft skills and 18% hard skills; and (2) The results of Goleman's research in 1999 stated that emotional intelligence contributed 80% to a person's life and career success, while the rest was contributed by intellectual intelligence. Emotional intelligence includes the attributes of soft skills that are important to be mastered by each individual (Direktorat Pendidikan Universitas Airlangga, 2009).

2. Research Methods

In this study, the researcher used a qualitative approach with the field type method (Field Research) which is a study in which the researcher observes and participates directly in small-scale social research and observes local culture. Researchers directly conduct observations to obtain the necessary information. The data collection technique used by the researcher in this research is to use the method of observation, interviews, and documentation. The main data sources in this study are the results of interviews or narratives and actions. Thus the data sources of this research are the results of interviews, behavior, actions, events, and documentation. Data analysis techniques used by researchers in this study are reduction, data presentation, and conclusion drawing. First, a reduction is the researcher summarizes, determines, and focuses on things that are crucial to the theme and pattern and discards what is not needed. The second presentation of data is that the researcher presents data from the results of the reduced data. In qualitative research, data presentation can be in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The third conclusion is that if the conclusions and formulation of the problem in the early stages are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible. In this case, the researcher concludes with role theory, student organization, and soft skills which the researcher then synthesizes into a complete theory, namely about the role of intra-campus organizations in improving the soft skills of Islamic Religious Education students at the Islamic University of Jakarta.

3. Results and Discussion

3.1. Improve Soft skills

As explained by Rahayu & Nuryata, it is best to develop soft skills through extracurricular activities, because all attributes of soft skills can be learned and trained by participating in student activities. So in this case there are three data results obtained in terms of efforts to improve the soft skills of Islamic Religious Education students, namely: First, I'm proving the

Public speaking of PAI Students through the Work Program of the Islamic Religious Education Student Association, Improving the public speaking ability of Islamic Religious Education students, especially for administrators, can be done by participating in various series of work programs held by the Islamic Religious Education Student Association because most of the work programs that implemented leading to the realm of improving public speaking

Second, Improving Public Speaking of Islamic Religious Education Students Through a forum or space outside of lectures, strengthens the theory presented by Gilang Nur Alam, S.IP., M.Sc in his book entitled "Development of Student Organizations in Indonesia" explaining that the organization Student Affairs is a very good place for students to develop their personality and soft skills that are not maximally obtained from the college.

Third, Improving Public speaking of Islamic Religious Education Students through public speaking training. Public speaking training is an activity or exercise specifically designed to carry out the process of public speaking activities through exercises provided by the presenters to increase one's capacity in terms of public speaking.

3.2. The Role of Intra-Campus Organizations in Improving Soft Skills of PAI Students, Islamic University of Jakarta

The Islamic Religious Education Student Association can provide roles to its administrators and students of Islamic Religious Education, as explained from the results of interviews with the Dean of FAI, Jakarta Islamic University, namely Dr. Syahrullah, M.Pd.I with the question, What do you think the existence of the Islamic Religious Education Student Association can help students improve soft skills, especially public speaking skills?

"Yes, it can be done with activities that can help the public speaking process can be carried out well and it needs to be understood that public speaking is not only how he can interact with other people but more than that public speaking can also provide benefits". It is appropriate that a student organization must be able to assist its students in developing their personality abilities and even more than that, must be able to grow, develop, and improve their abilities, both soft skills and hard skills towards student intellectual development, foster leadership, expand the network, and what is more attached to the students themselves is the presence of a sense of kinship within the organization.

First, the intellectual development of students. Students as the main actors in various reforms and changes have meaning, namely several intellectual humans who view all actions with positive, critical thoughts that can be accounted for according to academic rules. As explained from the results of interviews with the active management of the Islamic Religious Education Student Association for the period 2021-2022, namely sister Anisa Aulia as General Treasurer with the question, Where do you think the orientation of the Islamic Religious Education Student Association program is going?

"It's more intellectual, bro because we can increase our knowledge so that the knowledge doesn't get stuck there and there, let's just upgrade our knowledge, think about intellectuals. Yes, in an intellectual direction because our knowledge can be in every event or every activity, which means adding to an upgrade, so the knowledge is more intellectual."

Second, to cultivate a leadership spirit, as explained from the results of the interview with the Demisioner of the Islamic Religious Education Student Association for the 2020-2021

Period, namely Syahrur Rizqi, with the question where do you think the orientation of the Islamic Religious Education Student Association program leads?

"... in terms of leadership, HIMMA's children are good, so we are mentally trained to talk like I speak when we are small, like leading friends, what is the name for iftar we meet and talk to permit, that's how it plays out". The Islamic Religious Education Student Association organizes leadership and organizational training activities for its administrators so that they can further improve their soft skills, namely the "Training Leadership and Organization" program.

Third, expand networks or relationships. By organizing we are not only in a homogeneous environment but also in a heterogeneous environment. As explained from the results of the interview with the Demisioner of the Islamic Religious Education Student Association for the 2020-2021 period, sister Najla El Karimah with the question, What benefits have you received while joining the Islamic Religious Education Student Association?

"The benefits are many, firstly, more socialization and getting to know a lot of people, knowing not only one class, but you must also know your classmates, juniors, what are you making, lots of connections, so if there's anything you can ask your classmate or underclassman, then the second one could it be more open to talking, so rich, not just talk between friends and friends, so practice talking, in short, learning leadership, discipline, there are ways to write letters like that"

Fourth, foster a sense of kinship. As the results of the interview said by the active board of HIMMA PAI for the 2021-2022 period, namely brother Muhammad Rafli Hasyim as the General Chair of the Islamic Religious Education Student Association with a question, with the question where do you think the orientation of the Islamic Religious Education Student Association program leads?

"In HIMMA PAI, it's more family-friendly, so how do we make the organization like a family, at HIMMA PAI, because if we focus more on the organization, it's rich, it's different, it's better to be family, that's why HIMMA PAI is called the family from the first bang". If an organization has started to foster a sense of kinship among its administrators, then the organization will produce human resources who are more empathetic and have each other to maintain their existence in the organization.

4. Conclusion

Thus student organizations have many important roles in campus life, as the experience of teaching many changes such as the intra-campus organization of the Islamic Religious Education Student Association of the Islamic University of Jakarta as a forum and means to be able to develop and improve the personality of students turns out to have various roles that are so many and very influential. on the development of soft skills possessed by Islamic Religious Education students, especially for administrators towards the expansion of knowledge and insight in increasing personality integrity to achieve competent human beings in various fields, especially in the realm of soft skills.

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