SOFTSKILLS LEARNING USING EXPERIENTIAL LEARNING METHODS FOR IMPROVING GEN Z'S EMPLOYABILITY

Rahayu Sri Purnami
Institut Digital Ekonomi LPKIA Bandung
rahayusri@lpkia.ac.id

Abstract

Gen Z need more equipped hard skills and soft skills to improve employability and push number off unemployment. Learning soft skills both intrapersonal and interpersonal skills in college is very important for equip students who are Gen Z more ready enter labour market. Learning methods to improve soft skills is experiential learning that give experience directly to the students. Educator role as facilitator, a person expert, evaluator and coach.

Keywords: Soft skills, experiential learning, intrapersonal skills, interpersonal skills

Background

Gen Z was born in 1997-2010 start enter labour market. In Indonesia at the moment this amount force workers who are Gen Z reached 27%. However number unemployment highest 19.40 percent of total unemployment in Indonesia also comes from the Gen Z group often called strawberry generation, openness to something new, creative but easy give up. Reason why number Gen Z unemployment among is very high is Gen Z majority not ready yet for works and exists nonconformity with the need of industry (Putra, 2023). Working experience's Gen Z is decreasing compared to the generation previously which caused by automation in the workplace (Sladek & Grabinger, 2016; Schwieger & Ladwig, 2018).

Employability can be reach by owning hard skills and soft skills. Hard skills is technical skill that seen and practiced, whereas soft skills is bunch competencies that include skills, knowledge and attitudes or Act in demand so that form quality individuals who can work in a way effective for reach objective like critical thinking and creative, problem solving, communication, teamwork, leadership. Soft skills related tightly with experience and personality's someone who requires a continuous conditioning process. Soft skills can formed with carry out the formation process behaviour so that happen positive reinforcement in self every individual does through comprehensive teaching at formal and non- formal educational institutions. Development soft skills for entering the world of work consists from development

character and personality self (intrapersonal) and skills intertwine relation with other people (interpersonal) (SKKNI Soft Skill, 2020).

Results of a study conducted by Succi & Canovi (2020) showed that 86% of respondents comprised from employer and students who are follow apprenticeship consider soft skills more important in the last 5-10 years. Companies and higher education institutions must work together for increasing student's awareness the importance of soft skills that give guidance to adapt the changes in the labour market and improving employability. Research conducted by Widjadja et al., (2018) show that mastery hard skills , interpersonal and intrapersonal skills can be increase work performance.

Higher education institutions own very important role for increasing student's soft skills by developing curriculum, improving teaching and learning approach. (Teng et al., 2019) Effective learning can happen when give experience to the students Where knowledge created through transformation experience. And theory learning based on experience put experience life as part central and important from the learning process (Morris, 2020; Priatmoko & Dzakiyyah, 2020; Schwieger & Ladwig, 2018). Learning based on experience can used for embed habits among students (Jonathan & Laik, 2019). Learning to Gen Z students are demanding student-centered approach in order to be able to develop skills, abilities and knowledge, encourage expression and maintain student's motivation during learning process (Cickovska, 2020).

Literature review

Softskills

Soft skills is combination dynamic from cognitive skills and meta- cognitive, interpersonal, intellectual and practical skills that help people to adapt and behave positively so that they can face challenge of professional and daily life effectively. Soft skills are related with various interpersonal and social qualities and competencies, can transferred to all over sector economy and industry. Soft skills covers communication, teamwork, problem solvi, critical thinking and innovative , creativity, self confidence, understanding ethical, capacity learning lifetime life , ability for overcome uncertainty, as well willingness for accept not quite enough answer (Succi & Canovi, 2020). Soft skills are personal attribute that improve individual interaction, job performance and hard skills that specific to task or certain activity. This also refers to social grace, and eloquence language, habits personality, friendliness and optimism that mark varying degrees. Soft skills are complementary hard skills which are

condition technical something profession. This can also be done become part important from organization especially If organization the transaction with people on a regular basis stare face. Soft skills help public for adapt and behave positive so that capable face challenge daily life (Asefer & Abidin, 2021).

Soft skills is combined from intrapersonal skills and interpersonal skills. Intrapersonal skills such knowing self, goal setting, proactive, analytical skills, brainstorming, positive thinking, problem solving, creative thinking, decision making, time management, change management, stress management, anger management. While interpersonal skills consist of communication skills, leadership skills, negotiation skills, presentation skills, team building, corporate etiquettes, management skills, integrity and loyalty. (Sambaiah & Aneel, 2016)

Experiential Learning

Experiential Learning is a student – centered approach initiated with base thinking that people learn the best is from experience. Experiential Learning consists of from four stages. 1) Concrete Experience is the earliest stage, namely a student experience something incident as existence (only feel, see, and tell return event that). In this stages student not yet own awareness about essence event that, what is the truth happened, and why matter that happen. This is what happens in stages beginning of the learning process. 2) Reflection Observation, the stage that student has already own observation to the events he experienced, looking for answer, carry out reflection or observation active, developing questions how event happened , why? happen as well as start try think and understand it. 3) Reflection Observation, this stage a student already endeavor make an abstraction or theory about thing ever observing, developing theory, concept procedure about something moderate become object attention. Student already capable for making eneralization of various example even a poor incident without different but have base the same rules. 4) Active Experimentation is student's effort for doing experiment in a active way, and capable apply concept, theory into the situation real.

The role of educators in experiential learning is as facilitator, subjects expert, standard makers or evaluator and as a coach. As *facilitator*, educator help student relate with their personal experience and reflect on them. They adopt style warm affirmation for student's interest, motivate intrinsic, and knowledge self. They often do matter this with facilitate conversation in group small. They create connection personal with student. In his role as subjects expert, educator help student set up and connect reflection they with a knowledge base material lesson. They adopt an authoritative and reflective style. They often teach with giving

example, encourage critical thinking when they in a way systematic organize and analyze knowledge material lesson. Knowledge often communicated through lectures and texts. As *standards maker and evaluators*, educators help student control application of knowledge and skills for fulfil performance's condition. They adopt results - oriented style objective when they set condition necessary knowledge for performance quality. They create activity for student to evaluate their learning. In role as *a coach*, educator help student apply knowledge for reach their objective. They adopt collaborative style and giving enthusiastic, often works in a way stare advance with individual for help they learn from experience in their context life. They help in making development personal plan and giving method for get feedback of their performance (Kolb & Kolb, 2017).

Methodology

This study held to the students of Information System from Jendral Achmad Yani University from 3 classes namely 2021 as many as 18 students, 2022 as many as 26 students and 2023 as many as 45 students with the total number is 89 students.

Every class will follow learning intrapersonal skills and interpersonal skills for 1 semester once a week. Learning held with student listening material from lecturer, do practice from material that has been delivered (Concrete experience), reporting experience gained after do practice (Reflective Observation and Abstract Conceptualization), conveying plan follow carry on from material (Active Experimentation). Intrapersonal skills material includes attitude positive to yourself, making personal goal settings with SMART method, building effective habit using 7 habits of highly effective people, time management, stress management. Whereas interpersonal skills material consists of building a good relationship, understanding before understood, assertiveness, giving appreciation and synergy .

At the end learning student requested for present perceived progress after follow intrapersonal and interpersonal learning of skills and materials.

Results and Discussion

1. Intrapersonal Learning

Table of Student's Progress after follow Intrapersonal skills learning

No	Perceived progress	N = 89	
1.	Positive attitude to yourself	70	78,65%
2.	Goal setting	29	32,58%
3.	Build effective habit	13	14,60%
4.	Time management	64	71,91%
5.	Stress management	24	26,97%

78.65% of student perceived intrapersonal learning progress in positive attitude to yourself that marked by become more confidence, understand strength, more gratefull. Every participant convey the biggest achievement ever obtained, successful obstacles traversed, identify the power it has for obtain the achievement.

Students who feel progress on time management reached 71.91%. During learning they make time management table for 1 with follow principle of 4 time quadrant based on scale priority that is important urgent, important not urgent, not important urgent, not important not urgent. Target held accordance to the role that carried out in this moment such as as students, members of family, organization administrator, friend etc. Student state that with good time management task from lecturer can collected on time, have time more to rest enough, doing planned activities better.

Students who feel progress in own objective live (goal setting) as much as 32.58%. With method of making goal setting SMART (Specific, Measurable, Achieveable, Realistic, Time based), students feel their life more directed, have purpose in life and passion for achieve it. Student requested for create and present what goal setting will be achieved for 4 years forward in the field academic, organizational, health, spiritual and relationships with family.

Students who feel better stress management is amounting to 26.97%. Learning started with discussion about identification source of stress, recognize symptoms of stress, ways managing stress and sharing experiences moment deal with stress with tell source of stress faced, symptoms felt, actions taken for overcome the stress and make sense of it incident the with convey the wisdom gained from the incident.

Students who feel capable build effective habits is amounting to 14.60%. Refers to theory build effective habits as conveyed by Stephen Covey in his book 7 habits of highly effective people, habits built by knowledge about what should done and why, wishes for doing and skills for do it. Student requested for make commitment build effective habits in one things and done for 2 weeks, then report experience operate commitment that and explain perceived benefits after operate that commitment.

2. Interpersonal Skills Learning

Table of Student's Progress after follow Interpersonal skills learning

No	Perceived progress	N = 89	
1.	Building good relation	40	44,94%
2.	Able to understand moreover formerly before understood	25	28,09%
3.	More assertive in communicate	11	12,36%
4.	More apprecite for others	20	22,47%

After follow interpersonal learning, students who feel progress can build better relationships is amounting to 44.94%. On learning build better relationships started with learn principles build good relations, continued with apply principle it to someone around them for 3 weeks and tell experience in apply principle build relation, the obstacles faced along with perceived benefits. Whereas students understand moreover formerly before understood with increase ability become a good listener is amounting to 28.09%. Learning held with learn effective listening techniques and practice them in pair role play with their friend. Students who feel progress with more appreciate others with convey appreciation or award to other people is amounting to 22.47%. And students who more assertive in communicate compared to become passive, aggressive or passive aggressive is amounting to 12.36%. Student capable communicate in assertiveness with empathy, explains problems and convey their desire.

Conclusion

Learning soft skills both intrapersonal and interpersonal skills in college or Higher Education Institutions is very important for equip students who are Gen Z more ready enter labour market. Learning methods to improve softskills is experiential learning that give experience directly to the students. Educator role as facilitator, a person expert, evaluator and coach.

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