

# Learning Model Based on Soft Skill with the Constructivist and Behavioristic Approach

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## Abstract

In Indonesia, the goal of national education must reflect the achievement of cognitive (hard skills) and affective (soft skills). The combination of hard skills and soft skills should be reflected in the competency of qualified graduates. One important aspect that is used as a tool for transforming soft skills to students is through classroom learning. In class, the lecturer must be a role model. This model places lecturers as role models in implementing soft skill values. Teaching soft skills to students in classroom learning, should use the following principles: (1) Lecturers must assign soft skills components to the learning design; (2) Teaching soft skills requires a role of model from the instructor; and (3) Development of soft skills is carried out through discussion, teamwork, and other supporting activities. Therefore, the paradigm of developing soft skills-based learning must focus on the application of Student-Centered Learning (SCL) with a constructive approach to the scientific construct (andragogical approach), and a behavioristic approach to the development of student soft skills (pedagogical approach).

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## I. INTRODUCTION

The aim of National Education is to develop the potential of students to become human beings who are religious, spiritual, superior personalities, knowledgeable and become democratic and responsible citizens. The implication of this goal is the demand for a combination of hard skills and soft skills in the formation of qualified competency graduates. However, in fact, there is still a tendency that the courses given on campus are mostly technical knowledge and skills (hard skills), and have not touched soft skills. It is based on the fact that currently, the design of the education curriculum in Indonesia is currently only 10% with soft skills, while 90% has hard skills. The lack of soft skills for students causes them to be great in the aspect of science and already feel successful by having skills. Even though the demands in the world of work, soft skills become something important [1]. Technical skills, primarily used by the lower-level managers, concern the ability to follow a process with proficiencies and expertise using tools, techniques, and procedure in a specialized field. Such skills appear to be relatively easy to acquire [2].

Human skills or people skills are seen as an expression of an executive's ability to work effectively in co-operation with other people. This requires them to understand, motivate and lead other people individually or in a group. Human understands, motivate and lead other people individually or in a group.

The facts above show that education in Indonesia must pay attention to soft skills, as well as its hard skills. According to the results of Harvard University research, one's success is not only determined by knowledge and

technical skills (hard skills) but also influenced by the skills of managing themselves and others (soft skills). In fact, this study revealed that hard skills only contributed about 20% to one's success while 80% was determined by soft skills. Therefore, one important component in making good graduates is to equip students with soft skills [3]. In the perspective of higher education, it is inevitable that lecturers must provide personal development education content (soft skills) in the learning process. One model of the development of student soft skills in higher education is an integrative model [4], namely the implementation of inherent and integrated soft skills in the existing curriculum and the courses implemented are reflected in the learning process. Therefore, a balance between hard skills and soft skills in every school subjects and in between subjects should be maintained in the curriculum [5]. (Indonesian Law No 20 of 2003 on National Education System and Ministry of Education and Culture Regulation no 81a of 2013 on the Implementation of Curriculum in the guidelines to create and manage education unit curriculum).

## II. DEVELOPMENT OF INTEGRATED SOFT SKILL

In higher education, the development of soft skills can be done in several ways, namely: 1) integrative model. With this model, the implementation of soft skills is inherent and integrated into curricular programs, existing curricula, and or existing subjects in the learning process. Higher education needs to make policies in constructing the curriculum. The advantage of this model is that it is relatively inexpensive and does not require expensive costs; 2) Complementary models. With this model the implementation of soft skills is added to the curricular education program and the existing curriculum structure; not

in subjects. The implementation of this model is in the form of additional life skills subjects in the curriculum structure or conducting life skills programs in the education calendar. Complementary models require separate time or extra time, also additional lecturers and require relatively expensive costs. Nevertheless, this model can be used optimally and intensively to form life skills in students; 3) Separate (discrete) models. With this model, the implementation of soft skills is set aside, separated, and released from curricular programs. The presentation can take the form of an extracurricular program. This model requires careful preparation, relatively expensive costs, and good readiness for higher education. But this model can still be used to form student life skills comprehensively and freely.

Illah Sailah explained that one of the important aspects used as a means of transmitting soft skills to students is through classroom learning [6]. This is what is then called the development of integrated soft skills. Looking at this aspect, what is important to be formulated is how to formulate a student's soft skill development strategy in learning at an integrated university in learning. Furthermore, judging by what is given, the learning process that occurs on campus consists of two components, namely: 1) hard skill-oriented learning; 2) Learning is soft skills oriented. Soft skills are more prominent in learning that develops personal life skills, as well as in other social lives, including their relationship with God. Integrated soft skills learning emphasizes the mastery of integrated soft skills with mastery of hard skills.

Integrated soft skills learning is seen as able to unite the mastery of soft skills together with hard skills mastery. This integration is interpreted as a part of learning that is able to provide more value. Integrated learning enables students to gain experience in broader perspectives both concerning problem-solving and other abilities such as critical thinking, creative thinking, problem-solving, personal development, communication, develop curiosity, etc. Integrated learning allows students to be more directly involved in each learning experience, motivates students to ask questions, and learn more about the material being studied.

In lectures in class, lecturers can be used as models (lecturer role models). This model provides the role of the lecturer as an ideal role model in soft skills values. The results of research conducted by Made at Ohio University in the United States, that lecturers are very disciplined with time, then the time award by students will also be felt. This proves that the exemplary attitudes and behavior of lecturers will have an impact on student behavior. The discipline of the time shown by the lecturer influences students. So that things that don't look like this (soft skills) will become a character that internalizes the life of the next student.

In the opinion of the author, teaching soft skills to students in classroom learning should use the following principles: 1) Lecturers need to incorporate predetermined soft skills into the learning design; 2) Teaching soft skills requires an example from the instructor. Teacher preparation to set an example and example for students needs to be

done. Lecturer behavior will be emulated by students. Starting from the timeliness, the way of speaking, the choice of words spoken, the use of time, honesty, solidarity and others. All lecturer behavior will be an example for students. Therefore lecturers become the foundation in teaching soft skills for their students, and 3) Development of soft skills in lectures through discussion and teamwork. The ability of students to express opinions and understand the opinions of others, as well as the ability to work together, are designed and measured in the results of these lessons. Even honest, discipline, responsibility, hard work really need to be developed by the lecturers to be good learning from any subject so that aspects of self-awareness will become a habit.

### III. CONSTRUCTIVIST APPROACH IN HIGHER EDUCATION LEARNING

Learning method "I LECTURE", "YOU LISTEN" still dominates education in Higher Education. Lecturers are central figures, and a minimum of 80% of the time is used to transfer their knowledge conventionally (one-way traffic), while students sit listening with minimal activity. In a one-way traffic method, students show apathy and are not interested in the learning process. Moreover, the ability to conceptualize most students is limited because they learn in rigid structures and direction. They can't think outside the box. [7] In the context of TCL (Teacher Centered Learning), spoon-feeding for students is no longer appropriate because it makes the learning process slow and students do not have the opportunity to choose the appropriate 'menu'. The slowness of the learning process that occurs within the TCL paradigm will cause students to always be left behind, unable to immediately adjust to the progress of the times. To overcome the lag and lag, the learning process needs to be changed, from one-way traffic to two-way traffic and interactive. With interactive learning, the students are actively invited to explore, discover, process, build and give meaning to the knowledge they master.

Interactive learning is one of the characteristics of student-centered learning (SCL). In SCL students have the freedom to develop all their potential, both skills, and attitudes, to explore knowledge and construct knowledge through an active learning process. The flexibility of the students was facilitated by lecturers who applied the principle of *Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani*. In general, the SCL-based learning process can be implemented in higher education by paying attention to three things. These three things are [8]: *First*, SCL-based learning can be implemented using a constructivist perspective. This school of philosophy holds that knowledge is the result of human construction [9] so that it is non-objective, temporary and always changing. For this school of philosophy, learning is an activity to interpret knowledge, while learning is an activity to explore the meaning carried out by students. In the learning process, students can have a different understanding with the lecturer on the knowledge learned. This constructivist learning model is more relevant for students at universities. Teaching is an activity of transferring knowledge (transfer of

knowledge) to students so that students are motivated by lecturers.

Both SCL-based learnings can be implemented using the andragogy approach. Constructivistically requires lecturers to use the andragogical approach. In this approach, lecturers treat students like adults (adult learners) and subjects in education [10]. In the learning process, the lecturer believes that students have knowledge and experience. Therefore, students are able to learn independently, learn from experience, learn based on needs, and learn throughout life. In addition, in the learning process, the lecturer must provide opportunities for students to learn while working, actively and interactively participate, share ideas, discussion and collaboration, and give feedback to each other, so that the lecturers gradually use the andragogical approach in the learning process.

Third, SCL-based learning can be implemented by involving full student activity. The logical consequence of using the andragogical approach, lecturers need to involve students actively in the learning process. In practice, students must take an active and participatory role in the learning process, while lecturers act as facilitators, motivators, and dynamists. Thus, the learning process will take place in a participatory, profound, and meaningful manner. Thus, the SCL approach in higher education is used to construct science, while the behavioristic approach in this approach is to instill soft skills with students.

#### IV. BEHAVIORISTIC APPROACH IN HIGHER EDUCATION LEARNING

For some people, learning is an activity to accumulate knowledge. This assumption will impact on pride when the person is able to re-express verbally, most of the information that has been conveyed by the lecturer or available in the textbook. However, learning is not just that. Learning is a process that is characterized by changes in a person. Changes as a result of the learning process can be shown in various forms such as changing knowledge, understanding, behavior, skills, skills, and habits that exist in individuals who learn.

Some others argue that a learning process is said to be successful if there is a change in behavior. This theory is a behavioristic theory. The behavioristic approach prioritizes behavior in studying individuals. This theory has a concept in studying humans, observe the behavior that appears, it will obtain data that can be accounted for a scholarship.

According to behavioristic theory [11], learning is a change in behavior as a result of the interaction between stimulus and response. Someone is considered to have learned something if he can show changes in behavior. Changes in one's behavior can be done through conditioning. Studying one's behavior should be done through testing and observing visible behavior. From here, in the context of behavior change, learning with a behavioristic approach is suitable to be implemented in order to transmit soft skills to students in higher education.

This is because the core of transmitting soft skills to students is a change in attitude and behavior.

Another factor that is also considered important by the behavioristic flow is the reinforcement factor. Strengthening is anything that can strengthen the emergence of a response. If the addition is added, the response will be stronger, on the contrary, if the reinforcement is reduced the response will still be strengthened. For example, when students are given assignments by the lecturer when the assignment is added, the study will be more active. Then the addition of these tasks is positive reinforcement in the brains. When tasks are reduced and the reduction actually increases learning activities, then reducing tasks is a negative reinforcement in learning. So reinforcement is an important form of stimulus given or reduced to allow for a response.

Behavioristic approaches have several principles [12], namely: 1) Behavioristic learning theory assumes that learning is a change in behavior. Someone is said to have learned if the person concerned can show changes in behavior; 2) This theory assumes that the most important thing in learning is the presence of stimulus and response, because this can be observed, while what happens is considered insignificant because it cannot be observed, and 3) Strengthening, which is what can strengthen the emergence of a response, is an important factor in learning. Education seeks to develop student behavior in a better direction. Educators strive to be able to understand students who are growing up. The development of behavior is an object of observation of the schools of behaviorism. Behavior can be a person's attitude, speech, and actions.

Furthermore, in essence, in its implementation, this behavioristic approach has the following characteristics: 1) The environment is an important factor that can influence; 2) Concerning parts; 3) Reaction becomes a determining factor in the learning process; 4) Prioritizing the mechanism for the formation of learning outcomes through response stimulus procedures; 5) Concerning the role of previously formed abilities; 6) Concerning the formation of learning outcomes; 7) Learning outcomes achieved are the appearance of desired behavior; 8) Concerning causes in the past; 9) Habit formation through practice and repetition is considered important; and 10) Using trial and error in problem-solving.

Based on the description above, it can be concluded that behavioristic learning theory is a learning theory that emphasizes human behavior as a result of interactions between stimulus and response. Therefore, in the context of the transmission of soft skills to students, the lecturer serves as a stimulus with all of his soft skills and students respond with their behavior as well. Learning with the behavioristic approach is a way of learning where students play or demonstrate, practice examples of attitudes and behaviors.

Through the behavioristic approach, students can train themselves to remember the contents of the material to be played. Thus students can understand and appreciate the content of the material played, students can encourage themselves to practice commendable attitudes to their fellow

friends, family, lecturers, and the community. Learning with the behavioristic approach requires modeling from the lecturer. Besides that, they are required to better understand the role that has an impact on punishment if they fail and get a reward if they succeed. Learning with soft skills based on fun and presented with a good presentation will further enhance their capacity.

In general, the learning steps that are based on Behavioristic theory include: 1) determining learning goals; 2) analyzing the current classroom environment including identifying students' initial knowledge; 3) determine learning material; 4) breaking up learning material into small sections, covering the subject, subject matter, topics and so on; 5) presenting learning material; 6) providing a stimulus, can be either a verbal or written question, test or quiz, exercise or assignments; 7) observe and review the responses given by students; 8) provide reinforcement (maybe positive reinforcement or negative reinforcement), or punishment; 9) provide a new stimulus; 10) provide reinforcement and punishment; and 11) evaluation of learning.

This stage then becomes a guideline in transmitting soft skills to students in lectures. The important thing to be built in learning based on soft skills with the behavioristic approach is to answer the following questions: 1) what kind of attitude do we want to emulate? 2) what kind of will we want to build? and 3) what kind of attitude do we want to support?

The description above can actually be concluded with a simple sentence that a lecturer is an educator. Educators are a keyword in universities because a lecturer does not only transfer knowledge or skills, but also gives an example, motivation, and spirit for students, so students can grow and develop into academically and mentally balanced people (hard skills and soft skills).

From some of the explanations above, it can be concluded that the creation of a condition in order to change the subject's behavior in accordance with the will of the lecturer, namely by looking at and controlling the response that arises, then each response is given reinforcement. Reinforcement here is the skill of the lecturer whose direction is to give encouragement, responses or gifts to students so that they can be respected or cared for in attending classes.

#### V. PARADIGM OF LEARNING BASED ON SOFT SKILL WITH A BAHAVORISTIC APPROACH

The abstracts of the nature of soft skills make it difficult for this content to be taught directly to students. However, there are many ways that soft skills can be transmitted well, for example through training and example. One model of this transmission is by integrating directly into the learning process in the form of lecturer and student interactions.

With regard to this matter, it is absolutely necessary to revolutionize the learning method by lecturers who are sure

to understand and have good hard skills and soft skills as their example living students. Therefore, in essence, the paradigm of developing soft skills based learning includes the application of Student-Centered Learning (SCL) with a constructive approach to the scientific construct (andragogy approach), and a behavioristic approach to the development of student soft skills (pedagogical approach). Based on the above theory, the next model development is carried out, which can be described as follows:

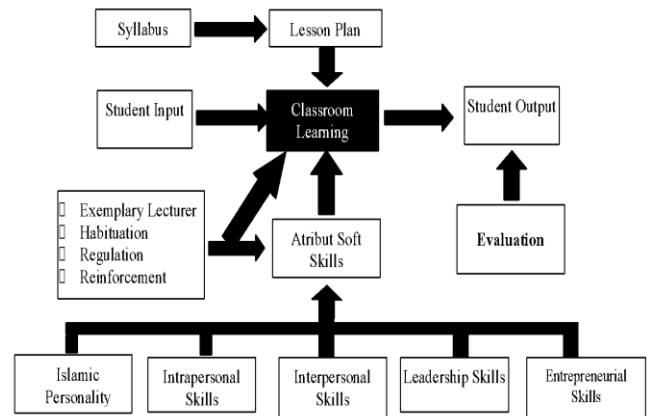


Figure 1. The paradigm of Soft Skills Learning with Approach Constructivist - Behavioristic

#### VI. CONCLUSION

Based on the description above, some conclusions can be drawn regarding the concept of the constructivist-behavioristic approach, as follows:

1. In higher education, the development of soft skills can be done in several ways, namely: 1) integrative model; 2) complementary models, and 3) separate (discrete) models.
2. An integrative model is a model used in the implementation of soft skills-based learning. Therefore, it is important to formulate how the strategies for developing soft skills of students in learning at Higher Education.
3. The paradigm for developing soft skills based learning includes the application of SCL with a constructive approach to aspects of mastery of science (andragogical approach), and behavioristic approaches to aspects of developing soft skills for students (pedagogical approach).

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