



Student Soft Skills in Learning Support Services with Webinar Tutorials (Tuweb) and Online Tutorials (Tuton) : A Study in Indonesia Open University's Postgraduate Program

Sri Dewi Nirmala^{*}, Afriani, Isfarudi, Sendi Ramdhani, Paulina Pannen
Universitas Terbuka, Indonesia

^{*}Corresponding Author. Email: nirmaladewi@ecampus.ut.ac.id

Abstract: This study aims to analyze students' soft skills in learning support services, namely webinar tutorial (tuweb) and online tutorial (tuton), and the relationship of the soft skills to the student's grades in both tuton and tuweb, Indonesia Open University's Postgraduate Program. Aspects of the soft skills developed were 1) teamwork; 2) communication through Tuweb's discussion forums; 3) oral communication; and 4) leadership. This study used a survey method with quantitative approach. The participants were 99 students from two courses. The research instrument was online survey questionnaire using Microsoft Forms. Data analysis used descriptive statistics, correlation, and regression analysis. The results of the study were 1) students' soft skills on tuton and tuweb have developed as expected; 2) teamwork and communication skills correlate with students' attendance and discussion; 3) oral communication and leadership skills do not correlate students' discussions and assignments; and 4) teamwork and written communication skills had the most significant contribution to the tutorials' grade compared to oral communication and leadership skills.

Article History

Received: 13-06-2023

Revised: 19-07-2023

Accepted: 09-08-2023

Published: 16-09-2023

Key Words:

Soft Skills;
Communication;
Online Learning;
Teamwork; Webinar
Tutorial; Online
Tutorial.

How to Cite: Nirmala, S., Afriani, A., Isfarudi, I., Ramdhani, S., & Pannen, P. (2023). Student Soft Skills in Learning Support Services with Webinar Tutorials (Tuweb) and Online Tutorials (Tuton) : A Study in Indonesia Open University's Postgraduate Program. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(3), 976-985. doi:<https://doi.org/10.33394/jk.v9i3.8141>



<https://doi.org/10.33394/jk.v9i3.8141>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Currently, the learning process that is known as online learning is being intensively used. It certainly impacts learning conditions at both the elementary, middle, and high levels caused by the Covid-19 pandemic, so the learning process must be done online. The global pandemic of the Covid-19 disease has caused a decline in the quality of learning. 50% of teachers and students experience discomfort and feel overwhelmed following the learning process (Meinck, Fraillon, and Strietholt 2022). However, the slogan "Suspend classes without delaying learning" ((EDB) 2020), is a good incentive to find good ways to design and implement lessons. Online learning is not a new thing in Indonesia.

One of the higher education institutions that has long held online learning is Universitas Terbuka (Indonesia Open University); this is in line with current demands that, in general, universities are required to be able to design and implement innovative learning processes so that students can obtain learning outcomes (LO). As a pioneer in implementing distance learning, UT has long used online learning options in its distance learning. Distance education is a teaching and learning process carried out remotely through various communication media (Ministry of Law and Human Rights, 2012). Communication media, in this case, is information and communication technology media. Through this learning mode, universities, in this case, UT, certainly have and will continue to innovate in designing and implementing creative and innovative learning processes. It is in line with current demands that universities are generally required to design and implement innovative learning processes



so that students can obtain learning outcomes (LO). The LO comprises optimal and relevant attitudes, knowledge, and skills (Directorate General of Higher Education, Ministry of Education and Culture, 2020). The three dimensions of LO are designed and implemented to balance hard and soft skills. The learning process, especially in higher education, is still dominated by hard skills and not balanced with soft skills (Tadjer et al. 2020). Soft skills are defined as skills, abilities, and traits related to personality and behavioral attitudes rather than formal or technical knowledge (Mahasneh dan Thabet 2015). *Soft skills* are characteristics that affect an individual's personal and professional relationships and work related to career prospects (Vyas dan Chauhan, 2013). From a sociological perspective, soft skills are called Emotional Intelligence Quotient (Rahayu, 2013). Based on this understanding, the scope of soft skills has been put forward by many experts in various ways. Soft skills relate to emotional skills (Lavy & Yadin, 2013), how to communicate, how well you do business presentations, work in teams, and manage time well (Karthi & Mahalakshmi, 2014). *Soft skills* are competencies that are inherent in a person and are a habit (Al Abduwani, 2012). Soft skills are related to language skills, personal habits, interpersonal skills, managing people, and leadership (Choudary & Ponnuru, 2015). Soft Skill refers to a variety of basic life skills, knowledge, and values (Abbas, Abdul Kadir & Ghani Azmie, 2013), personal habits, friendliness, and high optimism (Dharmarajan, 2012) communicating well, work with well, influencing others, and getting along with others (Agarwal & Ahuja, 2014).

Developing hard skills is easier than soft skills, which tend to be complicated but challenging (Moore & Pearson 2017). Soft skill development among students is a challenging goal, especially in online learning, due to individual student differences and other elements that seem difficult to measure (Tadjer et al. 2020). It is universally recognized that soft skills are essential, but their concept becomes blurred when developing specific soft skills (Ahmad, Ahmad, and Ameen 2020). The difficulty of developing soft skills is also related to student satisfaction in participating in online learning. As many as 40.15% of students said they were not satisfied, more than a quarter of students (28.15%) said they were satisfied, and even 31.70% said they were not. The contributing factors are the lack of communication, interaction, and self-confidence between lecturers and students in discussing the material given in tutorials (Susilowati, Mahmud, and Sari 2022).

In developed countries, the workforce's demand for soft skill capabilities shows a high increase compared to their cognitive (Siddamal et al. 2020). Companies or institutions consider that soft skills are more important than other abilities. Among these soft skills, communication, work commitment, and teamwork are the most important soft skills to improve employability (Succi and Canovi 2020). Likewise, in education, the soft skill aspect should be balanced with the hard skills. Soft skills are beneficial in the efficiency of one's performance (Adhiatma, Rahayu, and Fachrunnisa 2019).

Soft skill development in education is needed, especially in online or blended learning (Yara, Y.S. & Taufik 2021), (Varela 2020). It is intended to balance hard and soft skills as learning demands in the 21st Century. 21st-century graduates are expected to be equipped with various skills, including collaboration, critical thinking, leadership, communication, group decision-making, negotiation skills, conflict resolution, team motivation, social skills, understanding of diversity, and responsibility (Suryaningsih 2021). Furthermore, Bennet, Dunne and Carre, 1999 (Emanuel et al. 2021), described several soft skill abilities as the basis of development in the learning process, which are visualized by the following chart.



Figure 1. Soft skill's Aspects

The above figure shows that the first aspect relates to task orientation which includes: problem-solving and decision-making, time and space management, and adaptive strategies to tackle tasks. The second aspect, regarding self-awareness, includes self-valorisation, emotional self-regulation, and a proactive attitude. The third aspect, regarding motivation, includes objective guidance, internal and external locus of control/self-motivation, and resilience. At the same time the fourth aspect is the area of interpersonal relations which includes: teamwork, oral and written communication, and conflict management. Based on the soft skill aspect, this research focuses on the fourth area, which relates to interpersonal relationships. The soft skill aspect in this area is generally related to the ability to communicate and teamwork between students in tutorials. These two abilities are essential in the tutorial activity process. Through this ability, there is an interaction pattern between students and students, students and tutors, and students and learning materials (Moh Muzammil, Sutawijaya, and Harsasi 2020). In addition, good interaction, communication, and teamwork in online learning can reduce student anxiety and have a significant positive correlation (Azizi, Rezai, and Naserpour 2022).

Good communication and effective teamwork can develop students' soft skills (Wings, Nanda, and Adebayo 2021). Communication skill is a basic thing that needs to be possessed by someone, especially for working (Simpson, Van Rensburg, and Benecke 2018). A person can express meaning to others through good oral and written communication skills to make an agreement. Skills to use language reflect the ability to build effective communication (Meeran et al., 2012). Adhiatma et al (2019) stated that good communication skills are proven to improve work completion by conducting quality discussions with each other and avoiding misunderstandings and conflicts between individuals. A person's communication skills can be seen from several indicators. They are verbal communication, written communication, using body gestures, giving oral feedback, giving written feedback, giving feedback through body gestures, mutual understanding, and agreeing when communicating (Adhiatma et al., 2019).

In addition to communication skills, working together is one aspect of soft skills that needs to be developed, especially in online learning. Both of these abilities are very important for humans to have the ability to live. *Teamwork* is an ability related to communication. Working together demonstrates strong communication skills, an ability to share knowledge, and a willingness to find time to support teamwork in which all members must be held accountable. Some indicators of teamwork are the ability to work in teams to achieve goals, motivate members, adapt to group dynamics, avoid problems that harm the group, overcome misunderstandings, and solve team problems (Adhiatma et al., 2019).

This study relates to soft skill assessments in tuton and tuweb from the previous explanation. Soft skills developed in this study include teamwork, communication (written) in discussion forums (tuton), communication (oral) in tuweb, and leadership (tuton and tuweb). Furthermore, there are two purposes of the study. First, to analyze the assessment results of students' soft skills in tuton and tuweb. Second, to analyze the relationship between soft skills and students' grades in tutorials.

Research Method

This study used a survey method with quantitative approach. The research instrument used a soft skill rubric through a Microsoft form. The assessment of student soft skills in Tuton and Tuweb consisted of 1) the ability to work in a team, including participation, organization, initiative, cooperation, mutual respect, process, quality of work, responsibility, and overall assessment; 2) assessment of communication through discussion forums, including analytical skills, participation in groups, as well as professionalism and ethics; 3) peer assessment of communication in tuweb including oral communication, receptive communication, understanding the purpose of communication, using communication strategies, communicating clearly, and presentation skills; and 4) peer assessment of leadership in tuton and tuweb including responsibility, contribution, professional attitude, openness, and initiative. The assessment is carried out in two ways: an assessment by the tutor (tutor's tutor and Tuweb's tutor) and students' peer assessment reciprocally expressing a critical assessment of how their friends perform tasks and other soft skills determined by the lecturer/tutor (Amendola and Miceli 2018).

The research was conducted on 99 students who took tuton and tuweb. The tutorial was carried out in two courses, Independent Study and Research Proposal Seminar (MPDR5300), as many as 2 classes, and Mathematics Learning Evaluation (MPMT5302), as many as 2 classes. Assessment was done in two ways: by tutors, both Tuton's and Tuweb's tutors, and by students' peer assessment. Peer assessment is the reciprocal assessment of peers (between students) expressing critical judgments about the way their colleagues perform tasks and other soft skills determined by the lecturer/tutor (Amendola and Miceli 2018). Assessment by the tutor was carried out on attendance and discussion. At the same time, the assessment by the tuweb's tutors was carried out during the webinar tutorial, attendance, discussion, and assignment results.

The data analysis technique used descriptive, correlational analysis between variables and regression analysis. Descriptive analysis was used by determining the frequency, mean, and percentage of each aspect of soft skills. The correlational analysis determined the relationship and coefficient level between the independent variables (soft skill aspects) and the independent variable (tutorial grade). The significance level was set at 0.05 (2-tailed) using multiple regression by considering the beta coefficient (standard regression coefficient) and the value of Sig. The assessment of the soft skill aspects used a Likert scale ranging from 1 to 5 according to the following assessment rubric.

Table1. Assessment Scale of Soft Skill

Aspect of Soft skills	Scoring Scales			
	4	3	2	1
1. The ability in teamwork	Well	Develop as	Starting to	Not
2. The ability in communication (discussion forum in tuton)	Developed	Expected	Develop	Developed
3. The ability in communication (discussion forum in tuweb)				
4. Leadership in tuton				

Results and Discussion

Students' soft skills are assessed in two ways: the assessment conducted by the tutor and the assessment conducted by students (peers). This section presents the results based on the two activities, which include a description of the soft skill assessment and an analysis of the relationship between soft skills and the tutorial's grade. Soft skill assessment was done in an online tutorial with 12 tutorial activity sessions. The whole session includes tuton and tuweb.

This section presents the results of the assessment of students' soft skills in tuton. This assessment was carried out by tutor during tuton activities in sessions 1, 2, 4, 5, 7, 8, 10, and 11. Assessment of soft skills in this section includes the ability to work in class (teamwork), written communication skills in discussion forums, and leadership. The following are the results of the soft skills assessment in tuton.

Table 2. Teamwork in Tuton

Aspect	Indicator	Average Score
Teamwork in tuton	Partisipation	3.54
	Organization	3.44
	Inisiative	3.54
	Teamwork	3.60
	Respect each other	3.62
	Process	3.55
	Work quality	3.28
	Responsibility	3.59
	Leadership	3.33
	General assessment	3.53
Total		35.02
Average		3.502
Percentage		87.55

Table 2 shows the overall results of the soft skill aspect scoring above 3. Generally, the average teamwork in tuton gets a 3,502 score or 87.55% score. All indicators in this aspect are above the 3 score, meaning all indicators have developed as expected. The second soft skill aspect is communication skills in discussion forums. This discussion forum is available in each session, namely sessions 1 to 12. These soft skills consist of analytical skills, group participation, professionalism, and ethics. The following are the assessment results on the second soft skill aspect.

Table 3. Communication ability in discussion forum

Aspect	Indicator	Average Score
Communication in discussion forum	Analysis ability	3.37
	Participation in team	3.46
	Professionalism and ethic	3.46
Total		10.29
Average		3.43
Percentage		85.75

Based on Table 3, the overall assessment of the three indicators achieved 3.43 score as an average grade. The percentage of student's communication skills in discussion forums is 85.75%. It means the students' communication skills in responding to the discussion forum have developed as expected. Furthermore, the Leadership aspect in tuton has 5 indicators. They are responsibility, contribution, professionalism, openness, and initiative. The results of the assessment of this aspect are shown in Table 4.

Table 4. Leadership in Tuton

Aspect	Indicator	Average Score
Leadership in tuton	Responsibility	3.73
	Contribution	3.51
	Profesionalism	3.47
	Openness	3.58
	Initiative	3.36
Total		17.65
Average		3.53
Percentage		88.25

Table 4. shows the assessment results of student communication skills in tuweb, which reached an average score of 3.49 or 87.4%. In tuweb, students have been able to 1) communicate with good intonation, volume, and articulation; 2) determine facts and opinions; 3) translate messages well; 4) communicate well enough with few errors; and 5) pay attention to the audience but still not comprehensive.

Based on this research data analysis, Students' soft skills in tuton and tuweb correlate with student learning outcomes. The components of student learning outcomes in both tutorials consist of 1) attendance, 2) discussion, and 3) tutorial assignments. The correlation of students' soft skills in tuton and tuweb to the learning outcomes of tutorial activities is shown in the following table.

Table 5. The correlation of students' soft skills to the learning outcomes

		Correlations			
		N	N	N	N
		Attendance	Discussion	Task	
		Total Grade	Total Grade	Total Grade	Tuton Total
		(10%)	(20%)	(70%)	Grade
KB Teamwork in tuton	Pearson Correlation	.375**	.256*	.214*	.280**
	Sig. (2-tailed)	.000	.011	.034	.005
	N	99	99	99	99
KK Written Communication skill in discussion forums	Pearson Correlation	.314**	.258**	.196	.259**
	Sig. (2-tailed)	.002	.010	.052	.010
	N	99	99	99	99
KO Oral Communication skill in tuweb	Pearson Correlation	.391**	.177	.195	.248*
	Sig. (2-tailed)	.000	.080	.053	.013
	N	99	99	99	99
KP Leadership in tuton	Pearson Correlation	.441**	.195	.182	.245*
	Sig. (2-tailed)	.000	.053	.072	.014
	N	99	99	99	99

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5. shows the correlation between students' soft skills and learning outcomes in both tutorials. There are some results based on a significance level 0.005. First, the teamwork skill in tuton was significantly correlated with attendance, discussion, and the tutorial assignments' grades. Second, written communication skill in discussion forums significantly correlates to attendance and discussion. However, it does not significantly correlate with the assignments' grades. Third, oral communication skill in tuweb correlates with attendance. However, communication skill in discussion forums does not correlate with discussions and assignments. Fourth, leadership in tuton correlates with attendance, but it has no significant

correlation to discussion and assignments. Furthermore, it can be seen the level of linkage of the four aspects of soft skills to learning outcomes which are presented in the following table.

Table 6. Coefficient of soft skills' correlation to learning outcome

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	70.334	6.218		11.31	.000
	KB Teamwork in tuton	3.704	4.189	.216	.884	.379
	KK Written Communication skill in discussion forums	1.113	2.136	.091	.521	.604
	KO Oral Communication skill in tuweb	.099	3.907	.006	.025	.980
	KP Leadership in tuton	-.260	3.497	-.019	-.074	.941

a. Dependent Variable: NTuton Total Grade

Table 6 shows the results of the correlation level of each aspect of soft skills as an independent variable to learning outcomes as the dependent variable. Based on those results, the teamwork skill in tuton has a regression coefficient value 0.216. It is the highest coefficient level compared to other aspects.

The first student's soft skill aspect is the ability to teamwork in Tuton, which includes participation, organization, initiative, cooperation, mutual respect, process, quality of work, responsibility, leadership, and overall assessment. All indicators in this first aspect belong to the category of developing as expected. It is based on the tutor's assessment, especially when responding to discussions. Students can respond to discussions by displaying understanding derived from reading references and using the correct terminology and appropriate quotations. Students can assert statements or references to the topic being discussed. In addition, written communication in discussion forums demonstrates respect and interest in other person's points of view. Although the research findings (Konak, Kulturel-Konak, and Cheung 2019) stated that teamwork through face-to-face learning was better than online learning, the ability of teamwork in tuton has a dominant factor in the tutorials' grades. Therefore, it is essential to develop teamwork skills in both tutorials.

The second aspect of soft skills is the ability to communicate in discussion forums. It is the most dominant aspect of the tutorial. Like the first soft skill aspect, this soft skill is developed as expected. It means that all indicators in this aspect have developed by the assessment results. Communication skill in discussion forums has a regression coefficient level of 0.091 and be the second highest value of the students' soft skills. This aspect is the second level of influence in both tutorials' grades. Different from the results of the research (Setiarini and Wulan 2021), which stated that students' communication skills decrease in online learning. Therefore, students' communication skills in online learning need to be improved because they contribute to tutorials' grades.

While the two other aspects of soft skills, namely oral communication in tuweb and leadership in tuton, are very small coefficient values. It means that these two aspects have not strongly influenced tutorials' grades. This is assumed due to the limitations of the research sample in the tuweb. The limitations of this study should be further researched by adding the number of samples on the tuweb (Zarzycka et al. 2021) to see the effect of these two aspects on tutorials' grades. It can also be done per research findings (Susilowati et al. 2022), which



stated that oral communication skills tend to increase if learning is carried out synchronously/tuweb in online learning.

Conclusion

Based on the discussion above, it is concluded that students' soft skills in online tutorials are needed to balance learning outcomes in courses between hard skills and soft skills. So far, online tutorial activities are still dominated by learning outcomes in the knowledge aspect (hard skills). The findings of this study were 1) students' soft skills in tuton and tuweb had developed as expected; 2) teamwork and communication skills related to attendance and discussion but not related to assignments; oral communication and leadership skills had nothing to do with discussions and assignments; and 3) teamwork and communication skills had the most significant contribution to the value of the tutorial compared to oral communication and leadership skills.

Recommendation

Based on the conclusions above, it is suggested that some aspects of soft skills are unsuitable for use in tuton or tuweb assessments. Therefore, it is necessary to carry out further research by paying attention to the sample balance between tuton and tuweb and selecting other appropriate aspects of soft skills.

Acknowledgments

We would like to thank ICE Institute and UT's Institute of Research and Community Service (LPPM) for providing the opportunity and funding to conduct this research.

References

- Abbas, R., Abdul Kadir, F. A., & Ghani Azmie, I. A. (2013). Integrating Soft Skills Assessment Through Soft Skills Workshop Program For Engineering Students At University Of Pahang: An Analysis. *International Journal of Research In Social Science*, 2(1), 33-46.
- Agarwal, N., & Ahuja, V. (2014). Preliminary Exploration of Significance of Soft Skills in Groups with Specific Reference to Peer-Assessment. *Journal of Management Policies and Practices*, 2(2), 85-97.
- Al Abduwani, T. A. (2012). The Value And Development Of Soft Skills: The Case Of Oman. *International Journal of Information Technology and Business Management*, 2(1), 87-88.
- Adhiatma, Ardian, Tina Rahayu, and Olivia Fachrunnisa. (2019). "Gamified Training: A New Concept to Improve Individual Soft Skills." *Jurnal Siasat Bisnis* 23(2):127-41. doi: 10.20885/jsb.vol23.iss2.art5.
- Ahmad, Sajjad, Shehzad Ahmad, and Kanwal Ameen. (2020). "A Qualitative Study of Soft Skills Development Opportunities: Perceptions of University Information Professionals." *Global Knowledge, Memory and Communication* 70(6-7):489-503. doi: 10.1108/GKMC-06-2020-0073.
- Amendola, Daniela, and Cristina Miceli. (2018). "Online Peer Assessment To Improve Students' Learning Outcomes and Soft Skills." *Italian Journal of Educational Technology* 26(3):71-84. doi: 10.17471/2499-4324/1009.
- Azizi, Zeinab, Afsheen Rezai, and Azam Naserpour. (2022). "A Mixed-Methods Study of the Correlation Between Iranian University Students' Satisfaction and Anxiety in Online Classess During the Covid-19 Pandemic." *Turkish Online Journal of Distance*



- Education* 23(3):200–215.
- Choudary, D. V., & Ponnuru, M. (2015). The Importance Of Soft-Skills Training For Mba Students And Managers. *Abhinav International Monthly Refereed Journal of Research in*, 4(11), 6-14.
- Dharmarajan, P. (2012). The Significance of Inculcating Soft Skills n Students in the Process of Teachinard Skills. *International Journal of Applied Research & Studies*, 1(2), 1-14
- Education Bureau. (2020). “Suspending Classes without Suspending Learning – ELearning.” Retrieved (<https://www.edb.gov.hk/en/about-edb/press/cleartheair/20200402.html>).
- Emanuel, Federica, Paola Ricchiardi, Domenico Sanseverino, and Chiara Ghislieri. (2021). “Make Soft Skills Stronger? An Online Enhancement Platform for Higher Education.” *International Journal of Educational Research Open* 2 (December): 100096. doi: 10.1016/j.ijedro.2021.100096.
- Karthi, L., & Mahalakshmi, M. (2014). Softskills Through Elt Classrooms. *Research Journal of English Language and Literature*(3), 328-331.
- Konak, Abdullah, Sadan Kulturel-Konak, and Gordon W. Cheung. (2019). “Teamwork Attitudes, Interest and Self-Efficacy between Online and Face-to-Face Information Technology Students.” *Team Performance Management* 25(5–6):253–78. doi: 10.1108/TPM-05-2018-0035.
- Lavy, I., & Yadin, A. (2013). Soft Skills An Important Key for Employability in the Shift to a Service Driven Economy" Era. *International Journal of e-Education, eBusiness, e-Management and e-Learning*, 3(5), 416-420.
- Mahasneh, J., & Thabet, W. (2015). Rethinking Construction Curriculum: A Descriptive Cause Analysis for Soft Skills Gap. *ASC Annual International Conference Proceedings*, 1-8.
- Meinck, Sabine, Julian Fraillon, and Rolf Strietholt. (2022). *The Impact of the COVID-19 Pandemic on Education International Evidence from the Responses to Educational Disruption Survey (REDS)*.
- Moh Muzammil, Adrian Sutawijaya, and Meirani Harsasi. (2020). “Investigating Student Satisfaction in Online Learning: The Role of Student Interaction and Engagement In.” *Todje Special Is*(July):88–96.
- Moore, Kimberly A., and Brian J. Pearson. (2017). “Soft Skills in an Online Class.” *HortTechnology* 27(5):583–85. doi: 10.21273/HORTTECH03672-17.
- Rahayu, S. (2013). Soft Skills Attribute Analysis In Accounting Degree For Banking. *International Journal of Business, Economics and Law*, 2(1), 115-120.
- Setiarini, Siti Dwi, and Sri Ratna Wulan. (2021). “Analysis Software Engineering Team’s Soft Skills Learning Using Online Learning Platform with Project-Oriented Problem-Based Learning (POPBL).” *Inform: Jurnal Ilmiah Bidang Teknologi Informasi Dan Komunikasi* 6(2):81–86. doi: 10.25139/inform.v6i2.3986.
- Siddamal, Saroja V., Suhas B. Shirol, Shraddha Hiremath, and Nalini C. Iyer. (2020). “Towards Sustainable Integrated Model for Skill Development: A Collaborative Approach.” *Procedia Computer Science* 172(2019):460–67. doi: 10.1016/j.procs.2020.05.099.
- Simpson, Zach, Nickey Janse Van Rensburg, and Dalien Rene Benecke. (2018). “Development of ‘Soft Skills’ through Extra-Curricular Project Work: The Case of the Jozi Digital Ambassadors Project in Johannesburg, South Africa.” *IEEE Global Engineering Education Conference, EDUCON* 2018-April:142–46. doi: 10.1109/EDUCON.2018.8363220.



- Succi, Chiara, and Magali Canovi. (2020). "Soft Skills to Enhance Graduate Employability: Comparing Students and Employers' Perceptions." *Studies in Higher Education* 45(9):1834–47. doi: 10.1080/03075079.2019.1585420.
- Suryaningsih, Valeny. (2021). "Strengthening Student Engagement: How Student Hone Their Soft Skill Along Online Learning During Covid-19 Pandemic?" *Jurnal Manajemen Bisnis* 18(1):1–15. doi: 10.38043/jmb.v18i1.2806.
- Susilowati, Nurdian, Amir Mahmud, and Puji Novita Sari. (2022). "Communication Skill, Student Engagement and Self-Efficacy: Flow on Effect on Student Online Learning." *Journal of Education Technology* 6(1):67–76.
- Tadjer, Houda, Yacine Lafifi, Hassina Seridi-Bouchelaghem, and Sevinç Gülseçen. (2020). "Improving Soft Skills Based on Students' Traces in Problem-Based Learning Environments." *Interactive Learning Environments* 0(0):1–18. doi: 10.1080/10494820.2020.1753215.
- Varela, Otmar E. (2020). "Teaching Core Soft Skills into Business Curriculum: Can We Teach Longitudinally?" *Journal of Education for Business* 95(3):180–92. doi: 10.1080/08832323.2019.1627992.
- Vyas, P., & Chauhan, G. S. (2013). The Preeminence Of Soft Skills: Need For Sustainable Employability. *Journal of Social Science & Interdisciplinary Research*, 2(5), 124-131.
- Wings, Ivo, Rohan Nanda, and Kolawole John Adebayo. (2021). "A Context-Aware Approach for Extracting Hard and Soft Skills." *Procedia Computer Science* 193:163–72. doi: 10.1016/j.procs.2021.10.016.
- Yara, Y.S. & Taufik, M. (2021). "Jurnal Basicedu." *Jurnal Basicedu* 5(6):6349_6356.
- Zarzycka, Ewelina, Joanna Krasodomska, Anna Mazurczak-M ka, and Monika Turek-Radwan. (2021). "Distance Learning during the COVID-19 Pandemic: Students' Communication and Collaboration and the Role of Social Media." *Cogent Arts and Humanities* 8(1). doi: 10.1080/23311983.2021.1953228.