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# Soft Skill and Hard Skill Development Model in Improving the Quality of Human Resources in the Higher Education Environment

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| Abstract | This research aims to identify the soft and hard skills students need to improve the quality of human resources in the tertiary environment. The research was conducted in Bone Regency, focusing on IAIN Bone students and related stakeholders. The research method used is qualitative research, which involves interviews, observations, and questionnaires to collect primary data and documents and literature as secondary data. Data analysis was carried out using qualitative descriptive techniques and descriptive statistical analysis. It is hoped that the results of this research will be able to design practical and applicable skills development models and evaluate the effectiveness of the skills development programs that have been implemented. The ultimate goal of this research is to improve the quality of college graduates so that they are ready to compete in the world of work, support higher education policies, increase the competitiveness of universities, and prepare students to face increasingly complex future challenges. This research provides recommendations to universities regarding developing curricula and learning programs that are more comprehensive and relevant to industry needs. |
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| Keywords | Soft Skills; Hard Skills; College Quality |

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## 1. INTRODUCTION

Competition in the world of work is currently increasing. Generally, the labor market wants quality human resources so that companies achieve the desired productivity. Companies need quality human resources for various development programs(Yudhaputri, 2020). Competition in the world of work can affect employee motivation and performance. By knowing that competition is tough, employees may be more motivated to continue to develop themselves and excel. However, companies must also manage stress and work pressure not to hurt employees' mental health and productivity.

Quality human resources are supported by abilities and skills that have marketability to the company. Abilities in the form of hard skills and soft skills are a must for human resources(Achmadi et al., 2020; Andayani, 2016; Triyono et al., 2018). However, there are still many who are not able to differentiate between the two. This research aims to identify the soft and hard skills students need to improve the quality of human resources in the tertiary environment. The key that differentiates between hard and soft skills is that someone can have good hard skills, namely someone who must be smart or

have a high IQ. The performance of the left brain must be good because that is where all logical thinking processes occur (Dewi et al., 2019; Nugroho et al., 2020; Putri et al., 2019). Meanwhile, a person's EQ level is the determining factor to have good soft skills. For example, someone with a high leadership spirit can quickly establish casual communication with their subordinates.

In the world of work, several examples of hard skills are needed. Having these abilities will make it easier for an applicant to get a place in a company or other institution. Foreign Language Ability is one of the hard skills that must be possessed. Mastering a foreign language would be better, primarily if your CV is written in English. Apart from that, if an applicant can use another foreign language, they will be given more priority. The recruitment process at financial institutions is carried out in several stages. At each stage, the priority is to test applicants by giving tests, almost all of which contain soft and hard skills. Likewise, other institutions prioritize adequate competency and skills so employees are ready to work.

Besides that, the learning process in higher education currently places more emphasis on cognitive aspects (technical skills) and pays less attention to students' non-technical skills. Facts show that achieving a Grade Point Average (GPA) only describes a person's quality in the cognitive aspect and cannot yet show a person's qualifications in social skills—fear of taking risks, trying new things, and the lack of persistence in undergraduate graduates in Indonesia. Hard skills and soft skills are a combination that must be integrated so that undergraduate graduates can develop businesses (entrepreneurs) and become worker-entrepreneurs.(Rilman Adam Djamaris, 2013)(Djamaris, 2013).

To be able to achieve such a goal, it is not enough for education to only emphasize the process and provision of facilities that lead to the mastery of science and technology (hard skills); it must also facilitate the growth and development of noble characters in students as formulated in the national education goals. To create such characters in students, developing soft skills is a significant thing to do (Marzuki, 2012)

Apart from that, as a legal practitioner, the mediator's competence is the most urgent thing in supporting the success of mediation. Mastery of aspects that become soft skills for a mediator in directing the mediation process and becoming a mediator who can understand the psychological and psychological desires and needs of the parties who want to be reconciled (Reskiani et al., 2016).

This shows that the labor market does not only want intelligent workers in the cognitive aspect but should have abilities and skills at work and characters that match educational goals.

According to the book Lesson From The Top by Neff and Citrin, which includes sharing and interviews with 50 of the most successful people in America, they agree that what determines success most is not technical skills but personal qualities, which are included in soft skills or skills in relating to other people ( people skills). (Al Mufti, 2016).

However, if you look at the abilities of IAIN Bone students, most students still prioritize GPA achievement scores but do not yet have soft and hard skills. Language and communication skills are still lacking. Not yet able to keep up with developments in software and computer applications.

The ability of hard skills and soft skills is still low; one thing that still needs to be improved is the ability to write and the interest in pushing oneself to achieve is still minimal, and public speaking skills are still low(Fajriyani et al., 2023; Sudianto et al., 2023; Suwartini, 2017; Yunarti, 2016). So, students must continue to improve their quality by participating in science-based competition activities that institutions must routinely carry out. If this continues and innovation is not carried out to improve student abilities, then students will not be able to compete with other competitors. As a result, institutions only produce alums whom the labor market cannot accept. For this reason, it is necessary to develop soft and hard skills for students so they can compete with other competitors.

Aurino Rilman Adam Djamaris. 2013. Researching the Analysis of Student Soft Skill Competency

Factors Needed by the World of Work from the Perspective of Company Managers and HRD. There are sixteen factors of student soft skills competency needed by the world of work based on the perceptions of managers and HRD of multinational companies in Java, namely: 1) leadership skills with an entrepreneurial spirit, 2) oral communication skills, 3) the ability to communicate ideas effectively in a team, 4) leadership in problem-solving, 5) thinking skills and solving problems and communicating them, 6) empathic and positive behavior, 7) organizational commitment, 8) leadership skills in teams, 9) skills in making business proposals, 10) skills non-verbal communication, 11) skills in providing training, coaching, encouraging the team, 12) entrepreneurial spirit with positive ethics and behavior, 13) professionalism in work, 14) skills in providing good responses, 15) verbal communication skills, and 16 ) teamwork skills and delegation abilities (Djamaris, 2013;16). This is different from this research, which examines soft skill and complex skill development models to improve the quality of IAIN Bone students in facing the industrial era 4.0.

M. Untung Manara. 2014. Researching Hard and Soft Skills in the Human Resources Department in Industrial Organizations. The results of this research show that from the analysis results it was found that companies need two categories of skills to occupy HRD positions, namely hard skills and soft skills. Understanding labor regulations is the complex skill that has the highest frequency, at 19.79%, followed by the ability to carry out selection recruitment (14.5%), employee training and development (12.98%), and the ability to use psychological test tools ( 11.83%). The soft skills category that has the highest frequency is communication skills (12.09%), followed by the ability to work in a team or individually (9.89%), the ability to work under pressure (9.62%), and a good personality ( 7.96%) (Manara, 2014). This is different from this research which wants to find a development model that universities must carry out to develop soft and hard skills needed by the labor market. This research focuses on the soft skills and hard skills that IAIN Bone students must have to be ready to compete in the world of work in facing the industrial era 4.0.

Agus Budi Purwanto and Muderetno Widowati. 2013. Researching the Soft Skill Development Model and employee reliability to improve service quality and customer satisfaction. The research results show that soft skills and reliability have a positive and significant effect on service quality, and soft skills have a positive and significant effect on customer satisfaction. This differs from this research, which focuses on improving students' soft and hard skills following the labor market. (Budi and Maduretno, 2018, p. 14.See AlsoEvy Yanthy et al., 2020).

Based on research results in various large companies, the success of a professional is greatly influenced by mastery of soft skills rather than hard skills. In Lesson From The Top by Neff and Citrin (1999), their work contains sharing and interviews with the 50 most successful people in America: they agree that what determines fluency most is not technical skills but rather personal qualities, which are included in soft skills or skills. relating to other people (people skills)(Jaenuri, 2017). . This is different from this research, which analyzes the model for developing students' hard and soft skills so they can compete in the world of work. For this reason, further research is needed to formulate a model for developing students' soft and hard skills to improve their quality to face the challenges of the Industrial 4.0 revolution.

According to Arhamuwildan, quoted in the Ni Kadek Sirnawati Journal (Sinarwati, 2014), hard skills are mastery of science, technology, and technical skills related to their field of science. Hard skills are technical skills that are inherent or required for certain professions. (Ni Kadek Sinarwati, 2014.)

Meanwhile, according to Faizal Alam Islami(Alam Slami, 2012). Hard skills are the knowledge and technical abilities that a person has. For this reason, based on this understanding, hard skills can be interpreted as someone's expertise in their field. Hard skills have a significant role to be developed to prepare for the world of work. The purpose of this role is that someone will do a job well and correctly according to their hard skills.

*Hard skills* are the knowledge and technical abilities that a person has. Technical knowledge

includes knowledge of concepts related to the scientific field, mastery of technology and being able to overcome problems, as well as analyzing and identifying new ideas regarding products or services.

According to Basir, hard skills are abilities usually learned at school or university to improve intellectual abilities related to the subject being studied(Nurdayanti, 2014). Likewise, according to Utomo, hard skills describe behavior and skills that can be seen by the eye (explicit).(Prasetyo & Sutopo, 2018).

Factors that influence Hard skills according to(Wahyuni & Skill, 2016)includes:

a. Technical capabilities. Ability to use knowledge, methods, and techniques to complete work.

b. Science. Efforts made consciously to research, investigate, and improve knowledge are obtained from formal and non-formal knowledge.

c. Technology science. Knowledge that is not yet widely used by some people, where this technological knowledge can be used as a driver of change.

The various hard skills are as follows:

a. *Interpersonal skills* (interpersonal skills). Interpersonal skills are skills for handling conflicts/problems. With high interpersonal skills, salespeople will have higher selling abilities.

b. *Salesman skills* (sales strategy expertise). Salesman skill is the ability to make attractive presentations so that consumers can understand what is being offered. Salespeople are more focused on how to make sales.

c. Technical skills. Technical skills are the expertise that salespeople have in order to support their sales. For example, knowledge about design, product features, knowledge about product use, and function

Various supporting skills must support quality human resources. These skills are used for self-development and organizational progress(Ariyani et al., 2015; Dau, 2020; Fitriana et al., 2023; Putro & Yuliadi, 2022; Rismayanthi, 2016). According to Robbins, skills can be categorized into basic literacy, technical, interpersonal, and problem-solving skills (Robbins, 2019.)

According to Elfindri et al., soft skills are skills and life skills, whether for oneself, in a group or society, and with the Creator. By having soft skills, a person's presence will be increasingly felt in society. Communication, emotional, language, group, ethics, morals, politeness, and spiritual skills (Elfindri et al.)

More on that(Elfindri et al., 2010) believe soft skills are as follows:

All traits that cause the functioning of the hard skills possessed. Soft skills can determine the direction of utilization of complex skills. If a person has it well, the knowledge and skills he masters can bring prosperity and comfort to the owner and his environment. On the other hand, hard skills can endanger themselves and others if someone does not have good soft skills.

Meanwhile, Iyo Mulyono states, "Soft skills complement hard skills. This skill is part of a person's intellectual intelligence and is often used as a requirement for obtaining certain positions or jobs."(Mulyono, 2011).

Aribowo, as quoted by Illah Sailah, mentioned that soft skills(Sailah, 2008) are a person's skill in relating to other people (including himself). Soft skills attributes, thus, include espoused values, motivation, behavior, habits, character, and attitudes. Each person has these soft skills attributes to varying degrees, influenced by thinking, saying, acting, and behaving habits. However, this attribute can change if the person concerned wants to change it by practicing getting used to new things.

Based on this definition, it can be formulated that soft skills are inherent in a person but can be developed optimally and are needed in the world of work as a complement to hard skills. The existence of hard skills and soft skills should be balanced, concomitant, and consistent. This research aims to identify the soft skills and hard skills needed by students to improve the quality of human resources in the tertiary environment.

## 2. METHODS

This research is field research, namely research activities carried out in specific community environments, both in institutions, social community organizations, and government institutions (Suharsimi, 2010). This type of qualitative research aims to reveal and analyze the soft and hard skills of IAIN Bone students and explore more profoundly improving the quality of human resources, especially IAIN Bone students. The research was conducted in Bone Regency, with a unique location at IAIN Bone. The research objects are IAIN Bone students and stakeholders in the Bone Regency area. Through interviews, observations, and questionnaires, primary data was obtained from research subjects, namely IAIN Bone students and related stakeholders.

Secondary data was obtained from documents, reports, and literature relevant to this research. Interview Data Collection Technique: Interviews were conducted with students and stakeholders to obtain in-depth information regarding the development of soft skills and hard skills. Observation: Observations are carried out to see firsthand how students' soft and hard skills are in various academic and non-academic activities. Questionnaire: Questionnaires are distributed to students to collect quantitative data regarding their perceptions and experiences regarding skills development. Qualitative Descriptive Analysis: This technique is used to describe and analyze the data that has been collected. This analysis aims to understand and describe the development model of soft skills and hard skills in improving student abilities. Descriptive Statistical Analysis: This technique analyzes quantitative data obtained from questionnaires. This analysis helps identify patterns and trends in data related to students' soft and hard skills. Data Analysis steps are carried out by Data Collection, collecting data from interviews, observations and questionnaires. Reducing data by sorting and selecting data that is relevant to the research. Data Presentation, presenting data in the form of descriptive narratives and statistical tables and drawing Conclusions, drawing conclusions based on data analysis to understand models for developing soft skills and hard skills that are effective in improving student quality.

## 3. FINDINGS AND DISCUSSIONS

### Soft Skills and Hard Skills Abilities of IAIN Bone Students

a. Student Soft Skills and Student Hard Skills Academic Review

Every university has a vision and mission so that every alumni is ready to be accepted into the world of work. Of course, every institution wants the students or alums they have to be qualified and able to compete with other competitors. Therefore, an appropriate strategy is needed so that the vision and mission objectives of universities and faculties can be appropriately implemented according to the needs of the labor market.

Based on the results of observations and interviews from various sources, including students, lecturers, and stakeholders, it can be seen that IAIN Bone students' hard and soft skills still need to be improved, especially in soft skills.

Students should be equipped with the skills needed to face the world of work and the challenges of the Industrial Revolution 4.0. Human resources must have quality to compete in the world of work in the era of Industrial Revolution 4.0.

According to A. Patimbangi, students' hard and soft skills are still lacking, especially banking students who are still unable to master information technology. So, an innovative approach is necessary to develop complex and soft skills.

Likewise, according to Ismail Keri, *hard skill*s are very far from the standards of the times, and global developments are spoiled by modernization. It is the same only with student soft skills. Therefore, students in the modern/globalization era tend to have a strong spirit to have soft skills, so almost all students must be qualified.

Meanwhile, according to Hamzah, law students' hard and soft skills are pretty good, with student involvement in student organizations producing many work program innovations yearly. However, this still requires deep appreciation and understanding. Likewise, Nurfaikah says students' hard and soft skills are pretty good.

IAIN Bone's human hard skills and soft skills still need to be improved even though it has generally been equipped with various skills from various existing courses and student involvement in organizational institutions. However, not all students have the opportunity to hone their skills in the Student Activities Unit.

The role of faculties and student organizations cannot be separated from improving student skills. Student organization work programs should contain skills development content appropriate to technological development 4.0 in synergy with the study program and faculty-level curriculum.

b.    Student Soft Skills and Student Hard Skills Stakeholder Review

Based on the results of interviews conducted by Ardiansyah, students' soft skills and hard skills still need to be improved. This is shown from the selection process of one of the sharia banks in Bone Regency that almost 90% of the total recruitment participants were IAIN Bone alums. However, until the final stage, none of the alums moved to the next stage. Based on his observations, this alumni's ability is not yet stable regarding communication and readiness to make decisions. When the interview was conducted at the selection stage, the answers did not provide a convincing picture for the bank to appoint him as a bank employee.

Likewise, Muhammad Jahid explained that the abilities of IAIN Bone Alumni, in general, still need to improve their communication skills. Mastery of foreign languages is still far from the expectations desired by banks. Likewise, Musdalifah explained that students' abilities still need to be improved regarding communication and networking skills because these two things are the principal capital for banking practitioners, especially marketing.

***Student Hard Skill Development Model in Improving the Quality of Human Resources in the Industrial Era 4.0***

Developing soft skills is carried out through books and can be done in various ways to create student abilities and skills ready to compete in the world of work. The development of soft skills and hard skills can be seen in the following categories:

a.    Learning Process Outcomes

Learning process outcomes are outcomes in the learning process that are recorded from student activities during the learning/training process as an indicator of the quality of learning. The indicators are as follows:

1)    Student interaction during teaching and learning process activities (PBM)

Student interaction in the lecture process is expected to take place effectively to achieve the learning objectives. Likewise, student interaction in class, especially with banking students, should involve developing soft and hard skills.

So that interactions between students and lecturers in class can run effectively, the skills of teaching staff are needed to stimulate student creativity in the learning process. Learning process activities should contain soft skills and hard skills. Interaction between students and lecturers should prioritize good communication skills for students.

At this stage, the soft skills development process can be done by optimizing interpersonal skills, such as communication and relationship building. Communication skills are optimized for each student in the learning process using Internet media.

2)    Motivation for student persistence and activities in participating in PBM

A flexible and fun lecture system certainly has a positive effect. At this stage, it builds motivation for students in the learning process. Students are given motivation to develop intrapersonal skills such as transforming character and goal setting and life purpose. Apart from that, it is possible to develop interpersonal skills, namely motivational skills.

Through this process, students can change their character through motivation from internet media educators. Preparing motivational videos for students should provide a change in mindset for students and a change in character and have transparent dreams and life goals.

3)    Student Participation in PBM

The learning process in class is prioritized to increase student participation in the teaching and learning process. Students should be able to train themselves to hone communication skills and solve problems in various situations. The habit of giving group assignments and allowing students to do presentations in class or even presentations on procedures so that their public speaking skills begin to be honed.

Likewise various information sharing is carried out in class. The information does not come from one direction, namely lecturers only. However, to train students to increase and broaden their horizons, students should share valid information from various relevant and scientific sources from various online media.

The use of technology in the learning process must continue to be carried out to not produce alums who are technologically illiterate and unable to compete with competitors, especially in the era of Industrial Revolution 4.0, which requires humans to master technology and language.

4)    Students' courage and ability to express questions or opinions

Giving students space to express opinions and ask questions is one way to teach students to think critically. Do not swallow information from the lecturer completely. Instead, searching for accurate information is training students to think critically.

Train students' courage to express their opinions by allowing them to present the results of their search for information from their perspective. The incorrect information conveyed becomes a source of criticism for other students. Of course, lecturers and evaluators of the data and information shared by students follow scientific standards and can be accounted for. At this stage, students can develop presentation skills and public speaking skills.

5)    Relationships between students in PBM

The teaching and learning process is not only between lecturers and students, but the role of fellow students is also significant. The process of building empathy, sympathy, and mutual understanding is built because of social relationships between students with one another.

The ability to collaborate with a team is a significant requirement in the world of work, starting with collaborating with fellow students. Assignments in business projects are one form of building student relationships in the teaching and learning process. Students are directed to develop their

negotiation skills, leadership skills, stress management, and creative thinking processes at this stage.

6) Effectiveness of study time

Soft skills development is carried out not in activities in the learning process but in the learning output process. This process depends on how students act and pay attention to the surrounding environment during their activities within the institution and in their living environment.

The outcome of the learning process must be clear so that students not only receive knowledge information in the form of theory but also gain unique skills, such as soft skills, according to the scientific discipline.

b. Motivation

Motivation is a beneficial skill for achieving fluency in work/business(Nardi, 2015). Motivation is a desire or need within a person that moves him to do something to fulfill that desire. Motivation is related to how a person manages his enthusiasm to achieve fluency (Sucipto).

The principle of the soft skills development program is to keep yourself motivated. Understanding that motivation flows and can experience ups and downs is essential. Something that motivates us today may no longer motivate us tomorrow. Motivation itself is indeed complex for someone to have, but by giving and placing someone in an environment that gives someone much experience, that person will naturally have the ability to be able to motivate themselves and others.

As educators who have direct contact with students, they should transfer knowledge and motivation. In every teaching and learning process, motivation should be provided to students. However, of course, lecturers, as trendsetters, should have self-branding to become role models for their students.

c. Communication Skills

When carrying out all activities, the most essential thing is verbal, written, or behavioral communication. Good communication skills can help someone make effective and communicative presentations. It can also give an excellent first impression when meeting friends or colleagues in industrial practice.

This ability is needed to compete in the world of work, especially the challenges of Industry 4.0 which demands competent human resources. This follows what Muqowim explained: seven things can be used as a reference for us when assessing someone's communication skills, namely: asking questions, expressing opinions, trying to reflect understanding, offering help, respecting other people's opinions, being a good listener, and being honest with yourself (Muqowim).

d. Interpersonal Skills

Interpersonal skills are skills for socializing with other people or a mixture of charisma, genes, luck, or one's social intelligence. Interpersonal skills teach us how to communicate with other parties, motivate others, deal with differences, and resolve conflicts around us.

e. Team Building Skills

Many activities in the industrial world require someone to be able to work in a team. If you cannot work in a team, you can be sure that you will experience failure or your work results will not be optimal. The ability to ask questions and argue determines whether or not we can work in a team. The ways that can be done to build a solid team are by sharing targets or missions with others, an attitude of mutual trust, openness, honesty in communicating with fellow team members, a sense of belonging/being part of the team, a willingness to participate, making joint decisions, and have commitments made and mutually agreed upon.

Facing technological developments, to be able to survive in the era of Industrial Revolution 4.0,

humans must have three main literacies, namely: (1) Data literacy, (2) Technology literacy, and (3) Human literacy. This type of human literacy is related to leadership skills, the ability to work in a team, and the skills to understand other people's cultures and establish relationships with people across cultures. To establish this relationship, humans first make contact and communicate (Wongso in Sri Siswati, 2019).

This type of human literacy is related to leadership skills, the ability to work in a team, and the skills to understand other people's cultures and establish relationships with people across cultures. To establish these relationships, you must have communication and network-building skills.

f.    Mediation Skills

Mediation is a forum for resolving disputes through a negotiation or negotiation process involving a neutral third party acceptable to the parties to the dispute.

Mediation in industry aims to produce plans (agreements) that can be accepted or implemented by the parties concerned, prepare the parties concerned to accept all the consequences of the agreed mediation results and reduce conflict tensions between parties. - the parties concerned by helping overcome psychological and technical obstacles to resolve consensus-based disputes.

Mediation skills are very relevant to social competence(Al-Mufti, 2016). Mediation skills are necessary when there is conflict or dispute in resolving claims in the industrial world, where we need to understand several things related to mediation both related including the meaning, benefits of mediation, objectives of mediation, parties experiencing problems, and the steps that need to be taken if involved in the mediation process.

g.    Technology mastery skills

The era of Industrial Revolution 4.0 is marked by the massive use of internet technology in all dimensions of life, including in the world of education. The era of the industrial revolution 4.0 is very different from the previous era because in the 4.0 era, it is very dependent on the internet. All life processes, whatever their form, are always related to the internet. Even the world of education depends on the internet. For this reason, we need to realize that the era of industrial revolution 4.0 is not robotizing humans. However, the hope is that a technological approach can facilitate all activities of human life in order to achieve human welfare, including in the world of education, which is none other than creating superior human resources. In other words, the position of technology is only an instrument for humans.

As explained by Wongso, facing competition in the era of Revolution 4.0 requires technological literacy skills. So universities must be able to apply and provide technology mastery skills for higher education human resources.

The model for developing student soft skills through guidance can be applied in the teaching and learning process and student skills in student institutions. The synergy between a technology-based curriculum and in line with developments in the Industrial Revolution 4.0 should be able to produce students who are ready to use it in the future. The development guide can be seen in the attachment.

## 4.    CONCLUSION

IAIN Bone students' soft skills and hard skills are still lacking, so it is necessary to develop various aspects to face the challenges of the Industrial Revolution 4.0. This development includes aspects of soft and hard skills that complement each other to improve the quality of human resources in the tertiary environment. The development of students' hard skills is carried out through the role of teaching staff, who provide a technology and information-based lecture system and create a pleasant teaching and learning environment. This includes integrating technology into learning and applying innovative

teaching methods to improve students' technical competence. Soft skills development can be done using several approaches: Learning Process Outcomes, Motivation, Communication Skills, Interpersonal Skills, and Intrapersonal Skills. Soft skills development is also done by combining technology-based curriculum and involving student organizations. Work programs focusing on developing student skills are organized to improve hard and soft skills. With this approach, it is hoped that IAIN Bone students will be better prepared to face the challenges of the Industrial Revolution 4.0 era and be able to compete in the global job market. This research provides recommendations for higher education institutions to continue improving curricula and learning programs relevant to industry needs and create an educational environment that supports students' holistic development.

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