

## THE IMPORTANCE OF STRENGTHENING STUDENT SOFT SKILLS BY HIGHER EDUCATION INSTITUTION IN PRE-INTERNSHIP PROGRAM

**Jana Sandra\***

STIAMI- Institute of Social Sciences and Management  
Jakarta-Indonesia

\*Corresponding Author: [jsandra46@gmail.com](mailto:jsandra46@gmail.com)

**Ade Suryana**

STIAMI- Institute of Social Sciences and Management  
Jakarta-Indonesia

**Sunarmin**

STIAMI- Institute of Social Sciences and Management  
Jakarta-Indonesia

### ABSTRACT

*There are many advantages and benefits of internships for students. One of the advantages of an internship is that it broadens your knowledge regarding the world of work. Various kinds of insights, starting from the scope of duties and responsibilities of work, teamwork, adding new knowledge and expertise. However, unfortunately, there are still many students who do not have adequate soft skills during internships. This is a qualitative research with a phenomenological approach. Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences. So, we can learn from the experiences of others. This research is aimed at answering the question of how universities equip their students with soft skills before taking part in internships and what complaints there are from companies regarding the quality of students who take part in internships at their companies. Data collection was carried out using semi-structured interviews to HRD managers and university students who have taken internship program. This research proves that there are still many students who do not have soft skills consisting of intrapersonal and interpersonal communication, so they receive many complaints from companies or government institutions. For this reason, strengthening students' soft skills needs to be optimized during pre-internship training.*

**Keywords:** *Soft Skills, Pre-Internship Program, Intrapersonal Communication, Interpersonal Communication.*

### INTRODUCTION

Companies today not only need employees who have good technical skills, but also good soft skills. This is because companies want employees who can adapt to change, are able to communicate well, work in teams, and have problem solving skills and creativity to deal with problems that arise. Good soft skills can help employees more easily adapt to the work environment and achieve their career goals. In addition, employees who have good soft skills can more easily work together with teams and

superiors, and have the ability to solve problems and create innovative solutions. All of these things can help employees to increase their self-worth and open up wider career opportunities in the future.

One generation of the nation that is said to be worthy of being part of the world of work are students, because students are a milestone in progress in society. Students are also the middle class generation who are always present at the forefront of every important and fundamental change in this country. Students are also part of the youth who are able to change the national order for the better, as mentioned in the wise saying that youth are agents of change, with academic achievements (hard skills) that follow the path of success making them increasingly able to compete in the international arena (world of work). Organizing while studying is a mandatory thing that can improve students' soft skills. By joining the organization, students will gain more insight which of course cannot be obtained from the courses studied. It is through this organization that students can show their existence.

Many factors influence readiness to enter the world of work, such as work motivation, where motivation is something that directs a person's behavior and maintains that behavior to achieve goals and so on. Apart from motivation, there are several influencing factors including self-confidence, commitment, initiative, creativity, discipline, work skills, ability to collaborate and communication skills. Currently, the world of work also needs someone who has critical thinking, good communication, curiosity, creativity, innovation and a leadership spirit.

Lack of organizational experience, internships or other activities outside of lectures that could actually be a plus makes a fresh graduate less attractive to companies. It doesn't just require hard skills. Therefore, to successfully conquer challenges in the world of work, a person must have two main requirements, namely hard work and capital, namely hard skills and soft skills (Susanto, 2012).

In the employee recruitment process, technical and academic competencies (hard skills) are easier to select. This competency can be seen directly in the curriculum vitae, work experience, achievement index and skills mastered. Meanwhile, soft skills are usually evaluated by psychologists through psychological tests and in-depth interviews. Interpretation of psychological test results, although not guaranteed to be 100% correct, is very helpful for companies in placing 'the right person in the right place'. One reason is certain, providing skills training is much easier than processing someone's character formation. "Currently there is a trend in the recruitment strategy "Recruit for Attitude, Train for Skill" or recruit for their attitude, and train for their skills."

The internship program has a very significant role or contribution for students to improve soft skills & hard skills competencies. Soft skills are something that has been within a person since birth or you could say that soft skills are similar to talent. Meanwhile, hard skills (technical skills) are said to be abilities that require special training within a person. Internships are training activities or courses undertaken by

students to improve their soft skill competencies. Internships carried out by students can not only provide benefits to students who take part in the internship program, but with internship activities the company can also get many benefits, one of which is improving the company's image in the eyes of many people (Lutfia and Rahadi, 2020). Internship programs for students are offered as an academic component of learning by higher education institutions as an efficient strategy to provide students with practical experience while increasing career marketability after graduation (Bawica, 2021).

Nurahman and Ahmad's research (2021), concluded that an effective internship program will benefit stakeholders, because universities produce better market-oriented graduates who will increase employability levels. Employers will also benefit from internship programs as they may have the opportunity to identify potential employees without providing prior training and hence, reduce employee retraining costs. Students get most of the benefits of an internship program because they can expand their knowledge and skills, gaining experience in a real-world work environment.

A well-done internship can provide several benefits such as increasing employability and forming realistic expectations about a job; help students identify the industry field of internship; expand networking; and increasing self-confidence in participants who take part in the internship (Knouse & Fontenot, 2008; Stofer et al., 2021). On the other hand, if it is not done well, several negative impacts can arise, such as decreasing the desire to work again at the internship site; make students lose interest in industrial internships; exert capital pressure; and give rise to feelings of unwelcomeness in intern students (McHugh, 2017; Bahramirad et al., 2020).

The quality of an internship can be seen through the quality of a person's internship. According to Grohmann and Kauffeld (2013), internship quality is the level of effectiveness of an internship as seen through the participants' reactions, learning, behavior and organizational results when carrying out an internship. However, unfortunately, not all students who take part in an internship have good quality. Many of them tend not to look ready to work, and many companies even complain about the poor attitude and behavior of students during internships. Many students lack initiative, they just wait for orders to do something. Students also still lack self-confidence. Can't communicate well. Not being able to work together in teams and there are still many other complaints from companies regarding the quality of students taking part in internships.

Most company complaints are related to students' soft skills and not hard skills. This proves that soft skills need to be well equipped before students enter the world of internships. Based on this problem, this research is aimed at answering the question of how universities equip their students with soft skills before taking part in internships and what complaints there are from companies regarding the quality of students who take part in internships at their companies.

## RESEARCH METHOD

This is qualitative research with a phenomenological approach. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting (Walidin, Saifullah & Tabrani, 2015: 77). Characteristics of qualitative research, before carrying out the research process, a researcher needs to know and understand the characteristics of qualitative research in the hope that it can make the research process easier and can reveal qualitative information carefully in a descriptive-analytical and meaningful process.

Phenomenology is also defined as a view of thinking that emphasizes the focus on human subjective experiences and stories and interpretations or implementation in the world (Moleong, 2007: 14-15). The phenomenological approach was chosen because phenomenology explains the nature of phenomena, so it is able to provide an overview of what something is, exists and corresponds to the actual situation. Phenomenology aims to understand problems or phenomena that occur from the perspective of someone who experiences them directly or is related to the natural characteristics of human experience and the meaning attached to them. Phenomenology is a research approach that does not use hypotheses or temporary conjectures in the analysis process.

Data collection was carried out using semi-structured interviews. Semi-structured interviews are an interview process that uses an interview guide that comes from developing topics and asking questions and is used more flexibly than structured interviews (Sugiyono, 2018). Interviews are carried out by asking informants directly to explore and obtain information related to the required data.

Sugiyono (2010) explains that in qualitative research, the sampling technique that is often used is purposive sampling. Purposive sampling is a technique for sampling data sources with certain considerations. These particular considerations, for example, the person is considered to know best about what is expected, or perhaps he is the authority so that it will make it easier for the researcher to explore the object/social situation being studied. In determining the sample, the researcher used a purposive sampling technique. The researchers' consideration criteria in selecting the sample as a data source were 5 HRD managers who had been recruiting students for internships at the companies where they worked for more than 5 years. Researchers also interviewed 10 students from 3 universities, 3 institutes and 4 academies in Jakarta who already had experience in taking pre-internship training, and already had internship experience.

In data analysis, researchers used data analysis techniques from Miles and Huberman (1994) in Sugiyono (2011), namely: (a) Data Reduction. Data reduction can be interpreted as a selection process, focusing on simplifying, abstracting and transforming "rough" data that emerges from written notes in the field. Reducing data

means summarizing data available from various sources, namely interviews, observations, personal documents, official documents, images, photos, media news and so on. Data reduction is carried out by sorting information obtained through interviews, observation and documentation of research subjects and objects, (b) Data presentation. Data presentation is an effort to organize a collection of information into a matrix or configuration that is easy to understand. Presentation of data that is easy to understand is the main way to analyze valid data. By displaying data, it will make it easier to understand what happened, plan further work based on what has been understood, (c) Drawing conclusions. In data processing, researchers begin to look for meaning from the data that has been collected. Then the researcher looked for an explanation and then compiled certain relationship patterns that were easy to understand. The data is connected and compared with one another so that it is easy to draw conclusions as to the correct answer to each existing problem.

## **RESULTS AND DISCUSSION**

### **1. Company assessment of internship students**

Some companies do not immediately accept students to carry out internships, because each company has certain prerequisites for accepting internship students. Company Competency Standards are competency requirements for someone who is appropriate to a particular company (Fuad & Ahmad, 2009: 40). By selecting internship students, the company indirectly benefits, because the company can rely on the student's ability to complete and improve the quality of work, and the company has a greater opportunity to get workers who are deemed to meet the company's qualification standards (Setiani, 2013:39)

Based on the results of interviews conducted with companies/agencies/institutions that accept internship students, the assessment aspects and needs of companies in applying soft skills include the ability to communicate and adapt. Communication is an important aspect in establishing relationships with other people, especially when working, because communication is the process of conveying messages from the communicator to the communicant through certain media to produce effects/goals by expecting feedback (Daryanto, 2014: 126). The function of communication in work is that the messages/orders conveyed by the leadership to internship students can be well received, resulting in good work, because with communication fluency and clarity of communication are important factors that encourage good performance (Kiswanto, 2010:2). Communication can also train students in practical work in social relations with the work environment, so that students are able to be faced with work that requires collaboration with organizations/groups in the company, because the success or failure of the performance achieved by the organization is influenced by the level of individual employee performance. or as a group (Sehfudin, 2011:32).

From the results of interviews with the Human Resources Division Manager, data and information were also obtained that in providing assessments related to soft skills, the company divided intrapersonal communication and interpersonal communication abilities. It turns out that from these two aspects, it appears that there are still many students who are not skilled in soft skills, as can be seen in the following table.

Table 1  
Interpersonal Skills of Internship students

Interpersonal Skills (Patrick O Brien)	
Communication Skills	- Students' ability to communicate both verbally and in writing is still low.
Organization Skill	- Many students do not understand organizational ethics - Don't understand how to communicate upwards, downwards or parallelly.
Leadership	- There are still many students who do not have leadership skills. - Still embarrassed when asked to appear as an MC of a meeting.
Logic	- There are still many students who cannot think logically or critically. - They are still shy when asked for opinions or ideas.
Effort	- Many interns lack motivation to work. - They think that internships are just job training and not actual work.
Group Skills	- Many students are not yet able to work in teams. - Still afraid to talk. - Prefer waiting until getting instructions.
Ethics	- Many students don't have the work ethics This can be seen from the way of communication, the way of behaving.

The following is the HRD manager's opinion about the interpersonal communication skills of students who intern at their company.

“ I was also a bit surprised to find out that many students from well-known universities still don't have good interpersonal skills. They don't have good leadership skills, they are still afraid and embarrassed when asked to appear. They also lack motivation to work. There are still many students who think that internships are job training so they are not real work. "Universities should provide training regarding motivation and interpersonal skills so that students understand what to do during an internship." (RS- HRD Manager)

Apart from there being many deficiencies in the interpersonal communication aspect, students are also considered to be lacking in intrapersonal communication. This is reflected in how they can overcome their own problems, including not having high self-confidence.

Table 2  
Intrapersonal Skills of Internship Students

Intrapersonal Skills (Howard Gradner)	
Character	
Self Confidence	- Many students do not have self-confidence
Agent of Change	- Many students do not understand that they are agents of change
Stress Management	- Many students are not able to manage stress well
Time Management	- Many students are not able to manage their time well
Creative Thinking	- Many students do not have creative thinking

Intern students' weaknesses in Intrapersonal Skills are visible from the moment they start their internship. In general, they can do their jobs well. This proves that their hard skills are quite good. However, when they are burdened with a lot of work, it becomes clear how they are unable to manage stress.

“ There are still many students who cannot manage themselves well. They are also undisciplined and have poor time management. They cannot determine the priority scale in completing their work. They actually have good ideas but are still afraid and embarrassed to express themselves. They do not have high self-confidence. Thus, they don't have good intrapersonal skills.” (AT – HRD Manager)

The company also suggests that it is the duty and responsibility of higher education institutions to provide strengthening in the field of soft skills to students, before they undertake internships. Don't let students show unpleasant behavior during their internship. Often arrives late, lacks work motivation, lacks respect for people because they feel they have higher education, and cannot work together in a team. Currently, in general only students from the communication sciences faculty receive courses in interpersonal and intrapersonal communication, public speaking, self concept, leadership and self management. In fact, these are materials related to soft skills that students from all fields of study should study. The company also suggests that the final semester before students take part in an internship should focus more on pre-internship training so that when students do their internship, they will have prepared both their intrapersonal and interpersonal skills.

## 2. Pre-Internship Provision for Students

Several studies show the importance of pre-apprentice training such as research by Beggs, et al. (2008, pp.34-35) stated the importance of the ability to solve problems and communication skills (communication skills) for students when taking part in an internship. Research by Oise-Owusu, et al (2013, p.499) concluded the need for training before internships for students' practical preparation and to provide awareness to supervisors to further motivate students. When carrying out practical work, students are required to have soft skills so they can work well in a work environment.

Soft skills development can be done through various programs, one of which is through an internship program (Purwaningsih, Witurachmi, & Zoraifi, 2017:15). It is not enough for college graduates to only master hard skills, but they must also master soft skills to strengthen hard skills so that they are more able to work productively and with quality (Islami, 2012:30). Soft skills are a person's skills in establishing relationships with themselves and other people to develop work abilities to the maximum. Soft skills can be observed through work performance, such as the ability to speak to reflect ideas and information or explain a topic clearly, easily understand unfamiliar topics, be able to interact and work cooperatively in groups (Hamidah & Palupi, 2012: 2).

Pre-internship training programs organized by universities vary greatly. In terms of time, there are universities that provide internship training for 2 days, but there are also those that only provide 1 day, and only provide general information and put less emphasis on soft skills. On average, universities still emphasize students' hard skills or expertise according to the field of study they are taking. This is because every university competes to show the achievements of its students through their skills and expertise at work. However, it is very unfortunate that universities do not place enough emphasis on soft skills, which consist of intrapersonal communication and interpersonal communication.

“ It's a shame, only students from the communication sciences faculty get the interpersonal communication course where students learn how to ethically maintain interpersonal relationships with friends, superiors or business partners. Students also learn intrapersonal communication where they are required to be able to form positive character and be able to manage themselves, including their emotions, well. Communication science faculty students also receive a Public Speaking course where they are trained to have high self-confidence when speaking in public. "It is appropriate that materials related to soft skills like this should be given to every student from all study programs, because these soft skills are really needed in the world of work." (RO – Student)

In pre-internship training, universities also need to present guest speakers from companies or government agencies so that students understand the employee criteria required by companies in today's digital era.

## CONCLUSION

Strengthening soft skills for students in pre-internship training is a very important program, but up to now, there are still many universities that do not provide internship training to students in accordance with the human resources criteria required by companies or government institutions. Currently, in general only students from the communication sciences faculty receive courses in interpersonal and intrapersonal communication, public speaking, self concept, leadership and self management. In fact, these are materials related to soft skills that students from all fields of study should learn. The company also suggests that the final semester before students take part in an internship should focus more on strengthening soft skills so that when students do their internship, they are ready for both their intrapersonal and interpersonal skills. The company also suggests that it is the duty and responsibility of higher education institutions to strengthen student soft skills, before they undertake internships. Don't let students show unpleasant behavior during their internship, they often arrive late, lack work motivation, lack respect for people because they feel they have higher education, and cannot work together in a team. For further research, the researchers suggest that research be carried out regarding student pre-internship method with different approaches.

## REFERENCES

- Bahramirad, F., Heshmatifar, N., & Rad, M. (2020). Students' perception of problems and benefits of night shift nursing internship: A qualitative study. *Journal of Education and Health Promotion*, 9(1) .[https://doi.org/10.4103/jehp.jehp\\_227\\_20](https://doi.org/10.4103/jehp.jehp_227_20)
- Bawica, Ismaela. (2021). "The University Internship Program and Its Effects on Students' Employability Readiness." *International Journal of Academe and Industry Research* 2(3): 86–101.
- Beggs, B., Ross, C.M., Goodwin, B. (2008). A Comparison of Students and Practitioners Perspectives of the Travel and Tourism Internship. *Journal of Hospitality, Leisure, Sport and Tourism Education*, Vol.7, No.1.
- Chen, C.-T., Hu, J.-L., Wang, C.-C., & Chen, C.-F. (2011). A Study of The Effects of Internship Experiences on The Behavioural Intentions of College Students Majoring in Leisure Management in Taiwan. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 10, 61-73.
- Damayanti . (2016). *Sukses Menjadi Guru Humoris dan Idola yang Akan Dikenang Sepanjang Masa*. Yogyakarta: Araska, hlm. 88.
- Danim, Sudarwan. (2008). *Visi Baru Manajemen Sekolah: Dari Unit Birokrasi ke Lembaga Akademik*. Jakarta: PT Bumi Akasara.
- Daryanto.D. (2014). *Teori Komunikasi*. Malang: Gunung Samudera. h.126.
- Dikmenjur. (2013). *Pedoman Pelaksanaan Prakerin*. Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan, Depdiknas.
- Djojonegoro Wardiman. (1998). *Pengembangan Sumber Daya Manusia Melalui SMK*. Jakarta: Jayakarta Agung Offset. H.79-80.

- Fuad, Noor & Ahmad, Gofur. (2009). *Integrated HRD Human Resources Development*. Jakarta: Grasindo. h.40.
- Grohmann, A., & Kauffeld, S. (2013). Evaluating training programs: Development and correlates of the Questionnaire for Professional Training Evaluation. *International Journal of Training and Development*, 17(2), 135–155. <https://doi.org/10.1111/ijtd.12005>
- Hamidah, S., & Palupi, S. (2012). Peningkatan Soft Skills Tanggung Jawab Dan Disiplin Terintegrasi Melalui Pembelajaran Praktik Patiseri. *Jurnal Pendidikan Karakter*, 144.
- Ichsan S. Putra, & Ariyanti Pratiwi. (2005). “Sukses Dengan Soft Skill”, Bandung: ITB. h. 5.
- Idris Apandi. (2015). *Guru Kalbu Penguatan Soft Skill untuk Mewujudkan Guru Profesional dan Berkarakter*. Bandung: CV. Smile’s Indonesia Institute.
- Islami, F. A. (2012). Analisis Pengaruh Hard Skill, Soft Skill, Dan Motivasi Terhadap Kinerja Tenaga Penjualan (Studi Pada Tenaga Kerja Penjualan PT. Bumiputera Wilayah Semarang). *E-Journal UNDIP*, h. 30.
- Kamus Besar Bahasa Indonesia (KBBI). (2017). *Magang*. Retrieved from KKBI Online: <https://kbbi.web.id/magang>
- Kiswanto, M. (2010). Pengaruh Kepemimpinan Dan Komunikasi Terhadap Kinerja Karyawan Kaltim Pos Samarinda. *JURNAL EKSIS*, 2
- Knouse, S. B., & Fontenot, G. (2008). Benefits of the business college internship: A research review. *Journal of Employment Counseling*, 45(2), 61–66. <https://doi.org/10.1002/j.2161-1920.2008.tb00045.x>
- Lutfia, D. D., & Rahadi, D. R. (2020). Analisis Internship Bagi Peningkatan Kompetensi Mahasiswa. *JIMKES: Jurnal Ilmiah Manajemen Kesatuan*, 8(3).
- Maertz Jr, C. P., Stoeberl, P. A., & Marks, J. (2013). Building successful internships: lessons from the research for interns, schools, and employers. *Career Development International*, 19, 123-142.
- McHugh, P. P. (2017). The impact of compensation, supervision and work design on internship efficacy: Implications for educators, employers and prospective interns. *Journal of Education and Work*, 30(4), 367–382. <https://doi.org/10.1080/13639080.2016.1181729>
- Michael, T. (2002). *Starting and Maintaining A Quality Internship Program*. In T. Michael, *Starting and Maintaining A Quality Internship Program* (Fifth ed., pp. 1-26). Pittsburgh: Pittsburgh Technology Council and Messiah College.
- Miles, Mathew B., dan A. Michael Huberman. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications
- Moleong, Lexy J. (2007). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya. H. 14-15.
- Mulyono, Iyo. (2014). “Dari Karya Tulis Ilmiah Sampai Dengan Soft Skills”. Bandung: Yrama Widya. h. 99.
- Nurrahman, Ariq and, Ahmad Mardalis, SE., MBA. (2021). Pengaruh Kerja Magang, Efikasi Diri dan Motivasi Belajar terhadap Kesiapan Kerja (Studi pada Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Surakarta). *Thesis*, Universitas Muhammadiyah Surakarta.

- O'Brien & Marakas. (2009). *Management Information Systems*. Ninth Edition. New York: McGraw-Hill/Irwin.
- Osei-Owusu, B., Effah, B., Sam, F.K., et.al. (2013). Student's assessment of internship programme: a case of agriculture education, mampong-ashanti of university of education, winneba. *Journal of Emerging in Educational Research and Policy*
- Purwaningsih, I. J., Witurachmi, S., & Zoraifi, R. (2017). Soft Skills pada Pelaksanaan Magang Dunia Usaha/Dunia Industri. *Jurnal "Tata Arta" UNS*, 11-20
- Renganathan, S., Abdul Karim, Z. B., & Li, C. S. (2012). Students' perception of industrial internship programme. *Education + Training Journal*, 54(2/3), 180-191.
- Sari, B. L., Murwaningsih, T., & Susantiningrum. (2014). Studi Kepuasan Pengguna Magang Mahasiswa Pendidikan Ekonomi Bkk Pendidikan Administrasi Perkantoran Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sebelas Maret Tahun 2014. *Jurnal Pendidikan Ekonomi-BKK Pendidikan Administrasi Perkantoran*, 3.
- Satriya, Domai, & Suwondo, 2013:168). Satriya, D. B., Domai, T., & Suwondo. (2013). Pengembangan Sumberdaya Aparatur Untuk Meningkatkan Kinerja. *Jurnal Administrasi Publik (JAP)*, 168
- Sehfudin, A. (2011). Pengaruh Pengalaman Kerja, Independensi, Objektivitas, Integritas, Kompetensi Dan Etika Terhadap Kualitas Audit. *EJournal UNDIP*, 32.
- Setiani, B. (2013). Kajian Sumber Daya Manusia Dalam Proses Rekrutmen Tenaga Kerja Di Perusahaan. *Jurnal Ilmiah WIDYA*, 39.
- Stofer, K. A., Chandler, J. W., Insalaco, S., Matyas, C., Lannon, H. J., Judge, J., Lanman, B., Hom, B., & Norton, H. (2021). Two-year college students report multiple benefits from participation in an integrated geoscience research, coursework, and outreach internship program. *Community College Review*, 49(4), 457–482. <https://doi.org/10.1177/00915521211026682>
- Suharyanti, C., Murtini, W., & Susilowati, T. (2014). Pengaruh Proses Pembelajaran dan Program Kerja Praktik Terhadap Pengembangan Soft Skills Mahasiswa. *Jurnal Pendidikan Administrasi Perkantoran*, 3.
- Sumardiono. (2014). *Apa Itu Homeschooling*. Jakarta: PT. Gramedia. H.116.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono, (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Susanto, Teguh. (2012). "Soft Skill Sukses Di Dunia Kerja". Jakarta: PT. Suka Buku. h. 7.
- Walidin, W., Saifullah, & Tabrani. (2015). *Metodologi penelitian kualitatif & grounded theory*. FTK Ar-Raniry Press. H. 77.
- Widarto .(2011). "Pengembangan Soft Skill Mahasiswa Pendidikan Vokasi Melalui Clop-Work", Yogyakarta: Paramitra. h. 18.