

Internalization of Soft Skill Values in Basic Training Activities for Prospective Civil Servants

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Abstract – This study is motivated by the low level of soft skill principles and values integrated in the Basic Training Activities for Prospective Civil Servants, which can be seen from the attitude of the participants, especially in terms of discipline, responsibility, cooperation and manners built during the training. Whereas the soft skill integration of the Basic Training Activities for Prospective Civil Servants is the right time to form and prepare the apparatus resources that are not only quality of hard skills but also soft skills. The integration of soft skills in training activities is an important thing to be implemented. Based on the results of the qualitative analysis, it was obtained several efforts that can be done, namely by integrating soft skills values in the form of managing education and training, developing learning that emphasizes soft skills principles and values. Besides that, it can also put soft skills as one of the eyes of training in Basic Training Activities for Prospective Civil Servants.

Keywords – Internalization, Soft Skill, Basic Training Activities, Prospective Civil Servants

I. INTRODUCTION

Civil servants as public servants with character are a challenge to the state civil servants in the future. In ASN Law no.5 of 2014, it is stated that one of the obligations of ASN is to show integrity and exemplary attitude, behavior, words and actions to everyone, both inside and outside of service. Steps or efforts to achieve these expectations have been the focus of the State Administration Institute's policies since the issuance of the article no. 38 of 2014 concerning the guidelines for the implementation of class III pre-service education and training with various patterns, to innovations that have been amended through LAN Regulation No. 24 and 25 of 2017 concerning guidelines for implementing basic training for civil servant candidates. New regulations for pre-service training for civil servants with new patterns, habituation activities, lead participants to be able to make innovations while being able to interpret every step of the activities carried out with the values of ANEKA (accountability, nationalism, public ethics, quality

commitment and anti-corruption) that is given while on campus 33 working days (288 Study Hours).

Based on PP 11 of 2017 article 1 paragraph 26 it is stated that the purpose of pre-service education and training is to build moral integrity, honesty, spirit and motivation for nationalism and nationality, superior and responsible personality traits, and to strengthen professionalism and competence in the field. Furthermore, Robbins (1991) states training therefore we are seeking by on instructional or experiential means to develop a person behavior pattern in the areas of knowledge, skill, or attitude in order to achieve a desire, standard (Fitria et al, 2019; Kristiawan et al, 2019; Maryanti et al, 2020). This means that through training, it is hoped that the learning experience will be able to develop a person's behavior patterns, both regarding knowledge, skills or attitudes so that goals can be achieved according to the set standards, meaning that there is an increase in performance to be better than before. If we look closely at the pre-service training pattern in the form of on of campus, with several activity agendas, there is a habituation period in the

workplace. 80 working days (853 hours) of non-classical learning at work), the pattern of activities is in principle correct. In the Confucius theory it is known that if I hear I forget, if I see I remember, if I do I will understand. This means that the principles of education and training have led training participants to understand and understand what exactly they have to do after being declared one hundred percent as State servants. So that they can be believed as civil servants, they have a spirit that always brings change for the better, including interpreting their work with the values of ANEKA.

However, if the orientation of Basic Training Activities for Prospective Civil Servants is shackled to change activities alone, it will have the same fate as the previous pre-service training. Given the approach to delivering them to be able to innovate and to be able to interpret the work done, namely in the form of soft skills, it does not have a real place in the implementation of education and training. Soft skills are abstract or psychological basic things, so the approach must also be psychological, if you use the term AA Gym there must be Qalbu management in managing the education and training including the materials or learning strategies provided to training participants.

Based on observations during the Basic Training Activities for Prospective Civil Servants at the Padang Religious Education and Training Center, information was obtained that there was a tendency for participants to only respect in the form of 5S (smile, greetings, greetings, courtesy and courtesy) only to everyone who came into contact with them, such as the committee and widyaiswara who teach in Basic Training Activities. In fact, as training participants, they should respect every member of the community where they are, not to differentiate between the existing apparatus. This is a portrait of the soft skills that have been developed during the training and it is still not getting enough attention (Turmini et al, 2020). Soft skills are apparatus capital in habituation, communication or coordination at work, if the soft skills are good, automatically what is planned will get support from all parties.

Likewise the experience when teaching Basic Training Activities for Prospective Civil Servants at other agencies, not at the Ministry of Religion, which happened to be the implementation of activities not on the training campus, but renting a place at other institutions, the committee also often left the activity. It turned out that the attitude of the participants' behavior that was awakened looked very less encouraging, especially in terms of discipline. There was a tendency for participants to feel afraid, obedient and obedient

when the committee was at the training location, After several days of following the training, the values that were built should have begun to be seen, especially in terms of spiritual attitudes and social attitudes, as well as discipline, meaning that the values of soft skills have begun to appear in a candidate for a state servant as a participant in Basic Training Activities. Soft skills are actually tools to be able to interpret the work being done. This includes interpreting the ANEKA value which is one of the targets of training activities. Humans are truly intelligent if the values of soft skills develop perfectly in oneself.

According to Suprpti and Danar (2017) based on the results of research at Harvard University in the United States, a person's success is not solely determined by technical knowledge and abilities, but more by the ability to manage oneself and others. Apparatus failing to maintain integrity at work is evidence of their failure to manage themselves or their ability to control themselves. This ability should become a central point to become a habit during on campus at the training center. As a state servant according to Hehamahua (2013) must also have integrity which is reflected in 1) behave and act honestly, 2) be consistent in attitude and action, 3) have a commitment to the vision and mission of the organization, 4) be objective towards problems, 5) be brave and firm in making decisions and accept work risks.

Departing from the above problems, it is so important to have soft skills, so Basic Training Activities which are oriented towards internalizing the values of soft skills are interesting for further study. Given that soft skills are the dominant factor in improving the quality of performance of the apparatus. The implementation of Basic Training Activities for Prospective Civil Servants, which has been directed at the spirit of innovation, should also be oriented towards cultivating soft skill values as the spirit of education and training. Which can be applied in the form of internalizing the principles or values of real soft skills. Given that training activities that place more emphasis on Hard Skills will be meaningless if they are not accompanied by an attitude or what are known as soft skills. Someone who has excellent academic abilities and skills, while the value of soft skills is not, undoubtedly the office organization will be damaged or destroyed, fraud will be more prevalent. The five values of work culture that are often pledged on various occasions will not give effect or be used without meaning. Even though the habituation period has been led to interpret work with ANEKA values, it is feared that the change in attitude will not last long, but will be temporary, after returning from following the training the values that have been built have begun to fade again.

II. THE ESSENCE OF HARD AND SOFT SKILLS IN THE CONTEXT OF TRAINING

Suprapti and Danar (2017) defines hard skills as mastery of science, technology and technical skills related to their field of knowledge. It means that hard skills are closely related to one's academic and technical mastery. If you want to be professional, continuous improvement of scientific quality / mastery must be a priority scale.

Soft skill is an ability or skills that exist in every human being. Soft skills here are more inclined towards a person's ability to relate to other people such as communication skills, ability to work in teams, leadership, negotiation skills etc. Then there are also soft skills that explain skills in managing themselves that can be maximally developed in one's performance such as time management, honesty, responsibility etc. Meanwhile, hard skills are skills related to technical job skills competencies.

Suprapti and Danar (2017) states that people who have soft skills are people who have emotional intelligence, namely the ability to be aware of themselves and the ability to be aware of others. This means that soft skills are basic abilities that need to be cultivated within, so that professional abilities in the form of academics and skills can be carried out properly. Given that soft skills play a role in motivating oneself and others, being responsible, building relationships, communicating, negotiating, adapting to the environment, creating, innovating and entrepreneurship, leading, building cooperation, managing resources and so on. In the world of work, we believe that superior humans are those who are not only good at hard skills but also good at soft skills.

Based on research at Harvard University in the United States, it turns out that a person's success is not determined solely by technical knowledge and abilities, but rather by the ability to manage oneself and others. This research reveals that success is only determined around 20% by hard skills and the remaining 80% by soft skills. In the viewpoint of management experts, information is obtained that if there are two people with the same hard skills, the one who will win and succeed in the future is the one with better soft skills. They are truly superior human resources, who not only have good hard skills but are also supported by strong soft skills.

According to Suprapti (2016) Basic Training Activities are a process of humanizing humans and equipping participants with knowledge of skills and behavioral attitudes that can be used to improve their performance. Furthermore, according to Suprapti (2016), education and training are all activities designed to help employees gain knowledge, skills and improve the behavioral attitudes needed to carry out work

so that organizational goals can be achieved. According to Uno (2012), the objectives of adult learning in particular are 1) to generate a spirit of confidence and optimism, 2) to provide the ability and skills to do something, 3) to give the ability to accept or reject something based on regulatory standards, values, or the community ethics it embraces.

In addition, Chelsom (1997) explains that training is a learning process that involves a number of achievements, both skills, concepts and rules or behavior to improve employee performance. Meanwhile, the purpose of training according to Martoyo (1998) is a form of human resource development which includes (1) Productivity, (2) Quality, (3) Human Resources Planning, (4) Morale, (5) Indirect Compensation, (6) Health and Safety, (7) Obsolescence Prevention, and (8) Personal Growth.

This means that education and training is a strategic forum to shape the apparatus as what is desired in the future. The performance of the apparatus, which is still in the public spotlight, is one of the moral burdens of the education and training institutions, considering that education and training also contribute to providing, caring for, developing various aspects needed as state civil servants, although previous education must also be responsible for instilling values in students. According to Mulyasa (2015). actually one of the weaknesses of this state education system, including the inability of teachers to provide optimal basic provisions for students, both in spiritual attitudes, social attitudes, knowledge and skills. As a result, education and training institutions must have a variety of creativity so that the professional staff produced are not only good academically and skills including mental and spiritual attitudes or what are known as soft skills must have a greater portion, because these soft skills are indispensable in working, collaborating with people, communicating, coordinating and so on. This means that internalization of soft skills in Basic Training Activities for Prospective Civil Servants must be a necessity and need to get real priority (Ivanova et al, 2020; Septiani and Cahyono, 2019).

III. SOFT SKILL APPROACH IN THE EDUCATION AND TRAINING LEARNING PROCESS

Widyaiswara as a facilitator is actually a driving force as well as an agent for changing the apparatus' mind set to make it better. The quality of the facilitator both academically and the skills in managing learning will determine the output of the training to be produced. This means that the learning management process by widyaiswara has a significant influence on the nature/character of the education and training to be produced. In the context of internalizing the

value of soft skills, Widyaiswara Marus was able to build the concept of values taught by educational figures Ki Hajar Dewantoro, "*Ing Ngarsa Sung Tuladha, Ing Madya, Mangun Karsa, Tut Wuri Handayani*" means in front of being a role model or example, in the middle being a propagator or balancing one, and in the back doing encouragement.

Therefore, the management of soft skill-based learning should be a priority for the widyaiswara, especially during the learning process, among which things can be implemented can be in the form of exemplary stories, advice, confide in, question and answer, slog/sing, inspirational, poetry/films that inspire conscience and goodwill as an internalization of the values that have been owned. In essence, soft skills must be one of the learning approaches or methods or strategies. In this case, the widyaiswara or facilitator must be rich or have broad insight into the training given. For example, the story method, according to Suprapti and Danar (2017), the story method means a way to convey subject matter by telling chronologically how things happen, whether what actually happens is just a fiction. Widyaiswara must have interesting and inspiring stories on each topic of the material given and at the end of the material don't forget to give inspirational words according to the inspired values. Showing the stories of founding fathers such as Soekarno, Hatta, Agus Salim, Safruddin Prawiranegara, Hamengkubuwono 8, Muhammad Yamin, Agussalim, Buya Hamka, etc., are examples of love for the country, defending the country and having strong integrity in upholding this beloved Republic of Indonesia. Coloring the education and training lessons with compulsory songs of struggle during the lesson will also build a spirit of nationalism and love for the country.

IV. SOFT SKILL APPROACH IN MANAGING TRAINING

Training management is basically the role of the committee's duties, both in terms of transportation accommodation, facilities, infrastructure, widyaiswara staff, presenting training participants, herding, and bringing training participants to remain in a comfortable atmosphere during the training, which is the committee's tough task (Abdullah, 2020). This means that no matter how good Widyaiswara teaches without the full support of the committee in managing the training, it is feared that the objectives of the training will be difficult to achieve. In managing the Pre-service Education and Training it is a wise policy if the principles of soft skills are approached including the substance/content delivered by the committee in various activities. This means that the committee also plays a role in deepening, mastering and developing the principles or soft

skills approach to training participants. Furthermore, reviving the mosque in the form of a short cult with the theme of the touch of heart from fellow participants will also lead the training participants to have good soft skills. Getting used to greetings properly during training will lead someone to get used to attention and care for others. This means that the careful approach to the participants will become a separate memory, because they are immediately struck by their hearts and at the same time will motivate the training participants to have a passion for learning, work to carry out habituation activities with innovative and meaningful activities for every activity carried out.

V. SOFT SKILLS FROM A CURRICULUM PERSPECTIVE

In addition, the policy that needs to be considered is to make soft skills part of the curriculum or hidden curriculum in Basic Training Activities. Soft skills may be one of the courses of education and training, or as a pattern of overall education and training approaches that are the responsibility of the committee/manager and the lecturers in managing learning. This is necessary considering that the cultivation of values requires a process, requires habituation, needs role models that become real daily life experiences. Cultivating the value of soft skills requires seriousness and patience, if since the beginning as participants in Basic Training Activities have been accustomed to internalizing good values, especially regarding soft skills of course slowly the positive mind set of the subconscious of the apparatus builds automatically. Likewise, the innovation that is expected to be born from an apparatus will certainly be created easily, because innovation is inseparable from the role of soft skill values that each apparatus has in working.

VI. CONCLUSION

Hard skills without being followed by soft skills, it is difficult to realize the performance of apparatus with professional quality and integrity. Therefore, soft skills need to get priority in educational activities, especially in Basic Training Activities for Prospective Civil Servants. Internalization of soft skill values in Basic Training Activities for Prospective Civil Servants is the main asset as a working apparatus. Internalization of soft skills in training activities can be carried out in the management of education and training, the learning process and in the form of training courses. For stakeholders, it is necessary to consider the values of soft skills to be internalized in the Basic Training Activities for Prospective Civil Servants. So that the output of the training to be produced is not only intellectually and skillfully intelligent, but also rich in emotional values of self-

control/soft skill values which are indispensable in carrying out work.

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