



Nenni Triana Sinaga¹
 Ivana Riris Harianja²
 Usman Sidabutar³

THE IMPACT OF HARD SKILLS AND SOFT SKILLS ON HKBP NOMMENSEN UNIVERSITY'S KAMPUS MENGAJAR PROGRAM PARTICIPANTS

Abstrak

Kampus Mengajar merupakan bagian dari program Merdeka Belajar Kampus Merdeka (MBKM). Salah satu tujuan dari program MBKM yaitu meningkatkan kompetensi Hardskill dan Softskill. Penelitian ini bertujuan untuk mendeskripsikan dampak yang diperoleh mahasiswa peserta program Kampus Mengajar terhadap kemampuan Hardskills-Sostskills. Metode yang digunakan pada penelitian ini ialah kualitatif dengan pendekatan deskriptive. Data diperoleh dengan melakukan survei menggunakan kuisisioner online terhadap 140 mahasiswa FKIP universitas HKBP Nommensen Medan yang pernah mengikuti program Kampus Mengajar. Alat bantu yang dibuat untuk mengukur peningkatan soft skill dan hard skill mahasiswa yang mengikuti program MBKM dengan 5 indikator untuk hard skills yang dibahas dalam studi ini meliputi: (1) empati, (2) kemampuan bersosialisasi, (3) kemampuan menggunakan teknologi, (4) pemikiran kreatif dan inovatif, dan (5) kemampuan menulis dan mengadakan riset. Sementara untuk soft skill yaitu: (1) kemampuan komunikasi, (2) kemampuan menyelesaikan masalah, (3) kreativitas, (4) kemampuan menyelesaikan konflik, dan (5) kesadaran budaya lain. Hasil penelitian menunjukkan adanya peningkatan 96% keterampilan siswa dengan indikator tertinggi kreativitas dan inovasi hidup dan soft skill dengan indikator tertinggi kreativitas berpikir 96,3%.

Kata kunci: Hard skill, Soft skill, Kampus Mengajar.

Abstract

Kampus Mengajar one of part Merdeka Belajar Kampus Merdeka (MBKM) program. One of the goals of the MBKM program is to improve hard- and soft-skill competence. The study's goal is to describe the impact of the Kampus Mengajar program on hardskills-softskills. The method used in this study is qualitative with a descriptive approach. Data is being reviewed using the online questionnaire's 140 HKBP university FKIP Nommensen Medan has ever attended a Kampus Mengajar program. The tools created to measure the increase in soft skills and hard skills of students participating in the MBKM program with 5 indicators for hard skills discussed in this study include : (1) empathy, (2) social skills, (3) Ability to use technology, (4) Creative and innovative thinking, (5) Writing and Research skills. While soft skills are: (1) communication skills, (2) problem-solving ability, (3) creativity, (4) the ability to resolve conflict, and (5) other cultural awareness. According to the research, there is a 96% increase in student skills with the highest indicators of creative and innovative living, as well as soft skills with the highest indicator of 96.3% creativity thinking.

Keyword : Kampus Mengajar, Hard Skill, Soft Skill.

INTRODUCTION

Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) began to be compiled and implemented in 2020, following the Kemenristek Dikti policy. One of the keys to implementing the MBKM curriculum in college is to work on a more autonomous and flexible learning

^{1,2,3}Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Medan Nommensen
 email: nenni.sinaga@uhn.ac.id, ivana.harianja@student.uhn.ac.id, usman.sidabutar@uhn.ac.id

process that can help students create an innovative, realistic, diverse, and free learning environment (Baharuddin, 2021). Students are given the freedom to follow MBKM programs, both set up by universities as well as by Kemenristek Dikti to make credit transfers. There are eight possible forms of the MBKM program, that is yaitu 1) Pertukaran Mahasiswa Merdeka, 2) Membangun desa (KKN Tematik), 3) MSIB, 4) Wirausahaan, 5) Proyek Kemanusiaan, 6) Riset atau Penelitian, 7) Magang/Praktik Industry, dan 8) Asistensi Mengajar disatuan pendidikan (Dikti, 2020). One of the eight MBKM programs hosted by Kemenristek Dikti was an equivalency teaching program in receiving education or a well-known college Kampus Mengajar. Students play an important role in the development of the nation's generation, especially in this age of digitalization. Students are required to be able to contribute starting from the lowest level to the highest level. Students are encouraged to take responsibility for carrying out the improvement or improvement of the nation's quality through various activities among the people, particularly in their area of origin. The hope is that the Merdeka Campus program can provide real experience for students regarding the conditions of the world of work in the field so that they can increase student competence, and create a generation that is ready to work (Fuadi et al., 2021). As a stuck relay in the nation's progress, students must be able to learn to observe the community environment as a place of learning to self and understand the problems that occur in society (Sinaga, N. T. et al., 2022).

The Kampus Mengajar's program is one of the MBKM partnered with elementary schools affected by the covid-19 pandemic that has the goal of giving students opportunities and opportunities to study outside the classroom and developing technological innovation for joint education with the teacher (Rezania et al., 2021). Students interested in university teaching programs are selected by the Ministry of Commerce. The students who have been selected will be guided by various competent parties to be placed and assist with the learning process at the selected school in her area (Widiyono et al., 2021). Students, in addition to assisting with the learning process, also assist schools in other areas such as technology in the form of learning media and class and school administration, allowing schools to provide students with real-world learning experiences (Adellia et al., 2021). As a result, participation in the teaching college program benefits both students and the progress of the partner school. College as the highest level in the world of education, must be able to prepare the next generations of the nation to be able to face a rapidly changing future (Santika, 2021).

Students in a Kampus Mengajar program are responsible for assisting the school in a variety of ways: learning, technological adaptation, and administration are all aspects of the job. The program is also intended to encourage students to innovate and be creative, to improve capacity, to develop personality, and to train a student to self-reliance in knowledge construction through field dynamics (Sulistiyani et al., 2022). Furthermore, during her assignment, students are responsible for improving their character and increasing their interest in learning (Martina et al., 2022). Students are taught how to apply existing epics in the corporate world, solve real-world problems, interact socially, collaborate, and improve themselves. The teaching college program is regarded as a concrete effort to advance basic education (Rahmadani et al., 2022). The presence of college students, according to the placement school, has greatly aided teaching programs, technology adaptation, and school administration (Panjaitan et al., 2022). Students' hard and soft skills can be strengthened if they follow the MBKM program from start to finish.

Human intelligence is divided into two parts hard skills and soft skills. Hard skills can be defined as scientific, technological, and technical skills linked to specific sciences (Budiningsih, 2020). Soft skills may be defined as capabilities, skills, qualities, attitudes, behaviors, and characteristics that relate to personality and emotional intelligence and have become a habit (Mahasneh et al., 2015).

The goal of this research is to learn about: (1) the rise of hard skills as an impact on performance KM, and (2) the rise of soft skills as an impact on performance KM as many of the participants win on the most advanced programs in the Kampus Mengajar program, FKIP University HKBP Nommensen Medan is an exciting place to research the impact of hardskills-softskills on resilience in the Kampus Mengajar. Thus, researchers submitted the study to see if participation in Kampus Mengajar programs could improve students' hard and soft skills. As a result, teaching at HKBP University Nommensen Medan may be a view for both teachers and authorities to support MBKM programs.

METHOD

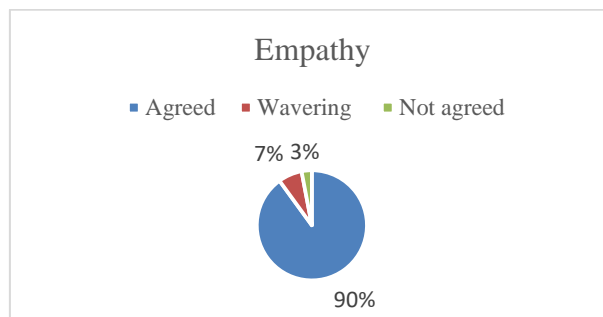
This research is a descriptive research with a survey method. According to Sugiyono (2012: 29) "descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions". Arsy (2013) suggests that "a survey is a research method on a particular object that requires a lot of information, so it requires a tool to accommodate data that uses a lot of questionnaires or questionnaires". The hard skills discussed in this study include (Asbari, 2020): (1) empathy, (2) social skills, (3) technological abilities, (4) creative and innovative thinking, and (5) writing and research skills. While the soft skills used include (Schulz, 2008): (1) communication skills, (2) problem solving skills, (3) creativity, (4) ability to mediate disputes, and (5) other cultural awareness. This study uses sampling saturated, where all students who took part in the MBKM program were 140 sampled.

RESULT AND DISCUSSION

This study used a survey method which was given to 140 students who had attended the program Kampus Mengajar.

Improving student hard skills as a result of KM execution

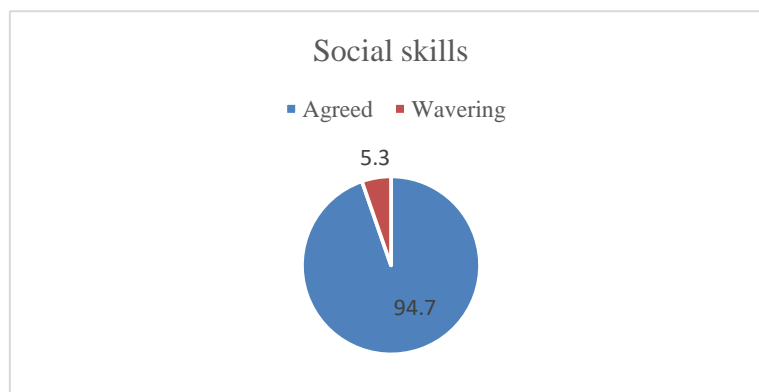
Empathy



Gambar 1 Empathy

Empathy is the ability to understand what another person is feeling, to see things from another person's perspective, and to put oneself in the shoes of another. Empathy is essential in the formation and maintenance of human connections. In terms of increased empathy for others, 90% of students claim that your performance trains them to increase empathy for others. While 7% of students disagreed with this statement, 3% believed that the KM program could not increase their empathy.

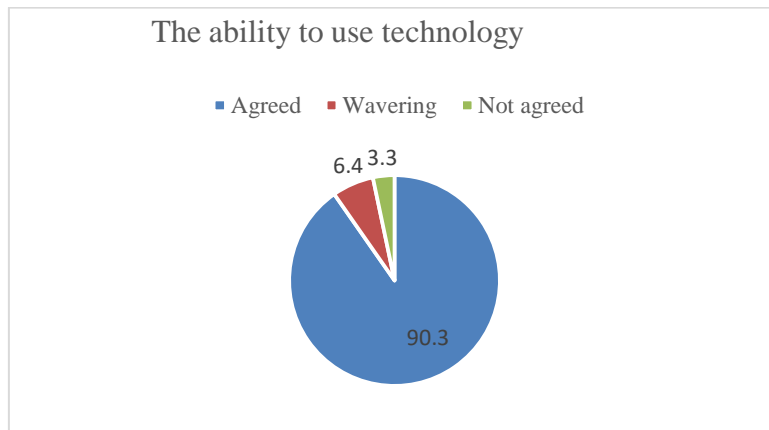
Social skills



Gambar 2 Social skills

Skills are the ability to interact with others in a social situation in a way that is acceptable to society. Students' social and adjustment skills are becoming increasingly necessary and critical. This is because they have joined the larger social world of maturity, where the impact of peers and the social environment will be highly important. Our administration requires students to socialize with various parties. 94,7% of students believe that participating in KM programs will improve their social skills. While 5,3% of the students answered hesitantly about this statement.

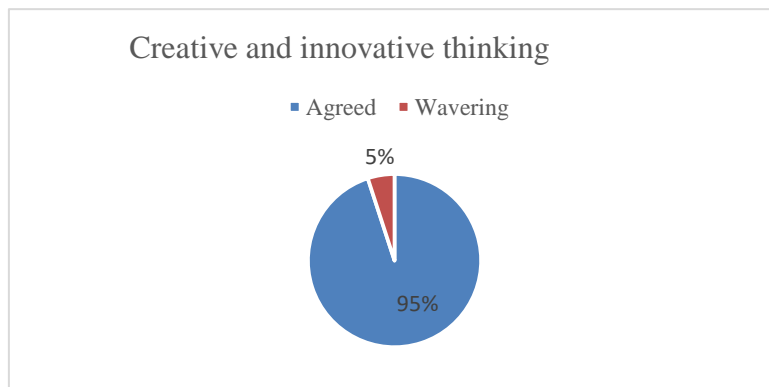
Ability to use technology



Gambar3. Ability to use technology

In an increasingly evolved era, everyone is expected to be more technologically savvy. Especially young individuals whose jobs will demand them to be increasingly competent at using technology in the future. In the context of technology, 90.3% of students claim that km programs improve technology. Meanwhile, 6.4% of the students answered that they were skeptical about this statement. Furthermore, 3.3% of students believe that the KM program will not improve their empathy.

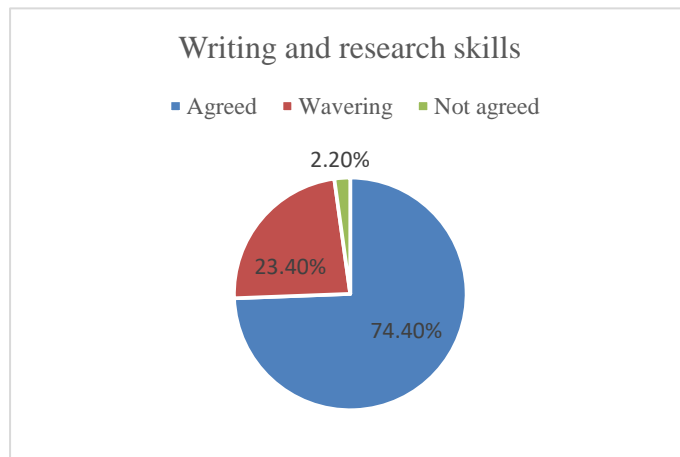
Creative and Innovative thinking



Gambar 4. Creative and Innovative thinking

Creativity is the ability to generate fresh ideas and see obstacles as opportunities. While the capacity to use innovative solutions to issues and opportunities to build a firm is referred to as innovation. Creativity and innovation are two words that are intertwined and mutually beneficial. Creativity and invention are essential. Creative thinking (idea genesis) must be applied through thought (idea execution), with the final requirement that the innovation be realized as an idea renewal. As many as 95% of students claim that their KM program has resulted in increased creative and innovative thinking. Meanwhile, 5% of students have expressed reservations about this statement. This suggests that almost all students carrying out the KM program think that it can support them in improving their ability to think creatively and innovative.

Writing and Research skills

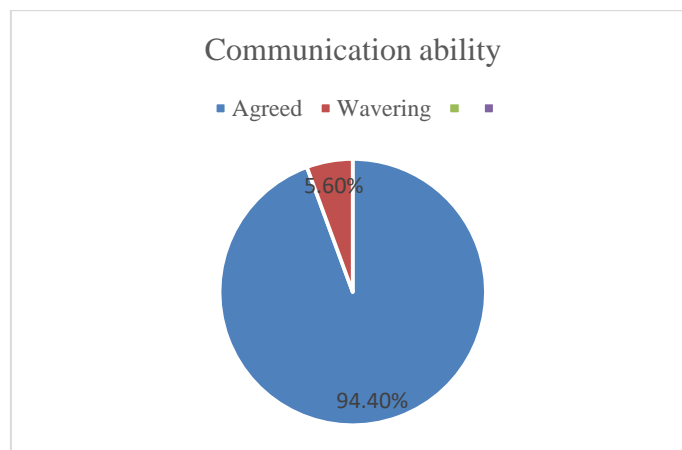


Gambar 5. skills

The ability to express ideas, thoughts, and feelings to others through written language is referred to as writing ability. The accuracy with which thoughts are expressed must be reinforced by the accuracy of the language employed, vocabulary, grammar, and spelling. According to the KM program 74,40% of students have improved their ability to write and conduct research, 23,40% have expressed doubts, and 2,20% do not believe that KM programs can improve their ability to write and conduct research.

Increasing our soft skills as a result of our performance.

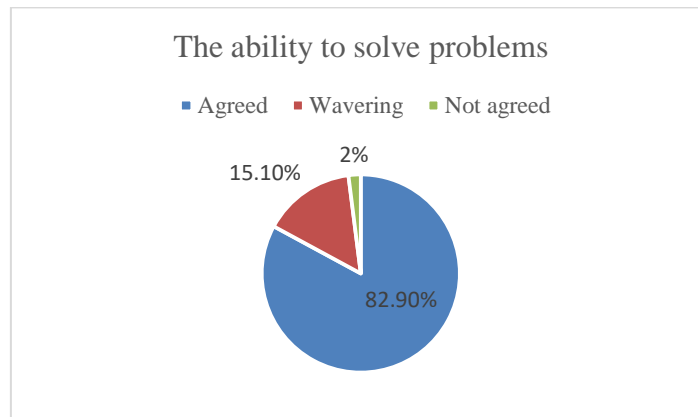
Communication ability



Gambar 6. Communication ability

The ability to choose acceptable and successful communication practices for specific contexts. Good communication skills will help you not just in everyday life, but also in the workplace later on. Especially in this day and age, when we can contact with people from all over the world without any difficulties. The results state that 94,40% of the students carrying out the KM program believe that performance has resulted in increased communication capability. While 5,60% of the students answered hesitantly to this statement. It is assumed that the majority of students believe the performance of the km program improves their communication capability.

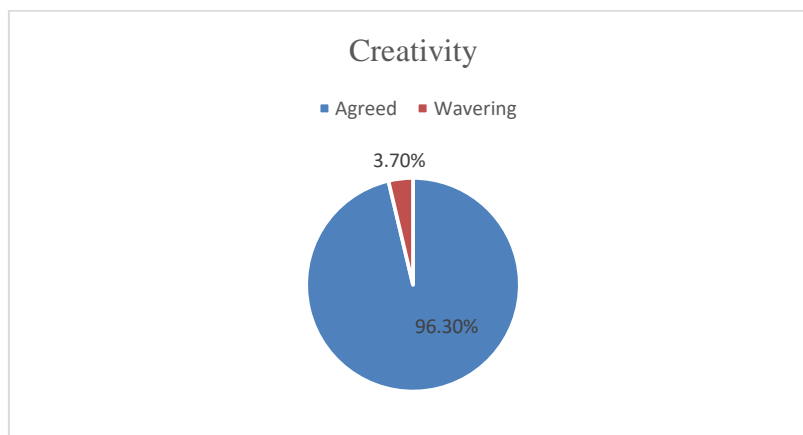
The ability to solve problems



Gambar 7. The ability to solve problems

The capacity to assess difficulties and discover effective solutions to these challenges is referred to as problem solving. This skill is required in the workplace. The ability to solve difficulties is critical in both the learning process and in daily living. A student's initial step in developing ideas, accumulating new information, and improving skills is problem solving. Next, as many as 82.90% of students believe that carrying out km activities is associated with increasing problem-solving capability. Furthermore, 15.10% of students are unsure about this statement, and 2.00% believe that KM does not affect their ability to solve problems.

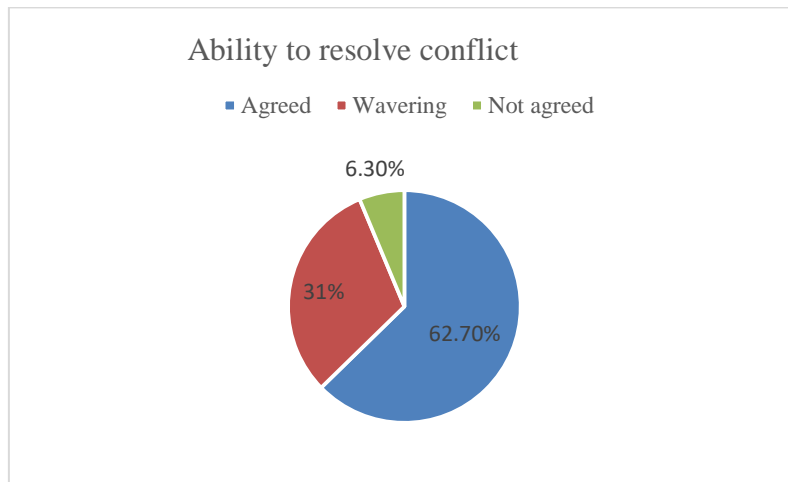
Creativity



Gambar 8. Creativity

Creativity is a student's behavior pattern in which they generate thoughts in order to produce ideas, activities that are distinctive and pique the interest of many others, or the capacity to supply fresh ideas in order to solve problems. The purpose of developing creativity is to be able to convey concepts that differ from those of others without being constrained; in essence, it will be able to give birth to a wide range of ideas. The next indicator is how KM implementation affects student creativity. This is demonstrated by the student opinion, which shows that 96.30% agree that implementing a KM program can improve students' creativity, while 3.70% remain skeptical. It is possible to conclude that most students believe your programs can help them improve their creativity.

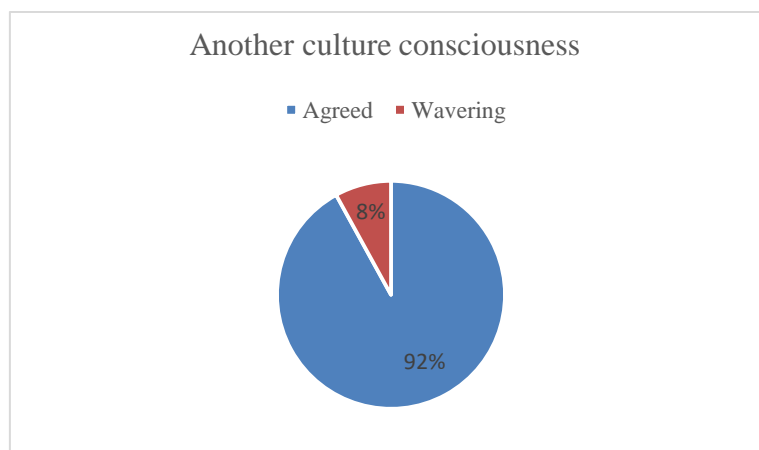
Ability to resolve conflic



Gambar 9. Ability to resolve conflic

Ability to resolve conflict is the art of resolving differences in goals and beliefs in order to create solutions for everyone to work peacefully together. Conflict is something that every student must face in execution. 62.70% of students believe that performance km is affecting their ability to resolve conflict. Meanwhile, 31% of students are unsure whether doing KM affects their ability to resolve conflict. Furthermore, 6.30% of students believe that KM implementation does not affect their ability to resolve conflict.

Another culture consciousness



Gambar 10. Another culture consciousness

Cultural awareness is the ability of a person to look outside himself and be aware of cultural ideals and cultural habits that enter. Cultural awareness can be increased by instilling a multicultural mentality at a young age, cultural socialization through educational institutions, arranging cultural performances, and embracing and preserving culture itself. The next indicator is another cultural awareness. At this point, 92% of students believed that a KM program could increase cultural awareness. Meanwhile, 8% of students are unsure whether the KM program will increase their awareness of other cultures. It can be concluded that by doing so, students experience the impact of growing awareness of other cultures, which makes them more appreciative and capable of adapting to other cultures.

CONCLUSION

From studies on the impact of MBKM performing on the hard skills and soft skills of students, it could be concluded: (1) advanced computer programs, empathy, social skills, technological ability, creative and innovative thinking, as well as the ability to write and conduct research are all required.; (2) increasing some soft skills such as communication skills, the ability to solve problems, creativity, and the ability to resolve conflicts; (3) the soft skills and the hard skills more affected by carrying out MBKM are the hard skills, creativity. The

results of this study showed that the hard skills and the soft skills campus participants teach relatively well. Mayor is very close to being in the overall category. There isn't much of a difference between hard skills and soft skills. This corresponds with the goal of the MBKM program to boost both the hard skills and the soft skills, both ready and relevant in the face of the age's needs, preparing graduates to be future leaders of the nation.

REFERENCE

- Adellia, R. & Himawati, I. P. (2021). Aktualisasi Peran Mahasiswa Melalui Kegiatan Kampus Mengajar di SD Muhammadiyah Lahat. *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat Universitas Lancang Kuning*. 142-150.
- Asbari, M., Purwanto, A., Ong, F., Mustikasiwi, A., Maesaroh, S., Mustofa, M., dan Andriyani, Y. 2020. Impact of Hard Skills, Soft Skills and Organizational Culture: Lecturer Innovation Competencies as Mediating. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 101-121.
- Arsy, R. F. (2013). Metode Survei Deskriptif untuk Mengkaji Kemampuan Interpretasi Citra pada Mahasiswa Pendidikan Geografi FKIP Universitas Tadulako. *Jurnal Kreatif*, 16(3), 62-72.
- Budiningsih, I., Soehari, T., & Marlison, M. 2020. Hard Skill VS Soft skill in The Achievement of Employees in Jakarta Mass Rapid Transit (MRT) Infrastructure Project. *Akademika: Jurnal Teknologi Pendidikan*, 9(02), 29-42. <https://doi.org/10.34005/akademika.v9i02.895>
- Fuadi, T. M. (2021). Konsep Merdeka Belajar Kampus Merdeka (Mbkm): Aplikasinya Dalam Pendidikan Biologi. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Pp. 2013–2015).
- Kemendikbud. (2021). *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*.
- Martina, S. E., Gultom, R., & Nababan, D. (2022). Peningkatan Literasi dan Numerasi Siswa Sekolah Dasar Melalui Program Kampus Mengajar. *Jurnal Abdimas Mutiara*, 3(1), 146–151
- Mahasneh, J., & Thabet, W. 2015. Rethinking Construction Curriculum: A Descriptive Cause Analysis for Soft Skills Gap. *ASC Annual International Conference Proceedings*, 1-8.
- Rezania, V. & Rohmah, J. (2021). Student SelfDevelopment Through Kampus Mengajar Angkatan 1 Program At Sdit Madani Ekselensia Sidoarjo. *JCES (Journal of Character Education Society)*. 4(4). 1-8
- Santika, I. G. N. (2021). Grand Desain Kebijakan Strategis Pemerintah Dalam Bidang Pendidikan Untuk Menghadapi Revolusi Industri 4.0. *Jurnal Education And Development*, 9(2), 369–377.
- Sinaga, Nenni Triana, et al. "Peran Mahasiswa Dalam Memotivasi Belajar Siswa/i Melalui Les Private Gratis di UPT. SD Negeri 09 Pematang Panjang Kab. Batubara." *Jurnal Abdimas Mutiara* 3.2 (2022): 77-82.
- Sugiyono.2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung, Alfabeta.
- Schulz, B. 2008. *The Importance of Soft Skills: Education beyond academic knowledge*.
- Sulistiyani, E., Khamida, K., Soleha, U., Amalia, R., Hartatik, S., Putra, R. S., ... Andini, A. (2022). Implementasi Merdeka Belajar Kampus Merdeka (Mbkm) Pada Fakultas Kesehatan Dan Non Kesehatan. *Edukatif : Jurnal Ilmu Pendidikan*, 4(1), 686–698. <https://doi.org/10.31004/Edukatif.V4i1.1943>
- Widiyono, A., Irfana, S., & Firdausa, K. (2021). Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di Sekolah Dasar. *Metodik Didaktik : Jurnal Pendidikan Ke-SD-An*, 16(2), 102– 107. <https://doi.org/10.17509/md.v16i2.3012>