



The Influence of Soft Skills and Hard Skills on the Results of Studying Ethics and Philosophy of Communication at Mercu Buana University

Jaya Suryadi^(✉), Zainal Abidin Arief, and Sigit Wibowo

Magister Education Technology, Universitas Ibn Khaldun, Bogor, Indonesia
suryadijayalucky@gmail.com

Abstract. This research is quantitative research aimed at knowing and testing the influence of soft skills and hard skills on the results of studying ethics and philosophy of communication At Mercu Buana University. Problems in this study are formulated as follows: (1) the influence of soft skills on the Results of Studying (2) the influence of hard skills on the Results of Studying (3) the association of soft skills and hard skills together on the subject of ethics and philosophy on the Results of Studying. The method used in this research is the quantitative survey method with 2-track regression. This research was conducted at Mercu Buana University with a sample of 70 respondents taken by random sampling. The data analysis used is multiple linear regression analysis. The results showed that there is a significant influence between soft skills and hard skills with student results of studying.

Keywords: Soft Skills · Hard Skills · Results of Studying

1 Introduction

Since the end of 2019, the Covid-19 virus outbreak has hit the world, changing various sectors, especially in the education sector. Minister of Education and Culture Nadem Anwar Makarim prioritized the health and safety of lecturers and students in efforts to investigate during the study. Now the learning is done at home with various limitations such as not optimal discussion sessions that should be a struggle of science, material explanations by lecturers that are not maximal so that students have difficulty understanding the meaning and meaning of the material presented. The unpreparedness of education management, lecturers, and students in turning the convention learning system into online learning. The online learning process that is still foreign to lecturers and students has an impact on the selection of medel and poor learning methods so that the learning process becomes monotonous because students only work on various questions from each meeting with a small explanation of the material. Lowering the spirit of learning that affects student attendance is very declining and decreasing student grades. So far, many lecturers only think that online learning is just conventional learning that is online without regard to the use of digital learning platforms that have a lot of content

as a learning medium. In addition, the lack of soft skills and hard skills of students contributed to the decline in student results of studying. Various problems that resulted in low quality of learning, can be seen from the declining value of the course Ethics and Philosophy of Communication. Ethics and Philosophy of Communication is one of the courses of the Public Relations Study Program of the Faculty of Communication Sciences under the auspices of Mercu Buana University, has a very strategic role of various courses in the 5th semester.

As an effort to improve student results of studying, especially in the subjects of Ethics and Philosophy of Communication required soft skills and hard skills, namely ability that can form an attitude of academic maturity for students and a variety of skills in the field of disciplines studied during the lecture period. The online learning process must also be designed and organized not only focusing on the subject but must be balanced with soft skills and hard skills so that results of studying will improve.

Soft skills can shape student attitudes and attitudes so as to maximize student self-development, soft skills are very similar to the national education objectives contained in law No. 20 of 2003 on the National education system on the purpose of national education which contains to develop the potential of learners to become human beings who believe and fear God almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Hard skills as a mastery of science and various technical skills related to the field of science studied by students. Hard skills are adequate as a counterweight so that every science gained from the course is easier to be applied to students who will become a high-selling provision in the world of work after graduating from college.

Based on the above problems can be formulated the following problems: (1) Is there any influence of soft skills on the results of studying ethics and philosophy of communication, (2) Is there any influence of hard skills on the results of studying ethics and philosophy of communication, (3) are there any influence of soft skills and hard skills together on the results of studying ethics and philosophy of communication.

The results of this study are expected to provide theoretical and practical benefits in the field of ethics and philosophy of communication, especially during the Covid-19 pandemic. (1) This research may provide information on the influence of soft skills and hard skills on student results of studying and make a meaningful contribution to more in-depth follow-up research in the future, especially related to this research. (2) University as an institution and guarantor of the learning process can provide a variety of learning media facilities that are more fared according to the needs of online learning activities and for lecturers to maximize skills in the utilization of digital learning platforms and the use of diverse content in implementing soft skills and hard skills in courses. (3) For students can add productivity and build productive habits in developing and improving soft skills and hard skills.

The Nature Of The Results Of Learning Ethics and Philosophy of Communication, (Hayati 2017) argues that learning is a strong link between stimulus and relevant responses without the need to repeat. Another opinion of (Nurdyansyah and Fahyuni 2016) learning is an approach between students individually finding and reformulating complex information, examining information in existing order, and revising it. Winataputra (2020) argues that learning is a change in the behavior of students who settle in

as a result of interaction with the environment. Achyanadia (2013) argues that learning is a conscious human activity in obtaining human self-change in a better direction in terms of behavior, various abilities and skills as a result of experience and interaction with the environment. Aritionang (2013) argues that learning is a process of the effort carried out the individual in an effort to process new behavior changes gained from the experience of by the individual itself. From some of the theories above, it can be concluded that learning is a systemic business process carried out by humans by prioritizing self-change through interaction in processing information (Pane and Darwis Dasopang 2017) argues that learning is a process of interaction between learners and educators in which the learning materials, delivery methods, learning strategies are used, and learning resources in a learning condition.

Nurdyansyah and Fahyuni (2016) argue that learning from a behavioristic point of view is the process of changing the behavior of learners through environmental optimization as a source of learning stimulus. From some of the theories above learning is a learning process that involves learners and educators in reviewing learning materials in the mastery of learning that is accompanied by changes in behavior obtained during the interaction process. Munir (2009) argues that online learning is a process of no physical contact and communication takes place both ways with computer media, television, radio, gadgets/mobile phones, internet, video, and so on. Amelia (2015) argues that online learning is a set of teaching methods that each teaching activity separately from learning activities in the form of physical and circumstance. Kurniawati (2020) argues that online learning media as a tool to place material consists of animated audiovisual media and e-modules with the concept of electronic books in which there is material. Miarso (2009) argues that learning media is everything that is used to channel information that can stimulate the mind, message, attention, and willingness of students to learn independently deliberately, purposefully, and controlled. Priansa (2019) argues that online learning should not ignore the principles of learning consisting of: (a) Materials are independently reviewed by students. (b) Students learn at an unequal tempo or speed, (c) reinforcement will make students learn more as motivation to develop learning materials. (d) the meaning of each learning session can be achieved by mastery in each lesson (e) Students are given lesson responsibilities in accordance with the ability and desire of students because it can increase learning motivation and improve memory. From some of the above theory, exposures can be concluded that online learning is a learning process carried out with electronic media connected to the internet connection that can provide learning information with a variety of content. Effective and efficient online learning must have 4 platforms: (a) Platform test, as an evaluation tool measuring the success of lessons, can be accepted and understood by students or not. Lecturers can make tests in the form of multiple choices or essays, as for commonly used applications such as Kahoot, Socrative google form, Zoho challenge, Quizstar, Thatquiz.org, quia.com/web, QuizEgg, Quizizz. (b) Video Communication Platform, Video communication becomes the most important platform in distance learning because of the discussion session, material exposure can be presented on the communication video platform. Interaction can be entwined more maximally in this communication video as a means of face-to-face. Some popular communication video platforms are used as a means of distance learning including classroom.google.com, Google hangout meet, Zoom video communications,

Skype. (c) Platform Computer-Based Test (CBT) is the implementation of tests by using the computer as a medium to answer/carry out tests. Each student gets a package of different test questions but with the same value weight as working on a computer or laptop. Differences Computer Based Test (CBT) with Paper-Based Test (PBT) system that students can lang gun choose without the need to blac the round in the paper answer. CBT is usually applied at the level of exams such as final examinations (UAS), admissions tests for new students but does not close the possibility of being used on daily tests. CBT minimizes cheating or leakage of problems because the time system runs automatically and students can directly see the score/value obtained from the results of doing the test. (d) Vidio Platform, The display of the video in learning will be very helpful in explaining the learning material submitted in the classroom forum. an attractive display of video will provide freshness in learning so that learning will be more enjoyable. Some of the video provider platform for learning materials delivered are as follows: youtube, PowToon, Moovly, Vyond, Animaker.

Kristanto (2020) argues that the principle of teaching as interaction will form a more harmonious learning atmosphere because students and lecturers will depend on each other. Interaction between students and lecturers in an online learning environment can be facilitated by social media such as Instagram, Twitter, Facebook by way of asynchronous forums for discussions on topics or lecture materials. Components in the learning content that need to be developed by lecturers are learning materials, assessment techniques, and information about class management. Supardi (2013) argues that results of studying are usually shown by test scores provided by educators accompanied by changes in attitudes and ways of view and way of thinking of learners after experiencing the learning process. Nurdyansyah and Fahyuni (2016) stated that results of studying are various abilities that learners have after receiving experience during the learning process. Rianto (2006) argues that results of studying are the final competency or final goal, the result of deliberate efforts realized through learning. From some of the theories above can be concluded that the results of learning is the end result of the effective process of various lecture activities in which affect each other that form changes in aspects of knowledge and skills of students. Ethics and communication philosophy courses are categorized as basic understanding in communication science which is important and crucial in creating students who are intelligent and have vision. The development of reasoning thought the infiltration would be reviewed. Interpreting philosophy is not only a matter of character or flow thinking, but a philosophy that concerns the value of life and basic morality that benefits e students. Ethics and Philosophy of Communication courses should be given as preparation and briefing for students to get to know the world of knowledge, especially in the discipline of communication. Mufid (2009) argues that the general purpose and benefits of studying the ethics and philosophy of communication are: (1) understanding philosophy as the basis for thinking and developing science, (2) understand the philosophical aspects of communication theory and practice fundamentally, methodically, and critically, (3) Understand and explore the aspects that shape communication ethics, (4) criticize the development of communication ethics in the context of modern communication, (5) Develop new values as part of the establishment of an ethical and effective communication climate. Indicators of success of the study of ethics and philosophy of communication courses can be seen from the results of cognitive

learning, effective and conceptually psychomotor including (a) the concept of ethics, (Mufid 2009) argues that ethics can be interpreted as values or norms that are used as individual or group handles in masterminding behavior. (b) The concept of philosophy, (Arief 2013) holds that philosophy comes from the Greek language i.e. Philo loves and Sophia wisely then etymologically philosophy means people who like or love wisdom or wisdom. (c) the concept of communication, Good communication can occur when the recipient of the message understands what the sender means, (d) truth and creative thinking, the ability to ensure that every message delivered is logically and rationally as an excuse before and after the decision in the delivery of information, (e) confidentiality and openness in communication, (Mufid 2009) argues that confidentiality is a status or circumstance in certain matters that should not be disclosed to those who should not know either oral or written. Openness is a thing expressed in accordance with the actual and accountable circumstances, (f) the code of professional ethics, the system of norms or rules standardized with the form of writing in building things that are baik and not good, true or incorrect and things that can be done or should not be done by a person in his profession.

Soft Skills, (Joshi 2017) argues that soft skills are the personal character traits or qualities each of us has. They make us who we are, generally encompassing our attitudes, habits and how we interact with other people. Widiarto (2011) argues that Soft skills are abilities beyond technical and academic abilities, which prioritize intrapersonal and interpersonal abilities or student character building so as to be able to compete, ethical, moral, polite and interact with the community. Asbari et al. (2020) argues that soft skills are categorized as personal knowledge that is knowledge obtained from individuals. (Sinarwati 2017) argues that soft skills are the skills of interacting with others including the values embraced, motivation, behavior, habits, character, and attitude. Components of soft skills that can improve the results of studying ethics and philosophy of communication include (1) discipline (2) responsibility (3) effort, (4) confidence, (5) creative thinking (6) leadership. From various definitions above, it can be concluded that soft skills are students' ability to communicate verbally and in writing, supported by high confidence and good self-management so that students can put themselves in a social and organizational environment. Hard Skills, (Alfiansyah et al. 2014) states that hard skills are the basis of analytical footing or a decision related to enrichment theory. Delita et al. (2016) states that hard skills are the skills of the learning process whose results can be seen immediately. Puspita (2008) states that hard skills are the mastery of science and technical skills related to the field of science studied. Hard skills that must be possessed by students of public relations study programs in the form of (a) Ability to communicate (b) writing ability, (c) research ability, (d) social management, (e) conflict management, (f) self-management. From various definitions above it can be concluded that Hard skills are knowledge or science studied both theory and technical expertise in accordance with the field of science pursued.

2 Method

Research at Mercu Buana University. This research was conducted in two stages, the first trial of research instruments and the second stage of the dissemination of questionnaires

in students of semester 5 public relations study program as well as data collection from lecturers of courses. Formally, the research was conducted for three months starting from August to October 2020 for instrument trials, data collection. And data analysis and report preparation.

Population and sample, (Sugiyono 2019) states that the population is composed of objects or subjects that have a certain quantity and characteristic set by researchers to be studied and then drawn conclusions from a generalized region. The population in this study is a 5th-semester student of the Public Relations study program of the Faculty of Communication Sciences of Mercu Buana University as many as 140 students. A sample is the number and characteristics possessed of such a population. Sampling is based on probability, which has important characteristics, so it can detail every element of the population that is likely to enter the sample. Samples in this study were taken randomly with random sampling as much as (50%) population of 140 students, namely 70 students.

3 Result and Discussion

Fusce iaculis, est quis lacinia pretium, pede metus molestie lacus, at gravida wisi ante at libero. Quisque ornare placerat risus. Ut molestie magna at mi. Integer aliquet mauris et nibh. Ut mattis ligula posuere velit. Nunc sagittis. Curabitur varius fringilla nisl. Duis pretium mi euismod erat. Maecenas id augue. Nam vulputate. Duis a quam non neque lobortis malesuada. Praesent euismod. Donec nulla augue, venenatis scelerisque, dapibus a, consequat at, leo. Pellentesque libero lectus, tristique ac, consectetur sit amet, imperdiet ut, justo. Sed aliquam odio vitae tortor. Proin hendrerit tempus arcu. In hac habitasse platea dictumst. Suspendisse potenti. Vivamus vitae massa adipiscing est lacinia sodales (Giganti, 2007). Donec metus massa, mollis vel, tempus placerat, vestibulum condimentum, ligula. Test the significance and linearity of double regression soft skills and hard skills on The Results of Learning Ethics and Philosophy.

Based on variance analysis to test the significance and linearity of regression results study Ethics and Philosophy of Communication over Hard skills obtained values such as Table 1.

The result of the analysis of the significance of the regression coefficient showed that Fhitung was 25,653 greater than the Ftable value at the degree of numerator freedom 2 and the degree of freedom of denominator 67 for the level of significance of $\alpha = 0.01$ of

Table 1. X1 and X2 double regression significance test against Y

Source	Dk	JK	RJK	Fhitung	Ftable	
					0,05	0,01
Regresi	2	2893,393	1446,696	25,653**	3,314	4,937
Residue	67	3779,878	56,416			
Total tereduction	69	6673,27	-	-	-	-

4,937. These results explain that the regression coefficient of results of studying Ethics and Philosophy of Communication over Hard skills is very significant. With a double regression equation, $= 39,642 + 0.249X_1 + 0.408 X_2$. The research hypothesis tested is (1) Soft skills have a significant effect on the Results of Learning Ethics and Philosophy of Communication, (2) Hard skills have a significant influence on the Results of Learning Ethics and Philosophy of Communication, (3) Soft skills and Hard skills together have a significant effect on the results of learning ethics and philosophy of communication. Statistical hypotheses tested are $H_0: R_i < 0$ and $H_1: R_i > 0$ Hypothesis testing criteria are H_0 rejected if $t_{test} > t_{table}$ and H_0 are accepted if the value $t_{test} < t_{table}$ with $dk = n - 2$ at a real level $\alpha = 0.05$. Results of analysis of double regression Y over X_1 , X_2 with double regression equation $= 39.642 + 0.249X_1 + 0.408 X_2$ can be seen in Tables 2 and 3.

Based on the results of the analysis in Table 2 and Table 3 obtained the results of hypothesis testing as follows. The influence of soft skills on the results of Learning Ethics and Philosophy of Communication.

The influence of soft skills on the results of Learning Ethics and Philosophy of Communication. The first hypothesis tested in the study was the significant influence between soft skills on the study results of Ethics and Philosophy of Communication. Statistically, the hypotheses to be tested are: $H_0: \beta_1 < 0$ and $H_1: \beta_1 > 0$. The results of the analysis showed a coefficient of β_1 regression direction of 0.291. The results of the analysis also showed the calculated t value of 2,070, while the table t value in $\alpha = 0.05$ is 1.995,

Table 2. Double Regression Koefisen Testing

Model	Unstandardized		standardized Beta	T table ($\alpha = 0,05$)	T	Sig.
	B	Std. Error				
Constant	39.642	11.930		1,995	3.323	0,001
Soft skills (X1)	0,294	0,142	0,291	1,995	2.070	0,042
Hard skills (X2)	0,408	0,140	0,410	1,995	2.914	0,005
Results of Learning Ethics and Philosophy of Communication (Y)	Ry.12 = 0,659		Ry.12 ² = 0,434			

Table 3. Double Regression Equation Testing

Model	Sum of squares	Df	Mean square	F table ($\alpha = 0,05$)	F	Sig.
Regression	2894.038	2	1447.019	3.134	25.653	.000 ^a
Residual	3779.233	67	56.406			
Total	6673.271	69				

^aPredictors: (Constant), Hard skills (X2), Soft skills (X1)

^bDependent Variable: Results of Learning Ethics and Philosophy of Communication (Y)

Table 4. Summary of Hypothesis Test Results.

No	Hypothesis	Statistical test	Decision	Conclusion
1	Soft skills (X1)	H0: $R_1 \leq 0$	H0 rejected	Influential
2	Hard skills (X2)	H0: $R_2 \leq 0$	H0 rejected	Influential
3	Soft skills (X1) and Hard skills (X2) together have a significant effect on the results of learning ethics and philosophy of communication (Y)	H0: $\rho_{12} \leq 0$ H1: $\rho_{12} > 0$	H0 rejected	Influential positif signifikan

then t calculates $>$ t table and the partial correlation coefficient r_{y1} is 0.602. Thus H_0 is rejected and H_1 is accepted. This means that there is a significant influence between Soft skills on the results of Learning Ethics and Philosophy of Communication The influence of soft skills on the results of Learning Ethics and Philosophy of Communication.

The second hypothesis tested in the study was the significant influence between hard skills on ethical results of studying and communication philosophy. Statistically, the hypotheses to be tested are: $H_0: \beta_2 < 0$ and $H_1: \beta_2 > 0$ The results of the analysis showed a coefficient of ρ_{y2} regression direction of 0.410. The result of the analysis also showed the calculated t value of 2,914, while the value of t table in $\alpha = 0.01$ of 2,650, then t calculate $>$ t table and correlation coefficient r_{y2} of 0.630. Thus H_0 is rejected and H_1 is accepted. This means that there is a significant influence between Hard skills on the results of Learning Ethics and Philosophy of Communication.

The influence of soft skills and hard skills on the Results of Learning Ethics and Philosophy of Communication. The third hypothesis tested in the study was the significant influence of soft skills and hard skills together on the results of studying Ethics and Philosophy of communication. Statistically the hypothesis formulation to be tested is: $H_0: \rho_{12} \leq 0$ and $H_1: \rho_{12} > 0$ The results of the analysis in Table 1 obtained A calculated F value of 25,653, while the value of F table at $\alpha = 0.01$ is 4.937, then F calculates $>$ F table and double correlate on coefficient $R_{y1.05}$ is 0.659. Thus H_0 is rejected and H_1 is accepted. This means that there is a significant influence between soft skills and hard skills together on the results of learning ethics and philosophy of communication.

In addition, based on Table 2 obtained a coefficient of double correlation ($R_{y.12}$) of 0.659 which means that the influence of variable Soft skills and Hard skills together on the Results of Learning Ethics and Philosophy is positive value and strong. Likewise, the coefficient of determination ($R_{y.122}$) was obtained by 0.434 which means that 43.4% of the results of Learning Ethics and Philosophy of Communication are determined by soft skills and hard skills together. A summary of the hypothetical test results can be found in Table 4.

4 Conclusion

Based on the results of research and discussions that have been conducted on the influence of soft skills and hard skills on the results of studying ethics and philosophy of communication courses mercu Buana University in the 5th semester students of Mercu Buana University as follows:

- a. There is a significant positive influence of Soft skills on hasi studied ethics and philosophy of communication courses because the indicators of soft skills consisting of: (1) Discipline (2) Responsibility (3) Effort (4) Confidence (5) Creative thinking (6) Leadership provides strengthening to students in the process of distance learning and supports the acquisition of good learning outcomes.
- b. There is a significant positive influence of Hard skills on hasi learning ethics and philosophy of communication because of hard skills indicators in the form of: (1) ability to communicate well, (2) writing, (3) research, (4) social management, (5) confilk management and (6) self-management is a skill that is in accordance with the study of science pursued in the process of distance learning that can support the acquisition of good learning outcomes.
- c. There is a significant positive influence of soft skills and hard skills related to each other on improving learning outcomes of ethics courses and philosophy of communication.

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