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SOFTSKILL-BASED QUALITY DEVELOPMENT STRATEGY IN SMP IT AL-AFKARI BATANG KUIS

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ABSTRACT

This study aims to determine the strategy for developing the quality of graduates based on soft skills, which includes planning a strategy for developing the quality of graduates, organizing a strategy for developing the quality of graduates, implementing a strategy for developing the quality of graduates, and monitoring the strategy for developing quality graduates. This study uses a descriptive qualitative approach. Data collection techniques, data analysis and data validity testing using triangulation. On the other hand, school principals have carried out optimally related to, (1) planning softskill-based graduate quality development strategies, (2) organizing softskill-based graduate quality development strategies, (3) implementing softskill-based graduate quality development strategies, and monitoring graduate quality development strategies. based on soft skills at SMP IT Al-Afkari Batang Quiz.

Keywords: Development Strategy, Graduate Quality, Softskill

I. INTRODUCTION

The current era of globalization brings changes in the lives of the world's people which can lead to mega competition between nations in various aspects of life. This condition makes developed and developing countries have to prepare themselves by giving birth to excellent programs that can support human resources (Masrokan Mutohar Prim., Masduki 2019). In line with the description above, the flow of globalization demands the advancement of science and technology to meet the needs of these changes. Of course, these changes are also inseparable from the development of science that must be followed by Indonesia.

The information above provides an illustration that improving the quality of human resources and improving the standard of human life are the main dimensions carried out by education. Marimba in Ahmad Tafsir states that education is guidance or conscious leadership by educators on the physical and spiritual development of students towards the formation of the main personality (Ahmad Tafsir, 2013). In other words, education is an action that will be able to accelerate the development of human potential so that they are able to carry out the tasks assigned to them. Because, humans are creatures that can be educated and educated. Therefore, education can affect physical, mental, emotional, moral development, as well as human faith and devotion (Udin Syaefudin Sa'ud, et al, 2011).

Junior High School (SMP) is a formal education at the secondary education level. Education and learning at the junior high school level emphasizes laying the foundation in preparing generations to become human beings capable of facing an increasingly tough era. According to the Law on the National Education System No. 20 of 2003 article 17 concerning basic education, it is stated that basic education consists of SD (Elementary School)/equivalent and SMP (Junior High School)/equivalent. If a nation wants progress in the field of education, then there must be efforts to develop the potential and talents

of students. To develop the potential and talents of students, it is done through a learning process. With a good and quality learning process, students will gain knowledge, skills and provisions to face various advances and challenges of the times.

The development of the potential and quality of graduates has various efforts that can be implied in running and developing educational institutions. The development of the potential of students is considered very effective when it is implied at the secondary school education level. The quality or quality of an educational institution is one of the main reasons for every student who will go through the educational process. Therefore, it is certain that educational institutions that are not "quality" will lose enthusiasts who will later be abandoned by the community. Of course, explaining about "quality" is not a simple matter. Because quality is abstract and cannot be sensed. Edward Sallis explained that quality is a "standard" to show the superior quality of something. (Edward Sallis 2012).

In an educational institution environment, it will be considered qualified when it is able to meet the needs of the community; can give birth to a person who is able to make a positive contribution to the development of life (social needs), able to give birth to people who are needed by the world of work, moreover can give birth to a person who is productive in opening up jobs, and is able to give birth to people who are professional in improving and develop science. (Muhaimin et al 2007: 9).

Therefore, improving the quality of education is not an easy matter, it requires careful planning, commitment and a strong desire which is then translated into the vision, mission, and goals of the educational process that takes place at the educational institution. Educational institutions can be called quality if they are able to produce graduates who are in accordance with the needs of the times, are well-behaved in the world of work, and can create jobs. Quality in educational institutions can be seen from the formulation of its vision and mission, which is then realized in the educational process that will be carried out.

This statement is in line with the opinion of Fasli Jalal who said that the success of development in the field of education can not only be known from the quality of individual citizens, but is also closely related to the quality of life of the community, nation and state (Fasli Jalal., Dedi Supriyadi, 2007). Improving the quality of education, leading to institutional governance, academic processes, to the output of graduates, is a need for a nation that wants to progress, because of the belief that quality education can contribute to development in all fields. Therefore, quality education needs to get great attention in order not to experience lags and even setbacks in the field of science and technology which is absolutely necessary to accelerate development.

In educational institutions, teachers act as facilitators, consultants and motivators to their students, not only in terms of "transfer of knowledge", but also to ensure that their students have a better future, while students act as active and independent learning actors who have " three skills" (three skills), namely: "learning skills, thinking skills, living skills" (Illah Sailah, 2008). The position of the teacher, is not the only source of educational material but as a source of educational material, and the position of students as users of educational materials.

The steps needed to realize this, starting with the design of the curriculum, the educational process to the standard of assessment. Preparation of curriculum designs

both "real curriculum" and "hidden curriculum". Overall, directed at meeting user satisfaction and needs.

The implementation of education is divided into several stages of learning activities. In each learning activity, achievement indicators are set, and these achievement indicators become the basic components of the assessment. Based on this assessment component, it can be determined and determined the final score of students. To measure the level of success of a teacher in the learning process, it is necessary to target the quality of education from the courses he teaches. If every teacher prepares educational quality targets that are carried out in each semester, the overall process in a study program can be known.

If all teachers have done so, the target for the quality of education can be increased again to become the target for the quality of education. This is where the role of the teacher in improving the achievement of the quality objectives of educational institutions lies. In other words, teachers in improving the achievement of the institution's quality targets begin by setting goals for the quality of education in their field of study. This educational quality target needs to be stated in learning guidelines for students. This is intended so that students know and are able to control the teacher in teaching.

The challenges that necessitate the emergence of quality assurance are at least identified through three factors, namely: (1) the emergence of changing demands on educational institutions by the more appropriate sources of public funding in them; (2) the need for public accountability and (3) the qualification requirements of graduates by the job market.

Education is seen as an investment of resources that never loses and at the same time has added value that is certain to have a profitable return. This phenomenon has begun to strengthen in the Indonesian people who are increasingly aware of investment in human resources for the sake of competition as well as efforts to increase competition and excellence, especially in entering globalization and competition in the economy (Thune., Christian, 2001). Another opinion was expressed by Hammond, that the mobilization of individual status through the search for scientific and technological advantages as well as "financial" advantages (Darling, L. Hammond, 2005).

To create quality graduates/alumni who have good qualifications, educational institutions are obliged to provide good education and teaching. Good, not only in "content" and delivery methods, but more importantly good or in accordance with what is needed in the world of work, because the ultimate goal of the birth of graduates is to get a job (used by users) in accordance with the field of knowledge/expertise. For this reason, educational institutions are required to provide various skills "skills" to students (prospective graduates), both including "hard skills" and "soft skills".

"Hard skills" are mastery of science, technology, and technical skills related to the field of science. Meanwhile, "soft skills" are a person's skills in dealing with others (interpersonal skills) and skills in self-regulation (intrapersonal skills) that are able to develop to work optimally. "Soft skills" are often also called soft skills, namely skills used in relating and collaborating with other people.

Soft skills are a person's skills in dealing with other people (including himself). Attributes of "soft skills", thus include the values held, motivation, behavior, habits, character and attitudes. This attribute of "soft skills" is owned by everyone to varying

degrees, influenced by habits of thinking, saying, acting and behaving. However, this attribute can change if the person concerned wants to change it by practicing getting used to new things.

Other examples of skills that are included in the "soft skills" category are integrity, initiative, motivation, ethics, teamwork, leadership, willingness to learn, commitment, listening, tough, flexible, oral communication, honest, logical argumentation and others. . These skills generally develop in social life (Muhammad Shaleh Assingkily.,Mesiono 2019).

The importance of "soft skills" education is shown through a study from Harvard University, United States (US) which found that a person's success is not determined solely by knowledge and technical skills (hard skills), but by self-management skills and other "soft skills". " This research reveals that success is only determined about 20% with hard skills and the remaining 80% with "soft skills".

The results of a Tempo weekly magazine survey also found that a person's success in reaching the peak of a career is due to the following characteristics: willing to work hard, high self-confidence, have a vision for the future, can work in a team, have mature confidence, are able to think analytically, easily adapt, able to work under pressure. , proficient in English and able to organize work (Setya Widyawati, 2011).

Based on the above reality, educational institutions in Indonesia face considerable challenges in preparing the competence of their graduates, providing creative, innovative and characterized teacher qualifications in their fields, providing educational infrastructure and curriculum adjustments on an ongoing basis, linking and matching with the world of work and industry. . However, it also provides sufficient "hard skills and soft skills" knowledge and skills so that graduates can compete. The competency of graduates based on soft skills is considered effective when applied to the golden age of students.

In the description of the literature review above, it is known that "developing the quality of graduates requires a new strategy and breakthrough to be more effective and efficient. Thus, further and in-depth study is needed on this matter, which is included in the research title, "Quality Development Strategy for Soft Skill-Based Graduates at SMP IT Al-Afkari Batang Kuis.

II. DISCUSSION RESULT

The big plan in increasing efficiency and productivity in achieving a goal boils down to determining the strategy used. Strategy is a long-term plan that is developed in detail in the form of operational tactics and tactics accompanied by targets and measurable steps. (Dedi Mulyasana 2012). Aribowo as quoted by Illah Sailah mentions soft skills as follows: Soft skills are a person's skills in dealing with other people (including himself). Soft skills attributes, thus include values held, motivation, behavior, habits, character and attitudes (Lillah Sailah, 2008).

This attribute of soft skills is owned by everyone to varying degrees, influenced by habits of thinking, saying, acting and behaving. However, this attribute can change if the person concerned wants to change it by practicing getting used to new things. From these various definitions, it can be formulated that basically soft skills are abilities that

are inherent in a person, but can be developed to the maximum and are very much needed in the world of work as a complement to hard skills. The existence of hard skills and soft skills should be balanced, in line, and in line.

In response to the description above, the following is a further discussion of the strategy for developing the quality of graduates based on soft skills.

1. Planning of Quality Development Strategy for Soft Skill-Based Graduates.

The preparation for implementing the strategy for developing the quality of graduates at SMP IT Al-Afkari Batang Kuis, Deli Serdang Regency, was carried out in two stages, namely the planning stage and the preparation stage. The planning stage includes an annual work program to improve the quality of graduates. The work program is useful for making work plans in learning during the year, so that the implementation of the work program can later be achieved and run according to the predetermined goals. Activities at the school planning stage hold meetings with parents, teacher boards and school committees to collect data which is an important component in preparation for implementation which includes: (1) Data on environmental and economic conditions of the community, (2) Data on facilities and infrastructure used owned by the school as a learning support, (3) The need for teachers as a support in learning.

Based on the results of the documentation obtained data that will be used as a reference to explain the quality development strategy for graduates of SMP IT Al-Afkari Batang Kuis Deli Serdang Regency. The next stage is making a work program, in the work program the school's vision and mission are also set. In line with this, Muhammad Walimsyah Sitorus M.Pd (Principal of SMP IT Al-Afkari Batang Kuis) explained:

"In my opinion, the strategy for developing the quality of graduates based on soft skills is an effort made by the management of educational institutions, in this case, SMP IT Al-Afkari Batang Kuis in terms of developing the potential of each student and special abilities in terms of self-development, related to increasing the ability to communicate, skills in the use of technology, in accordance with the vision and mission of SMP IT Al-Afkari, namely:

VISION: To give birth to a generation of Muslims with Qur'anic personalities who excel in language with good morals and master science and technology in Deli Serdang in 2025.

MISSION: 1. Organizing an integrated Islamic education that is leading and superior in producing students mastering religious knowledge and skilled in speaking the target language for 2025, 2. Organizing an intensive Qur'anic personal development program, 3. Developing active, creative, innovative, fun learning based on science and technology, information and communication, 4. Improving Arabic and English language development and habituation programs, 5. Developing general science learning and religious studies so that graduates can be accepted in the best high schools.

2. Organizing Soft Skill-Based Graduate Quality Development Strategy.

The quality development strategy for graduates is organized by the principal directly, because at SMP IT AL-Afkari Batang Kuis, Deli Serdang Regency. In their

learning, class VII teachers are assigned competent teachers who have S-1, S-2, S-3 diplomas and are experienced. In connection with learning, the Principal carries out various activities related to learning and various supporting devices. To improve the knowledge and quality of class VII teachers, the principal always sends and provides opportunities for teachers in trainings related to developing skills in carrying out learning activities.

There are 10 teachers at SMP IT AL-Afkari Batang Kuis Deli Serdang Regency and 1 Principal, 2 people with S-1 qualifications, 7 S-2 teachers and 1 S-3 qualification. The division of tasks for teachers who teach as teachers in the field of study is in accordance with the competencies possessed by each teacher. For the division of teacher duties, the principal makes a decree for the division of tasks each semester. In addition to teachers, the task of assisting in the administration of existing schools is carried out by a special TU and does not involve teachers, so that the teachers of SMP IT Al-Afkari Batang Kuis really focus on carrying out learning activities.

3. Implementation of Soft Skill-Based Graduate Quality Development Strategy.

Learning activities at SMP IT Al-Afkari Batang Kuis Deli Serdang Regency require optimal learning planning for the expected quality of graduates to be achieved. Graduate Quality development strategies are pursued by completing learning tools in accordance with the applicable curriculum so that the learning process can take place effectively and optimally. Learning tools consist of curriculum, annual program, semester program, syllabus, and lesson plans and are equipped with learning media that support teaching and learning activities.

In its implementation to develop the quality of graduates, learning tools are very helpful and support the achievement of the school's Vision and Mission. The development of the quality of graduates at SMP IT Al-Afkari Batang Kuis, Deli Serdang Regency, the school through the local government as well as from BOS funds and collaboration with the school committee completes the facilities provided to students to support the quality of graduates, including: a library equipped with books to support learning, tools display and Infocus.

Learning tools supported by teaching aids and supporting facilities Complete learning activities that are used and arranged properly will be a guarantee of half of the activities being carried out successfully, for an educator to arrange learning activities that really suit the needs of the child. That's why learning activities must be more meaningful which in the end is expected to improve the quality of learning in the process and the output produced will be of high quality.

In line with the description above, Dr. Mursal Azis, M.Pd.I (PAI teacher in the field of Al-Qur'an Hadith studies, explained:

"In my opinion, the implementation of the soft skill-based graduate quality development strategy at SMP IT Al-Afkari Batang Kuis, in addition to adjusting the competencies possessed by teachers with the field of study that is effective, in this institution also applies Qur'ani personal development by holding an honesty canteen system for train and improve students' honesty and responsibility, apart from that at SMP IT Al-Afkari Batang Kuis, students are also trained and given the opportunity to

have an entrepreneurial spirit by carrying out activities in the process of making and marketing creative soap for SMP IT Al-Afkari Batang Kuis".

4. Monitoring and Evaluation of Soft Skill-Based Graduate Quality Development Strategies.

Monitoring/Supervision and evaluation is one of the functions in management, namely as a means of controlling/controlling the implementation of activities to determine the level of achievement of the planned learning activities in an effort to achieve the expected program objectives. Evaluation is carried out to see the success and weakness of the totality of the program planning, implementation, results obtained and the impact of the program.

The results of this evaluation can be used to make improvements and follow-up in planning for the next program. The principal carries out monitoring and evaluation to find out how it is implemented, deficiencies or obstacles faced. Technically, SMP IT Al-Afkari Batang Kuis is part of junior high school education where the government has declared 12 years of compulsory education, namely 6 years of elementary school, 3 years of middle school, and 3 years of high school.

Monitoring/Supervision is carried out by junior high school supervisors in the learning process and administration. This supervision uses a standard instrument designed by the Directorate General of Primary and Secondary Education. The monitoring report is submitted to the Deli Serdang Regency Education Office. However, in this case the supervisor of the strategy for developing the quality of graduates at SMP IT Al-Afkari Batang Kuis is by the principal, which involves school supervisors, related elements such as parents and school committees. Monitoring/Supervision is carried out so that the School's Vision and Mission can be achieved and the programs that have been made can be realized and succeed as expected.

Supervision or monitoring generally includes management and learning. The aspect of the soft skill-based graduate quality development strategy refers to the Vision and Mission, short, medium and long term annual work programs. Supervision as an integral part in developing the quality of graduates. Thus, regular supervision and coaching is held with teacher skills training. Activities that are carried out with regular meetings, in addition to increasing the capacity of teacher human resources, are also to improve the quality of learning and children's learning motivation. In the school's vision and mission, the school's annual work program has a target for graduating students, namely being able to compete in favorite schools and state schools that have excellent capacities. Moreover, for the size of SMP IT Al-Afkari Batang Kuis Deli Serdang Regency, the quality of graduates is expected to be able to compete in SMPNs in Deli Serdang Regency/City. Based on the results of the interview, it is illustrated that the monitoring/supervision activities carried out by both the supervisor and the principal in learning have been quite in accordance with the plans made.

III. RESEARCH METHODOLOGY

The approach used in this research is qualitative with case study method. This is based on a "genre" approach and theme that is suitable for research that aims to explore

contemporary things (Yin, 2009: 25). The focus of the discussion in this study is the strategy of developing the quality of graduates based on soft skills at SMP IT Al-Afkari Batang Kuis. This research was conducted from February to June 2021.

IV. CONCLUSION

The development of the quality of graduates based on soft skills can be actualized with various efforts that can support the achievement of the goals of a development. The strategy in developing the quality of graduates based on soft skills is organized as much as possible by ensuring the realization of a strategic planning for developing quality based on soft skills, organizing a strategy for developing quality based on soft skills, implementing a strategy for developing quality based on soft skills, monitoring the quality development strategy for graduates based on soft skills. Some of these things will go hand in hand with the achievement of a softskill-based graduate quality development strategy.

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