



International  
Labour  
Organization



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## Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0



**LeadershipPark**

**2021**

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## Acknowledgement

To identify and analyze the changing industrial climate, especially regarding the needs, challenges, and development of soft skills from various stakeholder perspectives as reference materials and policy strengthening strategies and encourage all stakeholders to move and collaborate more actively and sustainably in developing soft skills that suit the needs of business and industry competition.

Data and information obtained through library studies and perception surveys on 9 industry sectors taken purposively 180 companies grouped into 2 groups of respondents, namely management groups (white-collar workers) that are considered to represent and understand the decision-making process and policies within companies and groups of workers who are considered to represent the opinions of workers in the production operational process (blue-collar workers).

Also, data and information deepened with interviews and FGD with selected speakers as stakeholders related to the policy of developing industrial soft skills, namely the Ministry of Manpower, Ministry of Education and Culture, Ministry of Industry, University of Indonesia, Gajah Mada University, SBM Bandung Institute of Technology, STMIK Jayabaya, BBPLK Bandung Province, BBPLK Bekasi, SMK Negeri 5 and SMK PKP Jakarta.

This research was compiled by the The Employers' Association of Indonesia (APINDO) in collaboration with Bureau for Employer's Activities (ACT/EMP) and Country Office for Indonesia and Timor Leste, assisted by the LeadershipPark Institute.

### **APINDO Supervisory Team**

Danang Girindrawardana  
Diana M. Savitri

### **Team Leader**

Kwarnanto Rohmawan

### **Team Member**

RM Satriyo Mahanani  
Puthut Yulianto  
Diodi Aulia  
Muhammad Ichsan  
Makmury Akbar

## EXECUTIVE SUMMARY

The state of Indonesia has a purpose, one of which is to educate the life of the nation. Currently, the purpose of educating the nation is regulated in a system or a large map of national policy, namely Law no. 20 of 2003 on the National Education System. The education system aims to create graduates or human resources who are intelligent and competent. As one of the countries with the largest population in the world, Indonesia also faces problems that are common in developing countries, namely the problem of regulatory forests that do not accelerate the growth of the investment climate, the problem of lack of ready-made labor absorption, the problem of demographic bonuses and the number of graduates that are much greater than the absorption capacity of the business world, up to what is quite striking is the problem of labor productivity.

Regulatory issues complained the most so that since the first period of government leadership President Joko Widodo gave birth to various regulatory changes. Starting from the series of Policy Packages that have been issued up to Policy Package Number 16 with all its derivative instruments. Then gave birth to the omnibus law, Law No. 11 of 2020 on Job Creation Act, which is essentially the incorporation of rules whose regulatory substance differs in one legal umbrella. Its main objective is to smooth Indonesia's investment flows by simplifying and synergizing various regulations that overlap, impede, and further legal compliance.

In this thinking, after the successful formulation of the Job Creation Act raises optimism about the investment that will grow rapidly shortly, the State needs to provide a workforce that can keep pace with the increasingly modern demand of businesses from various sectors. Of course, there is also an adequate supporting capacity for investment, such as access to infrastructure, energy, ports of entry, taxation system, and friendly social environment. The supporting capacity of this investment is also being built at an extraordinary pace in the government of President Joko Widodo.

Since 2019, there has been the publication of business complaints about the low productivity of the workforce. The most striking results of the study conducted by JETRO (Japan External Trade Organization) in 2019 mentioned involving more than 13,000 respondents from countries in the Asia and Oceania region. This study conducts comparisons between countries. Specifically for Indonesia, this study was conducted on 1,726 Japanese companies operating in Indonesia.

The findings of the study were surprising, as many as 55.8% of Japanese companies are said to be dissatisfied with the productivity of the Indonesian workforce when compared to the minimum wage paid. This dissatisfaction turned out to be higher compared to other countries, such as Cambodia. The study also found that from 2015 to 2019, there was a wage increase in Indonesia's manufacturing sector reaching 98 USD compared to Vietnam of 51 USD.

Whereas Indonesia's productivity comparison is mentioned only 74.4% compared to Vietnam which reached 80%. Indonesia ranks in the bottom three in terms of work productivity among ASEAN Countries. This is the biggest challenge of Indonesia, as a nation that has great economic growth opportunities in the world with domestic and foreign investments.

About the challenges of employee productivity, we understand two important skills need to be known. Namely hard skill (technical fatigue) and soft skill (mental skills). These two things are very related. A person with high and qualified technical skills will be able to continuously increase their productivity if balanced with positive soft skills by the environment of his job demands. Similarly, if someone who has technical skills is still low, but by having a high soft skill will be able to make him quickly learn, and quickly adapt so that, again the end is, productivity can increase quickly.

Knowing this, the government has issued several series of human resource development policies targeted at improving employee productivity in Indonesia, but still not integrated because it is spread in the Ministry of Manpower, Ministry of Industry, and Ministry of Education.

The changing world of industry is so dynamic, the implementation of technology and automation is developing very quickly. This demands a change in labor skills, which are not only technical skills but also soft skills, which can be mentioned for examples such as leadership, empathy, creativity, innovation, resilience to face difficulties, the spirit of learning and fighting. A combination of much-needed and necessary mental prowess to adapt to change.

The need for competent human resources becomes increasingly urgent, if not ready then the Indonesian workforce is in a very vulnerable position, whereas the flow of investment will rapidly enter, but at the same time face the challenges of the industrial revolution 4.0, the internet of things, the implementation of high technology, will shift conventional jobs and at the same time grow new types of jobs. It takes a collaborative strategy between stakeholders to realize the national productivity of competent human resources with a combination of hard skills and soft skills.

## Research Questions

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1. What is the perspective of management and workers to increase the productivity of workers in the industrial sector through soft skills?
2. What are the policies of soft skills development set by the government?
3. What are the expectations of management and workers and educational institutions on policies issued by the government in supporting the development of human resources through soft skills?
4. Who is responsible for the development of soft skills for industrial workers?

## Research Objectives

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1. To find the main problems in the barriers to soft skill development from the perspective of various stakeholders of employers, workers, governments.
2. Map the government strategy developed by the Ministry of Industry and the Ministry of Manpower to answer the demands of Industry 4.0, especially in developing the capabilities and skills of employees in adapting to the changing industrial climate.
3. To encourage greater stakeholder collaboration towards the development of soft skills in terms of improving labor productivity.

## Methodology and Respondents

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### Research Methodology

This study uses qualitative methods to analyze and explore the perception of primary data in the form of information obtained directly from sources and secondary data from various references as support to build and describe understanding based on the analysis of the results of this information by the purpose of the research.

Several activities will be conducted in this study to obtain data on key problems in industrial climate change, especially obstacles in terms of soft skills development from the perspective of various stakeholders.

The collection of data and information in this study was conducted using the following methods:

1. Perception survey through the distribution of questionnaires directly to a sample of respondents from management (representing employers or policymakers in the company) and among workers (representing workers or who carry out policies in the company).
2. FGD (Focus Group Discussion) and interview of expert resource persons selected for their capacity.
3. Study literature to gather literacy forums and related group discussions.

### **Research Respondents**

The technique of taking respondents is done by purposive sampling method, which is the taking of respondents with certain considerations on respondents representing the scope of research.

The target determination of 180 industry respondents is based on literature Jakarta Stock Industry Classification categorized into 9 industry sectors, namely: 1. Agriculture, 2. Mining, 3. Basic Chemical Industry, 4. Miscellaneous Industry, 5. Consumer Goods Industry, 6. The property, Real Estate & Construction Building, 7. Infrastructure, Utilities & Transportation, 8. Finance, Banking, 9. Trade, Services & Investment.

Data and information obtained through library studies and perception surveys on 9 industry sectors taken purposively 180 companies grouped into 2 groups of respondents, namely management groups (white-collar workers) that are considered to represent and understand the decision-making process and policies within companies and groups of workers who are considered to represent the opinions of workers in the production operational process (blue-collar workers).

Also, data and information deepened with interviews and FGD with selected speakers as stakeholders related to the policy of developing industrial soft skills, namely the Ministry of Manpower, Ministry of Education and Culture, Ministry of Industry, University of Indonesia, Gajah Mada University, SBM Bandung Institute of Technology, STMIK Jayabaya, BBPLK Bandung Province, BBPLK Bekasi, SMK Negeri 5 and SMK PKP Jakarta.

Interview and Focus Group Discussion (FGD), the source is chosen based on the consideration that the person is considered to know best what the researcher expects, or the source may be a leader or ruler thus making it easier for researchers to explore the objects / social situations studied.

Interview respondents are stakeholders related to the policy of developing industrial soft skills, namely from the Ministry of Education and Culture, Ministry of Manpower, Ministry of Industry, University of Indonesia, Gajah Mada University, SPB Bandung Technical Institute, Jayabaya College of Informatics & Computer Management, Centre for Vocational and Extension Service Training (CEVEST) Bandung Province, Centre for Vocational and Extension Service Training. (CEVEST) Bekasi, State Vocational High School (SMKN) 5 and Vocational High School PKP Jakarta

## **Research Stages & Schedule**

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This study was conducted approximately 5 months from September 2020 – January 2021, conducted through the following activities:

1. In-depth discussion & instrument settings
2. Data collection information (talkshow seminar, survey, FGD, desk study)
3. Processing and analysis of data obtained
4. Comprehensive compilation
5. Finalization of studies and reports

## Relevant Research

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Melanie Chapman, 2018, The involvement of employer organisations in the governance of skills systems: a literature review. Employer involvement in governance of skills systems may include participation in the apex, regulatory, quality assurance bodies, as well as in the coordinating bodies at the national, sectoral, or local levels. Increasingly, governance in the global skills system is important – whether focused on national bodies involved in governance of skills migration, mutual recognition of national qualifications, trans-national education or, indeed, the global labour market. Some of the important keys; Particular, and significant challenges for Small and Medium Enterprises to engage, Ascending level of difficulty of engaging employers depending on the part of the skills system involved - 1) policy and strategy development; 2) design and delivery of programs; and 3) funding contributions. Difficulty shifting the view which dominates amongst employers – seeing themselves as consumers of skills/TVET system, not as actors. Countries with significant-sized informal sectors have limited pathways to engage in skills systems and governance arrangements

Rosli Ibrahim and Ali Boerhannoeddin, 2017, The effect of soft skills and training methodology on employee performance. There is a positive relationship between training (soft skills and training methodology) and work performance. Although the researcher cannot claim absoluteness in the prediction of the criterion measure, both soft skills and training methodology appear to play an important role in employee performance on their job. there must be a balance between the training materials that have been given and the opportunity for workers to practice those skills into a new habit in the workplace.

Siti Mariah, 2017, Developing Soft Skills for the Work Readiness in Industry of Vocational High School Students. Judging from the high demand of labor in the garment industry vocational program graduate expertise in fashion will have an impact on the preparation of candidates for employment by the needs of the industry. For that responsibility, and the foresight of the manager should be

able to answer this challenge into an opportunity. The findings have implications for the curriculum in vocational skills program of fashion in 2004 should be reviewed because it only directs students to the competence of "custom fashion". Curriculum development should be able to equip students with competence by the needs of the labor market that is likely more widespread in the development of his career.

Harshil Sharma, 2017, Skill Development Policies in India: Implications and Challenges. This article will begin with a broad overview of education and a critical evaluation of current skill development policies at the school and vocational level. There would be a brief discussion on the role played by the private sector in the training of the workforce in India and what are challenges faced by employers and employees and where lies the conflict of interest. After that in the concluding section, the major problems will be combined to come out with the broad basic reason for the failure of such policies and conclude by scrutinizing what can be done in the future to bridge the gap between educated and employed. The policy approach to skill development is supply-driven and less attention is paid to demand-side factors. The study recommends creating national training funds that can be used to collect levies from organized and large firms to be used for skill development of the informal sector. Levy-based financing can help in solving the problem of free rider and moral hazard as is held by the private sector. The study also recommends making vocational education compulsory from the 8th standard and bridging the wide gap that exists in the Indian labor market between 'educated' and 'employable.'

### **World Business Complaints : Labor Productivity**

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During deteriorating global economic conditions, among ASEAN countries, Indonesia's growth based on ASEAN Integrated Report 2019 is ranked 3rd among 10 other ASEAN countries with Gross Domestic Product (GDP) of 34.9% of ASEAN's total GDP, this condition is produced through strong and solid performance in 3 main sectors, namely consumer services, agriculture, and fisheries, as well as resources to increase their overall productivity.

Global economic competition is intensifying. Countries are racing to find the best formula to compete on the world economic scene. The need for qualified Human Resources (HR) becomes a mandatory requirement to enter the global competition. Not to mention the massive expansion such as automation technology and artificial intelligence that is very rapidly taking place and replacing the role of labor in the industrial sector. The workforce must be able to adapt to a new era of work that requires a new set of skills and a new attitude.

Qualified human resources are still a constant homework done in Indonesia. The Government of Indonesia continues to make improvements in various forms of education and employment sector regulations aimed at strengthening workers' skills. The main target is to increase work-ready capacity and productivity.

Why is spurring work-ready capacity and productivity such an important issue today? This is mainly due to the complaints of the business world which in essence compares between the wages of workers who continue to rise every year due to regulation Government Regulations no 78, 2015 On Wages, but not comparable to the increase in productivity.

In essence, annual wage increases are based on the amount of inflation and economic growth and are carried out by taking into account and tripartite dialogue to accommodate the list of needs of a decent life.

Government Regulations no 78, 2015, On Wages, is a rule to implement the provisions of Article 97 of Law No. 13 of 2003 on Employment, President Joko Widodo on October 23, 2015, has signed this rule. In this PP mentioned, that the wage policy is directed to the achievement of income that meets a decent livelihood for workers. A decent income as intended is the amount of income or income of workers/workers from the results of their work to be able to meet the needs of workers and their families reasonably.

Since 2019, there have been publications related to business complaints about low labor productivity. Most striking is the results of a study conducted by JETRO (Japan External Trade Organization) in 2019 that mentioned involving more than 13,000 respondents from countries in the Asia and Oceania region. This study conducts comparisons between countries. Specifically for Indonesia, this study was conducted on 1,726 Japanese companies operating in Indonesia.

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The comparative productivity of Indonesia mentioned only 74.4% compared to Vietnam which reached 80%. Indonesia ranks in the bottom three in terms of work productivity among ASEAN Countries. This is the biggest challenge of Indonesia, as a nation that has great economic growth opportunities in the world with domestic and foreign investments.

## Human and Corporate Adaptability

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Adaptability, inherent in human beings. The speed and degree of adaptation may vary. People's adaptability becomes very important to be able to adjust to the new normal era, either because of pandemics or because of the industrial revolution.

Adaptation is also an important foundation for the business world to survive, grow and win the competition. Adaptation capability must be owned by business stakeholders, both owners, management, and employees. They are required to be able to adapt to the new normal.

In terms of the business world, the adaptability owned by business people or workers must be realized in the management or operating system of the business. No matter it's a small business or a very complex big business.

Adaptability is one of the soft skills formed because of the other mental skills. For example, it is formed by empathetic communication skills, tolerant attitudes to respect others, critical attitudes, fighting power, the spirit of learning to overcome problems, and others.

The arrangement of mental skills is formed from within the environment of daily life. This skill can be inherent in one's behavior because of the culture of his environment that forms like that. For example, there is an admonition from the old people: "alon-alon waton klakon" (this is Javanese), meaning in Indonesian: slowly just as long as it is carried out. This admonition shapes one's mental attitude to slow work is okay, the important thing is done.

People who have this mental attitude may no longer be suitable to work in the present. Fatigue, accuracy, and efficiency are the spirit of the modern operating system. It's not slow down the road.

Can such a mentality be changed in the current work environment situation? The answer can be. It could be because of human self-will or it could be due to being forced by the new environment (or operating system procedures). If he changes himself or the environment forces him to change, then productivity will be achieved easily. The slower people in management and workers adapt to changes in the business environment, the more vulnerable their business is.

Adaptability is a key element formed from soft skills to survive in pandemic times and hyper-competitions.

## **Soft Skills Needs in Modern Industry**

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Today the world has entered the era of industrial revolution 4.0. An era where technological change penetrates all areas of life, social, cultural, educational, economic to industrial. These conditions provide enormous challenges and opportunities in the future. Hannover Trade Fair 2011 was the beginning of the idea of the Industrial Revolution 4.0 where a group of experts explained that the industrial world is entering a new era that is faster and more dynamic. This idea was taken seriously by the German government. Four years later, precisely in 2015, German Chancellor Angela Merkel introduced the idea of industrial revolution 4.0 at the World Economic Forum /WEF world economic event. The seriousness of the German government at that time was demonstrated by disbursing 200 million euros to support the government, academics, and business people to research the Industrial Revolution 4.0 this idea, then echoed all corners of the world to this day.

Digitization, automation, and the use of artificial intelligence in economic activities will increase productivity and efficiency in modern production, as well as provide convenience and convenience for consumers but also provide challenges in the form of skills demands and technological mastery for the workforce. A wave of massive changes in industrial sectors around the world

with the implementation of information technology and automation will reshape the skills needed to work, but also the way people work.

Indonesia needs an increasingly skilled workforce with the right skill levels and a mix of advanced cognitive skills and adaptability skills needed in the future job market.

Also, most of the workforce may shift from a traditional pattern of one job or career span to having multiple sources of employment during their careers, including non-wage or self-employed periods. Along with the progress of the industry, new challenges are present. Human resources are required to be much more capable, better able to adapt to the advancement of information technology and automation as well as the demands of the new environment. Here soft skills become more and more needed than in the previous industrial era. Its ability to adapt to new environments is an inevitability to be able to surf and survive on the currents and waves of technological advances.

So is the ability of soft skills that are only needed and targeted to those modern industry players who rely on the sophistication of technology and artificial intelligence as is rampant in the industry world in the last ten years? What about blue-collar workers? Workers in manufacturing or traditional patterns such as factories, do they also need this type of skill or ability? Will soft skills have a positive and even progressive impact on them? The answer is Yes. It's even indispensable.

Leadership skills, communication, creativity, innovation, organizing, adapting, synergizing, and negotiating are musts in the industry these days. Without such skills or abilities, they will not be able to make a positive contribution to the company.

Soft skills are also needed in terms of easing potential disputes in industrial relations, between workers and company management. Things often come from issues of empathy, communication, or adaptability. In industrial relations,

an assertive attitude or an appreciation mentality is required in others, respecting the leadership and also subordinates. With good soft skills and mastery, there will be opportunities to avoid communication deadlocks and can give rise to new viewpoints that benefit all parties.

Also in modern companies that are required to continue to grow to overcome the competition is required all elements of human resources can fight and survival skills in difficult situations. This kind of thing will not be instantly obtained under mediocre conditions. Systematic action driven by the spirit of achieving common goals is required.

## **Soft Skills To Support Productivity**

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Concerning the challenges of employee productivity, we understand two important skills need to be known. Namely hard skill (technical fatigue) and soft skill (mental skills). These two things are called very relatedly. A person with high and qualified technical skills will be able to continuously increase their productivity if balanced with positive soft skills by the environment of his job demands.

Similarly, if someone who has technical skills is still low, but by having a high soft skill will be able to make him quickly learn, and quickly adapt so that again the end is, productivity can increase quickly.

Knowing this, the government has issued several series of policies, but still seems not fully integrated. Because the regulations are spread among the Ministry of Manpower, Ministry of Industry, and Ministry of Education, although in essence the regulations issued were aimed at improving soft skills that are then seen as able to increase employee productivity in Indonesia.

So, the strategic solution is to answer the question of how to provide soft skills for workers who are already working and job seekers?

Efforts to establish soft skills are ideally done early through comprehensive teaching in both formal and nonformal educational institutions. Although in reality mental attitudes that become an important part of the formation of soft skills are also formed from one's daily environment.

A person's mentality can be shaped by the norms and cultures in which he or she lived from birth and into adulthood. A person of a certain character could be born in the environment that makes up that character. Javanese or Balinese, look polite and strong mentality respect others and obey customs compared to others from other tribes. But the world of education both formally and non-formally and or the intake of information from other worlds such as the internet can change the character of that mentality. That is, a person's character can change naturally or because of a coercive system environment.

For example, a person can be undisciplined coming in time for any meeting or meeting in an invitation held in his neighborhood, but he can be very disciplined on time if he is in another city or abroad whose timely culture is already a daily part. That is, the discipline mentality of appreciating time can depend heavily on the place aspect (locality) and the interesting aspect.

### **Who is responsible for Improving Workers' Soft Skills?**

In the context of the world of work, for workers (people who are already working), there is a debate whether the matter of improving soft skills is the responsibility of the company in which he works or is the responsibility of the government or the world of education? Meanwhile, most people think that the improvement of the soft skills of the workers should be the responsibility of the company in which he works. There is a presumption that it is an integral part of the company's process in terms of human resources capacity development in it. Training and development of existing employees is an internal business of the company. Is that true? It's one of those things that need to be answered.

If you look at the prevailing regulations, then who is responsible in terms of improving the development of employees or workers is the company itself. The Decree of the Minister of Manpower & Transmigration number 261 of 2004 states that the company must develop the capabilities and competencies of the workforce through training by designing programs following the needs and technologies used by the company.

Therefore, the company must make a job training program planning for workers that at least includes the type of job training, the period of job training, and the place of job training. Workforce development programs in the industry are carried out with good management, ranging from the design of activities, planning, methods to financing, so that monitoring and evaluation can be done for improvement and continuation of development programs to be more maximal.

### **Who is responsible for Improving The Soft Skills of Prospective Workers?**

In the case of job seekers, who come from graduate schools, whether secondary education, vocational training, or universities, the improvement of soft skills can be done during the education period. Let's say included in the educational curriculum. Or, there are some good practices, although not found in all schools, in some schools or universities there is extracurricular education related to soft skills, such as problem-solving training, teamwork team building, character-building training, entrepreneurship, and others. Student organizations usually do, although it may not be intended for supply in terms of job search after graduation.

The Government of Indonesia since 2015 has been actively opening vocational education compared to the opening of faculties at the University's education level. The main goal is to prepare as much as possible the workforce that is relatively better prepared to work by having better technical skills compared to

undergraduate graduates (universities). At least with faster graduation speed than undergraduate graduates, vocational program graduates have been equipped with a curriculum that focuses on practicum in addition to theoretical, but higher than graduates of high school (High School) or Vocational High School (VOCATIONAL SCHOOL).

To understand more deeply, the definition of vocational education is a higher education that supports the mastery of certain applied skills, including Diploma education programs (diploma 1, diploma 2, diploma 3, and diploma 4) which are equivalent to undergraduate academic education programs. Graduates of vocational education will get a vocational degree/associate degree.

In addition to formal vocational or university education pathways, other channels must be a means to provide training on improving soft skills for prospective workers. In this case, it is against the graduates who have not been absorbed in the world of work, so that they get the opportunity to get job training at Balai Latihan Kerja (Technical and Vocational Education and Training/TVET) or BBPLK (Centre for Vocational and Extension Service Training/CEVEST). Efforts to establish soft skills are carried out through teaching systems in educational and job training institutions, such as job training centers (BLK), Job Training Institutes (LPK), industry training centers (industrial training centers), vocational schools, polytechnics, and other community-based job training institutions. So that the institution or institution not only teaches academic or technical skills to students but includes how to shape the behavior and attitude of work that must be owned to improve competence in their field of work later.

As of 2019, the number of BLK throughout Indonesia is 303 units. A total of 19 BLK is a Central Engineering Implementation Unit (UPTP) while 284 BLK is a Regional Engineering Implementation Unit (UPTD) owned by the provincial and district governments. All blk units can accommodate up to 275 thousand participants.

This is what then becomes a big challenge, whether BLK spread almost all districts of the city in Indonesia, has been or can be designed to provide a soft skills training curriculum side by side with technical skills training and focused knowledge education simultaneously.

How does the government address vocational education about the soft skills needed by the business world? Director-General of Vocational Education Ministry of Education and Culture (Kemendikbud) Wikan Sakarinto assessed that there are still vocational graduates who are unemployed because their abilities are dominated by hard skills. While what the industry needs is soft skills, such as good communication skills, teamwork, integrity, honesty, and others.

The Director-General argues that one of the causes of some vocational graduates is difficult to accept the industry because the sought-after one has soft skills. Hard skills are important, but soft skills are the most important (opinion of the Director-General, Wikan in an online discussion about the flagship program of the Directorate of Mitras DUDI Kemendikbud, (10/7/2020). Director-General of Wikan argued that it is necessary to create a curriculum that focuses on soft skills. The curriculum is created by industry and vocational education units together and mutually approved. The industry must be willing to provide a statement that the curriculum is by its needs. The goal is for the resulting vocational graduates to be competent and by the needs of the industry.

The explanation also encourages us to develop a soft skill curriculum strategy that is closely adjacent to general science (knowledge) and technical skills that are channeled in a tiered formal education from elementary school to universities and job training centers. This is a challenge for Indonesia to increase the productivity of workers and the capacity of prospective graduates ready for work.

The Government of Indonesia plans to overhaul the education curriculum with more emphasis on STEAM (Science, Technology, Engineering, the Arts, and

Mathematics), aligning the national education curriculum with the needs of the industry in the future. STEAM stands for Science, Technology, Engineering, Art, and Mathematics. STEAM is an integrated learning approach that encourages students to think more broadly about real-world problems. STEAM also supports meaningful learning and problem-solving experiences and argues that science, technology, engineering, art, and mathematics are interconnected. STEM (Science Technology Engineering Mathematics) is the basis of STEAM, so STEAM is a development of STEM by adding art to it. STEAM education focuses on the application of science, technology, engineering, and mathematics through art and design. So the thinking is that STEAM takes STEM to the next level, allowing learners to connect their knowledge in science, technology, engineering, and mathematics along with an art.

In this context, the Government of Indonesia will work with industry players and other governments to improve the quality of vocational schools, while improving global labor mobility programs to take advantage of the availability of Human Resources in accelerating the transfer of technology absorption capabilities.

## **Covid-19 Pandemic & New Normal Change**

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Many observers and industry players predict that by the end of 2019 or early 2020 the world will be hit by an economic recession in which the world economy will slow down. The impact is expected to have a direct impact on the industrial world. The industry will be forced to make savings and efficiencies in all sectors.

At the beginning of 2020 when countries in the world and their industries are preparing for an economic slowdown, the world is shaken by the covid 19 virus pandemic. The challenges became much tougher than expected and impacted all lines, especially health and the economy.

The business world ranging from the service industry, manufacturing, and others from the level of home industry to large industries that have been classified as well established forced to reduce, limit, even stop, its activities. As

a result, many industries are maturing, thousands and even hundreds of thousands of people lose their jobs and sources of income. This certainly has a direct and indirect impact on other life joints.

In the health sector, millions of human lives are lost while others are still living in isolation and hospital quarantine rooms. The rest live in fear and anxiety haunted by a virus that until now has not been found an antidote. Some countries implement lockdown in total to limit the spread of the virus, while others, such as Indonesia, choose the policy of limiting limited movement space or PSBB (Large Scale Social Restrictions) and then the policy of PPKM (Enforcement of Restrictions on Community Activities) in early 2021. These programs are aimed at preventing the spread of pandemics, but with consideration so that the wheels of the economy can still run even with a limp.

Although PSBB and PPKM were implemented, the economic sector was disrupted. Weakened industries, ranging from home-scale industries to the classy ones that have been classified as well-established face the same threats and fears, leading to bankruptcy.

This pandemic condition also encouraged the adoption of industrial revolution 4.0, faster, especially in the use of the internet and digital-based information technology in all highly competitive industrial sectors that require a paradigm shift of the industry to adapt to all changes in industrial technology. As explained earlier, adaptability is one of the soft skills formed because of other mental skills.

### Definition of Soft Skills

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Soft skills can be said as personal and interpersonal skills that a person needs in fulfilling survival, especially in social activities and the implementation of work wherever he works.

Soft skills encourage one's adaptability to a constantly changing environment.

Although naturally, one's survival will always adapt according to the demands of the conditions faced, it needs to be directed to fit more specific needs such as workplace needs that are certainly not the same in every field of work. For this reason, soft skills need to be developed regularly more precisely, gradually, and sustainably.

UNESCO (United Nations Education, Science and Culture Organization) defines the four pillars of learning

1. Learning to Know
2. Learning to Do, learning to do
3. Learning to Be, learning to be
4. Learning to Live Together
5. Learning to transform one self and society

Human resource development is part of an integrated learning process and has various stages adapted to the conditions, basic capabilities and development targets to be achieved

In bloom taxonomy concept explained that learning is a process consisting of three domains 1) Cognitive includes intellectual aspects, such as knowledge, understanding, and thinking skills, 2) Affective includes aspects of feelings and emotions, such as interests, attitudes, and ways of self-adjustment, 3) Psychomotor aspects include aspects of motor skills such as typing and operating machines (Benjamin, Engelhart, Furst, E. J, Hill, W. H, Krathwohl, 1956).

From these concepts, it can be said that the development of soft skills is a learning process that must be gradual, sustainable and must involve all relevant stakeholders, namely the government, industry, trade unions, and other related stakeholders to form a new character that suits the expected skills

Despite the current flow of technology, artificial intelligence is increasingly unstoppable, the need for skills or the ability of soft skills such as leadership, communication, creativity, innovation, organizing is indispensable and necessary to collaborate with peers, adapt to changes and new things, to learn new things.

This is why the level of ability and the need for soft skills are as important and vital as other skills (hard skills). The quality of human resources working in any company, as well as the work or productivity they can achieve, will depend heavily on their soft skills.

Soft skills refer to a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well and achieve their goals. These skills apply broadly and complement other skills such as technical, vocational, and academic skills (Laura H Lippman, Renee Ryberg, Rachel Carney, Kristin A. Moore, 2015)

The Collins English Dictionary defines soft skills like interpersonal skills such as the ability to communicate well with others and to work in teams.

Intangible personal qualities in the form of traits, attributes, habits, and attitudes that can be used in various types of work include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, socialization, time management, and decision making (IBE-UNESCO)<sup>1</sup>

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<sup>1</sup> <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/s/soft-skills>

Soft skills are also categorized into generic skills or life skills which means a wider set of skills that can be transferred between jobs in general, including thinking skills (critical and creative thinking, problem-solving, and so on); behavioral skills (such as communication skills, organization, teamwork, and leadership); and computing skills<sup>2</sup>

Soft Skills, often called people-related skills or emotional intelligence, refer to the ability to interact comfortably with others. Understanding Soft skills is a skill that can affect relationships, communication, and interaction with others i.e. how we should take a stand on certain conditions or how we present something to be easily understood and accepted by others

## Policy and Strategy

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The education system in Indonesia refers to the development of competence and aims to develop the potential of learners to become human beings who believe and obey God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens<sup>3</sup>

Preparation of education curriculum conducted by the government to develop competencies by referring to various aspects, including adjusting to the demands of the world of work and the dynamics of competence of global industrial development

The direction of education is not only seen as an effort to provide information and build technical skills but is expanded to include efforts to realize the wants, needs, and abilities of individuals so that a better personal and social lifestyle can be achieved.

The education system implemented by the government emphasizes more on the orientation of educational outcomes not only leads to knowledge but also the ability to establish behaviors that can meet the demands of industry development needs.

<sup>2</sup> Emanuela di Gropello, *Skills for the Labor Market in Indonesia: Trends in Demand, Gaps, and Supply*, Washington: World Bank, 2011

<sup>3</sup> Law of the Republic of Indonesia No. 20 of 2003 on the National Education System

In line with the policy of the education system, further affirmed in the Indonesian Labor Law No. 20 of 2003 stated that what is meant by competence is the workability of each individual that includes aspects of knowledge, skills, and work attitudes by the standards set.

The competency consists of hard competencies (hard skills) including mastery of science, technology, and technical skills and soft competencies (soft skills), namely one's skills in managing oneself (intrapersonal skills) and in dealing with others (interpersonal skills)

Life skills education is an education that provides personal skills, social skills, intellectual skills, and vocational skills for an independent job or business.

The government must side with this interest because the government as the organizer of the state is responsible for the fate of the people and their citizens. Regulation and mentoring need to be a special concern considering the competence that is qualified for the workforce become an absolute requirement to creating human resources that are ready to compete in an increasingly up-to-date age.

The role of the private sector is also as important as the portion that the government should take. Because they as users certainly need the ability and proficiency of human resources. Moreover, thanks to the advancement of information technology that takes place not only limited to local and foreign industries, but it is also no longer boxed or divided by region or country boundary. Without capable and competitive human resources, they will undoubtedly become spectators in their own country. On the other hand, if they have qualified human resources, it opens up their opportunities to spread their wings and compete abroad.

The government has also tried to be proactive regarding this human resources development issue because it is well aware of how important this is. Starting

from issuing regulations that favor the development of human resources both soft skills and hard skills, to vocational-oriented educational institutions such as vocational schools and job training centers. But it is certainly not enough considering the world of industry and information technology is so dynamic and always gives birth and requires new competencies according to the needs of the times.

**Tabel 1.**  
**Regulatory on Educational, Industrial Human Resource Development**

Year	Policy	Chapter	About	Content
2003	Law No. 20 of the National Education System	Article 3	National Education serves to develop the ability and shape the dignified disposition and civilization of the nation to educate the life of the nation, aiming to develop the potential of students to become believers and godfearing to the One True God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.	Development of the potential of science, proficiency, self-reliance, responsibility
2004	Decree of the Minister of Manpower and Transmigration number 261 on companies that are obliged to carry out job training	Article 3	<ul style="list-style-type: none"> <li>■ Companies with 100 workers are required to improve competency through training</li> <li>■ The Company is obliged to conduct training for 5% of the number of workers each year</li> </ul>	Industry obligations to the development of worker competencies
2005	Government Regulation No.19 on National Standards of Education	Article 6	Nonformal education units in the form of courses and training institutions use competency-based curriculums containing life skills and skills education	Life-based competencies

2013	Regulation of the Minister of Manpower No. 11 of the Labor Training System Guidelines	Chapter IV	The following basic principles: 1) Oriented towards the needs of the job market and human resources development; 2) Based on work competency; 3) Joint responsibility between the business world, government, and society; 4) Part of the development of lifelong professionalism and; 5) Held in a fair and not discriminatory manner.	Principles of workforce training
		Chapter V	Job training is done by way of Off the Job Training, On the Job Training and Apprenticeship	Development model
2014	Law No. 3 on Industry	Article 16	Industrial human resource development is carried out to produce competent human resources to increase the role of Indonesian human resources in the field of industry	Orientation of industrial competencies
2015	Government Regulation No. 41 on Industrial Resource Development	Article 2	The scope of industrial resource development includes labor development, natural resource regulation and technology utilization	Labor development as one of the focuses of industrial resources
2016	Memorandum of Understanding ministry of industry, Ministry of Education & Culture, Ministry of Research & Technology, Ministry of Manpower & Ministry of SOEs		Development of vocational education and competency-based vocational that Links & Matches with industry	Integration between agencies in competency and industry development

2016	Presidential Instruction No. 9 on The Revitalization of Vocational High School		<ul style="list-style-type: none"> <li>■ Vocational High School Revitalization &amp; Cevest</li> <li>■ Encouraging industry to develop teaching factory &amp; infrastructure</li> <li>■ Apprenticeship &amp; absorption in the industry</li> </ul>	Vocational High School Revitalization
2017	Presidential Regulation No. 87 on Strengthening Character Education	Article 1	Strengthening Character Education through harmonization of heart sports, taste sports, sports, and sports with engagement and cooperation between educational units, families, and communities as part of the National Movement for Mental Revolution	Strengthening Character Education
		Article 3	Character education mainly adheres to religious values, honest, tolerant, disciplined, hard-working, independent creative, democratic, curiosity, national spirit, love of the homeland, appreciating achievements, communicative, peace of mind, fondness for reading, environmental care, social care, and dignity	Soft skill part of the character
2018	Making Indonesia 4.0 Ministry of Industry		Improving the quality of human resources by aligning the education curriculum with the needs of the industry in the future	Education and industry curriculum
2020	Indonesia Education Road Map 2020-2035		Competency-based education curriculum focuses on softskills and character development	Competence, soft skills and character
2020	Decree of the Minister of Manpower 234 about SKKNI Soft Skills		Certification of competencies in the field of soft skills	Certification of competencies in the field of soft skills

2020	Decree of the Minister of Education 719/P on Curriculum Implementation Guidelines under Special Conditions	Point B, D	<ul style="list-style-type: none"> <li>■ Flexibility and simplification of the curriculum independently</li> <li>■ Active learning principles can reflect their learning experience, and instill a growing mindset, respect, confidence, responsibility, self-motivation, creative,</li> </ul>	Curriculum guidelines under special conditions lead to more development of soft skills
2020	Regulation of Industrial Meter number 15 on Strategic Plan of the Ministry of Industry 2020-2024		<ul style="list-style-type: none"> <li>■ Competency-based vocational education towards dual systems;</li> <li>■ Construction of polytechnics/community academies in industrial areas and polytechnic revitalization;</li> <li>■ Development of competency-based vocational school that links and matches with industry;</li> <li>■ Competency-based industry training;</li> <li>■ Construction of competency infrastructure and certificate of industrial workforce competency; and human resources development towards making indonesia 4.0.</li> </ul>	Development of industrial human resources through industry advocacy

*Processed from various sources*

## Policy Mapping

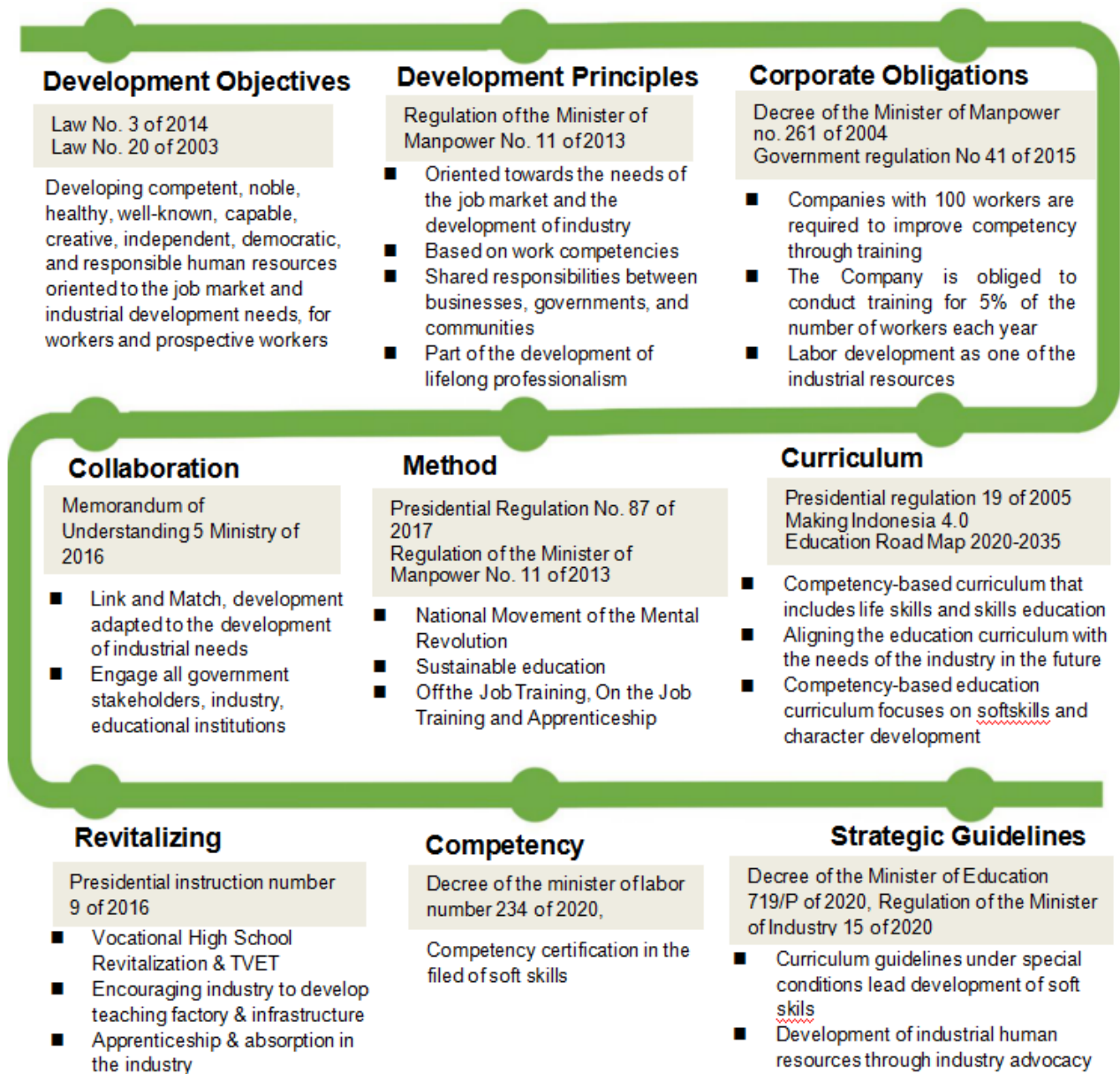
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From the above set of policies, several things govern and relate to strategic plans, technical guidelines, education systems, character development, corporate obligations to conduct job training, job training systems, competencies, and curriculum guidelines.

These policies are also so basic that they can be used as a reference for the development of soft skills while still in a wide scope. To make it easier to

understand what has been set out in these policies, the research team grouped according to functional things that can be taken from those policies that are certainly following the needs of research analysis.

Figure 1. Soft Skills Development Policy Map



Therefore the collaboration and cooperation of each relevant stakeholder are very necessary. Because the best of regulations won't have any impact if it's not manifested. Similarly, without regulations or theories that support, quality human resources are only limited to wishful thinking.

## Soft Skills Development for Workers

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Soft skills are considered a strategic element in industrial organizations and they deserve high attention from the spirit of Human Resource Management performance. Attention to the development of soft skills not only in the recruitment stage but also during the entire professional career of employees. The quality of product results and the development of the industry, related organization, service, and spirit of work, is highly dependent on the soft skills of personnel at any level.

The ability or mastery of good soft skills will facilitate a worker in the process of adapting and learning new things that are needed in the world of an industry that is so rapidly developing. Mastery of high soft skills will also make a worker has toughness and tenacity in facing difficulties in the world of work. A worker's spirit of achievement is also dominated by his own ability to manage, which encourages all his technical abilities in terms of doing his job.

The government gave birth to regulations that strongly encouraged the establishment of soft skills mastery in workers. The Decree of the Minister of Manpower number 234 of 2020 explains the Concept of Self (self-concept) to be an important part of the formation of behavior and soft skills of workers. The concept of self is not only about physical appearance but is mainly related to the mind or perception of the self so that it affects the behavior shown. A person who has a positive self-concept will display a positive figure ranging from verbal communication, gestures, perspective or perspective, ethics, to actions and decision making.

In the Ministerial Decree, the Indonesian National Work Competency Standard (SKKNI) for Soft Skills is explained by mapping competency standards as follows:

**Tabel 2. Competency Standards Mapping**

Main Objectives	Key Functions	Main Functions	Basic Functions
Preparing the attitudes and behaviors of the workforce in accordance with the demands of the work	Develop self-related attitudes and behaviors	Improving self-concept and self-management ability	Building a self-concept
			Improve the ability to manage time according to the demands of the job
			Building integrity as a professional workforce
			Develop critical thinking skills in solving problems and finding solutions
			Establishing responsibilities and commitments
			Improving ethical and etiquette standards in the work environment
			Building perseverance in the work
			Develop the ability to take initiative in working
			Develop skills to face challenges in the workplace
			Building emotional management skills
			Implement inclusive and equal rights in the workplace
			Implement sexual violence prevention in the work environment
			Implementing bullying prevention in the workplace
	Improving financial management, health and personal safety	Improving the quality of excellent appearance	
		Applying Compact, Neat, Resik, Rawat, Rajin (5R) at work	
		Improving the ability in basic financial management	
	Develop attitudes and behaviors related to others	Improving relationship and communication skills	Build effective communication skills
			Create a job application letter and job interview
			Develop the ability to work together in teams
			Develop basic skills in leading small groups

Soft skills competency units that already have competency standards are stipulated in the Decree of the Minister of Manpower, among others:

1. Positive self-concept
2. Time management
3. Professional integrity
4. Think critically and solve problems
5. Responsibilities and commitments
6. Ethics and etiquette
7. Perseverance in work
8. Initiation
9. Face challenges
10. Emotional management
11. Inclusive and equal rights
12. Prevention of sexual violence in the workplace
13. Prevention of workplace abuse
14. Excellent performance quality
15. Application of Compact, Neat, Physical, Rawat, Diligent
16. Personal financial management
17. Effective communication
18. Ability to make job applications & interviews
19. Ability to work together
20. Lead the group

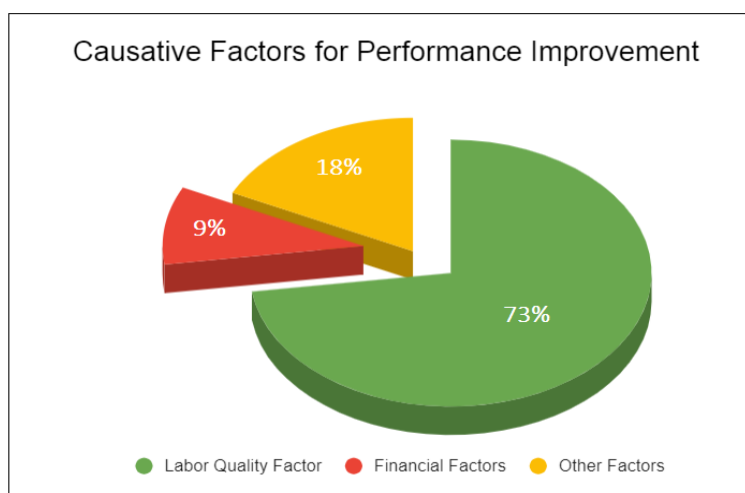
The current demands of employment competence require not only academic and technical skills but also nonacademic. In the world of work, two types of skills are known, namely hard skills and soft skills. Hard skills are technical skills that are immediately visible and practiced such as typing skills, assembling computers, and others. While soft skills are skills that are invisible but have a big influence on success in the job in particular, and in life in general.

The development of soft skills is related to one's experience and personality that cannot be changed simply. Forming quality soft skills required conditioning and continuous process to hone and apply them to achieve the desired goals. The formation of soft skills is carried out through the process of behavior formation so that there is a positive strengthening in each indivi

### A. Industrial Human Resources Development

The Law of Industry No. 3 of 2014 mentioned the development of industrial resources include: 1) Human resource development; 2) Utilization of natural resources; 3) Development and benefits of Industrial Technology; 4) Development and utilization of creativity and innovation, and 5) Provision of financing sources. Industrial human resource development is a priority and is done to produce competent human resources to increase the role of Indonesian human resources in the field of Industry. Productivity and industrial performance, in general, is influenced by many external and internal aspects, but the main factor is determined by the workforce as a subject that runs all aspects ranging from management, operations to production.

This is answered from the results of a survey of 180 respondents related to factors that cause performance improvement that occurs in the company where they work, namely 73% or 132 respondents answered because of labor, 18% or 32 respondents answered because of financial factors and only 9% or 16 respondents cited other factors as the cause of performance improvement.



Graph 1. Industry Performance Factors

In FGD, at APINDO together with relevant stakeholders, resource person Eko Nugroho, VP-Learning & Organization Development of PT Freeport Indonesia conveyed some of the experiences that PT has faced. Freeport Indonesia is related to the development of human resources in the industry. One of those experiences is their efforts in improving human resources, especially the workforce recruited from the areas where they operate.

At that time, they realized the low quality and capabilities of their human resources, PT. Freeport Indonesia strives to catch up with various training and supplies aimed at its employees. From reading to writing to some technical skills related to optimizing tools or machines. Eko also said that for the program his company spends a considerable amount of money.

However, because the development program focuses more on the efforts to develop technical skills and rule out the development of soft skills, then what happens is precisely anticlimactic.

The low willingness to communicate, cooperate and collaborate, in this case, is a mirror of soft skills skills, it gives birth to new problems. Lack of discipline and respect often breeds misunderstandings and ends in conflicts or industrial relations disputes between employees and companies. In 2017, as Eko stated, there are often strikes that end with the termination of employment. At least 1000 workers were victims of this termination.

That is detrimental not only to workers but also to companies and of course local governments. For workers of course it means loss of livelihood and source of income, for the company is certainly a financial loss due to the stalled production process, decrease in the company's performance. The huge funds that have been invested in training and development programs have been wasted. Not to mention other compensations that they must meet related to the mass layoffs. Meanwhile, the losses for local governments are soaring unemployment and rising poverty rates.

Reflecting on the incident, PT. Freeport Indonesia conducts several in-depth evaluations, mainly related to human resources development and quality improvement programs. The evaluation result is PT. Freeport Indonesia changed the pattern of training and development of its SDM, from the original only concentrated on the development of technical capabilities is now starting to include, even prioritize, the development of soft skills for workers.

This soft skills development program is carried out through various development methods, such as training, discussion, work culture in the hope of improving positive work behavior. The result, as Eko said, was very positive. Starting to build a good work culture, communication between parties became smoother, and the number of strikes decreased and the company's performance improved.

What Eko conveys is an overview of how important it is to prepare a combination strategy of technical skill development approach and soft skills that are appropriate in the development and development of human resources mainly in the industrial world.

Regarding the development of industrial human resources, some experts in in-depth interviews conducted in this study argue as follows:

- Dr. dr. Rustamadji, MKes, from the Sub Directorate of Character Development of Gajah Mada University said soft skills and hard skills are very important skills and become one of the determining factors in the world of work and industry, but the mastery of soft skills plays a much more role in industrial productivity
- Dr.Rer.Pol.Achmad Fajar Hendarman, S.T.M.S.M, argues that adaptability is part of soft skills. Adaptability to the changing times and technology is very important. If unable to adapt then humans will be left behind.
- Anton J Supit, APINDO's Daily Board of Leaders said in the current state of digitization and pandemic no industry can survive without a workforce with good skills. Good soft skills are one of the capabilities needed in modern industries today.

Human resource development has become an important main demand and must be managed well in all aspects so that the ability and competence of the community, especially the industrial workforce can be improved in accordance with the needs of the speed of industrial

## **B. What is the respondent's perspective on soft skills as part of human resource development?**

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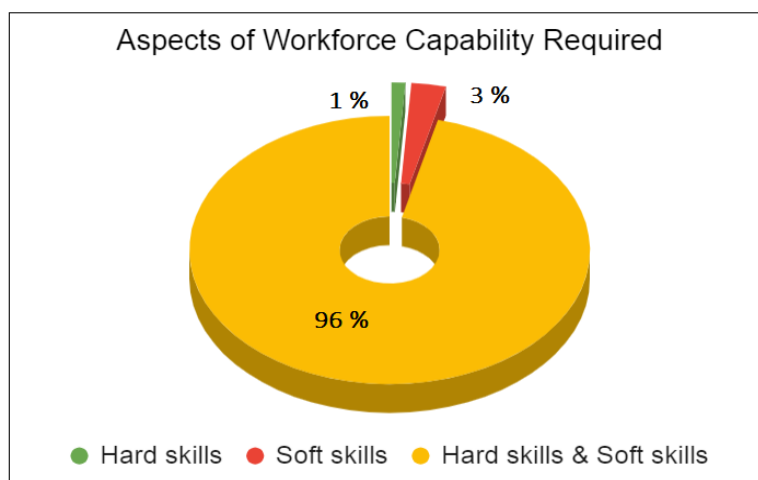
In the Roadmap of Making Indonesia 4.0 issued by the Ministry of Industry, it is said that one of the 10 policy priorities to accelerate the development of industry in Indonesia is by improving human resources, the reason is that human resources are important to achieve the successful implementation of Making Indonesia 4.0.

However, we understand that the improvement of human resources is a combination of two more important things besides of course general knowledge, namely technical skills or commonly called hard skills and at the same time soft skills.

From the perspective of the industry, this study is intended to see that the improvement of human resources on which side between hard skills and soft skills?

The results of the survey of 180 industry respondents found as many as 173 people (96%) stated the company needs both hard skills and soft skills simultaneously in the workplace, only, 5 respondents or 3% stated the company only needs soft skills and 2 respondents or 1% answered only need hard skills.

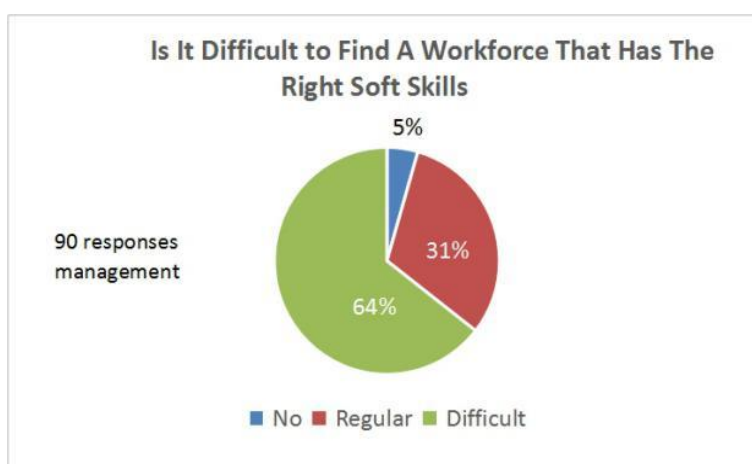
This means that most respondents understand that a combination of hard skills and soft skills is necessary to develop human resources



Graph 2. Required Aspects of Worker Capability

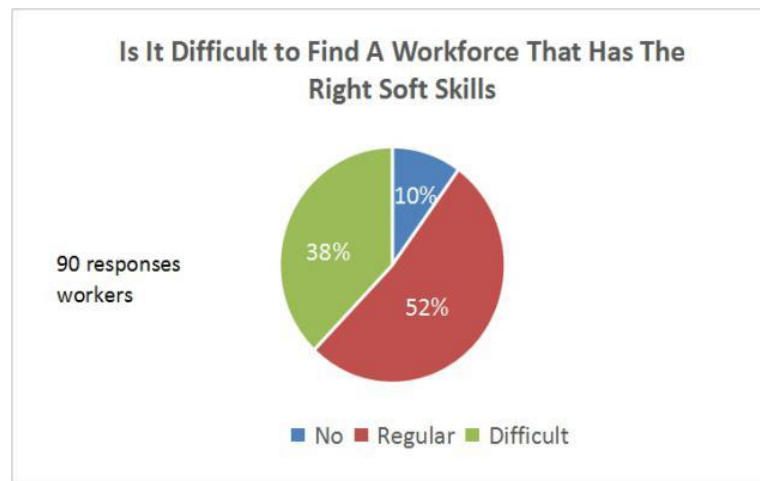
To look more deeply, this study questionnaire questioned what efforts were made to prepare workers who have soft skills that suit their needs, it was found that there was a fairly striking difference of opinion from the group of respondents representing management and the group of respondents representing workers.

Of the 90 respondents representing management as many as 58 respondents or 64% who expressed difficulty in finding a workforce that has soft skills that suit the needs of the company, as many as 28 respondents or 31% answered moderately and the remaining 4 respondents or 5% answered easily.



Graph 3. Difficulty finding workers who have soft skills according to management representatives

While of the 90 respondents representing workers, as many as 34 or 38% of respondents stated that it is difficult to find a workforce that has soft skills, while 47 or 52% of respondents answered moderately, the remaining 9 or 10% of respondents answered easily to find workers who have soft skills.



Graph 4. Difficulty finding workers who have soft skills according to the deputy worker

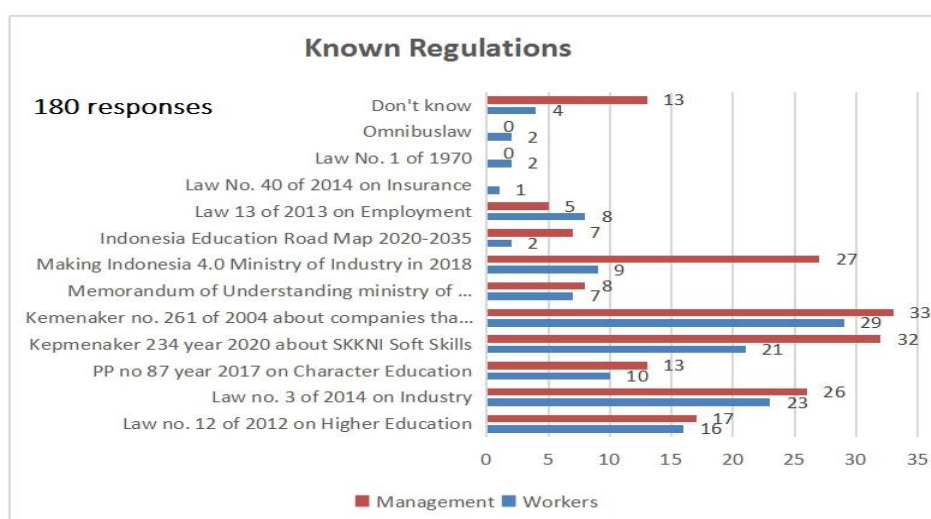
That is, it can be concluded that the management perspective and the worker's perspective in terms of finding workers who have the appropriate soft skills are not the same. Management finds it harder to find while workers find it easier to find.

As a trigger for further discussion, the difference in perspective may be due to management measuring worker performance as a result of work for several periods, making it difficult or not to find workers who have soft skills judging by how fluctuations in performance resulted in the employment period. While from the perspective of workers about the difficulty or not to find colleagues who have soft skills measured from the process of daily work implementation, so that at any time the workers will feel directly when getting colleagues who do not have soft skills according to the demands of work.

### C. Respondents' attitude towards government policies on the development of manpower capabilities.

This study is intended to find out if respondents are aware of policies issued by the government in support of human resource development. However, the findings of the study obtained information that not all regulations issued by the government related to labor development are known by respondents.

It can be said that the industry as a business person responds positively to the policies issued by the government related to workforce development, it is based on that almost all policies issued are already known and understood by stakeholders.



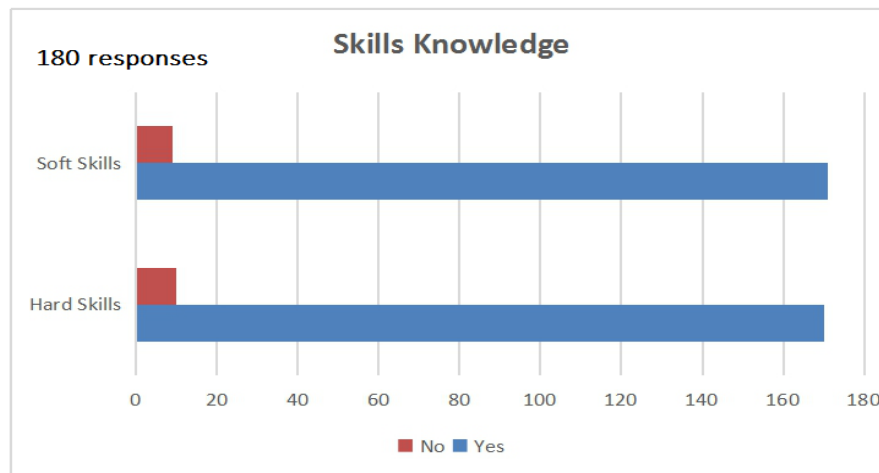
Graph 5. Policy understanding

Based on the data, almost all industry respondents from management groups and workers know and understand the policies issued by the government, only about 9.4% or 17 people out of 180 respondents said they were not aware of the policy.

This will be a challenge in the future on how to ensure that government-issued regulations or policies can be fully known and understood by stakeholders.

## Do respondents understand hard skills and soft skills?

Both groups of respondents gave the same answer related to understanding the skills of the workforce both hard skills and soft skills, only 10% or 18 respondents said do not know.



Graph 6. Understanding Skills

In terms of delving into these findings, researchers conducted in-depth interviews of several important actors. The interview results are as follows:

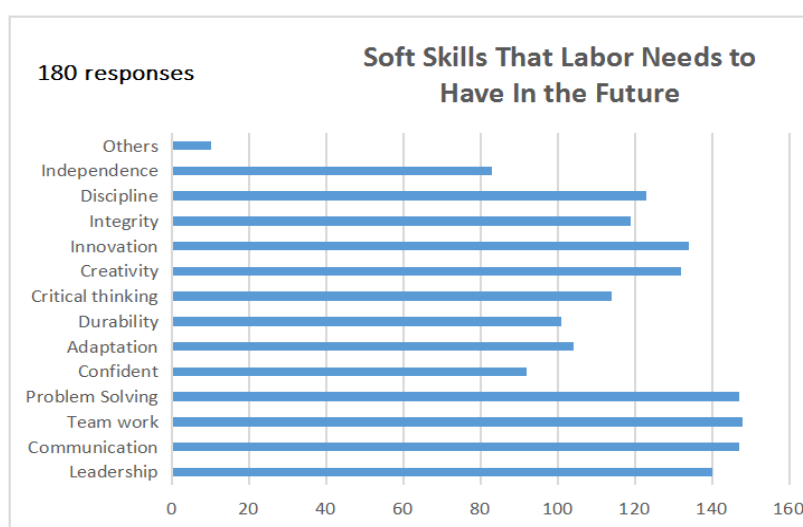
- Prof. Suhadi Lily, Directorate of Partnerships and Alignment of The Business World and the Industrial World, Ministry of Education argues that government policy has been oriented to the development of skills such as in the school curriculum so that the knowledge of skills both hard skills and soft skills although indirectly already understood by stakeholders.
- Vice Director of STMIK Jayabaya, Endro Basuki, S.Kom, MBA said soft skills and hard skills both have the same important role for the workforce and industry management to face the demands of the current industrial technology era and it is certainly also understood by workers.

## D. Soft Skills Needs

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### What kind of Soft Skills are expected?

Out of 180 respondents from both the group representing management and the working group obtained responses on what are the soft skills needs that must be owned by the workforce in the upcoming industry, among others; leadership, communication, teamwork, problem-solving, confidence, adaptation, durability, critical thinking, creativity, innovation, integrity, discipline, independence. Some respondents choose other answers because there is no choice of soft skills in questioner such as decision making, loyalty, continuous improvement, emotional intelligence, personal learners, motivation, managing stress.



Graph 7. Labor Soft Skills Need

To explore the findings from the respondent's perspective, researchers conducted interviews of selected speakers, and the results were as follows:

- Ir. Ahmad Syafiq, M.Sc., Ph.D., Directorate of Graduate Career Development and Alumni Relations, University of Indonesia, said that Soft Skills is a skill related to human relations either into oneself or outwards or

others or social environment, because the human being is "alive" always change according to environmental conditions then soft skills will always develop. Although some studies try to determine how the standard form of soft skills with certainty, but the results obtained only the form of soft skills in general and can not be said to be the only standard, because soft skills are the ability used by humans to meet the demands of their needs so that various forms of soft skills can not be determined in a standard formation, the soft dynamic is always evolving according to the demands of different human needs and also humans are always evolving.

- Prof. Suhadi Lily said that the need for soft skills is always changing by the needs and progress of the times, very dynamic and constantly evolving in its application so that market mechanism patterns need to be applied. Soft skills are closely related to one's experience and personality that cannot be simply changed. Forming quality soft skills required a continuous conditioning process and hone and apply them to achieve the desired goals. The formation of soft skills is carried out through the process of behavior formation so that there is a positive strengthening in each individual.

Along with the progress and changes that lead to the formation of a new normal, there are also new challenges of human resources that are required to be better able to adapt to new work patterns. The demands certainly also have an impact on the world of industry, business, processing plants, mining, education to travel, and services that are experiencing a very sharp decline in revenue, even many are forced to close because of difficulty doing production activities, sales, shipping because of reduced supply, decreased production and low purchasing power.

Although some soft skills are generally needed in all industry sectors, each company must identify specific forms of soft skills such as what needs to be developed for workers by the work culture, work system, and internal policies of the company

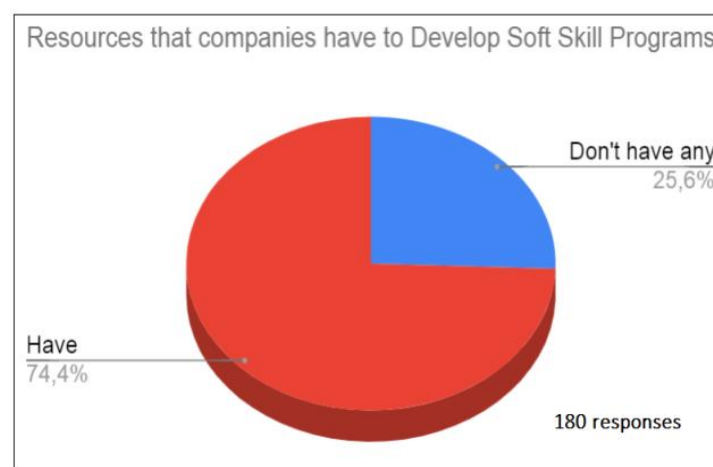
Industrial work patterns change, work from home conditions, social distance, and production cost efficiency then the demands of working using information technology are very high, the industry is required to adapt to the conditions that occur, it takes soft skills to survive.

## E. Soft skills development program conducted

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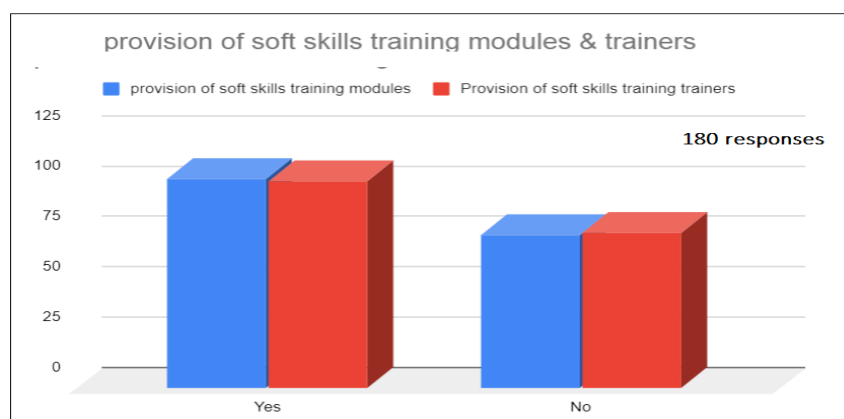
### Does the company have the resources to develop soft skills?

Of the 180 respondents from both the group representing management and the working group, as many as 74.4% or 134 respondents stated that they have the resources for the development of soft skills for the workforce, while as many as 25.6% or 46 people answered do not have the resources for the development of soft skills.



Graph 8. Soft skills development resources owned by the company

In addition to the rules and policies issued by the government, stakeholders already understand the importance of soft skills development needs for workers and prepare the resources owned as part of the development plan. Regardless of how much readiness of resources provided by each company will certainly require a more in-depth and more specific analysis.



Graph 9. Provision of Soft Skills Modules and

To explore these findings, the team interviewed Ir. Ahmad Syafiq, M.Sc., Ph.D. In the interview, he came up with his idea of the need for an independent Adhoc body from various cross-sectoral elements and experts of political interests, tasked with formulating, designing, and overseeing a program to continue to run consistently in its path despite the change of leadership and the like.

**Do respondents already have modules and trainers to conduct soft skills development training in their business environment?**

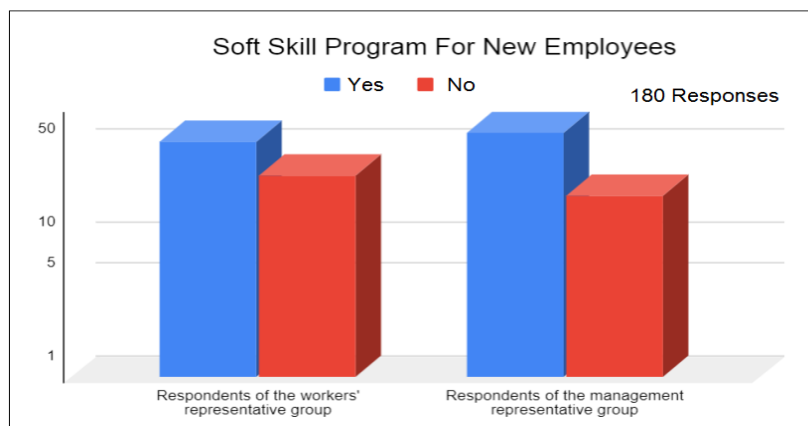
Out of 180 respondents, 104 respondents or 57.7% stated that they already have a module, and as many as 103 respondents or 57.2% answered that they already have a coach for the development of soft skills for employees of the company. The remaining 76 or 42.3% and 77 or 42.7% of respondents answered did not provide modules and trainers.

Researchers try to explore this by interviewing actors in the business world, from professionals, namely Felix and Tony from PT Bank Central Asia (BCA). They stated that PT. BCA as a financial services company prioritizes the preparation of all the resources needed including modules and trainers specifically for learning and development programs, to develop employee capabilities according to the needs and improve the company's performance.

The renewal of methods, types of training both hard skills and soft skills is part of the system of employee development programs that are always carried out by PT. BCA. The forms of activities are diverse, ranging from training, seminars, apprenticeships to applying competency standards as a condition of career levels for all employees.

**Is there a soft skill development for newly recruited employees?**

Related to the question of whether the program of soft skill development for newly recruited employees, it was obtained mixed opinions from respondents of the management representative group and respondents of the working group, it can be seen from the following graph

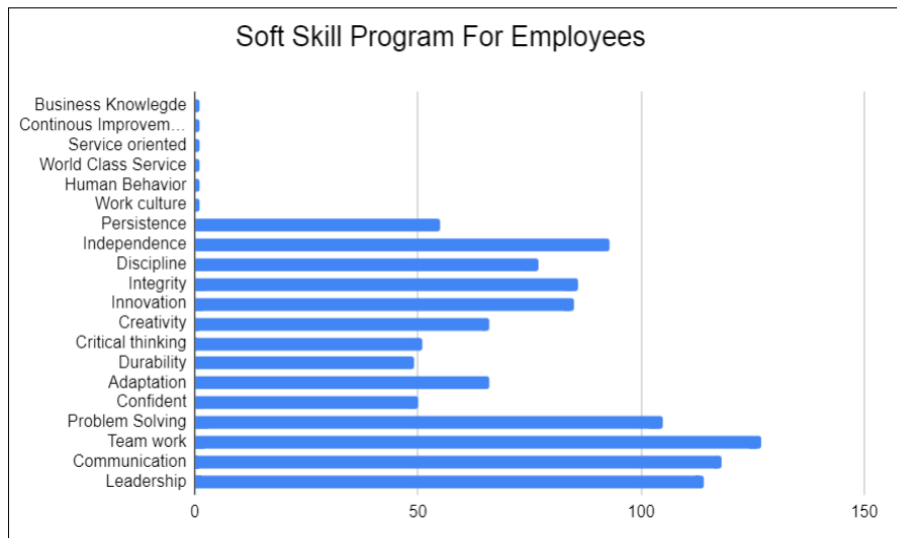


Graph 10. Soft skills development program for new workers

Of the 90 respondents from the deputy management group as many as 67 or 74.4% of respondents answered there is a soft skills development program for new workers, the remaining 23 or 25.6 respondents answered no. While out of 90 respondents from representatives of workers only as many as 58 or 64.4% of respondents stated the same thing and the remaining 32 or 35.6% of respondents answered no.

There is a difference of 9 people between the two groups of respondents who give answers there is already a soft skills development program for new workers, this can happen because of possible differences of opinion, that

respondents representing management argue that the soft skills development program is not in the form of training, seminars only but management already have preliminary data on what soft skills new workers have in the recruitment process conducted by management. So the grouping of categories of workers who have soft skills, at the time of probation until the work placement is included as part of the soft skills development program itself.

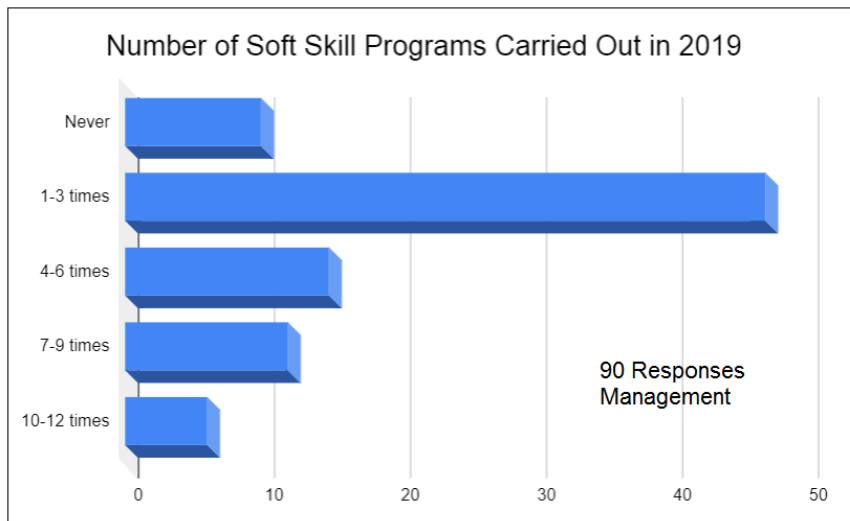


Graph 11. Soft skills development program for workers

### Frequency of Soft Skills Training during 2019 and 2020

The next question to respondents is intended to find out how many times the soft skills development program was conducted during 2019. The findings of the study are shown in graph 12.

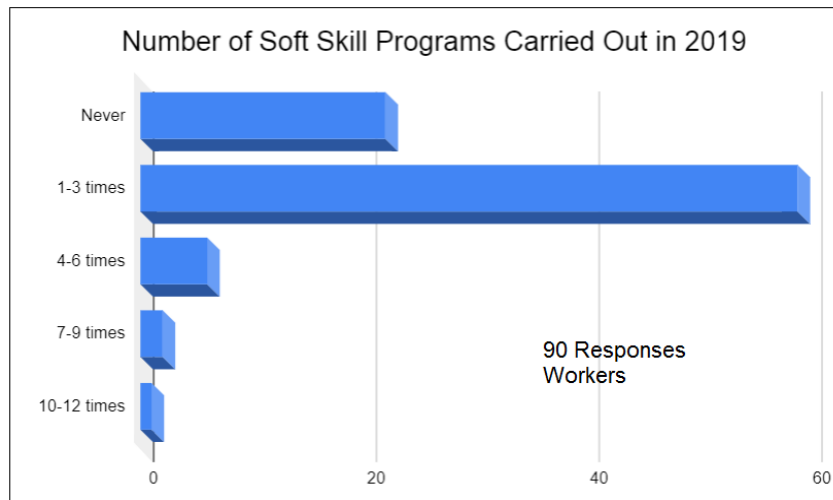
The frequency of soft skills development program conducted during 2019, obtained the following data:



Graph 12. Frequency of soft skills programs during 2019 according to the deputy management

Of the 90 respondents representing management, as many as 80 or 89% of respondents said that during 2019 there have been 1 to 12 soft skills programs, while 10 or 11% of respondents stated that there has never been a soft skills program in 2019.

Different opinions were obtained from 90 worker group respondents on how many times the soft skills development program has been obtained by workers during 2019. A total of 68 or 76% of respondents said that during 2019 have obtained soft skills development programs from companies as many as 1 to 12 times, while 22 or 24% of other respondents said they had never received a soft skills development program in 2019.



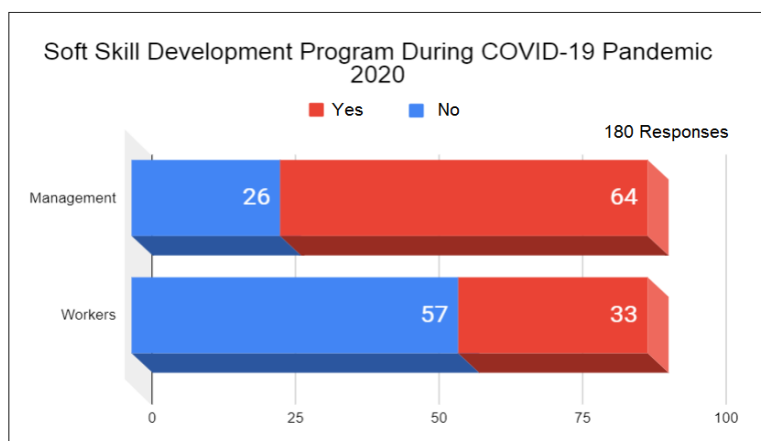
Graph 13. Frequency of soft skills programs during 2019 according to workers

There is a difference of opinion between the group of respondents deputy management and the group of respondents deputy workers against the statement has never done or obtained a soft skills development program in 2019.

Based on the comparison of data on each item of questionnaire questions, it was found that the difference was caused because the company where the respondent worked has not provided effective information, the availability of training modules, and the lack of available teachers related to the development of labor soft skills.

While 2020 coincided with the Covid 19 pandemic, from the survey results of 180 respondents divided into groups of management representatives and representatives of workers each amounted to 90 people, obtained information about the implementation of soft skills development program. That is as many as 64 or 71.1% responses from the group of management representatives said some soft skills programs remained implemented at the time of the pandemic.

However, 57 or 63.3% of respondents stated that no soft skills program was implemented during the pandemic.



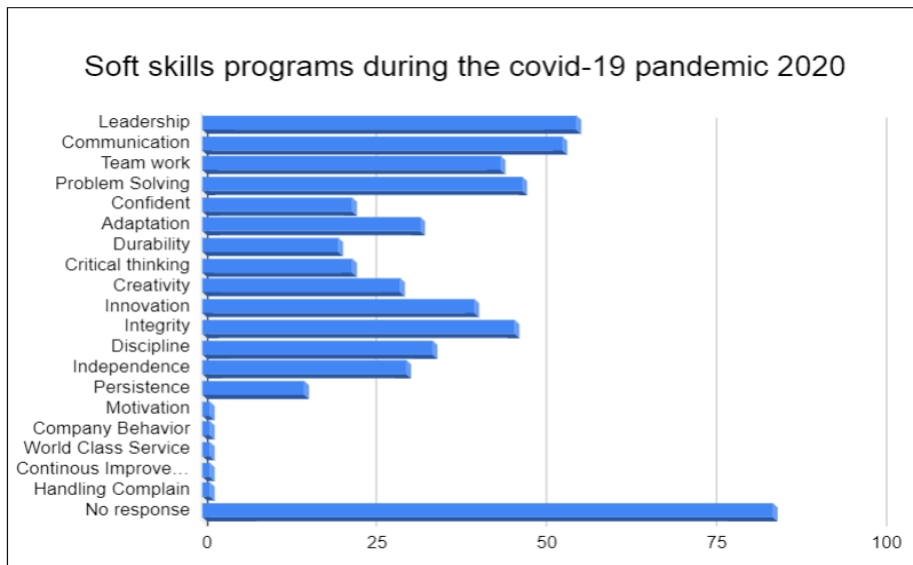
Graph 14. Soft skills program during the Covid 19 pandemic in 2020

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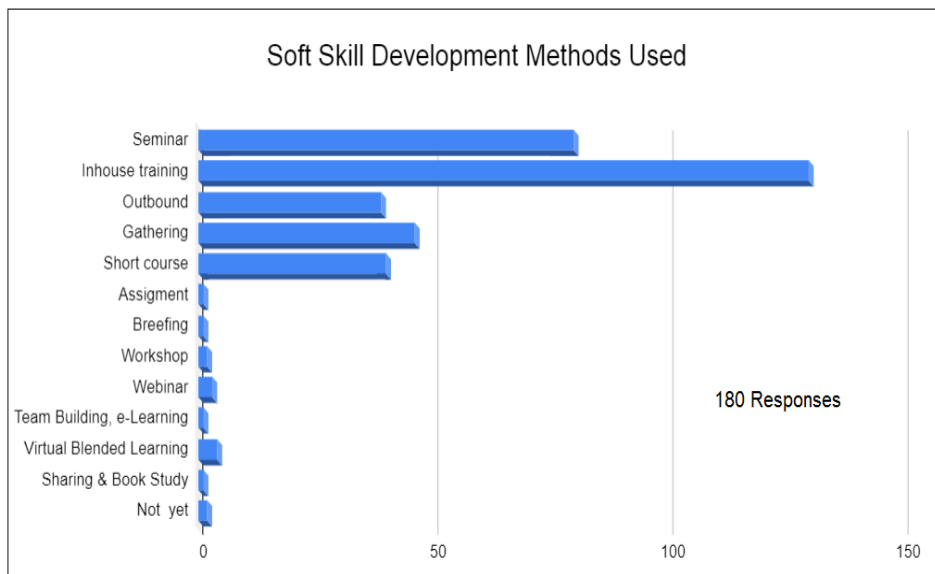
However, 57 or 63.3% of respondents stated that no soft skills program was implemented during the pandemic.



Graph 15. Form of soft skills program during the Covid 19 pandemic in 2020

### What are the methods for soft skills development programs?

Respondents replied that the implementation of soft skills development program is carried out using various methods such as seminars, training both in the form of outbound and gathering, workshops, to the use of various development methods using online media, only 2 respondents stated that there has not been a form of a soft skills development program that has been conducted

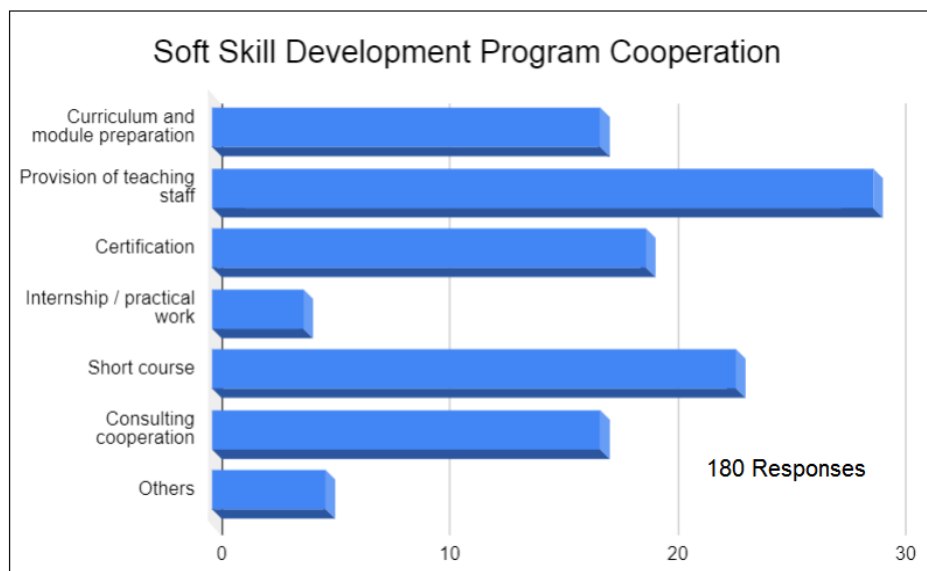


Graph 16. Soft skills program methods during the Covid 19 pandemic in 2020

The findings also explain that the implementation of training in the company to workers is still the main method carried out by the company in the program of developing soft skills for workers.

**In what case the implementation of the soft skills development program, the company cooperates with outside agencies?**

The answer to this question explains that the company cooperates with other institutions related to the company's soft skills development program. The cooperation is carried out among others in the form of curriculum creation cooperation, provision of teaching staff, certification, short courses, and consultations. The largest is that the company provides teachers from outside the company, and is followed by sending workers to take short courses held outside the company. Some respondents also replied that they need cooperation with other agencies in terms of curriculum preparation and preparation of training modules, as well as the implementation of certifications and consultancy activities with experts from outside the company.



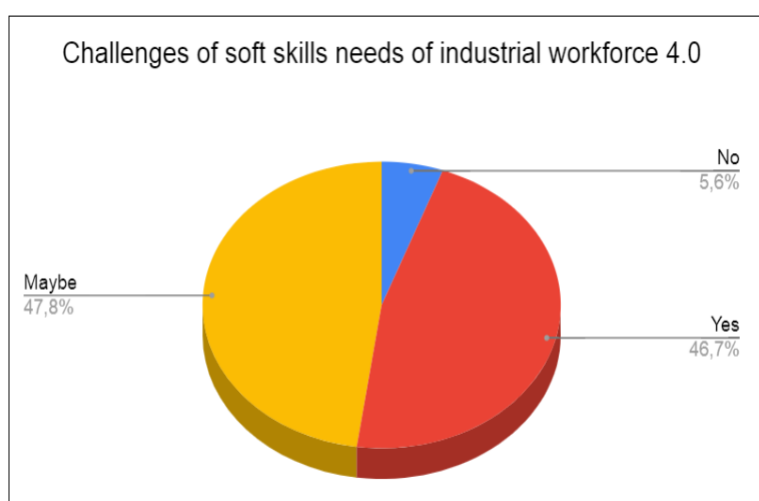
Graph 17. Cooperation on soft skills development

## F. Obstacles faced related to the development of soft skills in the workplace

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### Are there any obstacles in the development of soft skills?

In general, respondents stated that they are ready to face the challenges of soft skills needs for the workforce, out of 180 respondents, as many as 46.7% or 83 people declared ready while 47.8% or 84 respondents stated that they may be ready for the challenge, while only 13 respondents or 5.6% said they were not ready



Graph 18. Challenges of soft skills needs in the workplace

In this research obtained from the results of the survey that some obstacles are generally faced by industry players related to the development of soft skills for workers, namely:

1. Constraints in involving industry players both on a small, medium, and large scale to more actively participate in soft skills development programs for workers. Limited understanding of soft skills in depth both definitively and contextually. The industry at large still does not understand what is meant by soft skills in depth, how to form soft skills in the workplace, and how to develop soft skills labor.

Limited resources allocated by industry players for the development of soft skills for workers, so that the development of soft skills in quality and quantity has not gotten the maximum results in making policy and strategy development; how to design and run programs; and what is the allocation of funding for development programs

2. Constraints change the view that still dominates among industry players that the company as a user of soft skills owned by workers, because it only focuses on activities directly related to the production process that absorbs all the resources they have, ranging from time resources, finance, labor, and others so that labor development programs are carried out by companies with few resources left or looking for new workers who already have the skills of educational institutions, not as a driver of the development of existing workers' soft skills.
3. Technical capability constraints of industry players in making programs and development policies are still minimal, so of course, there is disorientation when creating training programs for the workforce, usually, companies prefer technical training materials containing hard skills while soft skills are only as a complement in additional discussions

The level of understanding is still limited to the realization that the workforce must have the skills to be able to enter the world of work. However, the understanding of skills itself is still vague between hard skills and soft skills, and not infrequently both soft skills are considered the same,

Plus each industry sector has different technical soft skills needs, so it needs an active role of industry associations at the national level to formulate policies and sectoral associations at the implementation stage.

This is also due to the limited guidance and in-depth and comprehensive studies on the ins and outs of soft skills, the form of soft skills how to develop soft skills for the workforce as needed in the workplace, and how to develop effective and efficient development strategies.

In general, there have been many books and research conducted by various parties to explore and deepen soft skills but it is still considered very common as a discourse of knowledge. Step-by-step guidance is required as technical guidance on how to strategize and manage soft skills development programs according to the needs of each industry's workforce

4. Constraints on the lack of resources allocated by industry players for soft skills development programs for workers. Industry players already understand the demands of soft skills needs to be owned by the workforce will affect the performance of the company, but still many of the industry players who have not allocated resources owned proportionally for the development of their labor soft skills

The industry still focuses on activities directly related to the production process that absorbs all the resources they have, ranging from time resources, finances, labor and others so that labor development programs are carried out with only a few resources left.

Some industries use only limited financial resources for workforce development programs. It still considers the development program to be an additional cost burden, so it is not profitable in terms of revenue. The industry should include labor development programs as investments that will provide input on increasing revenue for companies in the future.

Some other industries have tried to allocate a proportionate budget for labor development programs but have been hit by the difficulty of

dividing time with a very tight production operational schedule so that development programs are done in a hurry with a narrow and unsustainable time.

On the other hand, there are industry players who have allocated budgets and proportional time for labor development programs but are hit by the constraints of understanding about soft skills itself is still very little so that the methods and practices of development programs are not carried out effectively, companies are still confused how to make a good labor development program

### **A. The Role of Universities, Cevest and Vocanical High School**

Universities as part of the education system have a strategic role in the development of science, research, and community service to educate the nation's life and advance science and technology by paying attention to and applying humanities values as well as the cultivation and empowerment of the Indonesian nation that is sustainable

University as a university has an important role in the development of soft skills, this is very clearly mandated in Law No. 12 of 2012, namely developing capabilities and shaping the character and civilization of a dignified nation to educate the nation's life; developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of tri dharma; developing science and technology by paying attention to and applying humanities values.

To improve the competitiveness of the nation in the face of globalization in all fields, higher education is required that can develop science and technology and produce intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, tough character

The dynamics of changes in the needs of skills and skills in society, especially industrial workers, are certainly very demanding adjustment of strategies and methods of imprisonment at various levels of educational institutions including universities.

The rapid development of technology that occurs progressively in the community requires universities to be able to adapt to the development of

science to face various challenges in the future in developing soft skills that are relevant to the needs of the industry

The universities that are the speakers of this research say that as a higher education institution that has one of the objectives to educate the community through formal education, it is certain that universities play a very important role in the development of soft skills

Universities can develop learning content through curriculum design that can be adjusted to the expected output results through the absorption of local, vocational and technical materials

However, universities as educational institutions are of course bound by the provisions of the National Education System Law and the Higher Education Law, especially in the development of curriculum that must be adapted to certain learning methods<sup>4</sup>

Therefore, universities can adjust and include soft skills development materials as additional materials or curriculum support in various forms of learning methods

At the level of education under universities such as Vocational High School is also a priority of the government in developing the character and various skills both hard skills and soft skills

Vocational High School also has a very important role in the process of developing soft skills, especially at the upper secondary education level as stated in the Regulation of the Minister of Education & Culture no. 34 of 2018 is regulated on the standard of competence of vocational school graduates to produce skilled workers who have the ability by the demands of the business

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<sup>4</sup> In Law No. 12 of 2012 on Higher Education, the Higher Education Curriculum as referred to in paragraph (1) is developed by each Higher Education By referring to the National Standard of Higher Education for each Study Program which includes the development of intellectual intelligence, noble morals, and skills

world/industry, and able to develop their potential in adopting and adapting to the development of science, technology, and the arts.

Vocational High School in Indonesia in addition to the aim to provide more technical and practical education by certain skills tailored to the needs of the world of work and industry as well as a liaison between the age of learning before adulthood into a ready-to-work workforce that must also be equipped with appropriate soft skills

The profile of vocational high school graduates is very oriented towards soft skills, namely: 1. faith, piety, and noble ethics; 2. have a strong mental attitude to develop himself sustainably; 3. master the science of technology and art and have skills according to development needs; 4. have productive skills by their areas of expertise either for work or entrepreneurship, and 5. contribute to the development of Indonesia's competitive industries facing the global market.

In addition to formal educational institutions such as Universities and Vocational High Schools under the supervision of the Ministry of Education and Culture, there are non-formal educational institutions under the supervision of the Ministry of Manpower, namely the Job Training Center (BLK) and the Great Development of Work Training (BBPLK)<sup>5</sup>

TVET and Cevest is a place where the job training process is held for trainees so that they are able and master a certain type and level of work competence that focuses on mastering work skills that include knowledge, skills, and attitudes as needed to equip themselves in entering the job market and independent efforts to increase their work productivity so as to improve their welfare<sup>6</sup>

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<sup>5</sup> See Regulation of the Minister of Manpower No. 21 of 2015 concerning Organization and Work Procedure of UPT in the Field of Job Training

<sup>6</sup> See Regulation of the Minister of Manpower No. 7 of 2012 concerning Cooperation in the Use of Job Training Centers by The Private Sector

The training program at the Job Training Center is prepared systematically and contains about the work competencies to be achieved, theoretical and practical training materials, training periods, training methods and facilities, requirements of participants and training personnel as well as evaluation and determination of the graduation of trainees

Because the role of Cevest in the national job training system is considered important, the government issued a policy of reorientation, revitalization and rebranding to further polish and facilitate the function of Cevest

## **B. Soft Skills development program that has been conducted**

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Vocational Universities and Secondary Schools are formal education units that have systematics, structures, levels, and curricula that are regulated in the rules of the national education system.

The concept and implementation of the curriculum presented by the Deputy Minister of Education and Culture, Prof. Dr. Ir. H. Musliar Kasim, MS on January 14, 2014, explained the formulation of the education curriculum in 3 domains namely knowledge, skills, and attitudes. This confirms that the curriculum content used already includes aspects of development that are balanced between hard skill and soft skill.

The results of interviews with several speakers from educational institutions are known to be aware of the need for the development of soft skills that become the demands of work in the industrial world is getting higher not only hard skills but also soft skills, so that some efforts such as adding material content in the main learning process to other activities that support the development of soft skills

Gajah Mada University has long been concerned about the development of soft skills and seeks to educate students or graduates who are adaptive to all

changes or advances in the era, able to collaborate, have a sharp analysis of all information, creative, able to lead in the field of science mastering and leading in science, have a leadership spirit and be critical. One of them is by including soft skills-based materials in the curriculum and teaching and learning process

Universitas Indonesia already has big data containing their alumni from year to year along with an evaluation of the challenges they face and the need for certain skills. Based on this data (which is continuously updated every year) then they determine and design a soft skills program that feels the need to be developed and strengthened to be included in the curriculum the following year to equip participants and their prospective graduates with qualified soft skills to be ready to compete in the world of work.

Ir. Ahmad Syafiq, M.Sc., Ph.D., Director of Graduate Career Development and Alumni Relations, University of Indonesia, said to increase the quality value of students, the University of Indonesia held various programs such as seminars, soft skills awareness program 2019-2020, which is conducted regularly and sustainably.

School of Business Management Bandung Institute of Technology already has a curriculum of soft skills development. Even not infrequently SBM ITB cooperates with industry in the efforts to develop soft skills that suit the needs of the world of work. Forms of cooperation such as sending students to conduct research related to human resources of the company's workforce, internships, and others

Similarly, STMIK Jayabaya, efforts to improve the quality of students related to soft skills are carried out in the form of additional content on learning materials provided to students. Ir Endro Basuki, MBA, explained that although there has been no addition of new courses specifically about soft skills, the inserts gave in the lecture process are quite able to provide an understanding of soft skills for students.

While BBPLK by its function becomes a job training process for participants to be better prepared to work in the industry sector. Of course, the programs implemented to focus on mastering work skills that include knowledge, skills, and attitudes according to the needs of the business world and industry.

Mastery of competency of trainees who will support the improvement of work productivity so that it can compete in entering the free job market or independent business.

Training programs according to the industry-based curriculum are prepared systematically with competency content by increasing the portion of working practices compared to theories in the classroom.

Table 3. Educational Institution Soft Skills Program

	<b>Strategic &amp; Policy</b>	<b>Curriculum</b>	<b>Learning Method</b>	<b>Cooperation</b>
Gajah Mada University	To be a world-class national university that excels and innovative, serving the interests of the nation and humanity imbued with the nation's cultural values based on Pancasila	Incorporates soft skills-based materials in the curriculum mandatory and supporting	<ul style="list-style-type: none"> <li>▪ Adjusting needs and the character of each student and adjust to the field of study</li> <li>▪ A learning climate that supports good character development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cooperation with universities, institutions, and industries</li> <li>▪ Internship, research, recruitment &amp; workforce assessment</li> </ul>
University of Indonesia	Independent and able to solve problems and challenges at the national and global level, towards excellence in Southeast Asia. Creating graduates who are highly intellectual, virtuous, and able to compete globally	<ul style="list-style-type: none"> <li>▪ Develop a curriculum based on evaluation updates of alumni and student condition data as needed.</li> <li>▪ As main material of the curriculum and/or as additional material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adjusting needs and the character of each student and adjust to the field of study</li> <li>▪ Encourage student research and innovation through various activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cooperation with universities, institutions, and industries</li> <li>▪ Internship, research, recruitment &amp; workforce assessment</li> </ul>
ITB School of Business Management	Educates students to be innovative leaders with entrepreneurial mindset and develop and disseminate business and management knowledge for the sake of improving business, government, and society •	<ul style="list-style-type: none"> <li>▪ Develop a soft skill-oriented curriculum in each field of study</li> <li>▪ As main material of the curriculum and/or as additional material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adjusting needs and the character of each student and adjust to the field of study</li> <li>▪ Encourage student research and innovation through various activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cooperation with universities, institutions and industries</li> <li>▪ Internship, research, recruitment &amp; workforce assessment</li> </ul>

STMIK Jayabaya	Producing graduates with local, regional and international insights professionally and independently who master the field of Information Systems creatively and innovatively in answering the future blindness with quality that is able to compete at the national and international level	Do not have a special program or curriculum for the development of soft skills, but nevertheless this is already on their agenda in the future.	Soft skills development program is carried out in the form of inserts on learning methods in the classroom adjust to each area of learning	Cooperation with several companies in the form of internships, employment practices and additional training related to soft skills that are conquered in the world of work
State Vocational High School 5	Produce graduates who faith, noble character, competent, entrepreneurial and global competitiveness through effective learning for the development of faith and taqwa, engineering competencies, entrepreneurial spirit, foreign language communication	Follow the mandatory curriculum according to the standards determined by the government but to include soft skills materials in the additional curriculum	Learning is carried out with an approach to development-based soft skills, such as discipline, perseverance, leadership and so on in both formal and Extracurricular activities	Cooperation with several companies in the form of internships, employment practices and additional training related to soft skills that needs in the work force
PKP Vocational High School	Manages activities To realize schools that are able to produce students who are taqwa in behavior, highly absorbent in the business world / industry, able to entrepreneurship and continue to college according to their competencies	Following the mandatory curriculum in accordance with the standards set by the government but include soft skills materials in the additional curriculum	Soft skills development program is carried out in the form of inserts on learning methods in the classroom adjust to each area of learning	Cooperation with several companies in the form of internships, employment practices and additional training related to soft skills that needs in the work force

<p>Cevest Bandung</p>	<p>Bandung Work Training Development Center Realizes BLK Bandung as the "Center of Excellence, Center of Development, Center of Empowerment" in the field of education and training in order to support employment policies and programs</p>	<p>Allocate 40 hours in the curriculum to teach soft skills according to the needs of learners in order to be accepted in industry</p>	<p>Composition of teaching, pursuit or education or curriculum related to the development of soft skills has a share of 10%, while the remaining 90% of pursuits related to hard skills</p>	<p>Cooperation with several companies in the form of internships, employment practices and additional training related to soft skills that are conquered in the world of labor and the provision of ready-made labor</p>
<p>Cevest Bekasi</p>	<p>Technical implementation unit of vocational training center to answer the challenges of industry needs through a link and match program between the world of training and the needs of the industry</p>	<p>Curriculum in accordance with the policy of the ministry of manpower has adopted soft skills materials as much as 40 hours of training from 200-300 hours of training carried out for one training program</p>	<p>The learning method is carried out by a combination of formal and non-formal activities according to the raw materials in the curriculum based on the development of hard skills and soft skills</p>	<p>Cooperation with several companies in the form of internships, employment practices and additional training related to soft skills that are conquered in the world of work and the provision of ready-made labor</p>

### **C. Constraints on the development of Soft skills in Educational Institutions**

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In this research, the findings of the survey were obtained by interviewing expert speakers, namely Dr. dr. Rustamaji, M.Kes, Ir. Ahmad Syafiq, M.Sc., Ph.D., Dr. rer. Pol. Achmad Fajar Hendarman, S.T., M.S.M, Endro Basuki, S.Kom, MBA, that there are some obstacles commonly faced by educational institutions such as universities, vocational high schools, and the Center for The Development of Work Training related to the development of soft skills for workers, namely:

1. Still lack cooperation with the industry as a business actor in developing soft skills for the workforce according to the needs in the workplace, usually, the industry still tends to choose an easier way that is to order ready-made labor from educational institutions. So there is still a gap between the development materials provided in educational institutions with the capabilities that are needed in the workplace by each industry
2. There is still a lack of funding allocated for soft skills development programs in the form of research, guidance making, socialization, discussion, and so on for the deepening of understanding of soft skills. The implementation of soft skills development program is carried out with limited resources, a rough budget, limited time to trainers who are not by the required competencies
3. There is still a lack of technical policy implementation so that between educational institutions such as universities, Vocational High Schools that are under the supervision and refer to the regulatory standards of the Ministry of Education, while industrial actors companies are guided by the provisions issued by the Ministry of Manpower and the Ministry of Industry

## A. Conclusion

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Issues related to soft skills have often been overlooked, looked at in the eye, and considered disproportionate or no more important than hard skills. Hard skills are more often used as a reference in measuring the quality and capacity of a person in the world of work. A worker is considered capable or has more value if he or she mastered one or more types of hard skills. While soft skills are often only considered as complementary. Both skills have the same important role. Sometimes even the soft skills factor plays a more vital role and determines the final result. Why is that?

Soft skills either directly or indirectly will affect the process of doing the work, along with the result. For example, good soft skills make a message delivered and well received and a well-received message has a greater guarantee that a job can be carried out properly as well. In doing the work it takes communication skills from both the employer and the recipient of the job so that the work in question can be carried out according to the target of the message in question.

This is what is meant by communication skills or communication skills and with a combination of empathy attitudes, this is a type of soft skills. If the communication capability of empathy, from one or both parties, is bad then there is a prone of misunderstanding or misunderstanding that will hinder the production process or working relationship. If soft skills are both owned by workers and by companies that are usually represented by management workers, it can be expected that there are no conflicts between management and workers. Even if there is a potential conflict, both parties have the ease to find a solution or solution that can be accepted by all parties.

In the present and the future, there are more demands to be able to adapt to technology and an ever-changing work environment. Adaptability will be related to a person's soft skills.

In the world of work, we can learn an intelligence possessed by employees either management level or worker level. One of the interesting things is the intelligence facing challenges (adversity quotient – Stoltz 2000), we can mention a kind of ability in a person to face difficulties. In the business world, workers at all levels will face difficulties either in the form of self-adjustment, learning new technical skills, learning to respect others in the work team, or respecting superiors and colleagues. The real difficulty seen in business activities is the challenge of improving sales and production quality.

Stoltz argues that an adversity quotient is an ability that a person has in observing difficulties and processing such difficulties with their intelligence so that it becomes a challenge to be solved (Stoltz, 2000). With this mental intelligence, a worker will not be vulnerable to losing his job, while the owner of the capital can maintain his investment because both parties can have good productivity even in difficult times.

In essence, good soft skills mastery is needed for both workers and management who represent employers. Can potential worker conflicts with companies be minimized by increasing high-tech machines to replace human power? The implementation of communication technology and machinery in the industry will reduce the number of workers. But behind the operating system of communication technology and machinery, there is still human labor. That is a human being with hard skills and soft skills.

The Government of Indonesia pays special attention to the development of the character of the community because Indonesia's human resources in the future must be characterful and qualified to live better and productive lives. The development of the nation's character, ethics, manners, ethical values,

religious values in the future, should be a priority in the framework of the development of superior human resources in the future

To encourage the development of superior character and human resources several policies issued by the government ranging from laws, presidential regulations, Presidential Instructions, Government Regulations, Ministerial Regulations, Presidential Instructions, Ministerial Decrees and Memorandums of Understanding between Ministers

Most of the regulations issued did not explicitly mention soft skills so researchers did not find an explanation of the term soft skills in those rules. However, it can be seen how the policy is implemented in a practice state. Therefore, the policy taken as a reference in this study is not oriented to the duration or based on the order in which the regulation was issued, but the appropriate scope that supports the theme of research, namely development policy, education, training, life skills, character, curriculum, the competence of industrial workers.

This research does not specifically review policies but analyzes the implementation of policies that have been issued by the government, especially those related to human resource development as mentioned above.

In terms of policy implementation, it is interesting to learn input from George C. Edward a professor of political science at Oxford University said, the main problem in public policy is the lack of attention to implementation, without effective communication the discussion of policyholders will not be successful. 4 important factors influence the implementation of a public policy, namely communication, resources, disposition, and bureaucratic structure<sup>7</sup>

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<sup>7</sup> Implementing Public Policy, Edwards III, George C. (1980)

Table 4. Implementation of human resources development policy

<b>COMMUNICATION</b>	<b>Efforts that have been made</b>
How the delivery process issued by the government can be received and well understood by the public in general	Educational Institutions, Industries, Labor already know the policies related to the development of industrial human resources, character development issued by the government
<b>RESOURCES</b>	<b>Efforts that have been made</b>
How much resource allocation has been done for the implementation of policies issued by the government, among others competent and credible personnel, adequate budget, supporting facilities and authority as the legitimacy of policy actors in the implementation of a policy.	Direction of government policy has prioritized the development of soft skills industry-based labor by involving all stakeholders and the provision of resources for the implementation of policies in the form of facilities where labor development such as Cevest and Vocational High School revitalization SMK, etc
<b>DISPOSITION</b>	<b>Efforts that have been made</b>
Policy implementation will be effective if there is a tendency to make changes as a form of encouragement to implement the policies that have been set.  The provision of attractive incentives can encourage stakeholders to implement policies more actively	Incentives have been made by the government to encourage the implementation of policies related to labor development such as tax reduction incentives for employment practices, apprenticeships, and vocational learning
<b>BUREAUCRATIC STRUCTURE</b>	<b>Efforts that have been made</b>
In carrying out a policy, the condition of the bureaucratic structure becomes a factor that determines the success of policy implementation. The structure of the organization as a policy governance organization includes standard operating procedures to coordinate and disseminate the responsibility of a policy to several different bodies or work units	Individual stakeholders efforts to implement policies set by different ministries  There is already a memorandum of understanding between 5 ministries as a reference for coordinating the government's bureaucratic strategy for vocational education development

1. Communication, how the process of delivering policies issued by the government can be accepted and well understood by the community. Various policies have been issued by the government in various forms

related to skill development for the workforce in general. It needs to be conveyed to policymakers to know what they must prepare and do to carry out the policy so that policy objectives and objectives can be achieved as expected.

From the results of the survey of 180 industry players obtained data more than 90% of respondents from the representative management group and the group already know the policies issued by the government related to human resource development. But it is not known exactly how far the implementation of these policies is at the level of practice in the world of work.

This means that communication factors to the policies issued have been transmitted by the government in the form of socialization, but the policy must be delivered clearly and consistently continuously until all policy actors accept, understand, and can implement it.

2. Resources, there must be resources that have the authority and technical capabilities that can support translating policy actors to implement the policies that have been set. The resources that need to be prepared in the implementation of the policy are competent and credible personnel, adequate budgets, supporting facilities, and authority as the legitimacy of policy actors in the implementation of a policy

From the results of a survey of 180 industry players from the group of management representatives and groups of representatives of workers, there are 25.6% said they do not yet have the resources for the development of soft skills. The results of the same survey also obtained differences of opinion between the group of respondents vice management with the response group of representatives of workers to the soft skills development program that has been done by the industry which means that the information submitted is still very unclear. Then from the same

respondents also obtained about 42.5% said it does not yet have modules and coaches development soft skills specifically.

This indicates that the allocation of resources needed still needs to be improved so that industry players can implement soft skills development policies according to the needs of each different industry.

3. Disposition, policy implementation will be effective if there is a tendency to make changes as a form of implementing the policy that has been set. Facilitating and encouraging protection such as the provision of attractive incentives. It is the willingness and tendency of policymakers to implement the policy in earnest until what is the goal of the policy can be realized

The results of the research show that the government as a policymaker has begun to try to provide disposition in the form of incentives that are attractive to industry players as policy actors to stimulate the implementation of policies related to the development of soft skills for the workforce.

The latest incentive is in the form of a considerable tax reduction for companies involved and willing to conduct vocational training development activities, such as providing super tax deductions and supporting the preparation of skilled and competent workers according to the needs of the industry by Regulation of the Minister of Finance No. 128 of 2019.

This means that the policies issued by the government related to the development of the soft skills workforce have been supported by attractive incentives to encourage industry players to implement the policy of soft skills development programs well.

4. Bureaucratic structure, in carrying out a policy, the condition of the bureaucratic structure becomes a factor that determines the success of policy implementation. The organization structure as a policy work

organization itself includes standard operating procedures to coordinate and disseminate the responsibilities of a policy to several different bodies or work units

From the results of the research obtained information that educational institutions at the university level, Vocational High School is under the Ministry of Education. While the Center for The Development of Work Training is under the Ministry of Manpower. Each seeks to implement the policies set by the relevant ministries that are touting their performance as institutions under the government, CQ the Sectoral Ministry.

While the material of soft skills development is explicitly sourced from regulations under the Ministry of Industry that are applied to the industrial sector or in other words covered by the business world.

There is a Memorandum of Understanding made between 5 Ministries namely the Ministry of Industry, Ministry of Education & Culture, Ministry of Research & Technology, Ministry of Manpower, and Ministry of State-Owned Enterprises on Competency-based Vocational Education that Link & Match with industry.

The findings of this research showed the government's awareness that regulations related to increasing labor productivity both about soft skills and hard skills in the industry sector issued scattered by various ministries. So with a memorandum of mutual agreement between the five Ministries, it seems to be trying to improve the situation of overlapping regulations that occur, so that there needs to be a division of work, responsibilities and authorities agreed together for the development of labor productivity.

## **IMPORTANT NOTE:**

### **Differences in soft skills perspective between employers represented by management and workers**

Based on a survey of 180 respondents representing management groups and working groups, the majority expressed understanding of soft skills. However, there are differences in perspective from both groups of respondents both to the policies issued by the government, the need for the development of soft skills for the workforce and industry in the future, as well as programs for the development of soft skills carried out.

Differences of perspective between industry management and workers, among others:

1. In some industry management there are still those who think that the soft skills development program is an additional cost burden beyond the production and operational costs of other companies.

So that the programs are carried out with disproportionate resources, such as minimal budget, limited program implementation time to human resources to fund rough facilities.

2. Management still tends to look for workers who are ready to work and already have soft skills according to the needs of each industry through labor service providers, BBPLK and others because it is considered easier and efficient. Instead of having to make a program of development of soft skills, in particular, both internally and in cooperation with other parties because it will certainly require greater resources.
3. Obstacles that are often encountered because the assessment is only based on the certificate of skills or references from the previous

company, then the candidate's soft skills are still far from the expectations of the company, some soft skills related to certain job description need to be developed further, because soft skills are dynamic and require habituation and continuous development.

4. Understanding among workers related to soft skills is still low so it has not stimulated its initiation to actively develop itself. There are still some workers who think the development of soft skills is the responsibility of the company, so efforts to find and develop soft skills actively and independently are not carried out, just waiting for orders or programs given by the company.
5. Differences are also found that according to management, soft skill training has been covered in the training held, but workers still little understand whether the training organized by the internal company already contains the supply of soft skills in various series of hard skill training.
6. Most companies have difficulty finding prospective employees who have soft skills in the recruitment stage. Some companies consider that the form of soft skills is a combination of traits or characters that are naturally owned by every prospective employee so that in practice in his work will surely grow.

#### **IMPORTANT NOTE:**

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#### **Who Is Most Responsible in The Development of Labor Soft Skills ?**

The need for soft skills development must be the priority of all stakeholders, ranging from the business world, government, educational institutions, and labor. However, responsibility cannot be charged with simply conveying 'all parties have responsibilities'. If all parties are responsible, then no party can be held accountable.

So who is most responsible for the development of these soft skills? This research shows different opinions from each stakeholder. The entrepreneurs represented by the management of the company assess the problem of soft skill development should be a matter of government or education, not something that causes hassles to the business world.

Some of the business worlds, questioning the existence of regulations through Kepmenaker 234 the year 2020, about SKKNI Soft Skills, which is concerned about encouraging the emergence of certification of soft skills capabilities. Certification usually creates a new cost burden for the company or the worker itself.

Among workers assess that the responsibility of soft skill development should be on the company through various training and development internally. In this case, it needs to be examined more deeply how prospective workers or school graduates think about the problem of soft skills supply. If juxtaposed with the opinion of employers who expect that soft skills must be owned by each prospective worker from his education supply then the prospective workers have a responsibility to improve their soft skills. Workers who are already employed may differ from prospective workers.

However, the government is also not equal in terms of increasing labor productivity. The government recognizes the need for the development of soft skills to support the improvement of hard skills which in the end is the increase in the productivity of workers, but regulations are issued in a scattered manner. The government issued various types of regulations from 4 Ministries directed to one issue of increasing labor productivity, but it is not known how it is implemented.

In the world of education, there is no serious burden of responsibility by educational institutions so that they develop soft skills education for their students. Although, there is a shared understanding that the initiation of soft skills education curriculum can be intended to help graduates ready to enter

the world of work. The basic education curriculum, such as ethics lessons and or P4 curriculum has also been excluded from the national education curriculum. Although in some areas, ethical education (norms, customs, manners, etc.) is still taught as part of the mulok curriculum (local content).

In an in-depth interview with expert resource persons in this study, it was found that there are several campus initiatives to organize educational programs that contain increased soft skills capacity. However, this does not indicate that nationally in Indonesia is already contained in the curriculum of soft skills education in stages, both in secondary education, universities, and BBLK or BLK. That is, the development of soft skills has not become a national program that is forced so that all educational institutions organize soft skills education.

Researchers also found no specific teachers who taught soft skills in secondary or higher education. This could be due to the absence of regulations that require soft skills education in the standard curriculum. Schools or educational institutions do not feel the need to prepare resources in the form of teachers and or teaching materials specifically designed to build the quality of soft skills of students.

So, back to the question, who's most responsible? If all stakeholders understand the important role in growing the productivity of apes, then the intention to collaborate between parties to achieve that goal becomes very urgent to do.

The government, as the owner of the authority to regulate and supervise the rules it makes, is arguably the most responsible party. The main responsibility of the government is to encourage all other parties, namely the business world, educational institutions, and the workforce to jointly understand the importance and know-how to build the capacity of soft skills.

Then it is necessary to find a collaborative action strategy and effective implementation so as not to cause new burdens for both the business world and the workforce.

## **B. Recommendation**

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### **1. Government**

As previously stated, one of the inhibitory factors of a program is the spread of similar regulations that can make overlaps come from each of the same Ministries have authority over labor management and industrial business arrangements.

Looking again at the results of this study, that arrangements to encourage the development of labor productivity through the strengthening of human resource capacity are spread across several ministries. That educational institution at the university level, vocational high school is under the Ministry of Education. While the Center for The Development of Work Training is under the Ministry of Manpower. Each seeks to implement the policies set by the relevant ministries that are touting their performance as institutions under the government, CQ the Sectoral Ministry. While the material of soft skills development is explicitly sourced from regulations under the Ministry of Industry that are applied to the business industry sector.

Researchers recommend to the government as follows:

- a. The government needs to initiate a national-scale campaign related to the development of soft skills in terms of support for the improvement of national productivity, let's say a work ethos development for the nation's children.

- b. Giving birth to synergistic regulation between ministries, in the form of human resource development leads more to result-oriented regulation and through a single system in the framework of guidance and supervision. This is intended so that business stakeholders, education, and workers can understand the importance of increasing the capacity of soft skills and the role of each stakeholder in efforts to advance national productivity.
- c. The synergistic regulation is communicated inclusively by involving various stakeholders related to human resource development.
- d. The government can provide special incentives to business stakeholders, education, and workers who practice best practices in the development of soft skills for prospective workers and workers at various levels.
- e. The government needs to allocate human resources experts in the development of soft skills assigned to practice in various educational institutions including BBLK and BLK, to implement human resource capacity development policies, such as teachers or facilitators who have teaching and facilitating competencies.
- f. Specifically to develop the capacity of prospective workers in terms of soft skills, the government can arrange additional curriculum into higher secondary education as a provision for graduates to work or be entrepreneurial after completion of education.
- g. The government needs to involve industry associations and trade unions as drivers of national productivity development, especially in drawing up implementation roadmaps for the development of soft skills in the industrial environment.

## 2. Company

- a. The Company as part of the business world to independently with its human resource management expertise, increase the capacity of soft skills for workers working in their environment. The reason is that the company is an entity that has an inherent interest in advancing the business through increased manpower capacity along with the application of technology and or quality management applications.
- b. The Company needs to develop an internal human resource development strategy plan in which there is the development of soft skills systemically.
- c. These internal human resource development programs can be done through intensive training internally or in cooperation with training institutions outside the company.
- d. The Company can also study the findings of this study that shows the existence of good initiatives from several companies, namely by bringing in trainers from outside the company so that the accountability and independence of coaches can be maintained.
- e. The Company is expected to play a more active role and contribute to national programs related to human resource development by establishing partnerships with other stakeholders in the efforts to develop these soft skills. One of the good practices that can be done is to establish cooperation with educational institutions or institutions either VOCATIONAL, Cevest, or University, either in the form of apprenticeships or contributions in vocational programs and by inserting materials for capacity building soft skills.

- f. The Company needs to take a strategic approach together with existing unions specifically to develop and implement internal human resource capacity-building programs by affirming the training of soft skills development in it. This will provide space for employees or workers to get more benefits than freedom of association and organization, namely the opportunity to hone their soft skills.

### **3. Educational Institutions (University, Cevest & Vocational High School)**

- a. Educational institutions need to take a position as a powerful driving machine in the development of human resource capacity which contains explicitly the development of soft skills.
- b. Educational institutions should not wait for government policies on the need for a soft skills development education curriculum, but do so on their initiative and by expanding their internal capabilities. This will give more value to the capacity of graduate students.
- c. Educational institutions need to proactively collaborate with industry stakeholders and local governments related to this soft skills development campaign to suit the needs of the business world related to labor absorption.
- d. To help graduates who wish to become self-employed, it is recommended that educational institutions develop an entrepreneurship education curriculum that contains a lot of content of soft skills and managerial skills education.
- e. Educational institutions need to mobilize their students to also learn or learn the life of the world of work and the self-employed world so that students can take the essence of learning directly from the manifestation of soft skills, for example in terms of spirit, persistence, teamwork, socializing positively and others.

#### **4. Worker**

- a. Workers need to identify themselves, equip themselves with good soft skills, to make it easier for workers to adapt to new things, job demands, and the needs of the times.
- b. The union also needs to be part of strengthening the development of good soft skills, this is to foster the spirit of togetherness, teamwork, and team building in the internal organization or company. The active participation of management and unions will also create a large team that can work together and collaborates both to realize the targets of the organization or the company together.

#### **5. Association Role**

APINDO as an association of entrepreneurs who are consistent in the vision of the organization, namely the creation of a conducive and competitive business climate continues to strive to realize harmonious and sustainable industrial relations with all stakeholders; government, labor, and educational institutions.

Related to the urgency of improving labor performance in Indonesia, APINDO has recommended policy suggestions and roadmaps to the government as outlined in the APINDO 2019 Outlook document on Human Resource Quality Reform & Development to Strengthen 2019 Growth Performance and Economic Equality. APINDO emphasizes the importance of workforce skills development, among others;

- a. APINDO sees that skills development is a major employment issue that is very important to support the performance of Indonesia's industrial sector in the future.

- b. APINDO appreciates the efforts of the government that has set an increase in the human resources development budget in the 2019 Budget to Rp 14 trillion. Ask the Government to pay attention to the effectiveness of this budget to increase the capacity of human resources in priority sectors. In APINDO's research related to skills development conducted in several priority sectors, it was found that financial support in the form of a skills development budget is needed to increase human resource capacity in priority sectors.
- c. APINDO also found that in the next five years, production volume in the footwear and food & beverage sectors is projected to increase by two to three times without having to add a large amount of labor due to automation adjusting to industry challenges 4.0. Thus, the effectiveness of the skills development budget needs to be emphasized to boost labor productivity in priority sectors.
- d. APINDO plays an active role in the strategic mediation function between the government and industry players in the skills capacity building program of workers according to the needs of each industry sector.
- e. APINDO plays an active role as a driver of a paradigm change for industry players to manage development programs well through initiation with various educational partners.

## **C. Closing**

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Understanding that there is an awareness that soft skills are indispensable in efforts to increase productivity, then it is necessary to think about how to move this awareness into a more massif action plan and can be followed practically.

We need to put forward the first step such as mobilizing the initiation of a national-scale campaign related to the development of soft skills in terms of support for the improvement of national productivity. This needs to be a shared

agenda. Initiation needs to be done by involving all relevant stakeholders, ranging from government representatives through relevant ministries, local governments, business associations, labor, educational institutions, in formulating rules that are synergistic, comprehensive, easily digestible, and can be implemented.

If a policy that encourages the national movement for the development of soft skills to increase national productivity has been born then the policy needs to be a common consensus, to create a harmony of perceptions and movements ranging from relevant stakeholders to the level of implementation. This policy will become an umbrella law, reference, and ensure the continuity of the program so as not to stop in the middle of the road for various reasons.

The absence of a national education curriculum related to the development of soft skills, of course, needs to get attention. The direction of human resource development needs to include an orientation on basic values that are part of the characteristics of soft skills, for example, honesty, spirit, fighting power, tolerance, empathy communication, and so forth it needs to be a companion of the expertise of factual exorcist science.

So, in the future, we will have produced graduates who are not only experts but are honest human beings, eager to never give up and tolerant of differences. Perhaps we need to rethink the curriculum from low education or from kindergarten to higher education. We can learn from other nations that teach ethos to work in parallel with science in general.

The hope is that soft skills are embedded early on, there is habituation and there are cultural norms in the daily environment, including in the work environment.

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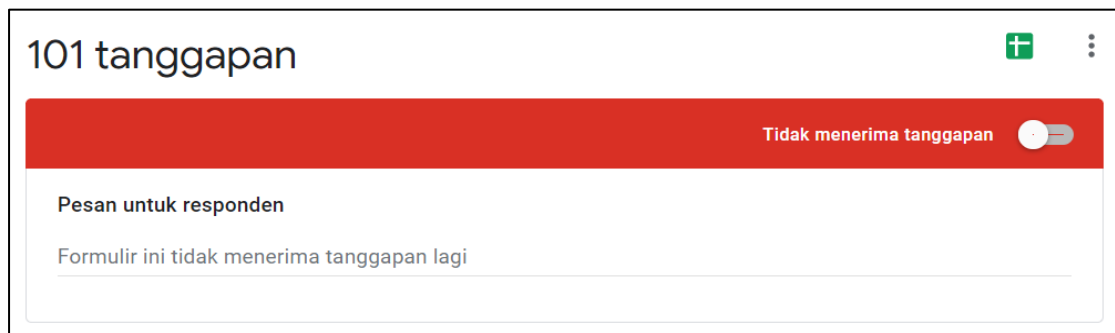
## Overview Respondents

### 1. Number of Respondents

Data and research information obtained through several methods of collection, one of which is a survey by spreading questioner to predetermined respondents.

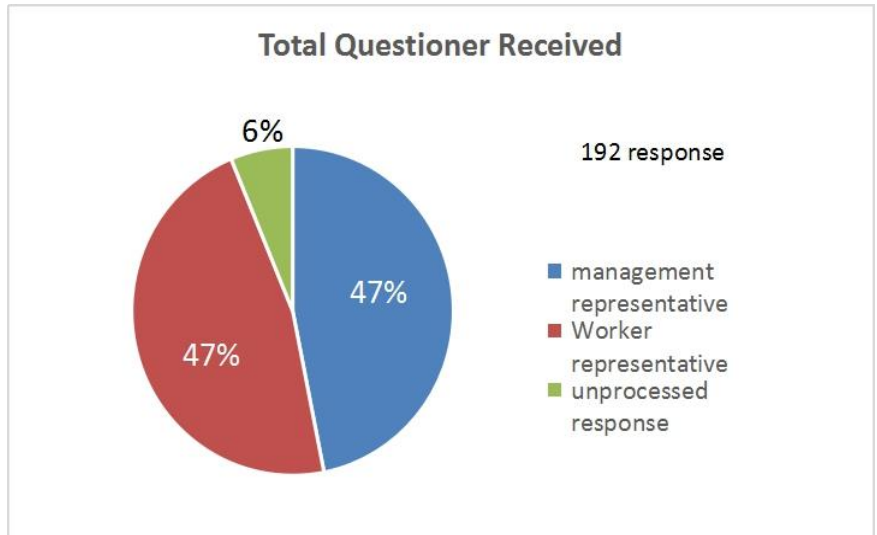
The spread of questioner is done online using google form with the target workers and management who are considered to represent the industry.

The survey was conducted for seven days from November 6 to November 13, 2020, and received 192 responses.



### Google Form Response Results

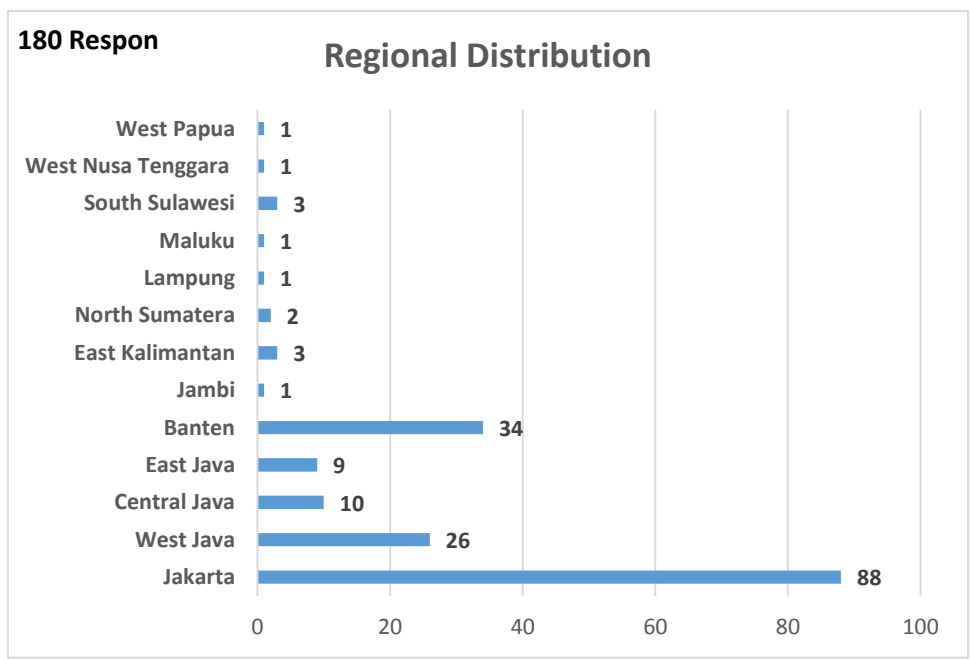
Of the 192 response data entered via google form email, 12 respondents were considered unfit because they filled out the same questionnaire more than 1 time. So that only 180 respondent data can be processed into research data.



Data Graph of Research Respondents

## 2. Distribution of respondents' regions

The distribution of 180 respondents who sent feedback came from various regions, although at the beginning of the target area respondents only in 4 provinces namely Jakarta, West Java, Banten, and Central Java, but when the spread of questioner became widespread because some industries have factories or branch offices in different areas of the company's headquarters.

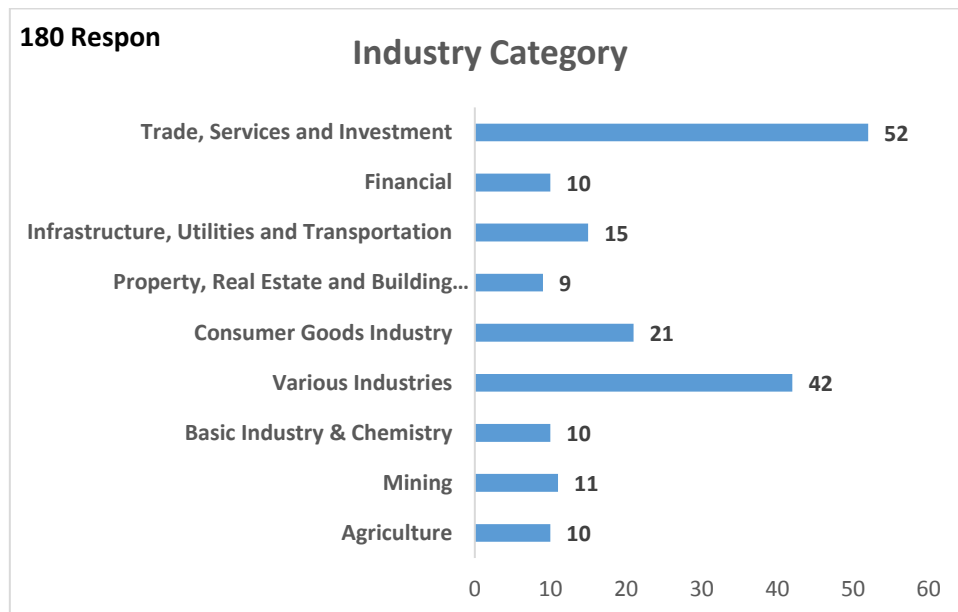


Graph of respondents' region distribution

### 3. Industrial sector respondents

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Respondents who submitted responses came from various industrial sector sectors represented in 9 categories of industrial sectors

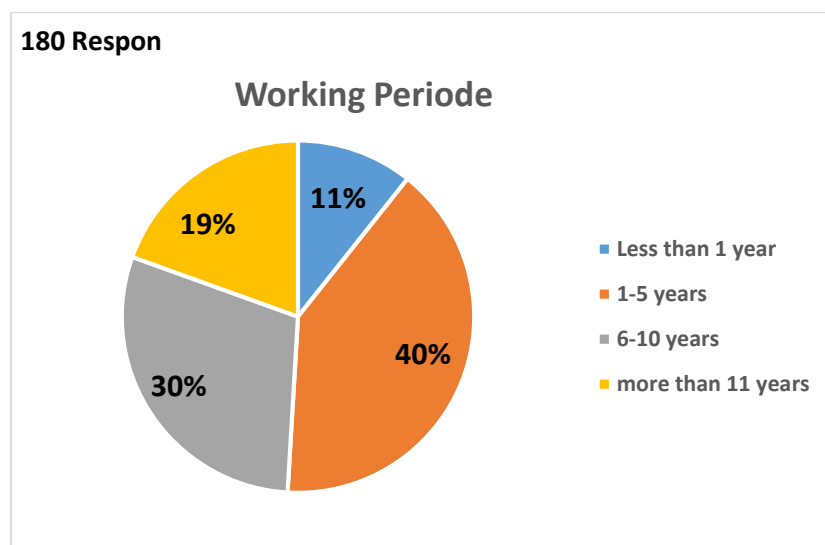


Graph of respondents' industrial sector

### 4. Length of work of respondents

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The length of work of 180 responses also varies greatly, with few respondents working less than 1 year. This means that the majority of respondents understanding of the condition of the workplace is good enough

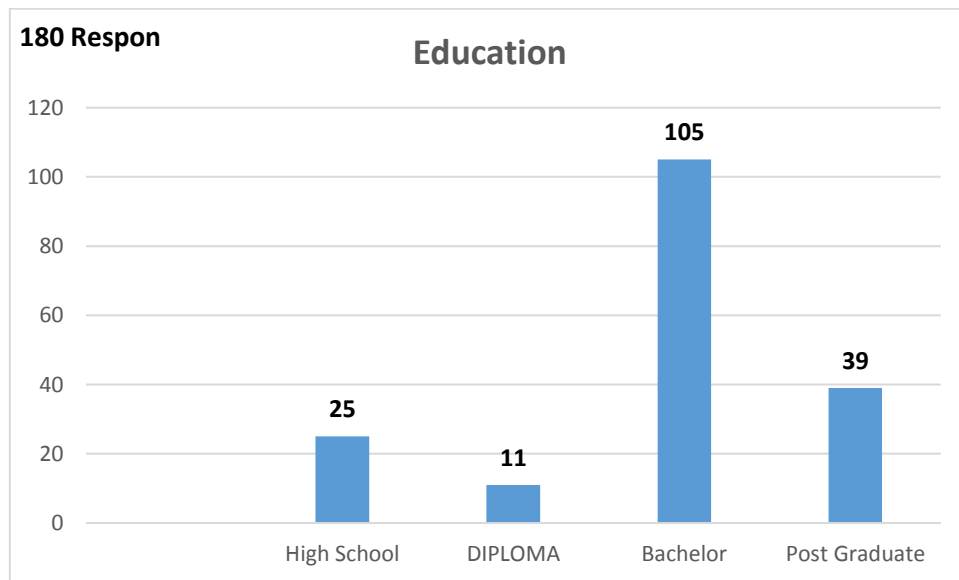


Graph of respondents' length of work

## 5. Respondent's level of education

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The level of education of research respondents is also very diverse ranging from the lowest level of high school to post-graduate, this means that the opinions given by respondents to research questions represent a broader level of education

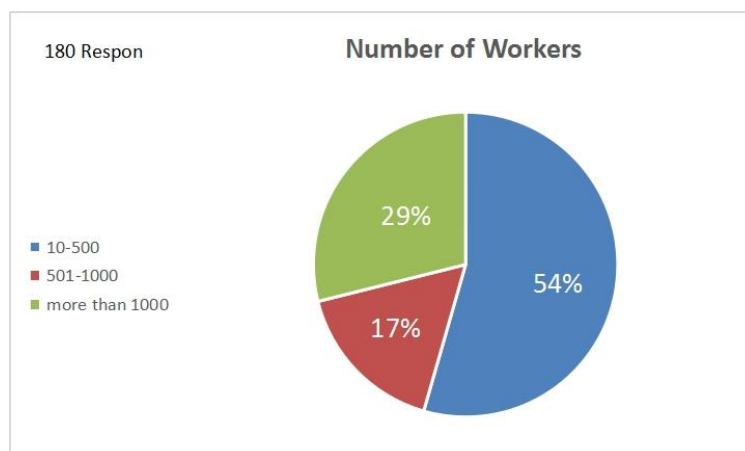


Graph of respondents' education level

## 6. Number of workers

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Industries where respondents work based on the number of workers owned can be categorized into small, medium, and large industries



Graph of the number of workers in the respondent's workplace

## Questionnaire Form

1/15/2021

KUESIONER PENGUATAN PENGEMBANGAN SOFT SKILL MENUJU INDUSTRI 4.0

### KUESIONER PENGUATAN PENGEMBANGAN SOFT SKILL MENUJU INDUSTRI 4.0

Kami, tim kajian Asosiasi Pengusaha Indonesia (APINDO) saat ini sedang melakukan pengumpulan data terkait dengan Penguatan Pengembangan Soft Skill Menuju Industri 4.0. Kajian ini kami lakukan dengan beberapa metode pengumpulan data, salah satunya yakni in-depth interview kepada pemerintah dalam hal ini instansi terkait, industri dari beberapa sektor yang mewakili, lembaga pendidikan seperti universitas, TVET serta para ahli/tokoh yang berkompeten.

Tujuan akhir kajian ini adalah untuk melakukan analisis data dan informasi yang diperoleh untuk menemukan apa dan bagaimana strategi penguatan pengembangan soft skill sesuai kebutuhan.

Tim kajian menjamin kerahasiaan identitas responden serta tidak menyebarkan lembar kuesioner ini untuk umum

Oleh sebab itu, dimohon kesediaan Bapak/Ibu untuk menjawab interview ini sesuai dengan keadaan yang sesungguhnya. Terima Kasih

\* Wajib

Data Responden

Mohon dijawab sesuai kondisi sebenarnya

1. Nama (Untuk Sertifikat) \*

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2. Nama Perusahaan \*

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3. No Handphone/Whatsapp \*

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<https://docs.google.com/forms/d/1KYhMrVxLw9UISx6p8OQG1q-DV09uF4SAAjvdMAPWh0/edit>

1/14

**4. Email \***

Tulis Alamat Email Valid Anda (Untuk Pengiriman Sertifikat)

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**5. Pendidikan \***

Tandai satu oval saja.

- SLTP
- SLTA
- DIPLOMA
- S1
- S2

**6. Jabatan/Posisi \***

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**7. Lama Bekerja \***

Tandai satu oval saja.

- Kurang dari 1 Tahun
- 1-5 Tahun
- 6-10 Tahun
- 11 Tahun ke atas

**8. Alamat Perusahaan \***

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**9. Area Perusahaan \***

Pilih Provinsi lokasi perusahaan Anda

*Tandai satu oval saja.*

- Jakarta
- Jawa Barat
- Jawa Tengah
- Banten
- Yang lain: \_\_\_\_\_

**10. Kategori Sektor Perusahaan \***

Pilih Kategori Sektor Perusahaan Tempat Anda Bekerja

*Tandai satu oval saja.*

- Pertanian
- Pertambangan
- Industri Dasar & Kimia
- Aneka Industri
- Industri Barang Konsumsi
- Properti, Real Estate, dan Konstruksi Bangunan
- Infrastruktur, Utilitas, dan Transportasi
- Finansial
- Perdagangan, Jasa, dan Investasi

**11. Bidang Usaha/ Produk \***

\_\_\_\_\_

**12. Jumlah Tenaga Kerja \***

*Tandai satu oval saja.*

- 10-500 Pekerja
- 501-1000 Pekerja
- Lebih dari 1000 Pekerja

*Langsung ke pertanyaan 13*

**Pertanyaan Terkait Pemahaman Soft Skill****13. Apakah perusahaan tempat dimana Anda bekerja pernah mengalami peningkatan kinerja ? \***

*Tandai satu oval saja.*

- Tidak pernah
- Pernah
- Lebih dari 5 kali peningkatan

**14. Apa penyebab utama peningkatan kinerja tersebut ? \***

*Tandai satu oval saja.*

- Faktor Kualitas Tenaga Kerja
- Faktor Keuangan
- Faktor Lainnya

## 12. Jumlah Tenaga Kerja \*

*Tandai satu oval saja.*

- 10-500 Pekerja
- 501-1000 Pekerja
- Lebih dari 1000 Pekerja

*Langsung ke pertanyaan 13*

**Pertanyaan Terkait Pemahaman Soft Skill**

## 13. Apakah perusahaan tempat dimana Anda bekerja pernah mengalami peningkatan kinerja ? \*

*Tandai satu oval saja.*

- Tidak pernah
- Pernah
- Lebih dari 5 kali peningkatan

## 14. Apa penyebab utama peningkatan kinerja tersebut ? \*

*Tandai satu oval saja.*

- Faktor Kualitas Tenaga Kerja
- Faktor Keuangan
- Faktor Lainnya

18. Menurut Anda apa saja aspek kemampuan tenaga kerja yang dibutuhkan ? \*

*Tandai satu oval saja.*

- Hard skills
- Soft skills
- Hard skills & Soft skills

19. Apakah perusahaan membutuhkan tenaga kerja yang memiliki soft skill yang sesuai ? \*

*Tandai satu oval saja.*

- Tidak
- Perlu
- Sangat Perlu

20. Apakah sulit mencari tenaga kerja baru yang memiliki Soft Skills sesuai kebutuhan ? \*

*Tandai satu oval saja.*

- Tidak *Langsung ke pertanyaan 21*
- Biasa *Langsung ke pertanyaan 21*
- Sulit *Langsung ke pertanyaan 21*

21. Jelaskan alasan Anda \*

Tulis alasan terkait jawaban Anda pada pertanyaan sebelumnya

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22. Apa saja Soft Skill yang perlu dimiliki tenaga kerja sesuai kebutuhan perusahaan dimasa mendatang ? \*

Boleh pilih lebih dari satu jawaban

*Centang semua yang sesuai.*

- Leadership
- Komunikasi
- Team work
- Problem Solving
- Percaya Diri
- Adaptasi
- Daya tahan
- Berpikir kritis
- Kreatifitas
- Inovasi
- Integritas
- Disiplin
- Mandiri

Yang lain:  \_\_\_\_\_

23. Apakah perusahaan memiliki sumber daya untuk mengembangkan soft skills sesuai kebutuhan tersebut ? \*

*Tandai satu oval saja.*

- Tidak
- Ya

24. Apakah perusahaan memiliki modul pelatihan soft skills sesuai kebutuhan tersebut ? \*

*Tandai satu oval saja.*

- Tidak
- Ya

25. Apakah perusahaan memiliki tenaga pengajar soft skills sesuai kebutuhan tersebut ? \*

*Tandai satu oval saja.*

Tidak

Ya

26. Apakah program pengembangan Soft Skills dilakukan perusahaan terhadap karyawan yang baru direkrut atau dalam masa percobaan ? \*

*Tandai satu oval saja.*

Tidak

Ya

27. Apa saja program pengembangan Soft Skills yang dilakukan perusahaan terhadap karyawan yang telah melewati masa percobaan ? \*

Boleh pilih lebih dari satu jawaban

*Centang semua yang sesuai.*

- Leadership
- Komunikasi
- Team work
- Problem Solving
- Percaya Diri
- Adaptasi
- Kemandirian
- Daya tahan
- Berpikir kritis
- Kreatifitas
- Inovasi
- Integritas
- Kedisiplinan
- Ketekunan

Yang lain:  \_\_\_\_\_

28. Pada tahun 2019, apa saja program pelatihan soft skills yang dilakukan perusahaan ? \*

Boleh pilih lebih dari satu jawaban

*Centang semua yang sesuai.*

- Leadership
- Komunikasi
- Team work
- Problem Solving
- Percaya Diri
- Adaptasi
- Kemandirian
- Daya tahan
- Berpikir kritis
- Kreatifitas
- Inovasi
- Integritas
- Kedisiplinan
- Ketekunan

Yang lain:  \_\_\_\_\_

29. Berapa kali pelatihan soft skills tersebut dilakukan pada tahun 2019 ? \*

*Tandai satu oval saja.*

- Tidak pernah
- 1-3 kali
- 4-6 kali
- 7-9 kali
- 10-12 kali

30. Tahun 2020 selama masa pandemi COVID-19 apakah perusahaan melakukan program pengembangan soft skills ? \*

Tandai satu oval saja.

- Tidak    *Langsung ke pertanyaan 32*
- Ya    *Langsung ke pertanyaan 31*

31. Apa saja program pengembangan softskill tersebut ? \*

Pilih jawaban Anda terkait pada pertanyaan sebelumnya (Boleh pilih lebih dari satu)

Centang semua yang sesuai.

- Leadership
- Komunikasi
- Team work
- Problem Solving
- Percaya Diri
- Adaptasi
- Kemandirian
- Daya tahan
- Berpikir kritis
- Kreatifitas
- Inovasi
- Integritas
- Kedisiplinan
- Ketekunan

Yang lain:  \_\_\_\_\_

*Langsung ke pertanyaan 32*

32. Metode apa yang digunakan dalam program pengembangan soft skills di perusahaan tempat Anda bekerja saat ini ? \*

Boleh pilih lebih dari satu jawaban

Centang semua yang sesuai.

- Seminar  
 Pelatihan di dalam perusahaan (in house training)  
 Outbound  
 Gathering  
 Short course

Yang lain:  \_\_\_\_\_

33. Apakah perusahaan bekerjasama dengan institusi di luar perusahaan dalam mengembangkan Soft Skill tenaga kerja ? \*

Tandai satu oval saja.

- Tidak    *Langsung ke pertanyaan 36*  
 Ya    *Langsung ke pertanyaan 34*

34. Jika Iya, sebutkan institusi yang terkait kerjasama tersebut \*

Tulis jawaban Anda terkait pada pertanyaan sebelumnya

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*Langsung ke pertanyaan 35*

**35. Bentuk kerjasama seperti apa yang telah dilakukan ? \***

Pilih jawaban Anda terkait pada pertanyaan sebelumnya (Boleh pilih lebih dari satu)

*Centang semua yang sesuai.*

- Penyusunan kurikulum dan modul
- Penyediaan tenaga pengajar
- Sertifikasi
- Magang/kerja praktek
- Short course
- Kerjasama konsultasi

Yang lain:  \_\_\_\_\_

*Langsung ke pertanyaan 36*

**36. Menurut Anda berapa nilai investasi (rupiah) yang diperlukan untuk pengembangan soft skills seluruh tenaga kerja perusahaan pertahun ? \***

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**37. Menurut Anda apakah kemampuan soft skills tenaga kerja Anda saat ini akan mampu menghadapi tantangan revolusi industry 4.0 ? \***

*Tandai satu oval saja.*

- Ya
- Tidak
- Mungkin

38. Apa harapan Anda kepada pemerintah terkait kebijakan pengembangan soft skills tenaga kerja untuk menghadapi tantangan revolusi industri 4.0 ? \*

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39. Apa saran Anda kepada pemerintah terkait kebijakan pengembangan soft skills tenaga kerja untuk menghadapi tantangan revolusi industri 4.0 ? \*

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## In-depth Interview Resume

Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	Sub directorate of Character Development of The Directorate of Student Education of Gajah Mada University
Interviewee	Dr. dr. Rustamaji, M.Kes
Position	Head Sub Directorate
Interviewer	1. Satriyo Mahanani 2. Kwarnanto Rohmawan
Date	November 10th, 2020
Place	Media Zoom

The extent of knowledge and understanding of soft skills

- Soft skills and hard skills are very important skills and are one of the determining factors of the world of work and industry

How soft skills play a role in the industry going forward?

- Mastery of soft skills or having good soft skills is an absolute requirement to jump into the world of work and increase industrial productivity

What do you think of the soft skills policy?

- Character development policies are many but still not entirely applicable because they require cooperation between other agencies of interest

What is the soft skills development program in your institution?

- UGM has long been concerned about the development of soft skills for students and graduates. One form of attention is the inclusion of a curriculum based on soft skills in the learning process of teaching. The purpose of the supply is to create or equip students with soft skills that suit the needs to face the world of work
- UGM strives to create students or graduates who are adaptive to any changes or advances of the era, able to collaborate, have a sharp analysis of all information, are creative, able to lead in the field of science (mastering and leading in science), have a leadership spirit, and critical
- Preparation or supply of soft skills targets not only new students but also students who are running their studies and alumni
- Soft skills materials taught are not only leadership issues, problem-solving, critical thinking, and adaptive only, UGM also seeks to equip students and

### Gajah Mada University

Sub Directorate of Student Character Development initiates and facilitates entrepreneurial leadership character development activities and communities as well as various Soft Skills programs

### Programs

- 2019 Soft Skills Campus Service
- Soft skills awareness, Seminar Soft Skills, Research on soft skills development
- 202-233-2000.
- Accountants as Engine of Reform and the Importance of Pillars of Integrity to Respond to the Pandemic
- 2015-2015: The New Year's Day

graduates later with other soft skills such as public speaking, time management, and self-management and financial literacy.

- Financial literacy is taught with the intention that later graduates of UGM can understand financial problems in terms of assets because their frugality in understanding assets often makes a business is-manageable and leads to losses.
- Another material related to soft skills taught is the quality audit so that students can identify their quality to be able to transform into ready and quality human resources.
- UGM also cooperates with State Owned Enterprises (SOE) where one form of cooperation is to provide spaces for students to intern in SOEs in cooperation with UGM. Some even use the pattern of internship with selection with a period of 6 months, where students who have interned for 6 months will be recruited by the company where he interned. This internship program is designed so that students know and recognize the ins and outs of the world of work. So when he had to jump into the world of work the real student was ready because it had been supplied before. These programs not only cooperate with the business world or industry but also work with other universities.
- All curriculums and programs related to soft skills are developed based on the needs and character of each student and adapt to the field of study

What are the suggestions for strengthening policies, especially the development of soft skills

- All stakeholders or related stakeholders are obliged to sit together and advise on the policy and development of soft skills for Indonesian human resources in the future.
- The source also expects every stakeholder to be vocal and contribute actively to the development program's efforts, whether through regulation, support funding for research to implementation in the field.
- The Ministry as a regulator must be able to explain and describe the program or regulation stipulated in a public and clear way so that the educational institution as well as the elements in it understand and can run, spell out and develop according to the direction of the policy and the needs in question.
- The ministries in question are the Ministry of Industry, the Ministry of Manpower, the Ministry of Education and Culture.



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	Directorate of Graduate Career Development and Alumni Relations of University of Indonesia
Interviewee	Ir. Ahmad Syafiq, M.Sc., Ph.D
Position	Director of Graduate Career Development and Alumni Relations at University of Indonesia
Interviewer	1. Satriyo Mahanani 2. Kwarnanto Rohmawan 3. Makmury Akbar
Date	November 3 <sup>rd</sup> 2020
Media	Google Meet

### The extent of knowledge and understanding of soft skills

- Soft Skills is a skill related to human relations both in and out (other people or social environments)
- The term Soft Skills is more popular or popularized in the United States, while Europeans themselves prefer or prefer to break down those skills to be more specific such as, Leadership skills, emotional skills, and so on.
- Soft skills are often contrasted with hard skills when both have their respective roles and are just as important

### How soft skills play a role in the industry going forward?

- All elements in soft skills (leadership, communication, team work, problem solving, creativity, critical thinking and so on) is very important to have the workforce in facing the world of work especially in the era of industry 4.0 that is all sophisticated.

### What do you think of the soft skills policy?

- The relevant ministries should together with employers and universities sit together and formulate things related to soft skills, ranging from what is the definition of soft skills, its importance, and its development strategies in the future so that there are a meeting point and uniformity
- Another problem that often hinders is political factors. Sometimes a good policy is often stagnant, stalled, or even erred due to political factors such as a change of leadership, a change of minister, or a change of government

#### **University of Indonesia**

Commitment to the development of soft skills of students

Directorate of Graduate Career Development and Alumni Relations, University of Indonesia has work indicators;

1. Managing support for new alumni to enter the world of work
2. Prepare data on Tracer Study & Employer Study
3. Managing relationships and cooperation with alumni and the community

#### **Programs**

- Soft skills awareness, Seminar on Soft Skills, Research on soft skills development
- Assessment soft skills

and this happens in almost all parts of the world. The change of leadership/officials will usually be followed by a change of policy, this is what causes a policy or program as good as anything he often down and unsustainability. As a result, those goals can never be realized completely

### What is the soft skills development program in your institution?

- Currently, the learning process on campus is done by working from home using online fingers, here of course required soft skills from all parties to adapt to continue to be productive
- Universitas Indonesia already has big data containing their alumnus from year to year along with an evaluation of the challenges they face and the need for certain skills that become treasure studies. Based on this data (which is constantly updated every year) then they determine and design soft skills programs that are felt to be developed and strengthened to be included in the curriculum the following year to equip their student participants and their prospective graduates with qualified soft skills to be ready to compete in the world of work. The program itself is under the auspices of the Directorate of Graduate Career Development and Alumni Relations of the University of Indonesia.
- Lecturers at the University of Indonesia are often asked to fill lectures or seminars for in-house training related to the development of soft skills even on behalf of individuals and not on behalf of the University of Indonesia institutions.
- Cooperation with industry has been done in the form of recruitment consultants, career centers

### What are the suggestions for strengthening policies, especially the development of soft skills

- It takes a stand-alone Adhoc body containing experts, minimal or even free from political interests, who are tasked with formulating, designing, and controlling a program to continue to run consistently in its path despite leadership changes and the like.



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	School Business Management Institute of Technology Bandung
Interviewee	Dr. rer. pol. Achmad Fajar Hendarman, S.T., M.S.M
Position	Lecturer
Interviewer	1. Satriyo Mahanani 2. Kwarnanto Rohmawan
Date	November 9th, 2020
Media	Zoom Meeting

The extent of knowledge and understanding of soft skills

- Soft skills are skills related to emotional abilities consisting of intrapersonal and interpersonal abilities of a person. Soft skills are usually more dominated by the use of IQ

How soft skills play a role in the industry going forward?

- Soft skills become very important position because it is related to deliver work, related to motivation and so forth.
- Every activity or job requires different soft skills or hard skills, but soft skills are always needed.
- These two types of skills are equally important and needed by every worker. Especially in the era of Industry 4.0 which is loaded with advanced technology and automation
- Adaptability to changing times and technology becomes very important. If you can't adapt, people will be left behind. Adapting is part of soft skills.

What do you think of the soft skills policy?

- The government needs to initiate and allocate funds for collaboration with universities, industry, and unions for more concrete programs such as research, socialization, structured training, and others
- Although the regulation is still not strong at the level of implementation and form of follow-up
- In general, the government has shown good response and attention to soft skills development efforts, especially as an effort to face the industry 4.0 era, a form of good intentions of the government can be seen from the birth of some regulations/policies

**School Business Management Institut of Technology Bandung**

The work of SBM ITB ethically impacts on the improvement of Business, Government, and Society in increasing their values and sustainability

**Programs**

- Soft Skills and Individuallnnovativene ss for Industry
- Research Interest: Soft Skills, Innovativeness
- Soft Skill Training MBA-ITB 57
- Personality Assessment
- Fostering Teamwork

- The government needs to initiate and allocate funds for collaboration with universities, industry, and unions for more concrete programs such as research, socialization, structured training, and others

What is the soft skills development program in your institution?

- School of Business Management Bandung Institute of Technology already has a soft skills development curriculum. It is not uncommon to cooperate with the industry in efforts to develop soft skills related companies. Forms of cooperation such as sending students to conduct research related to the company's human resources, and others
- While some other faculties also make soft skills as additional programs.
- Campuses already have big data containing their alumnus from year to year along with an evaluation of the challenges they face and the need for certain skills that become treasure studies. Based on this data (which is constantly updated every year) then they determine and design a soft skills program that is felt to be developed and strengthened to be included in the curriculum the following year to equip their students and their prospective graduates with qualified soft skills to be ready to compete in the world of work.

What are the suggestions for strengthening policies, especially the development of soft skills

- Should all relevant stakeholders ( government, business world, academia, community, and media) can collaborate and support according to their respective abilities and fields, in this soft skills campaign so that soft skills development strategies can be continued, measured, and developed according to the needs of the times.
- Focus more on implementing policies issued by the government so that soft skills can be developed with a good system



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	Institute of Informatics Management & Computer Jayabaya
Interviewee	Endro Basuki, S.Kom, MBA
Position	Vice Director SMIK Jayabaya
Interviewer	1. Satriyo Mahanani 2. Kwarnanto Rohmawan
Date	November 4th, 2020
Tempat	STMIK Jayabaya

The extent of knowledge and understanding of soft skills

- Both soft skills and hard skills have an equally important role for the workforce and industry management to face the demands of today's industrial technology era
- The best of a system or technology in this era of automation still requires good management, a good management team and it is only possible when the team that manages can work well together and is well-led. This is where soft skills become desperately needed

How soft skills play a role in the industry going forward?

- To face the industry 4.0 era of soft skills development for human resources is necessary because rapid technological advances require human resources with much better soft skills.
- All elements in soft skills (leadership, communication, teamwork, problem-solving, creativity, critical thinking, and so on) are very important to have the workforce in facing the world of work especially in the era of industry 4.0 that is all sophisticated.

What do you think of the soft skills policy?

- The government's response to soft skills related issues is quite good, but sometimes this response is less implemented. As a result many discourses and programs only stop to the extent of the title or stagnant in the middle because there is less follow-up set execution.
- While still focused on the rules of the ministry of education, not much know about policies related to soft skills

**Institute of Informatics Management & Computer Jayabaya**

Managing education and training activities in the field of Information Systems by constantly considering the needs of the industry, Equipping students with problem solving skills and based on knowledge of Information Technology and Business

**Programs**

- Seminars, workshops and self-development training
- Team Work & Leadership Booth Camp 2018
- Introduction to How Industry Works

### What is the soft skills development program in your institution?

- The soft skills development program that has been done in the form of inserts on learning methods in the classroom is tailored to each field of learning
- Campus Jayabaya itself does not currently have a special program or curriculum for the development of soft skills, but this is already on their agenda in the future.
- The pandemic requires that the learning process be done online this causes changes in the behavior of both lecturers, students, and universities to be adaptive, creative thinking looking for solutions using information technology. This certainly indirectly encourages the development of soft skills naturally

### What are the suggestions for strengthening policies, especially the development of soft skills

- For the future, good programs related to the development of soft skills are reviewed, formulated, organized, and run in full to one day be able to create quality Indonesian human resources (soft skills and hard skills) and ready to compete in the industry 4.0 era.
- With qualified and qualified human resources both soft skills and hard skills, the government's efforts to cut the unemployment rate and poverty will not only be a dream. Because the opportunities for the workforce are becoming much greater. Not only hope from the absorption of labor from the industry, with good human resources can create new jobs. Note that there is genuine support from all relevant stakeholders.



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	State Vocational High School 5 Jakarta
Interviewee	Subiyanto
Position	Vice Chairman of Industrial Relations
Interviewer	Satriyo Mahanani
Dated	November 13th, 2020
Tempat	Jakarta

The extent of knowledge and understanding of soft skills

- All skills are generally equally important in the world of work, but good soft skills are a differentiating factor

How soft skills play a role in the industry going forward?

- Good soft skills are needed to enter the world of work.
- Industry prefers students who have good soft skills because they tend to be more adaptable to the world of work, willing to learn and accept new things, and have good discipline.
- This is evidenced by special requests from several industries in cooperation with SMKN 5 Jakarta to provide graduates or apprentices who have good soft skills
- Even the industry prefers students who have good soft skills in the process of receiving internships and recruitment.

**State Vocational High School 5**

Producing graduates who are faithful, noble, competent, entrepreneurial and globally competitive

Through effective learning for the development of faith and taqwa, engineering competencies, entrepreneurial spirit, foreign language communication skills

**Programs**

- Cooperate with PT Astra International and other industries
- PROGRAM SAMAPTA for the development of soft skills

What do you think of the soft skills policy?

- Resource persons are not very familiar with regulations related to soft skills
- Because in practice, teaching patterns presented and delivered directly by industry representatives are more acceptable, absorbed, and practiced by learners because they are given an idea of the ins and outs of the world of work from the practitioner's side

What is the soft skills development program in your institution?

- Because of this need and demand, the school felt the need to prepare and improve the soft skills of its students and graduates to be able to compete and be accepted in the world of work.
- Soft skills development program is through extra-circular and SAMAPTA program contains training related to discipline, physical fitness conducted 2

times a week. These extra-curricular programs are believed to be able to form good character and personality.

- One of the patterns of cooperation carried out by the industry and SMKN 5 Jakarta, the industry deploys and provides special training for a week to apprentices or prospective workers before being accepted or placed or employed in the company. They were also introduced to good work culture and soft skills.

What are the suggestions for strengthening policies, especially the development of soft skills

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- Respondent hopes that all relevant stakeholders, especially state and industry organizers can be more active in soft skills development programs in vocation schools so that the ability of graduates of vocational schools primarily in the field of soft skills is more evenly distributed and not only in excellent schools.
  - Another hope is more and more often industry players who want to jump directly into educational institutions such as vocational schools. It is expected that the program to jump directly into vocational schools can teach things related to good soft skills to learners, especially soft skills that are as needed or needed in the world of work.
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Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	Vocational High School Pondok Karya Pembangunan
Interviewee	Khoirul Fuadi, S.Pd, MM
Position	Principal
Interviewer	1. Diodi Aulia 2. Kwarnanto Rohmawan
Date	November 4th, 2020
Tempat	Jakarta

The extent of knowledge and understanding of soft skills

- In addition to the ability to operate technology technically is also necessary soft skills to adapt, solve problems, cooperate, think creatively, and so on

How soft skills play a role in the industry going forward?

- In addition to technical skills in the industrial world in the future certainly requires the role of soft skills as supporting skills of workers industry players
- The development of information technology in industry 4.0 certainly requires a combination of technical and interaction skills and worker cooperation to adapt to these developments

What do you think of the soft skills policy?

- Already know some of the rules regarding the mismatch of the vocational curriculum with the industrial world
- The office has also socialized and provided curriculum related to the needs of industry or soft skills such as industry-based schools, leadership-based schools, and vocational schools adding curriculum from existing minimum standards by focusing on working practices that are starting from planning to sales analysis results.

What is the soft skills development program in your institution?

- For others such as giving a more applicative understanding of English according to the needs of the industry and will also make plans with Daihatsu to socialize the culture of the industry. However, cooperation with recruitment is still lacking because of the absence of people who manage the field in SMK PKP.
- Then the synchronization of curriculum between formal and industry has been implemented one example such as collaborating with AXIO, which is

**Pondok Karya  
Pembangunan  
Vocational High School**

Managing activities  
Realizing schools that  
can produce taqwa  
learners in behavior, high  
absorption in the  
business/industry, able to  
entrepreneurship, and or  
continue to college  
according to their  
competencies.

**Programs**

- Educational Festival for Student
- The development of soft skills through arts and religious activities
- Road Safety Coaching Clinic

an AXIO class for several majors that students hope to learn to assemble or problem-solving. However, with the cooperation of curriculum synchronization between formal SMK relationship with industry is still lacking because there are still a few students who are channeled to be recruited but only street vendors.

What are the suggestions for strengthening policies, especially the development of soft skills

- There have been many rules issued by the government through the ministry of manpower, ministry of education, and ministry of industry related to the development of soft skills but not yet in-depth and how technical implementation
- Need media liaison between agencies in various ministries and par industry players, education, so that the flow of cooperation can be built and implemented



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	<b>Centre for Vocational and Extention Service Training (CEVEST ) Bandung</b>
Interviewee	Aan Subhan, S.Pd
Position	Head of CEVEST Bandung
Interviewer	1. Satriyo Mahanani 2. Kwarnanto Rohmawan
Date	November 10 <sup>th</sup> 2020
Tempat	Media Zoom Online

### The extent of knowledge and understanding of soft skills

- Soft skills are individual skills related to one's ethics and attitudes.
- Soft skills have a very important role and position in the world of work, not even rarely become the main consideration for the company in the recruitment process

### How soft skills play a role in the industry going forward?

- Dalam In the world of work needed is 70% soft skills and the remaining 30% is hard skills" because according to him from the results of consultation with companies that are partner Cevest, hard skills are easy to learn and only take a short time, while to form soft skills takes longer. " for example, a person is not very clever, but he has good soft skills then it is easier to develop than people with good hard skills but with bad soft skills.

### What do you think of the soft skills policy?

- Bandung Center for Work Training Development is an Engineering Service Unit under the Ministry of Manpower, systems, work procedures, especially following the rules issued by the Ministry of Manpower related to the development of labor skills
- The Ministry of Manpower focuses on developing soft skills this is seen by the issuance of ministerial decisions on soft skills competency standards

### What is the soft skills development program in your institution?

- CEVEST as instructed by the Minister of Manpower gives extra attention to the efforts to develop the soft skills of its learners to be accepted in the world of work. The focus form is mandatory to allocate 40 hours in the curriculum to teach soft skills. Among the training provided were mental issues of discipline, problem-solving, leadership, communication skills.

Centre for Vocational and extension Service Training Bandung

Realizing CEVEST Bandung as "Center of Excellence, Center of Development, Center of Empowerment" in education and training to support employment policies and programs

#### **Programs**

- Conducting Instructor and Manpower Training.
- Conducting Training Resource Development

- In preparing CEVEST soft skills, especially in Bandung, cooperate and consult with the industry to determine what soft skills are needed in the world of work to then become a focus to be developed by CEVEST for its learners. Or you can say the development of the curriculum is tailored to the needs and demands of the industry.
- In the composition of teaching, pursuit or education or curriculum related to the development of soft skills has a share of 10%, while the remaining 90% of pursuits related to hard skills.

What are the suggestions for strengthening policies, especially the development of soft skills

- We recommend that all relevant stakeholders, in this case, the government, industry, CEVEST and labor can sit together and review, formulate, determine policy direction and implement matters related to soft skills development efforts, to be more targeted and on target according to the needs of the labor market or the industry.



Topic	Strengthening Policy Advocacy towards Soft Skills Development in the Implementation of Industry 4.0
Institutions	<b>Centre for Vocational and Extension Service Training (CEVEST ) Bekasi</b>
Interviewee	Syaffudin, ST, M.Pd
Position	Head of Implementation & Empowerment
Interviewer	1. Makmury Akbar 2. Kwarnanto Rohmawan
Date	November 13th, 2020
Tempat	Media Zoom Online

#### The extent of knowledge and understanding of soft skills

- Soft skills is a fundamental and natural ability owned by everyone, but soft skills must always be trained and developed by the needs of workers in doing their work in the era of the digital industry that is changing very quickly

#### How soft skills play a role in the industry going forward?

- The demands of the industrial world in the future not only require the ability of hard skills but also require the ability of soft skills
- Having good soft skills will make workers more successful than relying on their hard skills
- In general, graduates of CEVEST Bekasi have hard skills that are acceptable in the industry, but still low soft skills such as easy to give up, not strong to face challenges, and so on

#### What do you think of the soft skills policy?

- Government policy related to the development of soft skills has been carried out especially in the ranks of the ministry of manpower with the decision of the minister of manpower 234 2020 on SKKNI soft skills
- Need policy synergy from other ministries until the implementation of policy implementation can be done well

#### What is the soft skills development program in your institution?

- CEVEST Bekasi was established in 1985 until now has cooperated with various industries with forms of cooperation ranging from recruitment, curriculum combinations according to the needs of industry partners until the acceptance of CEVEST graduates in the industry

#### **Centre for Vocational and Extension Service Training Bekasi**

Is better known as CEVEST which stands for Centre for Vocational and Extension Service Training. CEVEST was established in 1985 with assistance from the Japanese government as a form of cooperation in the framework of human resources development in the ASEAN region

#### **Programs**

- MOU with PT Pasific Satelit Nusantara, PT Berca, PT Unilever Logistic
- Soft Skills Training from the ILO
- Soft Skills Training for people with disabilities to be absorbed by the industry

- The application of curriculum by the policy of the ministry of manpower has adopted soft skills material as much as 40 hours of training from 200-300 hours of training carried out for one training program
- In some MOU, CEVEST instructors receive training from industries related to the specific needs of the industry, so that instructors can provide training according to their new skills
- During the covid 19 pandemics, CEVEST Bekasi opened free access for industry players to recruit graduates who fit the qualifications and needs of each industry

What are the suggestions for strengthening policies, especially the development of soft skills

- According to data owned by CEVEST Bekasi, 60-70% of students come from Vocational High Schools, therefore there should be an increase in vocational schools
- CEVEST provides Vocational Schools in terms of laboratory materials and equipment for student work practices
- We recommend that all relevant stakeholders, in this case, the government, industry, CEVEST, and labor can sit together and review, formulate, determine policy direction and implement matters related to soft skills development efforts, to be more targeted and on target according to the needs of the labor market or the industry.



## Resume Focus Group Discussion

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Forum Group Discussion is conducted as one of the data collection techniques for research needs that are being prepared. FGD is conducted openly by confirming some of the data and information obtained from the previous data collection survey results to get feedback in discussions from participants so that it is more in-depth

Group Discussion Forum with the Need to Increase Competency of Manpower & Industry Entering the Industrial Era 4.0 was conducted on November 20, 2020, conducted through a zoom meeting media with 23 participants from several organizations such as:

- Directorate of Partnership and Alignment of Business and Industry, Ministry of Education
- Industrial Human Resources Development Agency, Ministry of Industry
- Indonesian Employers Association
- PT Freeport Indonesia
- PT Bank Central Asia
- Indonesian Textile Association
- School Business Management Bandung Institute of Technology

### Suhadi Lily

Directorate of Partnership and Alignment of Business and Industry, Ministry of Education

- Soft skills are needed by everyone, both employment and the general public. So not only office workers or factories who need good soft skills but also those outside it, such as MSMEs. MSMEs contribute significant employment and taxation rates to the country
- One sad reality is that our secondary education produces disintegration which is contrary to soft skills
- Indonesia produces many graduates every year, even among the highest, at least in Southeast Asia, but that is not offset by the availability of jobs. Finally, we have many graduates who are not absorbed in the world of work. No wonder that the unemployment education rate in Indonesia is quite high. Many undergraduates and graduates of education are not absorbed in the world of work
- The need for soft skills changes according to the needs and progress of the era, therefore it is necessary to enforce a market mechanism pattern
- Related soft skills do not need to be poured into regulation because it can make it rigid and eliminate flexibility in its application

**Anton J Supit,**  
Indonesian Employers Association

- No industry can survive without a workforce with good skills. Good soft skills are one of the skills needed.
- Pandemic and digitization slash 40% of the workforce (world economic forum)
- Vocational System is the most appropriate and best choice to get reliable human resources/workforce
- Germany implemented a vocational system to prepare its workforce. By applying 70% practice in the field and the remaining 30% for theory, soft skills are honed
- Capacity building of the ministry of manpower needs to be strengthened
- Soft skills must be managed systemically, so they cannot and should not be done separately. Therefore there needs to be a good system and apply nationally
- Only with the correct vocational system all the nation's children (especially those in the eastern part of Indonesia) can enjoy and have the same abilities and opportunities
- APINDO (industry) has a moral obligation to help companies that have not been able or can organize (develop) human resources
- Through vocational system will create good human resources competency
- The vocational system will be able to overcome the problem of productivity, competence, and soft skills
- This effort is not enough and can not rely only on the company, it requires the involvement and participation of all stakeholders

**Wido Eko & Arief**  
Industrial Human Resources Development Agency, Ministry of Industry

- Argue that soft skills are important and needed by both the workforce and industry in all sectors, although there are various types of soft skills according to the characteristics required of each industry
- The Ministry of Industry has vocational schools with 99% of graduates accommodated in the world of work. While the remaining 1% chose not to work immediately because they continued their education to a higher level
- Policies on soft skills do not need to be outlined in a written regulation or rigid regulations, because the need will vary
- The government continues to support and support the industry to be more active in making soft skills development programs as needed

**Eko**  
PT Freeport Indonesia

- In the past PT. Freeport Indonesia recruits many workers from the regions where they operate and educates them on technical skills at considerable cost

- But because it prioritizes improving the hard skills side and ignoring the soft skills factor of workers, the results obtained become not maximal, even fatal, as a result of frequent friction or conflict even to the end of termination of employment, even up to 1000 employees
- Forgetting the soft skills factor can be fatal
- Learning from this experience, PT Freeport changed the pattern of education to its employees by prioritizing soft skills education, and discipline to be one of the main materials
- One of the methods carried out is to send its workers to be trained in the discipline by cooperating with the Indonesian National Army
- PT Freeport uses the term Essential Skills instead of soft skills to better suit the needs of their industrial organizations and because they are basic skills tha

### **Felix & Tony** Bank Central Asia

- Soft skills are very important to be developed, especially in the world of work
- BCA has a learning and development program called BAKTI to develop employees' skills to fit their needs and improve performance
- Also, there are internship programs carried out in collaboration with schools and universities
- BCA also implements or enforces competency standards for career levels for all employees
- BCA is open to employee capability development and hopes that there are policies or standard guidelines on how to measure and develop soft skills properly

### **Ghina Cecilia** Indonesian Textile Association

- Soft skills need to be improved to be able to adjust to the needs of industry dynamics 4.0
- Especially communication skills are often a problem or problem in the world of work that often causes disputes to have an impact to be counter-productive that the company needs to facilitate soft skills development programs according to the needs of each industry
- The Association strives to support advocacy assistance for company members to be more active and synergistic

### **FORUM NOTES**

- Not a few problems that occur in the world of work caused by low or lack of soft skills of our human resources. Ranging from low labor productivity to

frictions in the world of work occurs and is not resolved because of the low quality of soft skills, both workers and companies.

- Therefore, all stakeholders present in this FGD, in this case, state organizers and the industry, agreed that good soft skills must be owned by all people or human resources in Indonesia, especially workers and also management. Because good soft skills ability can be a differentiator in the world of work. Certainly in a positive sense.
- The obligation to develop human resources skills, in this case, the problem of soft skills, is not only the responsibility of one of the stakeholders.
- Therefore, it is necessary to participate and active involvement of all stakeholders in efforts to improve and develop soft skills to create more qualified Indonesian human resources. What's more in the face of an industry 4.0 era that will be much more competitive
- It needs a system that applies nationally to ensure the continuity of this development program.
- Vocational Education can be one of the efforts or a surefire way in the campaign of developing and improving soft skills for the creation of more qualified Indonesian human resources
- The need for soft skills can vary according to market needs and the progress of the era with its technology.
- Therefore, it is necessary to take appropriate approach patterns so that this flexibility does not disappear or become a rigid and adaptive rule against the changes and demands of the times.

## Launching of Research Results

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Launch of research results Strengthening Soft Skills Development Policy for Workers in Facing Industry Challenges 4.0

The event was held on Friday, March 26, 2021, using online zoom media attended by 70 participants from the Ministry of Education PARTNERSHIP DUDI, SMB Bandung Institute of Technology, APINDO, Members of APINDO



### Participant responses

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#### Michiko Miyamoto (ILO)

- In addition to hard skills, soft skills are also indispensable in the world of work in Indonesia

- Soft skills are all skills that involve interaction with others, also known as long life skills
- How to develop soft skills for the workforce in Indonesia which is a shared responsibility.
- An active role is required from the family, the workforce itself and other stakeholders in the effort to develop soft skills
- Therefore the results of this research can be followed up with a more implementative program

### **APINDO East Java**

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- Strongly agree with the results of research that soft skills are still inserted in training or hard skills education.
- How to make the community more aware and can develop soft skills well
- The hope is that the results of this study are not only limited to study studies but can be implemented evenly

### **Suhady Lily**

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- Soft skills are difficult to standardize, soft skills certification is a new form of discrimination because some soft skills it takes a long process, can not only in a short period of time obtain soft skills certification
- In line with the research recommendations DUDI Partnership has a program in the form of Entrepreneur Competencies in which many materials development soft skills
- The concern of special programs of soft skills in the school curriculum is that students become only focused on pursuing grades without being able to apply those soft skills in their daily lives
- The current generation needs an example as a good example not only hard skills also soft skills

### **Doni (Indomaret Group)**

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- The application of soft skills must be proportionate, for example judging by a particular position in a company that requires more hard skills and positions that require soft skills
- The position of shop steward in Indomaret requires more hard skills than soft skills

### **Dr. rer. Pol. A. Fajar Hendarman**

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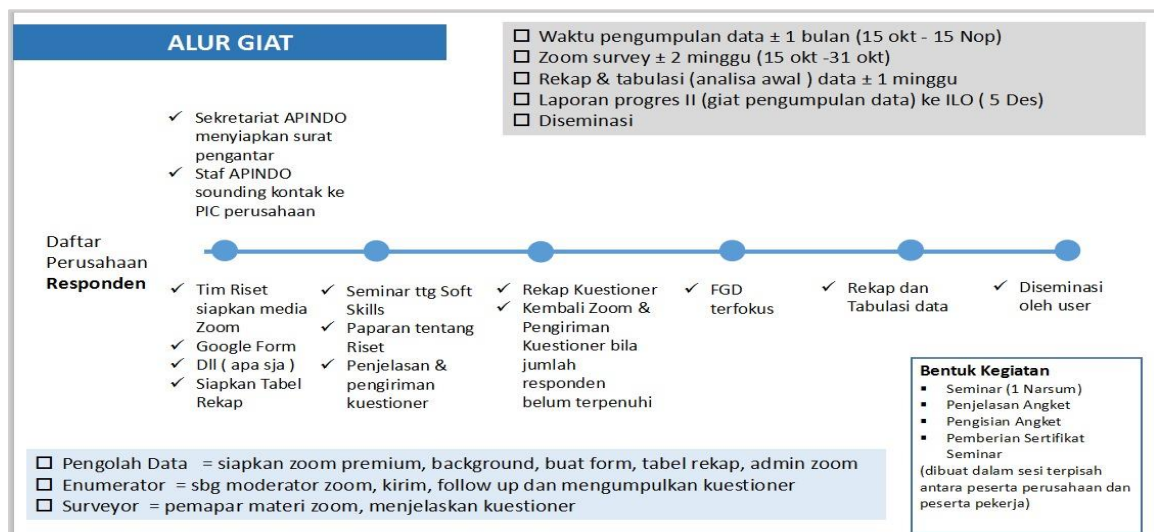
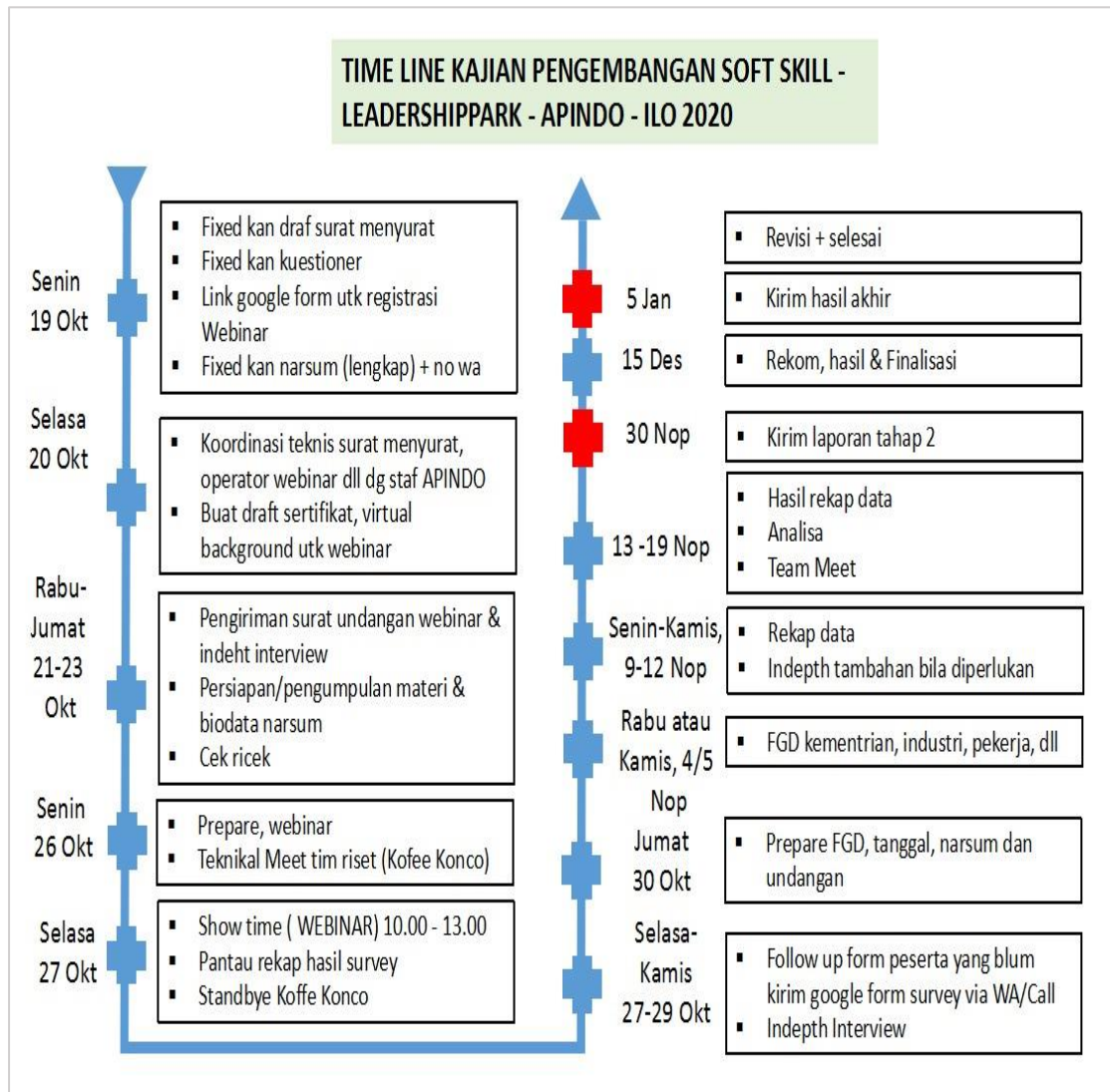
- One does not need to be superman, in the sense of having to master hard skills and soft skills at once, but the thing that can be done is by collaborating between people who are experts in hard skills with people who are good in the field of soft skills.
- Research results need to be deepened with further research and more implementative programs such as soft skills measurement, modules and others
- Soft skills will be effective when included in the apprenticeship program

### **Ellis Takari (LSP Industrial Relation)**

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- The term soft skills is actually not new but has been taught in the school curriculum since long ago in the form of Ethics education.
- Hopefully the implementation of soft skills runs well thoroughly from upstream to downstream, it is necessary to follow up the research results as one of the references to the development of soft skills

## Time Line



## Photo Document

### A. Team Discussion & Collecting Data



## B. NATIONAL SEMINAR

**SEMINAR NASIONAL**  
**ARAH KEBIJAKAN PENGEMBANGAN SOFT SKILLS**  
**PEKERJA & PELAKU INDUSTRI HADAPI TANTANGAN**  
**INDUSTRI 4.0**

**NARASUMBER**

**ANWAR SANUSI**  
 Sekretaris Jenderal  
 Kementerian Ketenagakerjaan RI

**JEMMY KARTIWA**  
 Ketua Umum  
 Asosiasi Petekstilan Indonesia

**MIFTAHUDDIN**  
 Tim Komite Pelatihan  
 & Pengembangan SDM APINDO

**ELLY ROSITA SILABAN**  
 Presiden KSBSI  
 Konfederasi Serikat Buruh Seluruh Indonesia

**SAMBUTAN**

**EDDY HUSSY**  
 Sekretaris Umum APINDO

**MODERATOR**

**DANANG GIRINDRAWARDANA**  
 Direktur Eksekutif APINDO

**INFORMASI**  
 WA Text Only  
 Anisa 0856 8660 186  
 Gita 0815 1741 1859

**REGISTRASI**

Jumat, 6 November 2020 14.00 WIB - selesai [bit.ly/Skill-Dev](https://bit.ly/Skill-Dev)

Gd. Permata Kuningan Lt.10  
 Jl. Kuningan Mulia Kav. 9C  
 Jakarta 12980 | (021) 8378 0824 | www.apindo.or.id | @apindo.nasional

Zoom Meeting

Participants (167)

Find a participant

- Makmurry Akbar (Me)
- meet meetzoom2@... (Host)
- Anwar Sanusi Sekjend... (Co-host)
- Anisa - APINDO (Co-host)
- EH (Co-host)

Chat

Kuesioner untuk Manajemen  
<https://forms.gle/XFa0whktaPZJ5h5p9>

Kuesioner untuk Pekerja/ Serikat Pekerja  
<https://forms.gle/vG1AEQv5AKLqE9Dz5>

Terima kasih.  
 From Didot Mpu Dianoro to Everyone  
 Terima kasih, mbak Nissa. Alamat email saya dotzky@gmail.com





To: Everyone

Type message here...

2:56 PM  
 11/6/2020

National Seminar on policy direction for the development of soft skills of workers and industry 4.0 attended by 167 participants from worker and industry representatives

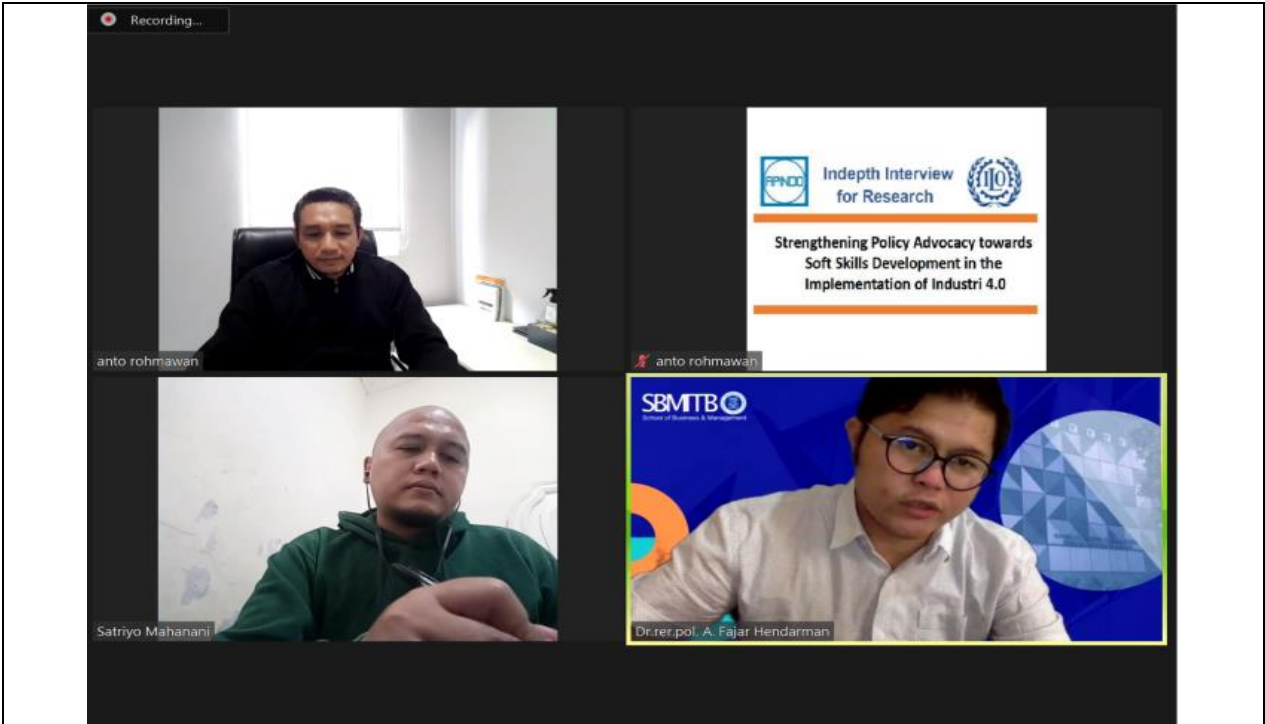
## C. IN-DEPTH INTERVIEW

 <p><b>UNIVERSITAS INDONESIA</b> <i>Veritas, Probitas, Justitia</i></p> <p>Kampus Salemba 2, Salemba Raya No. 4, Jakarta 10430 Kampus Depok Kampus Universitas Indonesia Depok 16424 Tel. 62.21. 7867 223/7894 1918 Fax. 62.21. 7894 6993 Email: pusastm@ui.ac.id   www.ui.ac.id</p> <p>Nomor : S-585/UN2.PKHA/PDP.00.06/2020 Sifat : Biasa Lampiran : - Perihal : Kesiediaan sebagai Narasumber Kajian</p> <p>2 November 2020</p> <p>Yth. Bapak Danang Girindrawardana Direktur Eksekutif Dewan Pimpinan Nasional Asosiasi Pengusaha Indonesia di tempat</p> <p>Menjawab surat dari Asosiasi Pengusaha Indonesia nomor : 353/DPN/3.2.1/BE/X/20 tanggal 20 Oktober 2020 perihal permohonan sebagai narasumber kajian, melalui surat ini kami sampaikan bahwa kami bersedia menjadi narasumber kajian tersebut pada hari Selasa, 3 November 2020, pukul 10.00 secara online.</p> <p>Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.</p> <p>Direktur Pengembangan Karir Lulusan dan Hubungan Alumni,  Ir. Ahmad Syafiq, M.Sc., Ph.D. NIP. 196908042008121001</p>	 <p><b>SEKOLAH TINGGI MANAJEMEN INFORMATIKA &amp; KOMPUTER JAYABAYA</b> <b>STMIK JAYABAYA</b></p> <p>Nomor : 85 / Ket STMIK/YJ /XI/2020 Sifat : Biasa Lampiran : - Hal : Kesiediaan sebagai Narasumber Kajian</p> <p>Jakarta, 3 November 2020</p> <p>Kepada Yth : <b>Bapak Danang Girindrawardana</b> Direktur Eksekutif Dewan Pimpinan Nasional Asosiasi Pengusaha Indonesia Di Tempat</p> <p>Dengan Hormat,</p> <p>Menjawab surat dari Asosiasi Pengusaha Indonesia Nomor : 353/DPN/3.2.1/BE/X/20, tanggal 20 Oktober 2020 perihal permohonan sebagai narasumber kajian, melalui surat ini kami sampaikan bahwa kami bersedia menjadi narasumber tersebut pada hari Kamis, 5 November 2020, pukul 10.00 baik secara offline maupun online.</p> <p>Atas perhatian dan kerjasamanya, diucapkan terima kasih</p> <p>Wakil Ketua I STMIK JAYABAYA  Endro Basuki S. Riyanto, NEM/MBIA NIDN : 0314076401</p>
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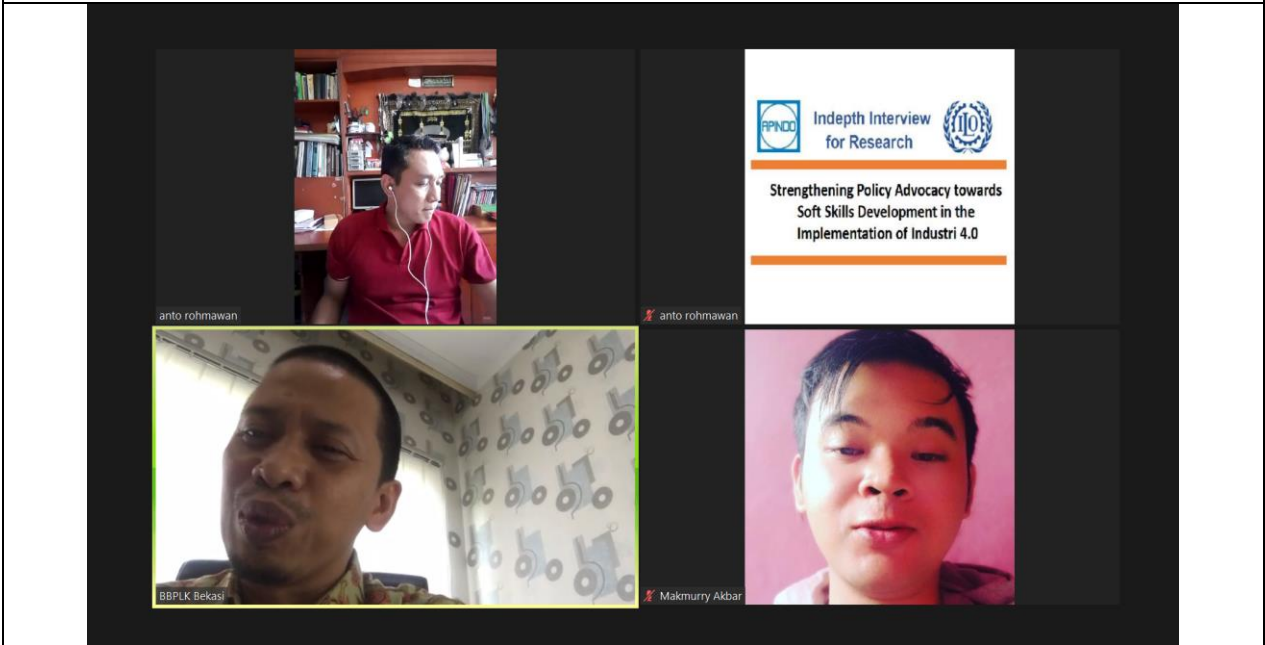


Vocational High School PKP Jakarta

STMIK Jayabaya



In-depth interview with School Business Management ITB



In-depth interview with CEVEST Bekasi




In-depth interview with CEVEST Bandung




In-depth interview with State Vocational High School

## D. FOCUS GROUP DISCUSSION



**KEPENGURUSAN NASIONAL  
ASOSIASI PENGUSAHA INDONESIA**  
THE EMPLOYERS' ASSOCIATION OF INDONESIA

Member of :  
Asian Confederation of Employer (ACE)  
Confederation Asia Pacific of Employers (CAPE)  
International Organization of Employers (IOE)



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Nomor : 388/DPN/3.2.1/8D/XI/20  
Perihal : Undangan FGD

Jakarta, 16 November 2020

Kepada Yth  
Bapak / Ibu  
Di Tempat

Dengan Hormat,

Dunia Industri segera memasuki babak baru dalam perjalanannya, sebuah era di mana kemajuan teknologi memiliki peran yang jauh lebih besar dari sebelumnya. Sebuah fase yang bertajuk Revolusi Industri 4.0. Kemajuan ini sudah tentu harus diimbangi dengan peningkatan kualitas SDM utamanya dibidang soft skills. Lantas apakah Soft Skills itu ? Mengapa ia menjadi begitu penting untuk menghadapi Revolusi Industri 4.0.

Untuk itu, APINDO akan menyelenggarakan Focus Group Discussion dengan tema **"KEBUTUHAN SOFT SKILL untuk PENINGKATAN KOMPETENSI TENAGA KERJA & INDUSTRI MEMASUKI ERA INDUSTRI 4.0"** yang akan dilaksanakan pada :

Hari & Tanggal : Jumat, 20 Nopember 2020  
Waktu : 14.00 WIB - selesai  
Tempat : Ruang Rapat APINDO  
Gedung Permata Kuningan lantai 10  
Jl. Kuningan Mulia Kav. 9C, Guntur – Setiabudi  
Jakarta Selatan

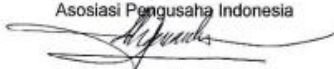
Zoom  
Meeting id : 985 2678 9014 passcode : 674788872

Kegiatan ini diselenggarakan dengan tujuan untuk memberikan pemahaman serta mendiskusikan lebih mendalam tentang apa kebutuhan peningkatan kompetensi dan bagi tenaga kerja dan dunia industri Indonesia dalam menghadapi tantangan revolusi industri 4.0., sekaligus mendapatkan feedback dari para peserta sebagai bahan dan informasi dalam kajian yang sedang APINDO susun terkait *Strengthening Policy Advocacy towards Soft Skill Development in the Implementation of Industry 4.0.*

Konfirmasi kehadiran dapat disampaikan selambatnya Kamis, 19 November melalui sdr. Anie di nomor wa : 0813 1947 3011.

Demikian undangan ini kami sampaikan, atas kehadiran Bapak / Ibu kami ucapkan terima kasih.

Dewan Pimpinan Nasional  
Asosiasi Pengusaha Indonesia



Danang Girindawardana  
Direktur Eksekutif

Tembusan : Bapak Hariyadi B. Sukamdani - Ketua Umum  
Bapak Eddy Hussy - Sekretaris Umum

Gedung Permata Kuningan Lt. 10, Jl. Kuningan Mulia Kav. 9C Guntur - Setiabudi, Jakarta 12960 - Indonesia Telp. : +62 - 21 8378 0824 (Hunting), Fax. : +62 - 21 8378 0823 / 8378 01

E-mail : sekretariat@apindo.or.id  
Website : www.apindo.or.id"Menciptakan Iklim Usaha yang baik melalui Hubungan Industrial yang Harmonis"  
"To create favorable business climate through Industrial Relations Harmony"



Focus Group Discussion



Suhadi Lily Directorate of Partnership and Alignment of Business and Industry, Ministry of Education



Danang Girindrawardhana,  
Executive Director Indonesian Employers Association (APINDO)



Kwarnanto Rohmawan,  
Research Team



All Research Team with Suhadi Lily