INDUSTRIAL NEEDS TOWARDS SOFT SKILLS AMONG VOCATIONAL HIGH SCHOOL PUPILS IN YOGYAKARTA

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FACULTY OF EDUCATION
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ABSTRACT

The vocational high school has a role in producing skilled workers and managing human resources for future labor demand in Indonesia. However, in February 2018, the central bureau of statistics Indonesia reported that Vocational high school graduates rank the highest percentage of unemployment graduates. Several factors caused unemployment, such as lack of soft skill among the student and miss-match of competence between a skill that student learned at school with a skill that required by the industry. Therefore, through this study, the researcher aims to investigate the soft skill that students should learn at school which relevant to industrial needs. The finding of this study can be used as a reference for Vocational High School so that soft skill that taught at school is the same as the soft skill required by the industry. This study adopted a qualitative approach as a research method. The data collection technics are interview, observation, and document analysis. The sample of this research is a vocational high school student, the teacher that teaches a vocational lesson and industry expert. The study conducted in state vocational high school Yogyakarta. The data analyzed using the Saldana Coding Cycle method. This research used NVivo software in the process of data analysis. The result found that there is a set of soft skill that student learns at school which relevant to industrial needs. The set of soft skills divided into personal competence and social competence. Personal competence consists of positive attitude, responsibility, time management, self-management skill, work ethic, grooming. Social competence includes communication, courtesy, interpersonal skill, teamwork, and problem-solving.

ABSTRAK

KEPERLUAN INDUSTRI TERHADAP KEMAHIRN INSANIAH DALAM
KALANGAN MURID SEKOLAH VOKASIONAL DI YOGYAKARTA

Sekolah vokasional di Indonesia mempunyai peranan untuk menghasilkan pekerja mahir dan mengurus sumber manusia bagi permintaan tenaga kerja pada masa hadapan. Namun, pada bulan Februari 2018, Biro Pusat Statistik Indonesia melaporkan bahawa graduan daripada sekolah vokasional memiliki kadar pengangguran tertinggi. Beberapa faktor yang menyebabkan pengangguran untuk siswazah sekolah vokasional adalah kurangnya kemahiran insaniah di kalangan pelajar dan perbezaan kemahiran yang pelajar belajar di sekolah dengan kemahiran yang diperlukan oleh industri. Oleh itu, melalui kajian ini, penyelidik ingin menyiasat kemahiran insaniah pelajar yang perlu dipelajari di sekolah yang berkaitan dengan keperluan industri. Hasil dapatan kajian ini boleh digunakan sebagai rujukan untuk Sekolah Tinggi Vokasional supaya kemahiran insaniah yang diajar di sekolah selari dengan kemahiran yang diperlukan oleh industri. Kajian ini menggunakan pendekatan kualitatif sebagai kaedah penyelidikan. Teknik pengumpulan data adalah temuduga, pemerhatian dan analisis dokumen. Sampel kajian ini adalah pelajar sekolah vokasional, guru yang mengajar pelajaran vokasional dan pakar daripada industri. Data dianalisis menggunakan kaedah Coding Cycle oleh Saldana. Penyelidik menggunakan perisian NVivo dalam proses analisis data. Hasilnya mendapati bahawa terdapat senarai kemahiran insaniah yang pelajar telah pelajari di sekolah yang berkaitan dengan keperluan industri. Senarai kemahiran insaniah dibahagikan kepada 2 bahagian iaitu kecekapan peribadi dan kecekapan sosial. Kecekapan peribadi terdiri daripada sikap positif, tanggungjawab, pengurusan masa, kemahiran pengurusan diri, etika kerja, dan penampilan. Kecekapan sosial termasuk komunikasi, ihsan, kemahiran interpersonal, kerja berpasukan, dan penyelesaian masalah.

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CHAPTER I

Introduction

1.1 Introduction

This chapter describe the background of the study, problem statement, research objective, research questions, theoretical framework, the significance of the study, limitation of the study, and definition of a term.

1.2 Background of The Study

Education is one of the ways to build the future of Indonesia. There have been many attempts that the ministry of education did to improve and develop education quality to solve the education problem. For instance, Indonesia curriculum changes almost every five years. Each curriculum undertakes to be relevant to the current issue that is going on. The subject material that taught at school also evolving as the curriculum changes. Many subjects added in favor of adopting new technology and communication. There is also some subject that reduced from the curriculum since it considered as not relevant.

Indonesia education system is the fourth largest in the world. Indonesia has more than 50 million students, and almost 4 million teachers in more than 269.000 school spread over 17.000 islands (Clark, 2014). Therefore, managing the education system in a vast country like Indonesia, which is also a multicultural country, is not an easy task. There are many consideration and diverse demand towards Indonesia education system.

The purpose of Indonesian education, according to the ministry of education, is to produce competitive people. Indonesian school is responsible for creating a smart

generation of Indonesians in a comprehensive manner, which is smart spiritually, emotionally, and kinesthetically (Pendidikan, 2015). Many efforts have been made by the minister of education to realize Indonesia's educational goals. Starting from curriculum revisions at every level of education, improving the quality and performance of teachers, supervise the schools to complete educational facilities, providing scholarships to outstanding students and underprivileged students, etc.

Besides, through education, it is hoped that Indonesian citizens can become creative, innovative, and dynamic citizens who are ready to work and be competitive in the workforce. One way to make this happen is by taking vocational education. Vocational education expected to be a solution for students who want to work immediately after graduating from school. Through vocational education, students expected to have specific skills and can be absorbed in the industrial world after graduating from school.

Vocational high school is an alternative way for a student who intended to work right after graduation. Financially disadvantaged students usually want to work immediately after graduation from their school. Therefore, vocational education comes as a solution for them. Through learning some expertise coupled with real work, it expected that after graduation, they could immediately work at the desired place.

Besides, Vocational education not only responsible for producing skilled worker but also have a responsibility to present young entrepreneurs from Vocational high school. 117 Vocational Schools received the Phase I Vocational Entrepreneurship Learning Development Assistance program. This time as many as 67 principals were challenged to produce more young entrepreneurs from Vocational High Schools. The Director-General of Primary and Secondary Education (Dirjen Dikdasmen) Ministry of Education and Culture, Hamid Muhammad, stated that the

entrepreneurship is one solution that has the most significant opportunity to overcome unemployment as well as to cooperate with Industry (Pangaribuan, 2018). Vocational students are not only expected to become workers who have mastered abilities but are also able to become entrepreneurs who can create jobs for others. Also, by having work experience during an internship in a company, vocational high school students expected to improve their expertise by honing skills during an internship and directly study by practicing in the industrial field.

On the other hand, discussion about vocational high school always related to labor demand considering that Vocational high school has a role in producing skilled worker. The development of technology and communication influences the changes in labor demand. The latest industrial revolution is the Fourth Industrial Revolution (IR 4.0) which fundamentally will change the way people work, live, educate, etc. People easily connect without any boundaries. The revolution of Industry inevitably will impact the workforce.

According to Bhima Yudhistira Adhinegara, researcher Institute for Development of Economics and Finance, the extensive use of machinery and automation in the Fourth Industrial Revolution (IR 4.0) displaced several traditional jobs. The International Labor Organization (ILO) study in ASEAN in 2016 stated that more than 60 percent of the posts in the electronics, automotive, textile, and clothing sectors threatened by automation. Moreover, he added that although a lot of work is lost, new types of jobs that appear are far more significant. New posts are generally related to information technology, such as data analysts, artificial intelligence experts, cybersecurity, and digital economies. The vocational education system in secondary schools and colleges must be radically changed to deal with the Industrial Revolution 4.0. Margo Yuwono, Deputy of Social statistic, argues that as in South Korea,

education must be following the needs of the industry, not only completing compulsory education (Apriliyadi, 2018). Therefore, vocational training in Indonesia changed from supply-driven to demand-driven.

Besides, entering the Fourth Industrial Revolution (IR 4.0), Indonesia challenged to be ready to face changes in various sectors. Even the Republic of Indonesia has prepared a breakthrough with the name *Making Indonesia 4.0*, which is an integrated roadmap to implement some strategies in entering this era. The enormity of the challenge of the Fourth Industrial Revolution (IR 4.0) is no longer a competition between human labor but with machines. The emergence of the Industrial Revolution 4.0 made everything completely digital; the more days the conventional system was far behind. Everything is easy and sophisticated. When the Fourth Industrial Revolution (IR 4.0) invaded, all human power replaced by machines. Vocational education graduates are people who are ready to face the turmoil of industrial system changes such as The Fourth Industrial Revolution (IR 4.0). They trained and guided to adapt to changes that occur so quickly (Setiawan, 2018).

In a different circumstance, Vocational high school has responsibilities to manage human resources to prepare the future labor workforce. ASEAN Economic Community (AEC) give a massive opportunity for Indonesian people to contribute since Indonesia has a high number of population among ASEAN country. Moreover, in 2040, Indonesia predicted to have 195 million people in productive ages, and there will be 14 million labor forces. This opportunity could be a reference to utilize the high number of human resources by increasing productivity through human resource sector (Sanggam, 2017). Therefore, this is the opportunity as well as the challenges for vocational high school to produce skilled worker in favor of preparing human resource to meet the future labor demand. The vocational high school has a role as an institution

which provides an education that equips its student with skill and knowledge to face the challenges.

Vocational graduates are expected to have soft skills that help them adapt to the changes in communication technology where they work to deal with the Fourth Industrial Revolution (IR 4.0). By having soft skills, students are expected to be able to float themselves and compete in the industrial revolution whose changes are inevitable. For instance, the World Economic Forum explains that there is some soft skill needed by the Industry in 2020. They are problem-solving, creative talent, critical thinking, coordination skill, emotionall intelligent, decision making, customer service, and negation (Gray, 2016). The changes in technology and communication are inevitable. Accordingly, a student should equip with a soft skill that helps them to face future work demand.

Sudrajat, the Human Resource Development and Training at PT Astra Daihatsu Motor, said that Vocational student graduate not only mastered on skill competency or hard skills but also have soft skills as skilled labor in the industrial world. He also stated that the soft skills meant were good character or behavior as workers (Setiawan 2017). The soft skill now determined as an essential professional competence. Besides, a soft skill considered valuable among employers because it is crucial to make a smooth function in the workplace. A worker with a high level of soft skill has the ability to cope with stress, have ability to motivate themselves, have consistency in their action, have a proper time management, efficient in self presentation, successful in negotiation, have ability to communicate effectively, cooperate with others, creative, have ability to solve conflict and good at teamwork (Slawinska, 2014). It is vital for vocational high school graduate to have soft skill in the workplace. A person

with soft skill will influence their work environment since it helps them to communicate and interact with another worker, as well as their personal development.

1.3   Statement of The Problem

The purpose of vocational education is comprehensive. In the advancement of communication technology that continues to increase, some challenges must be faced by vocational high schools to produce generations who are skilled in their fields. The problems for vocational high school in response to the Fourth Industrial Revolution (IR 4.0) is the concept of labor demand that changes from supply-driven to demand-driven. The Fourth Industrial Revolution (IR 4.0) not only intends to fulfill human needs but also provide what people want — the changes of concept impact to the changes in labor demand. The composition of labor demand nowadays is a worker who equipped with soft skill and hard skill (Baedhowi, 2017). That proves that the revolution of the industrial field impacted the changes of educational field, specifically in Vocational High School. The vocational high school has a responsibility to produce skilled worker and manage the human resource. Therefore, vocational high school curriculum must be related to the changes in Fourth Industrial Revolution (IR 4.0).

The concept of demand-driven brings changes towards the skill that should acquire by the worker. The vocational high school expected to equipped with expertise and knowledge as well as has a sense of creativity, innovative and can logically think so that they are ready to face the future. Moreover, there are some skills needed in the 21st-century. This skill framework is called 21st-century skill. The soft skill within 21st-century skill includes critical thinking, problem-solving, communication, and collaboration. Those soft skill embedded within the curriculum and learning environment. However, only a few of vocational graduate that absorbed by industry

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means that the vocational high school graduate still lacks those skills (Baedhowi, 2017).

Another problem faced by vocational schools is the high unemployment rate of vocational high school graduates. Ironically, the highest number of unemployed people comes from vocational high school graduates compared to regular high school graduate, diploma, junior high school graduate, and elementary school graduate.
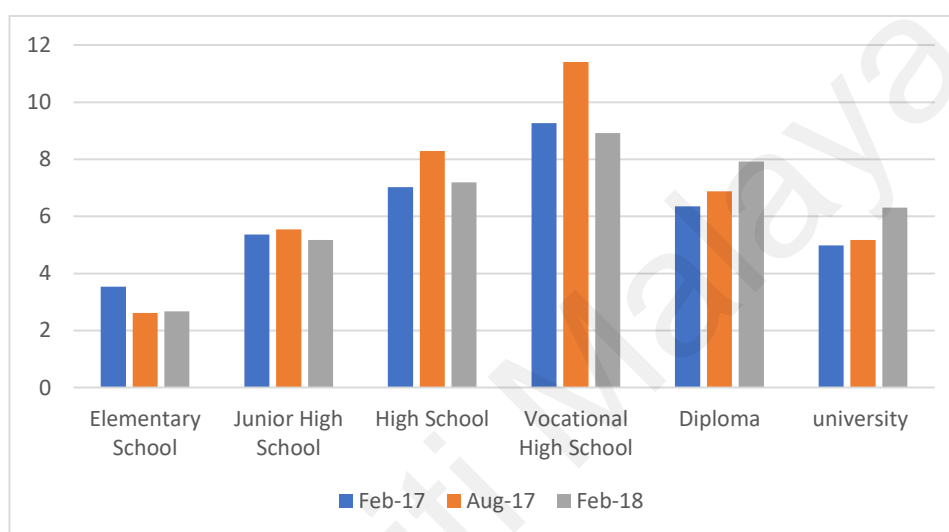
Figure 1.1. Unemployment rate based on education completed from Central Bureau of Statistic Indonesia or "Badan Pusat Statistik Indonesia", February 2017-February 2018

The charts showed that vocational high school student ranks the highest for unemployment. Data from central bureau of statistic Indonesia or "Badan Pusat Statistik Indonesia" on February 2018 shows that Vocational high school graduate contribute the highest number of unemployment in the amount of 8,92 %, followed by diploma graduate 7,92 %, regular high school graduate 7,19 %, university graduate (bachelor or master degree) 6,31 %, junior high school graduate 5,8 %, and elementary school graduate 2.67 %. Even though the percentage of unemployment for vocational high school is decreasing compared to last year from 11,41 % in August 2017 to 8,92 % in February 2018, vocational high school still rank in the first place compared with other graduates. It is an irony of vocational schools because vocational schools have a

role in creating talented generations who are ready to work so they can reduce unemployment in Indonesia. But in fact, it happened the opposite, vocational high school graduates contribute the highest number of unemployment.

According to Baedhowi, there are some reasons for higher unemployment number of vocational high school graduate are: miss-match competencies of vocational high school graduate with the competencies that required by the industry or business field, the Fourth Industrial Revolution (IR 4.0) give huge opportunity to high school graduate which priorities work system based on logical thinking skill, vocational high school graduate dominated by graduate on making product and service which no longer relevance with work market or industry market, oversupply of labor which dominated by vocational high school graduate, which resulted on graduate from vocational high school is more than graduate from high school (Baedhowi, 2017).

The miss-match competencies of vocational high school graduate happened because there is no intervention from the industrial filed while constructing a curriculum for vocational high school. On the other hand, the Fourth Industrial Revolution (IR 4.0) required school graduate which mastered logical thinking skill, making a concept, creativity, and innovation. Consequently, the worker demanded with a set of soft skill that relevant to the fourth industrial revolution.

Besides, from the education perspective, Martono (2016) stated that there are some reasons for the unemployment of vocational high school graduate. The reasons come from the vocational high school curriculum, lack of teacher competencies, and infrastructure of vocational high school (Baedhowi, 2017). The curriculum for vocational high school should relate to the latest industrial revolution since vocational high school has a role to produce skilled worker and manage the human resource. The industry field should have intervention and contribution while constructing the

curriculum. For this reason, knowing the framework of soft skill needed by the industry is essential so that student will learn and acquired the soft skill that matches with industry requirement.

Nevertheless, from industry's perspective complained that vocational high school competencies not related to the qualification needed by the trade or business field (Baedhowi, 2017). As already stated above, the relevance skill between industry requirement and skill that student learns at school is crucial. In the workplace, the worker must have a particular ability to do their work correctly. The Vocational will end up become unemployment because the market industry does not want to accept people that do not meet the requirement.

On the other hand, Namec (2013) stated that the problem of the employment among graduates is lack of knowledge and expertise demanded by the industry. In addition, Sigh at al (2014) convey that the graduate also lack of soft skill such as communication skill, integrity, professional ethics, and teamwork. Moreover, the market industry tends to allow people who already mastered specific competencies than people who still need to train. The market industry likes to recruit a person who ready to work. Ready to work means they acquire all industry recruitment and well prepared to start working without any trouble. Moreover, Suparno at al. (2017) stated that vocational high school graduate expected to master certain skill or expertise related to their work.

To be relevant to labor demand in the fourth industrial revolution, vocational education graduate must possess the soft skill. However, teaching and learning process in vocational high school give a considerable portion to study hard skill and the only little part for soft skill. Meanwhile, nowadays, a soft skill considered as a requirement to be accepted at the workplace (Syamsudin, 2018).

In the end, the lack of soft skill and miss-match of soft skill competencies of vocational high school graduate are essential issues within the vocational high school in Indonesia. These cases have the potential to lead vocational high school graduate into unemployment and the decrease of vocational high school quality. Hence, there should be an effort to relate to vocational high school and industrial field. Researcher attempt to determine soft skill that must be learned at vocational high school, which suitable for industrial needs. Therefore, in this study, the researcher investigates what the actual soft skill that needed by industrial filed and soft skill that student learns at school is. Those set of soft skill can contribute to the vocational high school curriculum and a bridge between the school and industrial field.

1.4 The Purpose of The Study

This study aims to bridge the gap between the industry and school by finding an appropriate soft skill that can be studied at school as well as relevant to the needs of the industry.

1.5 Research Objectives

There are the following research objectives to guide the research to achieve its aim:

1. To discover the soft skill learned by the student in school
2. To identify how the student learns soft skills at school
3. To discover the soft skill that required by the industry
4. To investigate the Soft skill that should be learned by the student which relevant to industrial needs

1.6 Research Questions

The study suggests these research questions below to achieving research objectives:

1. What is the soft skill that the students learn at vocational high school?

2. How does the student learn soft skills at vocational high school?

3. What is the soft skill needed by the industry?

4. What is the soft skill that should learn by the student at vocational high school which relevant to industrial needs?

1.7   The Importance of The Study

This study is significant to vocational high school teacher, vocational high school principal, researcher, stakeholder such as Directorate of vocational high school development which is a part of ministry of education to know variety of soft skill that student learned at school, what is soft skill that needed by the industry, how student learn and gain soft skill at school and the differences and similarities between soft skill that student learn at school with soft skill needed by the industry. After studying the research finding, it expected that schools and teachers could teach soft skills that are following the soft skills required by the industry so that vocational high school graduates will equip with soft skills needed by the industry. Besides, being able to teach it, it expected that teachers and schools could develop students' soft skills under what is required by the industry.

The discovery of this research can be useful as a teacher's guide to implementing soft skills at school. The finding can be helpful as a guide for developing soft skills of students to fit the soft skills required by industry. By knowing what soft skills learned in school, which obtained from this study, the teacher can evaluate any soft skills that have not implemented in their school. Moreover, by knowing how to teach soft skills and how to develop soft skills of students, teachers can make a guide in teaching and developing soft skills at school. Teachers can evaluate, choose, and sort which soft skills are following what is needed by the industry. Therefore, the soft skills taught at school are the same as the soft skills required by the industry.

For principals, this discovery is useful as a guide for evaluating teachers who teach soft skills at school. By knowing soft skills required by industry, principals can monitor, direct, and guide teachers who teach soft skills. Besides, the principal can provide school policies and facilities related to developing soft skills in light of the importance of soft skills for high school students.

For stakeholders, especially the Directorate of vocational high school development, which is responsible for the development of vocational schools in Indonesia, this research can be useful as a contribution to scientific literacy which can later be used as a basis for consideration in developing a curriculum that includes soft skills as one of the subjects or learning objectives in school. Besides these research findings can be useful for stakeholders as a contribution to scientific literacy that informs about what the industry needs soft skills so that it can be used as a guide in compiling policies on what kind of soft skill provisions that must be taught at school to suit the soft skills needed by the industry.

1.8   The Rational of The Study

The purpose of this study is to understand the set of soft skills that the student learned at school. It is crucial to know what kind of soft skills that school taught to their students and what characteristics of soft skills that already possessed by the student. Because, in furtherance of understanding the similarities and the difference between a soft skill that students learned at school and soft skills that needed by the industry, the soft skill framework from the school perspective is required.

Another purpose of this study is to find out how soft skills are taught in schools because there are still some vocational high school graduates who have not had soft skills. Therefore, the finding of this study is to find out the appropriate teaching model for soft skills. So that the teaching model of soft skill can be implemented in the

vocational high school. Besides that, industry and business parties complained about the lack of soft skills from vocational high school graduates. Therefore, the soft skill framework from an industrial perspective should be implemented and learned by the student. So that there is no miss-match between a soft skill that needed by the industry and soft skill that students learned at school.

Moreover, another purpose of this study is to find out the similarities and differences between the soft skills learned at school and the soft skills needed by the industry. It is crucial to know the differences and similarities of soft skills in schools and soft skills that exist in the industry to reach a similar perception of soft skills from both sides. By that, when vocational high school graduates, they already equipped with soft skills similar to industry requirements.

1.9   Limitations of The Study

The finding of this study has to be seen in light of limitations. The scope of this study is narrow only for the hospitality department of vocational high school. The expert that selected also comes from the hospitality industry. Therefore, the finding for this research cannot be generalized unless it has a similar background or population of this study.

The information about soft skills from the hospitality industry only gathered from an interview with the experts. Only one hotel gives a document that contains information about the soft skill requirement. However, there are difficulties in accessing the material related to soft skills due to the privacy of the hotel. Most of the information of this study gathered from interview. Even though the researcher also conducted observation in a school and analyze some documents from the student. Therefore, there is the possibility of biases that might influence the finding of this study.

1.10 Definition of Term

This study used some term related to soft skill, industry and school. The definition of term required to understand the perception of some term that used in this study.

a. Soft Skills

Soft skill construe as the internal characteristic or hidden competencies which are related to effective work performance (Subramaniam, 2013).

b. Vocational high school

According to Ministry Education and Culture Indonesia, in the government regulation number 29 (1990), Vocational high school is education at the level of education medium that prioritizes the development of students' abilities for carry out certain types of work.

c. Hospitality Department

Hospitality department is one of the departments in vocational high school that develop knowledge and skill about hospitality field to student (youthmanual, 2019).

d. Hospitality Industry

According to Cambridge Dictionary hospitality industry is a business such as hotels, bars, and restaurants that offer people food, drink, or a place to sleep.

e. Hospitality Expert

According to Cambridge Dictionary expert is a person with high level of knowledge or skill relating to a particular subject or activity. In addition, according to Oxford dictionary expert is a person with special knowledge, skill or training in something. Hospitality experts means a person that has a high level of knowledge, skill and training relating to hospitality industry.

f. Curriculum 2013

Curriculum 2013 is the brand of curriculum that has been implemented in Indonesia since 2013. According to government regulation no 32 year 2013 the curriculum is a set of a lesson plan and an arrangement of the objective, content, and material of learning along with the standard of the learning process that used as a guideline to implement teaching and learning processes in school to achieve certain learning objectives.

1.11   Summary

This chapter gives a brief explanation of the introduction of this study. The background of the study explains the role of vocational high school and the expectation of future labor demand from industrial perspectives. It followed by the statement of the problem that mentions the highest rank of unemployment of vocational high school and some reasons for unemployment.

Therefore, this research aims to bridge the gap between industry and school by finding an appropriate soft skill that can be studied at school as well as relevant to the needs of the industry. To achieves the goal, the researcher formulates research objectives as well as research questions to specify the aim of this research. The importance of this study is because the vocational high school aims to teach the student-specific expertise so that student able to work in the industry. Therefore, the linkage between the industry and school is crucial. Thus, through this research, the researcher attempts to seek the relevance between a soft skill that student learns at school and soft skill that needed in the industry, especially the hospitality industry. On the other hand, the concept of soft skill, a list of soft skills, a model of teaching, and learning the soft skill and previous studies described in the next chapter.

CHAPTER II

LITERATURE REVIEW

2.1   Introduction

This chapter provides a brief explanation of the conceptual foundation of the study by integrating information related to soft skills from the current research and other sources. The discussion about soft skills includes the concept of soft skill, a list of soft skills from school and industry, teaching and learning model of soft skill, and soft skill in the new curriculum in Indonesia. All the information reviewed and synchronized to be the principle theory for this study.

2.2   Related Research

The concept of soft skills is widely known around the world. Hence, each country might have a different name or perception of soft skills. Therefore, it is necessary to review previous studies that related to this research both national and international research. Since the research is conducted in Indonesia, the national research section provides previous research that studied in Indonesia. The following are related research from national and international sources.

2.2.1   National Research

Sutrisno, Waras and Didik (2013) researched to investigate the relevance of soft skills needed by the industry and soft skills that students learn at school. The research was conducted at vocational high school in Blitar city, Indonesia. The objectives of the study are identified soft skills that needed in the industry, identify a soft skill that student learns at school and describe the relevance of soft skill that needed by the industry and soft skill that student learns at school. The study adopted quantitative methods. The data was analyzed using SPSS. The respondent is 30

students and 30 teachers from 11 vocational high school automotive engineering department in Blitar. The result of the study showed that there is a relevance between a soft skill that students learn at school and the soft skills needed by the industry. Soft skill includes honesty, attitude, responsibility, discipline, safety, persistence, stress management, independent, and wise enough to receive advice.

Siti Mariah and Mahmud Sugandi (2017) researched the gap of soft skills possessed by vocational high school graduates with labor demand. The research was titled "*Kesenjangan soft skill lulusan SMK dengan kebutuhan tenaga kerja industry*". The objective of the research is to understand the expectation and response on the competence of industrial soft skill possessed by vocational high school student dressmaking program and analyze the gaps of soft skill competencies between soft skill needed by the industry and soft skill that possessed by a vocational high school student. The research methodology adopted in the research was the survey method. The sample of this research was the Department of human resource development, supervisor of the garment production line.

The research finding showed that vocational high school graduate does not meet the qualification of industry. There is a soft skill gap between the industry and the vocational high school. The soft skill gap includes teamwork, communication, leadership, discipline, responsibility, careful, honesty, strong mentality, competitive, diligent, adaptive, enthusiasm, and accurateness. Besides, the learning process at a vocational high school dressmaking program does not equip the student with the soft skill required by the industry. The finding of the study used to develop the learning model of character building for the student of the dressmaking department. The soft skill needed by the industry inserted in the lesson plan of a teaching program (Siti & Sugandi, 2017).

Siti Prihatiningsih (2017) conducted a study on "A Review of Soft Skill Needs in Term of Industry". the objective of the study is to obtain a correlation between soft skills needs in the industry with a soft skill that student learned at school. The study adopted a qualitative approach. The respondents of the study ware student from vocational high school electronic engineering departments, teachers of vocational high school and a representative from the electronic industry. The study found that soft skills that student learns at school are not fully meet the requirement of the electronic industry. The gap of soft skills that found in the study are communication skill, honesty, responsible, discipline, safety, problem-solving, commitment, manage information, self-management, respect others, and persistent. This soft skill must be included in the teaching and learning process at school so that the school able to relate to industrial needs (Prihatiningsih, 2017).

Research about soft skill readiness on vocational high school student to face workforce demand was conducted by Mad Rifai (2015) by the title "*Kesiapan soft skill siswa anak SMK N 5 Semarang untuk memasuki dunia kerja*". The purpose of this research was to determine the level of readiness of soft skills of students to enter the workforce and to find out the form of teaching soft skills at school. The research method adopted in this was Descriptive Quantitative. Sampling Technik that used was stratified purposive random sampling. Soft Skill variables in this research are communicative, honesty, responsibility, well mannered, and discipline. Research sample ware 389 Students of state vocational high school 5 Semarang (Rifai, 2015).

The finding of this research showed that the Student level of readiness on communication skills is high, honesty is sufficient, responsibility is high, well-mannered is high, and discipline is high. The research reported that Soft skill has taught in school through Religion subject and civil education subject. The research suggests

embedded soft skills in teaching and learning and extracurricular activity such as student organization and scout. Moreover, the researchers suggest that the teacher should familiarize students to be polite and disciplined through the regulations at school to shape the character of students. The teacher also plays an important role as a model for his students (Rifai, 2015).

2.2.2 International Research

Mahasaneh (2016) researched "A theoretical framework for implementing soft skill in construction educating utilizing design for six-sigma". He studied the issue about the gap problem between the soft skills possessed by the student at construction education with skills needed by the industry. According to the research, the United States construction industry is improving through the years as the development of technology and communication. It becomes a challenge for both the industrial world and education to keep up with the advance of technology in the construction industry. However, construction graduates still lack the soft skills needed in the construction industry. There is the gap between a soft skill that learned by construction graduate with the soft skill that required in the construction industry (Mahasneh, 2016).

According to Mahasneh, there is some problem that causes the gap between soft skill that student learn at school and soft skill that needed by the industry; (1) the content about soft skill for construction education, the definition, interpretation, and approaches among construction education and employers are not specified, (2) construction industry and construction education are not aware of the problem of the soft skills gap, (3) the current solution for the soft skill gap is not well managed, (4) the current construction education curriculum fails to prepare student with soft skills competencies that match with industrial soft skills, (5) there is tardiness of construction curriculum education towards continuous changes in industrial world, (6) soft skill

determined as less important than technical skills by construction higher education accreditation team (Mahasneh, 2016).

In this case, Mahasneh comes up with the solution to bridge the gap by developing a new soft skill instruction curriculum. Mahasaneh identifies 12 soft skill clusters and implements clusters to measure the soft skills gap among construction graduates. In his research, he suggested allocating soft skill courses as a stand-alone subject that focuses on teaching soft skills as an instructional curriculum model. Besides, he suggested to embedding soft skill in the existing construction curriculum accreditation team (Mahasneh, 2016).

Michael Lamont Randolph (2016) did research on "the need of soft skill in a medical assistant program". The purposes of the study are understanding the perspective of faculty, staff, and leadership regarding student soft skill ability and identify the important soft skills needed in the workplace. The data collected through open-ended interview and document review. The finding from the study showed that soft skills needed in the medical assistant program are communication skills, professionalism, work ethic, interpersonal skills and good judgment. Student possessed sufficient soft skill as well as technical skill that help student to be successful in the classroom as well as employment setting. The success in the employment setting impact the setting of the overall healthcare environment that lead to positive social change (Randolph, 2016).

Matthew David Maple conducted a research on "soft skill implication within postsecondary education". The purpose of the study is understanding the P-12 student's soft skill and postsecondary readiness through the perception of higher education counselors and advisor. Moreover, the study investigates the influence of student's soft skill and the relation to unprepared postsecondary students. The data

collected through interview with variety demographic background of the respondent. the study also did document review to collect the research data. The study found that soft skills are essential part of postsecondary success for students. Moreover, the study revealed that soft skills needed to be postsecondary ready. The soft skills needed are time management, teamwork, responsibility, self-advocacy, organization, problem solving and communication (Maple, 2018).

Ann-Marie Williams (2015), on her study about "Soft Skills Perceived by Student and Employers as Relevant Employability Skills. The study investigates the perceptions of students and employers related to the soft skills needed to be successful in the future workforce. The study adopted phenomenological approach in order to get the detail explanation about the phenomena from the perspective of participant. This study found that the key of soft skill such as communication skill is the most suitable skill that needed by the industry. In addition, the study mention that higher educational institution must help the student acquire relevant or suitable soft skill. Moreover, the study stated that the strategies of soft skill training should be adjusted to meet the needs of student and employers (William, 2015).

2.3   The Concept of Soft Skill

The discussion about soft skill has begun in 1972 when Soft Skill Conference was conducted by Dr. Whitemore at United States Army Forces Command. At that time, term soft skill referred to command, supervision, counseling, and leadership (Lem, 2018). Throughout the year soft skill has been developed and discussed by scholar across the world. Each of them tried to define the term of soft skill and characterized the variety of soft skill. Recently, study about soft skill gets more attention. Since nowadays some of the research reported that student graduate cannot compete in the industrial world due to lack of soft skill. They have enough knowledge

and hard-kills but they do not have a soft skill that required by the industry. Dahlan (2016) stated that one of the problem that cause the unemployment among vocational high school graduate is lack of soft skill. Therefore, many researchers or expert studies about soft skills.

Soft skill refers as personal and interpersonal behaviors that develop and maximize human performance such as coaching, team building, decision making, initiative (Berthal, 2003). Softs skill define as a cluster of personality traits, social graces, facility with language, personal habit, friendliness, and optimism that differ people to varying degrees (Burns, Baker and Klinger). According to Purbyu B Santoso soft skill is personal and intrapersonal competence that help people develop and optimizing their work performance (Dianti, 2017). Soft skill includes personal and interpersonal behavior of a person in the workplace (Kantrowitz, 2005).

According to Hollenback & Gerhart (2015) Soft skill refer to the level of performance of an individual on a particular task or the capability to perform a job well which divided into technical elements and behavioral elements. Daud (2012) describe that technical elements determine "hard skills" while the communication element determine "soft skills" which include the attitude and approaches applicants to take their work, such as ability to collaborate on team project (Fedrict, 2017). Soft skill also describes as compulsive concept that assess the ability and capability of a person or organization's accomplishment (Subramaniam, 2013). Soft skill construe as the internal characteristic or hidden competencies which are related to effective work performance (Subramaniam, 2013).

Soft skill is cluster personal qualities, habit, attitude and social grace that create someone a good employee and have the ability to compete in their workplace. Soft skill is the abilities that become a requirement and expected from people who want to

find a job, maintain their performance and even get a promotion (Slawinska, 2014). According to Duncan & Dunifon (2012) soft skill can help a person to improve their competency and continuously develop a person ability which contribute to their progression and transformation. It can be concluded that soft skills are abilities, characters, and habits that help a person develop and maintain his potential to achieve success.

2.3.1 The List of Soft Skill

The study about soft skill are carried out in almost all parts of the world. There are several lists of soft skill from different sources. The list of soft skill consists of some non-technical skill that help a person interact with others and develop their competencies. The amount of soft skill in each list is different from one to another. Tang (2014) classified soft skill into teamwork, communication skill, leadership skill, critical thinking, lifelong learning, ethic, professional moral, entrepreneurship (Tang, 2014).

On the other hand, Kantrowiz mention list of soft skill (a) communication/ persuasion skill, (b) performance management skill, (c) self-management skill, (d) interpersonal skill, (e) leadership/ organization skill, (f) political/ cultural skill, and (g) counterproductive skills (Hening, 2016). On the other hand, Jafri Marandi (2017) classified soft skill into (a) teamwork, (b) stress management, (c) emotional stability, (d) analytical, (e) critical and problem solving skill, (f) interpersonal skill, (g) communication skill, (h) leadership skill, (i) organizational skill, (j) initiative and innovation, (k) responsibility, and (l) commitment (Creely, 2018).

In order to prepare the future as technology and information keep growing and developing, student must be prepared to face the inevitable rapid changes of technology which influence any aspect of life. Therefore, student must equip with 21st

Century Learning skill. this framework was developed by teacher and education experts and business leader to identify the skills and knowledge to be success in work, life and citizenship. The 21st century skill includes: (1) learning and innovative skills: creativity and innovation, critical thinking and problem solving, communication, and collaboration, (2) information, media and technology skill: information literacy, media literacy and ICT literacy (3) life and Career skills: flexibility and adaptability, Initiative and self-direction, productivity and accountability, leadership and responsibility (P21, 2018).

Moreover, Marcel M. Robles (2012) on his study on" Executive Perception of The Top 10 Soft Skills Needed in Today's Workplace". His study found that business executives consider soft skills as a very important attribute in the job applicants. The study identified 10 soft skill by business executives (Robles, 2012). The detail of soft skills included in the table 2.1.

Table 2.1 *Top 10 Soft Skill Needed in Today's Workplace*

Soft skill	Descriptions
Communication	oral, speaking capability, written, presenting, listening
Courtesy	manners, etiquette, business etiquette, gracious, says please and thank you, respectful
Flexibility	adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable
Integrity	honest, ethical, high morals, has personal values, does what's right
Interpersonal skill	nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills
Positive attitude	optimistic, enthusiastic, encouraging, happy, confident
Professionalism	businesslike, well-dressed, appearance, poised
Responsibility	accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense
Teamwork	cooperative, gets along with others, agreeable, supportive, helpful, collaborative
Work ethic	hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance

Another list of soft skill obtained by Ann-Marie William (2015) on her study on "Soft Skills Perceived by Student and Employers as Relevant Employability Skills". William list the soft skill and its meaning on the soft skill rating scale. The list of soft skill rating scale showed in the table 2.2.

Table 2.2 *Soft Skill Rating Scale* (William, 2015)

Soft Skill	Meaning
Communication	Oral, written, nonverbal means of processing and sharing information
Critical thinking	Ability to evaluate ideas-self-criticism, constructive, critique of other's idea
Decision-making	Using accurate information to determine action
Interpersonal	Working and/or interacting well with others
Negotiation	Using power tactics to arrive at agreement or compromise; cooperating with others
Problem-solving	Generating and implementing solutions to problem
Self-confidence	Belief in one's competencies and/ or abilities; lack of self-doubt
Self-management	Ability to plan, execute, and monitor one's activities and goals
Teamwork	Ability to work well in groups or teams; collaborating with others
Work ethic	Modeling professionalism and business etiquette

To conclude, there are similarities among soft skill framework from an expert and several sources that explained above. The similarities mean some soft skill that mentioned in almost every soft skill framework, they are problem-solving, self-management, negotiation, critical thinking, work ethic, and leadership. A student should learn and practice those soft skills in school. They considered being the most important soft skill that student should acquire.

2.4 Soft Skill for Vocational High School Student

According to the government regulation number 20, vocational high school is educational institution that prepare student with knowledge and skill about certain expertise that related to the workforce. Ministry Education of Indonesia (2004) stated that vocational high school has several purposes. The vocational high school educates students to be productive and mastered the expertise required by the workforce. The vocational high school helps the student to determine their future careers.

Moreover, it helps the student to be resilient and persistent when competing in the workforce. The vocational high school also prepares the student to able to adapt to the work environment and develop professional attitudes that exist in the area of expertise that he is interested in. The vocational high school aims to equip students

with science, technology, and art to be able to develop themselves later in the right way, independent or through higher education. The vocational high school also equip students with appropriate competence with the chosen expertise program. Soft skill is included in the social competence of curriculum 2013. In the regulation from ministry education number 36 (2018) stated that student must acquire honest behavior, discipline, responsibility, care, cooperation, tolerance, courtesy, responsiveness, and pro-active.

On the other hand, in Britain soft skill that should possessed by vocational high school student is called key skill. Key skill considered as an important for individual to achieve success in their life. The key skill includes communication, application of numbers, information technology, working with others, improving own learning and performance, and problem-solving (Turner, 2002).

Soft skills were included in California's agriculture curriculum, soft skill development occurred in agriculture courses, researcher used the LEQ H soft skill assessment questionnaire as the survey instrument. The soft skill are time management, social competency, achievement motivation, intellectual flexibility, task management, emotional control, active initiative and self-confidence (Sharon, 2017).

In the same study that conducted by Sutrisno, Waras and Didik about "The relevance of Soft Skill That Needed in Industry and Soft Skill That Student Learn at School, showed that there are some skill that student learn at vocational high school in Blitar Indonesia (Sutrisno, 2013). The list a soft skill that student learns in Automatic Engineering department at vocational high school presented in the table 2.1. the soft skill displayed in accordance from the most important soft skill (number 1) to the least important (number 17).

Table 2.3. *Soft Skill That Very Important for Student to Learn at School*

No	Soft Skill	No	Soft Skill	No	Soft Skill
1	Honesty	7	Safe working sense	13	Empathy
2	Attitude	8	Communication skill	14	Self-management
3	Moral ethic	9	Respect others	15	Wise enough to accept advice
4	Commitment	10	Creative	16	Passionate
5	Discipline	11	Ability to manage information	17	Stress management
6	Responsibility	12	Persistent		

2.4.1 Soft Skill in The Latest Curriculum in Indonesia

The curriculum that currently being implemented in Indonesia is curriculum 2013. According to the government regulation from ministry of education number 36 (2018), Curriculum 2013 aim to develop the balance between aspect spiritual, social, knowledge and skill of the student. The four aspects are stated in the core competence of Curriculum 2013. Curriculum 2013 attempt to give meaningful learning experience so that student be able to implement the knowledge and skill that they got in the society. Moreover, the main objectives of Curriculum 2013 prepare Indonesian citizen to be productive, creative and innovative in their contribution to the society and the nation.

In the government regulation from ministry of education number 36 (2018) stated that Curriculum 2013 was developed based on the theory of standard-based education and the theory of curriculum namely competency-based curriculum. Standard-based education determine the standard of the implementation of education that involves the standard of content, standard of process, standard of graduate competence, standard of educator and staff, standard of facility, standard of management, standard of finance and standard of evaluation. As for competency-based curriculum aim to give student a board learning experience so that student able to develop their knowledge, skill, and attitude.

Soft skills are considered to be a necessity for SMK (Vocational High School) graduates who want to apply for work because the company or workforce require applicants to have soft skills. In the latest curriculum, 2013 curriculum, soft skills lie in affective competencies. 2013 curriculum is a curriculum that seeks to balance the ability of students, namely cognitive, affective and psychomotor competencies. Cognitive competence relates to how deeply students learn the lessons taught by the teacher. Affective competence is related to the character and personality of students. Furthermore, psychomotor competencies relate to the skills of students. The three competencies, cognitive, affective and psychomotor were adapted from the taxonomy of bloom, which was later translated into operational verbs used by the teacher to make learning indicators in their teaching plan. However, the government recently replaced the use of taxonomy bloom to taxonomy bloom revised by Anderson and Karthwol (2001).

Table 2.4. *The Operational Verb of Affective Domain from Curriculum 2013 (Krathwol 2001)*

A1 Acceptance	A2 Respond	A3 appreciate	A4 organize	A5 Value-based characterization
Follows adheres obeys interests	likes welcomes supports chooses displays approves conveys	Assumes convinces clarifies emphasizes clogging up believes	changes arranges builds form opinions integrates manages huddles negotiates	Familiarizes changing behavior noble serves proves solves

The operational verb is used as a guide for the teacher to make learning indicators that are included in the lesson plan.

Back to the discussion of soft skills, in the 2013 curriculum the soft skill lies in the core competencies of social attitudes (Direktur Pendidikan Dasar dan Menengah,

2017). According to Ministry Education regulation number 24 year 2016, As for the formulation of the core competencies of social attitudes, students can show honest behavior, discipline, responsibility, care, cooperation, tolerance, courtesy, responsiveness, and pro-active, as solutions to various problems in interacting effectively with the social and natural environment and placing itself as a reflection of the nation in world relations. Competence above is the competency expected by students after learning the teaching and learning process at school. The core competencies of social attitudes obtained through indirect learning, where competencies are obtained through exemplary, familiarity, and development of a good school culture by taking into account the characteristics of the subjects, the needs, and conditions of the students. The development of attitude competencies carried out throughout the learning process takes place and can be used as a measure for the teacher in representing the character of students.

On the other hand, the influence of applying the three domains of learning also brings changes to the assessment of learning. In the affective domain, affective assessment can be done through teacher observation, self-assessment, and peer review. The assessment must be as objective as possible, so the teacher gets an idea of student development in the affective domain. Then the results will be included in the student report cards and become a consideration for giving follow-up towards students' improvement and development in the affective domain. Thus, it can be concluded that soft skills are listed in the 2013 curriculum as core competencies which are used as the guide for teacher in making indicators of learning that used at lesson plan. Soft skills obtained by students through exemplary, habituation and school culture. there is no specific subject that teaches soft skills in school, but soft skill learning is implicit in religious and citizenship lessons.

In the teaching and learning process in vocational schools, students get soft skills from habituation applied by schools based on the industrial environment (Direktur Pendidikan Dasar dan Menengah, 2017). Currently, vocational secondary schools implement programs called "teaching factory" which means making the school atmosphere like a production atmosphere in a real work environment. Its application is not only in equipment production, but also habituation of students to be trained professionally as well as people who are in a work environment. habituation includes discipline, time management, responsibility, tidy in dressing, teamwork, and leadership.

2.5   The Model of Teaching and Learning Soft Skill at School

According to Ruzlan Md Ali at *Understanding and conceptions of soft skill for educators in Public universities*, (2014), soft skill can be taught and related to the environment. He stated that the environment involves soft skill development. He added that an individual learned the soft skill through the environment around them. A soft skill that possessed by the individual could help the community generally and improve the quality of himself or herself as a person specifically.

According to Tang Keow Ngang in *Soft skill integrated in Sustainable Higher Education* (2011), there are three models to develop soft skill for student through teaching and learning process: standalone subject, embedded and combination of the two models. Standalone subject means school provide subject for student that taught about soft skill like leadership subject. Embedded models mean student learn soft skill through experience in school, for example the teacher and senior in school become a role model for their student, school discipline, and etc.

Mad Rifai (2015) on his study on "*Kesiapan soft skill siswa anak SMK N 5 Semarang untuk memasuki dunia kerja*", suggest to embedded soft skill on teaching

and learning and extracurricular activity such as student organization and scout. Soft skill taught in vocational high school through religion subject and civil education subject in Semarang (Indonesia). Teacher also familiarizing students to be polite and disciplined through the regulations set at school to shape the character of students. the teacher also plays an important role as a model for his students (Rifai, 2015).

On the other hand, Mahasaneh (2016) conducted research on "A theoretical framework for implementing soft skill in construction educating utilizing design for six-sigma". He studied the issue about the gap problem between the soft skills possessed by student at construction education with skills that needed by the construction industry, United States. Mahasneh come up with the solution for a bridge for the gap by developing new soft skill instruction curriculum.

Mahasaneh identify 12 soft skill clusters and implement clusters to measure the soft skills gap among construction graduates. On his research, he suggested to allocate soft skill course as a stand-alone subject that focus on teaching soft skills as an instructional curriculum model. In addition, he suggested to embedding soft skill in the existing construction curriculum. soft skill can be determined as a learning outcome (Mahasneh, 2016). Isdawanty Ismail and team, on their research "A study of soft skill among polytechnic student" in Malaysia, stated that the levels of soft skill practices are still unsatisfying. Therefore, researcher suggest that soft skill module for polytechnic student should be improved.

Daniel L Free (2017) on his research "Perception of soft skill development in secondary agricultural education programs by agricultural teachers", stated that the teacher were shown to have very high opinion of the importance of the integration of soft skills into agricultural curriculum. Soft skill can be developed by integrating soft skills indicator in the curricula, co-curricular activities and within the school

environment. Meanwhile soft skill evaluation is conducted by observing student behavior in teaching and learning process. The evaluation process can be done through evaluation by teacher and self-evaluation by student (Subramaniam, 2013).

In addition, Subramaniam (2013) describe that soft skill integration is achieved via formal and informal teaching and learning process at school. In term of formal learning process, soft skill can be integrated with teaching process, subject content, engagement, involvement, integration and remedial. Soft skill integrated in subject content as a part of the subject knowledge. soft skill integrated in teaching process through the way teacher taught. Soft skill achieved when student engage with experience in teaching and learning process. Soft skill also gained via games, society, club activities as well as student participation and involvement in school activities such as student organization, scout and other extracurricular activities (Subramaniam, 2013).

According to Alan D.Green Berg (2015) on "The Role of Education in Building Soft Skill" school put so much emphasis on teaching to mandated test and less emphasis on learners to collaborate with others (Alan, 2015). There are two top skill that school must be focusing, collaborative skill and problem solving. Educator, parents, and student agreed that collaborative learning give many benefits for learner, such as encouraging active participation among learners to encouraging learners to take participation ownership of their education. Nine out of ten survey respondents (92%) believe that collaboration promotes active participation among learners and a similar number of respondents (88%) believe that teaching collaborative skill encourage learners to take ownership of their education (Alan, 2015).

Besides that, there are other ways that can be used to develop soft skills. Nik Safiah Nik Ismail (2010) construct eight strategies to develop soft skill. the eight

strategies are: Recognize the importance of soft skill competencies in teaching and learning process, Formulate exact learning outcome for soft skills competencies, Enlarge soft skill assessment, Implementation of life-long learning and professional development approach, Consider co-curriculum and extra-curricular activities as important part to develop soft skills, Conduct a conducive learning environment, Decide the role model for students and graduate, Perform soft skills competencies within the workforce (Safiah, 2010).

Sonny Kurniawan (2015) on his research "*Pengembangan model pembelajaran soft skills siswa SMK Negeri 2 Salatiga*" develop learning model for soft skill at state vocational high school in Salatiga, Indonesia. The Sequent for Learning model of soft skill that developed by the researcher are: (1) identification of learning objective, (2) learning analysis, (3) identification of student behavior, (4) formulate learning objective, (5) developing learning strategy, (6) developing tool of learning, (7) planning and implementing evaluation of learning (8) revision of teaching and learning process. Through this learning model, student soft skill competences can be developed and actualize so that student readiness for facing workforce demand increased (Kurniawan, 2015).

2.5.1 Soft Skill Assessment

In the 2013 curriculum, teachers not only assess cognitive aspects but also psychomotor and affective aspects. These soft skills enter into the affective domain. There are several kinds of affective assessment used in the 2013 curriculum. according to government regulation number 104 (2014) affective assessment takes some method, namely observation, self-assessment, peer-assessment, and anecdotal record (Nuh, 2014). First is the observation assessment. Observation is a process of monitoring student at school, using observation instrument that made based on learning indicator

during teaching and learning or outside the class (Nuh, 2014).The instrument for observations made by the teacher. The teacher observes the students and writes the student behavior. The student behavior could be a good behavior or a bad behavior that experienced by students. In this assessment process, the teacher not only observing, but also with providing feedback towards student behavior. The feedback can be said directly to the students concerned or can be written.

The next assessment is peer assessment. This assessment is done by asking students to assess each other related to competency achievement (Nuh, 2014). The teacher is in charge of providing the assessment sheet. Students are to fill up the questioner as objective as possible. Other affective assessment technique is self-assessment. The self-assessment asked participants to assess themselves. In order to keep the objectivity of self-assessment, the assessment should be done based on clear and objective criteria (Nuh, 2014). In addition, since the student do the assessment by themselves, teacher should guide them by explain to student the objective of the assessment, decide the competencies that being assessed, decide the criteria that assessed, decide the format of assessment (Nuh, 2014). The teacher is in charge of preparing the assessment sheet, then asking the students to fill it out.

The other way to examine affective domain is anecdotal record. Anecdotal record is a compilation of teacher notes about student activity, achievement and student behavior at school. The record includes both good or bad activities about student. (Nuh, 2014) Teacher only have to prepare the format for the anecdotal record based on the competencies that being assessed. The assessment should be done as objective as possible to get the clear result of student so that teacher can take the follow-up action towards student development.

2.6   Soft Skill Demanded in The Industry

According to a Robert Half International company (2006) there are some skill that needed by company in the future: Problem solving: organization, judgement, logic, creativity, conflict resolution, Ethics: diplomacy, courtesy, honesty, professionalism, Open-mindedness: flexibility, open to new business idea, positive outlook, Persuasiveness: excellent communication and listening skill, Leadership; accountability, management, and motivational skills, Educational interest: continuous thirst for knowledge or skill development (Safiah, 2010).

On the other hand, "The Future Job" predict the most needed skill by the industry in 2020 released by World Economic Forum, they are: problem solving, critical thinking, creativity, self-management, coordination, emotional intelligence, decision making, service-oriented, negotiation, and flexibility (Astutik, 2016). Allan D Green Berg and Anderw H. Nilsen (2015) construct the most importance skill that student should learn and achieve based on survey result, there are: problem solving, ability to collaborate, persistence, creativity, academic knowledge, and leadership skill.

According to Knight and Yorke Employability is a set of skills, understanding and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the work force, the community and the economy (Selvam, 2018). University of Wolverhampton describe that employability skill consist of several competencies: planning and organizational, problem solving and analytical, written communication, verbal communication, teamwork, leadership, intellectual/ creative ability, self-awareness/ self-reliance.

On the other hand, in order to realize quality citizens, commonwealth Australia construct employability skill framework, which consist of: Communication, planning

and organizing, team work, problem solving, self-management, technology, Learning, initiative and enterprise. Meanwhile, according to The DfES/ Key Skills Supports Program fact sheets states that key skill that essential in work place: Computer literature, Able to relate well to customers, Good team workers, Flexible in their job functions, Able to organize their work activity, Decision makers and problem solving, Able to communicate effectively (Dave, 2010). On the other hand, according to William (2015), there are 10 soft skill related to business and computer technology were communications, critical and decision making, intrapersonal, negotiation, problem-solving, self-confidence, self-management, teamwork, and work ethics (Petacsil, 2017).

From those explanation about employability skill can be concluded that employability is a set of soft skill that should acquire by student in order be eligible to be a professional worker. Employability skill, however, help student to prepare themselves before entering to industry or business field. Further for worker perspective, employability skills help the to perform better in their work place. Meanwhile soft skills required by manufacturing industry include communication, leadership skills, interpersonal skill, ability to work as a team, English language, problem solving skill, adaptability skills, personal organization and time management (Chan, 2018).

According to Sutrisno (2013) and team about "The relevance of Soft Skill That Needed in Industry and Soft Skill That Student Learn At School, presented a list osft soft skill that needed by automatic engineering industry in Blitar, Indonesia (Sutrisno, 2013). The soft skill displayed in accordance from the most needed soft skill (number 1) to the least needed of soft skill (number 18).

Table 2.5. *Soft Skill That Needed in Automatic Engineering Industry*

No	Soft Skill	No	Soft Skill	No	Soft Skill
1	Communication skill	7	Creative	13	Respect to others
2	Honesty	8	Commitment	14	Persistent
3	Attitude	9	Ability to manage information	15	Stress-management
4	Responsibility	10	Moral Ethic	16	Self-independent
5	Discipline	11	Self-management	17	Empathy
6	Work safety	12	Passionate	18	Wise enough to accept advice

2.6.1 The Importance of Soft Skill in The Industry

According to Clymer (2015) Soft skill determined as a key to increase business profit and developing the work environment. Therefore, industry and company not only evaluating current staff and future recruits on their hard skill and knowledge but also soft skills (Moletsane, 2016).

Gib (2014) stated that the development of soft skill give impact to strengthen personal development, gaining success for employee, and encourage to learning more. In addition, Bancino and Zevalkink (2007) convey that soft skill are considered more critical nowadays in order for business to compete on the marketplace (Daniel, 2017). Soft skill now determined as the most important professional competence. In addition, soft skill considered valuable among employers because importance to make smooth function in the workplace. A worker with high level of soft skill have ability to cope with stress, is assertive, have ability to motivate them self, have consistency in their action, have a good time management, efficient in self presentation, successful in negotiation, have ability to communicate effectively, cooperate with others, creative, have ability to solve conflict and good at teamwork (Slawinska, 2014).

From several opinions that have been mentioned, it can be concluded that soft skills are competencies that must be possessed by workers and high school graduates.

Soft skills are seen as important competencies for employees because having a soft skill can easily reach success and reach a predetermined goal. not only that soft skills also help someone to develop themselves to be better which will affect the quality of work of the person concerned. besides the importance of soft skills in industry or business is the creation of a conducive working environment so that it allows companies to achieve their own goals.

2.7   The Soft Skill for Vocational High School Student Required by The Industry

According to Prihatiningsih, there are soft skills that student should learn at school to fulfill the gap between a soft skill that student learns at school and soft skill required by the industry. the list of soft skills includes the ability to communicate, honesty, responsibility, discipline, the ability of problem-solving, commitment, manage information, ethics, self-management, passion, respect, toughness in work and ability to overcome stress. In addition, vocational education graduate expected to equipped with the knowledge, skill (psychomotor) and attitude (Prihatiningsih, 2017).

Sutrisno (2013) and team on their research "The relevance of Soft Skill That Needed in Industry and Soft Skill That Student Learn At School, reveal the list of soft skill that student should learn at school which related with industrial needs in Blitar, Indonesia (Sutrisno, 2013). The list of soft skills accumulated after analyzing the list of soft skills that important for a student to learn at vocational high school automatic engineering department and soft skill needed by the automatic engineering industry. The list of soft skills presented in table 2.4 from the most recommended soft skill to learn at school to the least recommended soft skill.

Table 2.6. *Soft Skill That Student Should Learn at School Which Relevant to The*

Industry

No	Soft Skill	No	Soft Skill	No	Soft Skill
1	Communication skill	7	Creative	13	Respect to others
2	Honesty	8	Commitment	14	Persistent
3	Attitude	9	Ability to manage information	15	Stress-management
4	Responsibility	10	Moral Ethic	16	Self-independent
5	Discipline	11	Self-management	17	Empathy
6	Work safety	12	Passionate	18	Wise enough to accept advice

2.8   Theoretical Framework of The Study

The theoretical framework depicts the relation between school, industry and school based on the theory that justify it.

Figure 2.1. Theoretical framework of the study
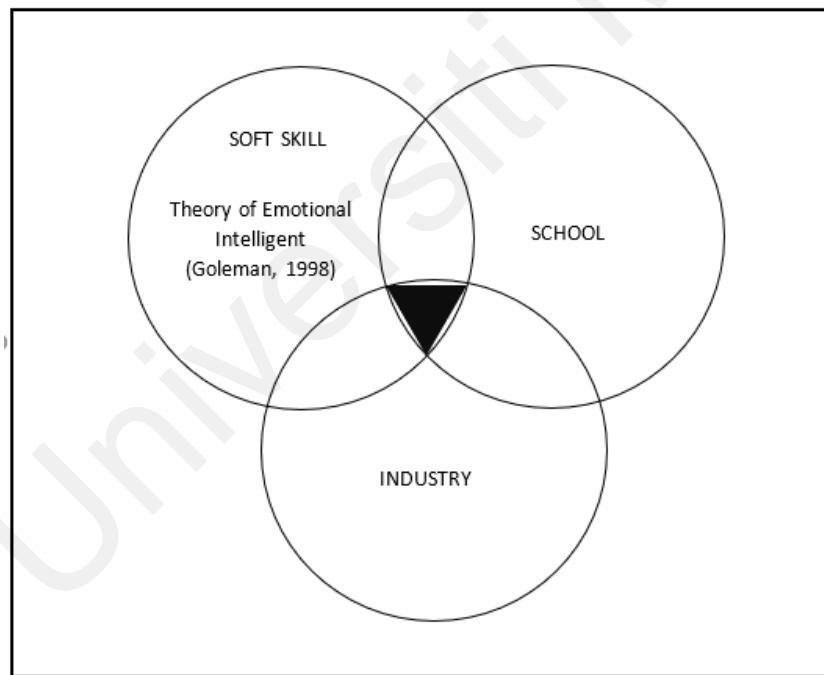
This study embraces three different circles, namely school, industry, and soft skills. In the school circle researchers attempt to discover the concept of soft skill as well as teaching and learning a soft skill at school. Teaching and learning activity in Indonesia following the latest curriculum called Curriculum 2013. As for the teaching

and learning model of soft skill, this study adopted the model of teaching and learning a soft skill that discovered by Tang Keow Ngang. The model of teaching and learning soft skills divided into three different models namely embedded model, stand-alone subject and integrated model. In the industry circle, researchers attempt to discover the soft skills needed in the industrial world. From previous studies, it is mention that the soft skill required by the industry is called employability skill.

The soft skills circle the researcher adopted the concept of soft skills in general. The chosen theory is a theory of emotional intelligent from Goleman. Several previous studies used this theory for their research that studied soft skills. This research adopted a theory of emotional intelligence from Goleman because emotional intelligence is a foundation for soft skill competency. The integration between school, industry, and soft skills create a new color which symbolized the finding of this research. The result of this research is a list of soft skills that should be learned by a student at school which meets the criteria of industrial need.

2.8.1 Theory of Emotional Intelligent

This study adopted the theory of emotional intelligence from Goleman as theoretical framework for this research. Goleman construct the emotional competence framework into two categories personal competence and social competence. Personal competence divided into self-awareness, self-regulation and motivation. Self-awareness competence include emotional awareness, accurate of self-assessment, and self-confidence. Self-regulation includes self-control, trustworthiness, conscientiousness, adaptability, and innovation. Motivation includes achievement drive, commitment, initiative, and optimism. Social competences divided into empathy and social skills. Empathy means awareness of other's feelings, needs, and concerns. Empathy competencies includes understanding others, developing others, service

orientation, leveraging diversity and political awareness. Social skill means adeptness at inducing desirable responses in others. Social skills include influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities (Goleman, 1998).

This research adopted a theory of emotional intelligence from Goleman because emotional intelligence is a foundation for soft skill competency. The social category from soft skill considered as the action or outward manifestation phase of emotional intelligence. The origin of the soft skill framework can be dragged from the social category of emotional intelligence (Mark, 2013). The commonality between Goleman's emotional intelligence theory and soft skills extends to concepts beyond social skills as well. Moreover, the category of social awareness, from Goleman's emotional intelligence, includes empathy, which is frequently listed as one of the more important soft skills. in addition, in the category of self-motivation, which identifies the characteristic of taking initiative, also considered as a soft skill. Besides, within the category of self-regulation, trustworthiness and flexibility are listed as a characteristic by Goleman of emotional intelligence and are noteworthy inclusions in most list of soft skills. Moreover, emotional intelligence theory conceptualizes many characteristics identified as soft skills (Malone, 2013). According to Goleman emotional intelligent provides the skills in the soft domain that make a person more competitive in the workplace. Soft skills considered as a critical factor to help a person to be successful in difficult fields (Meeks, 2017).

Goleman describes that intelligence quotient (IQ) alone does not make a person accomplish success at the workplace. Goleman (1998) added that IQ only contribute 25 % to help people maximize their job performance and improve their career advancement. Meanwhile, emotional intelligence contributes 75% which is an

individual competence to understanding other people as well as understanding themselves (Meeks, 2017). That is why emotional intelligence is important for a person to achieve success in the industry environment. Besides, Goleman (1998) argues that emotional intelligent gives the skill in the soft domain which makes a person more competitive in the workplace. Studies about soft skill have been analyzed by several researchers under a framework of emotional intelligence because a direct relationship occur to exist between them (Meeks, 2017).

Pope (2017) in his research by the title "Perception of Soft Skill by Former Technical College Business Education Student and Their Employers" adopted the works of Daniel Goleman (1995) namely emotional intelligent theory as a theoretical framework for the study. Goleman stated that (1995) the ability to perform the soft skill and value its importance is determined as emotional intelligent (Pope, 2017). Moreover, Goleman's five-dimensional categorization of emotional intelligent used as methodologies within the study of "Service-Learning's Impact on the Development of Undergraduate Nursing Student's Soft Skills". Meanwhile, according to Cheryl in his study, Goleman emotional intelligent has a role as soft skill in the nursing field (Passel, 2015).

2.9   Conceptual Framework of The Study

This research aims to investigate soft skills for vocational high school as required by industrial needs. The researcher investigates the application of soft skills in school and industry. After that, the researcher analyzes the similarities and the differences in soft skills from industry and school to formulate a list of soft skills for vocational high school, which relevant to industrial needs. The concept of this research depicted in the conceptual framework figure 2.2.

Figure 2.2. Conceptual Framework of The Study
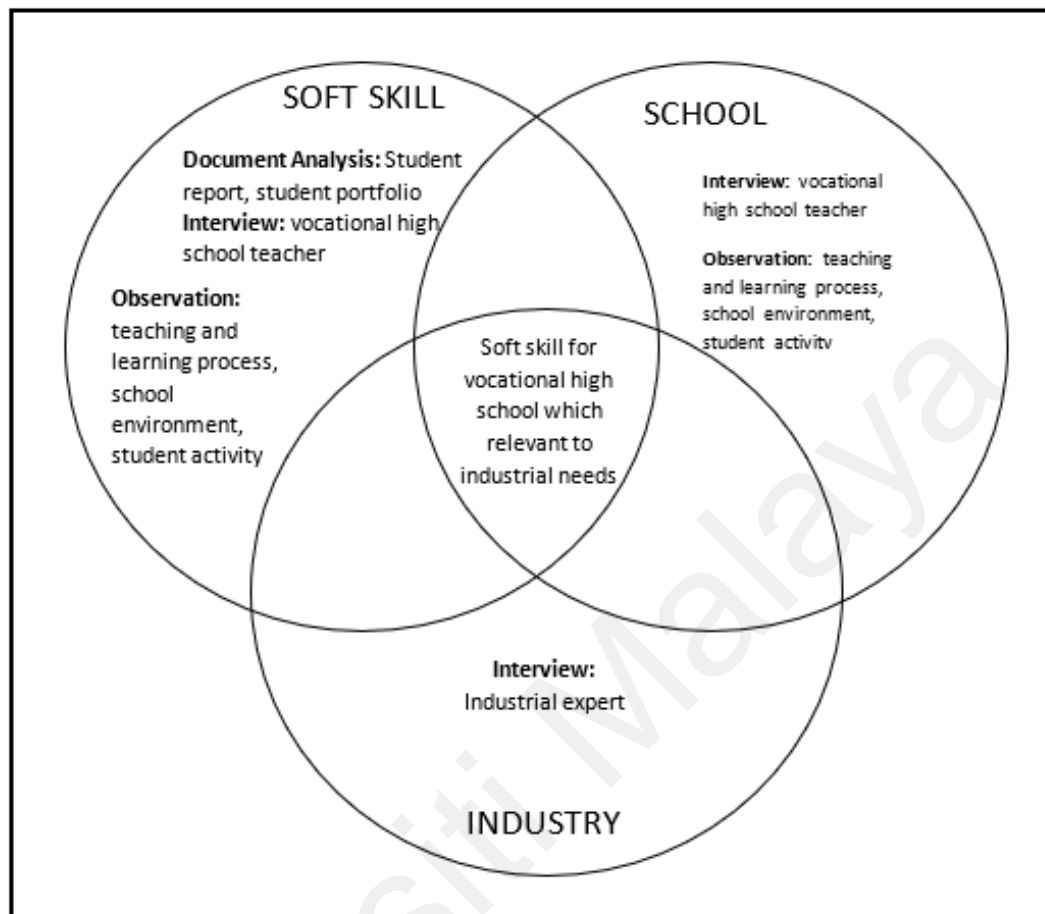
The process of this research divided into four parts following the research objective. Firstly, the researcher undertakes to collect information about the soft skill that the student learned at school. Data collection technic that used in the study is documentation analysis, which analyzes student document that contains information about what kind of soft skill that student learned at school. The second data collection is observation towards teaching and learning activity in school which includes soft skills in it. The researcher also interviews with the teacher to get a piece of in-depth information about what kind of soft skill that student learned at school and what kind of soft skills that students obtained at school.

To identify soft skills in school, the researcher adopts a theory of emotional intelligent from Goleman. According to Goleman (1998), the emotional competence framework consists of 25 emotional competencies that categorized into five elements divided into two categories. First is personal competence which includes: (1) self-awareness: emotional awareness, accurate of self-assessment, and self-confident, (2) self- regulation: self-control, trustworthiness, conscientiousness, adaptability, and innovation, and (3) motivation: achievement drive, commitment, initiative, and optimism. Second is social competence which includes (4) empathy: understanding others, developing others, service orientations, leveraging diversity, and political awareness and (5) social skills: influence, communication, conflict management, leadership, change catalyst, cooperation, and team capabilities (Safiah, 2010).

Secondly, the researcher attempts to get information about how the student learns a soft skill at school through observation of some instructional learning at schools such as teaching-learning activity for a vocational program, extracurricular activity, and school discipline and regulation. For additional information, the researcher also interviews some teachers who involved in the instructional process at school to gain information about how the student learned a soft skill at school.

To identify the teaching and learning of soft skills at school, the researcher adopted the concept of developing soft skills through education and learning at school by Tang Keow Ngang (2011). According to Tang, a student obtained soft skills in school through three different models: stand-alone subject, embedded, and a combination of the two models. A stand-alone subject means students learned and developed soft skills through the subject lesson at school that explicitly taught soft skills. The embedded model means soft skills inserted in the implementation of the curriculum. In this model, the student learns the soft skill through various activity

which planned on the curriculum with a particular strategy or learning method. The combination of the two models means that the student learned and developed soft skills from a subject lesson and other subject or school activity that included soft skills in it (Tang, 2011).

Thirdly, to get information about what kind of soft skill needed by the industry, the researcher interviews some industry experts. Therefore, there must be a fundamental theory that justifies the existence of soft skills required by the industry. The set of soft skills needed by the industrial field is called employability skill. According to Knight and Yorke, Employability is a set of skills of understanding and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations. Employability skill benefits the student, the workforce, the community, and the economy (Selvam, 2018). The University of Wolverhampton describes that employability skill consists of several competencies. They are planning and organizational, problem-solving and analytical, written communication, verbal communication, teamwork, leadership, intellectual/ creative ability, self-awareness/ self-reliance. This employability skill framework is used as a base framework to construct an interview protocol in favor of getting information about the set of soft skills needed by the industry.

After finding the information about the set of soft skill that student learned at school and set of soft skill that needed by the industry, researcher attempt to find out about the similarities and the difference between them. After that researcher come up with a list of soft skill that student should learn at school which suitable for industrial needs.

2.10 The Relationship Between Theoretical Framework and Conceptual Framework of The Study

As already mentioned above, the scope of this study covers three different fields, namely school, industry, and soft skill. In this research, the researcher attempt to investigate the integration and the relation among three various areas (school, industry, and soft skill). Therefore, the conceptual framework depicted the combination of school, industry, and soft skills. Then the theoretical framework represented some theories that justify this research.

2.11 Summary

This chapter provides previous studies related to this research on national and international studies. Moreover, this chapter includes a theoretical framework to explain some theories and concepts used to justify this research. Also, this chapter provides the whole idea of research that depicted into a figure to visualize the primary purpose of this research. After that, the researcher collected the data to achieve the research objective. The research methodology for this study explained in the next chapter.

CHAPTER III

METHODOLOGY

3.1   Introduction

This chapter construes the methodology of this research. This research adopted a qualitative method to understand soft industrial skill for Vocational high school student that required by the industry. Data collection techniques used in this research are document analysis, observation, and interviews. The sample of this research is students, teachers, and industry experts to get a brief description of what soft industrial skill for vocational high school student. Then there is an explanation about how the process of collecting data and the sample selected as the object of research in detail. The research process explicitly described to answer research questions and achieve research objectives.

3.2   The Concept of Qualitative Method

This research adopting qualitative research for its method. Qualitative research attempts to understand the phenomena by gathering, organizing, and interpreting information (usually in words or in pictures), within the researcher's perspective. Qualitative research usually adopted in-depth interviews and or observation of human in a natural or social setting (Lichman, 2006). This means that qualitative research investigates certain phenomena that already exist.

Besides, Qualitative research is an approach for exploring and understanding the meaning individuals or groups which a part of social or human problems. The process of research includes preparing research instrument, collecting data in a natural setting, thematic data analysis, and the finding of the research is an interpretation of data from the researcher (Cresswell, 2014). That being said, qualitative research aims

to know why phenomena occur by gathering information through the data collection process in which the researcher interacts directly and communicates intensely with the respondent.

Moreover, the main objective of qualitative research is to explain an in-depth description and understanding of the human experience such as human phenomena, human interaction, or human discourse (Lichman, 2006). Qualitative research is concerned with developing explanations of social phenomena. Qualitative research aims to understand the social world in which we live and why things why they are. In health and social setting, qualitative research particularly useful experiences and views are sought: exploration or identification of conception or views, exploration of implementation, the real-life concept, and sensitive topics where flexibility is needed to avoid causing distress (Hancock, 2009).

This research aimed to investigate a set of soft skills that should be learned by the student relevant to industrial needs. To get the information, the researcher conducts an interview, observation and document analysis. Qualitative research involves four basic types of data collections procedures, namely observation, interview, document analysis, and audio-visual material (Cresswell, 2014). Therefore, the researcher needs to get a broad explanation from the source that understands the subject material that students learned at school as well as the curriculum that they used. The researcher needs to witness the process of teaching and learning soft skills directly at school. Furthermore, the researcher needs to get the information straight from someone that involves, manage, and planning the teaching and learning process to get more information about how a student learns the soft skill at school. For that reason, data collection technic through interview, observation and document analysis is suitable in this research, in which all of them are a part of the qualitative method.

3.3   Research Design

The naturalistic inquiry is an approach to understanding the social context when the researcher observes, describes, and interprets the experiences and actions of specific people and groups in social or cultural backgrounds (Amstrong, 2012). This study adopted natural inquiry for the research design. The natural inquiry conducted in the areas within the communities, homes, schools, churches, hospitals, public agencies, businesses, and other settings. Naturalistic research study research problems and questions that are initially declared immensely than gradually narrowed during the research. The researcher modifies their methodological strategies to get the data required to answer the research question in the research process (Amstrong, 2012).

The standard sequence of steps for realistic research started with gaining access to entering the site, then collecting research data, ensuring the accuracy and trustworthiness (verifying and cross-checking findings), analyzing the data, interpretation the research data, writing the discovery, member checking, then leaving the site (Amstrong, 2012). The naturalistic researcher used purposive sampling for sample selection. In terms of data analysis, naturalistic inquiry reviewed the field notes, interview transcripts, journals, summaries and looking for repeated patterns (words, phrases, actions or events) that are silent by their frequencies (Amstrong, 2012).

Data collection of this research carried out utilizing document analysis, observation, and interviews. The data analysis is used to get information that answers research questions number one and two. Then the researcher uses an interview to gather the information that answers question number one, two, and three. Observation is used to get information that answers research questions number one and two. Then

all the data from question number one, two, and three collected and analyzed to develop the answer for question number four.

Figure 3.1. Research Design Framework
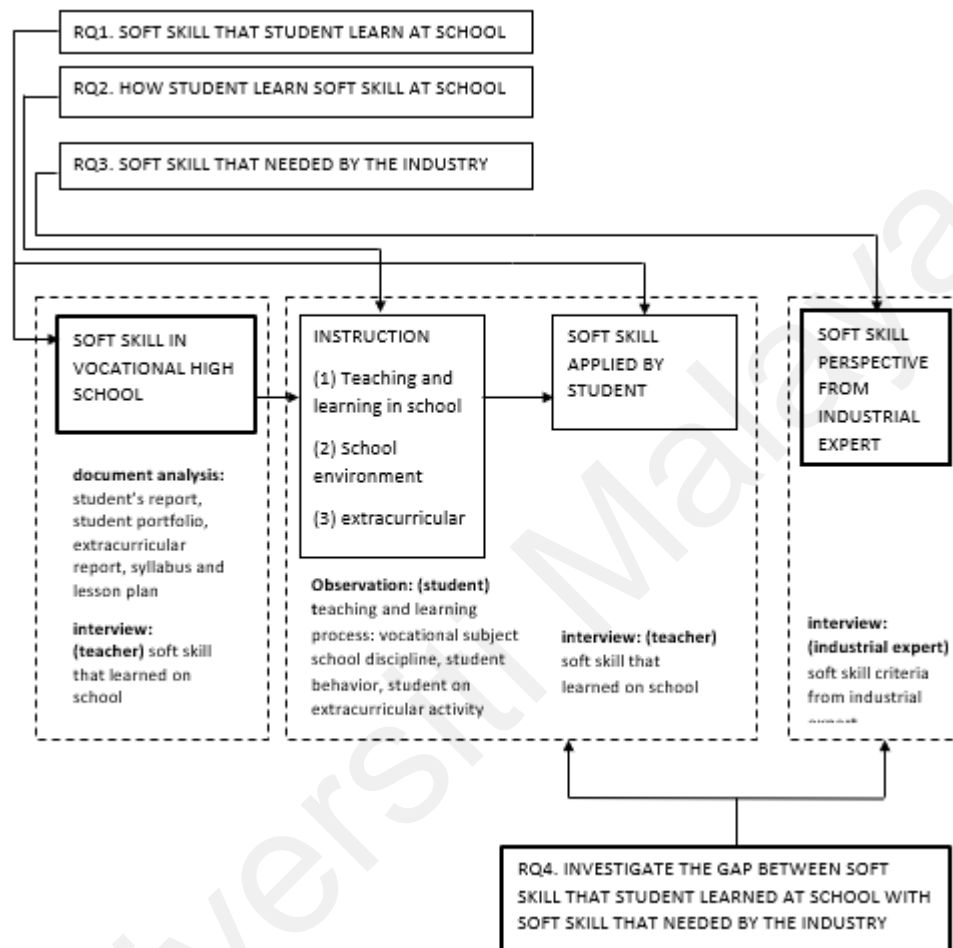
To answer research question number one, the researcher conducts an interview with vocational high school teacher about what kind of soft skills that students learned at school. In favor of answering research question number two, researchers need information about the teaching and learning process at school. In the figure 3.1 instruction means teaching and learning of knowledge, skill and attitude (Wang, 2011). Therefore, the researcher needs the informant that involve in designing a lesson plan for teaching and learning as well as conducting the teaching and learning process. For that matter, the teacher is the right sample to help the researcher get the information

for question number two. The elected teacher is three teachers from state vocational high school that teach hospitality program.

On the other hand, to answer research question number three, researchers need information about what kind of soft skills required in the industry. This information gathered from the sample that mastered in a particular field and experienced in their work. Therefore, the researcher interviewed five hospitality experts. The expert has chosen from a hospitality industry that has a relation and coordination with the state vocational high school that studied.

At the end, all the data from interview, observation and document analysis are gathered, organized and analyzed. After that researcher come up with three different concepts: set of soft skill that student learns at school, methodology for teaching and learning soft skill in school and set of soft that required by the industry. After gets this information, researcher find the different and the similarities between soft skill that student learn at school and student that needed by the industry. Then the researcher come up with the set of soft skill that appropriate for student to learn at school which relevant with industry requirement.

3.4 Data Collection Technic

Qualitative research involves four basic types of data collections procedures, namely observation, interview, document analysis, and audio-visual material (Cresswell, 2014). The description of each data collection technic that used in this research described in each point bellow.

3.4.1 Interview

Interview is a process of collecting data by asking one person or a group in general open-ended question and record their answer (Creswell, 2014). Interview is used to get the deep information about soft skill that student learned at school, teaching

and learning soft skill and soft skill that needed by the industry. In order to get deep information, the researcher should get the appropriate source using relevant method. Interview the main source of data help researcher to get wide explanation and deep information about the issue. Therefore, interview is used in this research. In the interview process, the researcher conducts face-to-face interview with participants, telephone interview, or engages in focus group interviews with six or eight interviewers in each group (Cresswell, 2014).

3.4.1.1 Semi-Structured Interview

Semi-structured interview is an interview technic where the researcher used a predetermined question and allow respondent to answer the question by their own words. In order to get appropriate information from the sample, researcher uses interview protocol to ensure the data from the respondent. In this study researcher use interview protocol to guide the researcher during interview (Easwaramoorthy & Zarinpoush, 2006).

3.4.2 Observation

According to Creswell (2014) there are ten step in conducting an observation: selecting the site to be observed, getting the general sense of the site, identify who or what to be observed, determine the role of an observer, conduct multiple observation to get the best understanding of the site and individual, design fieldnotes to record the data, consider what information should be recorded, record reflective and descriptive field note, address them self as an outsider, after collecting data is over, slowly withdraw from the site (Creswell, 2014).

Observation is used to get information that answer research question number one and two. In order to answer research question number one, researcher need the information about what soft skill that possessed and learned by student. In this case, to

provide wider explanation, researcher need to witness the ability of student soft skill though direct observation. Meanwhile for research question number two researcher need the information about the process of teaching and learning soft skill. Therefor the best way to get the information is to observe the actual process of teaching and learning soft skill in school. Cresswell (2014) stated that a qualitative observation is when the researcher takes fields notes on the behaviors and activities of individuals at the research site. In these fields notes the researcher record unstructured or semi structured way, using some prior questions that the inquirer wants to activities at the research site (Cresswell, 2014).

3.4.2.1 Non-Participant Observation

In this study researcher take a role as a nonparticipant observer means that the researcher come to the site of research conducting observation without involving the activity of the participant (Creswell, 2014). Adler and Adler (1998) pointed out that a complete observer has no right to set and manipulate the event that being observed (Flick, 2010).

> "*Simple observer follows the flow of events. Behavior and interaction continue as they would without the presence of a researcher*" Adler and Adler (1998)

The observation is conducted by gather information using fields note and observation checklist.

3.4.3   Document Analysis

Document analysis is used to collect document of student that provide information to answer research question number one and two. Researcher need to get information about what kind of soft skill that learned by student in school. Therefore, researcher need a document that record kind of soft skill that learned and possessed by the student in school. According to Creswell the document that collected for research

can be public documents e.g. newspaper, minutes of meeting, official reports or private document e.g. personal journal and diaries, letters, e-mails (Cresswell, 2014).

3.4.3.1 Document Type

According to Creswell there are two types of document that can used for gathering research data. Document include of public and private document that provide valuable information related to the study. Example of public document archival material in the library, whereas the private document such as personal journal and diaries (Creswel, 2014). The document that chosen for this research are student portfolio, Vocational high school syllabus, practice exam assessment sheet for vocational subject which considered as public document.

3.5   The Research Instrument

The researcher needs a tool to record the data whether written or spoken. The tool to record research data is called a research instrument. Each of data collecting technic has different research instrument. In this study, the data collection technic that chosen document analysis, observation and interview. The instrument for the document analysis is the document checklist. For the interview technic, the instrument that used is interview protocol. For the observation process, the research instrument that used is the observation protocol and observation checklist.

3.5.1   Interview Protocol

To record the data for interview process, the researcher needs an interview protocol. According to Creswell (2014) an interview protocol is a form that design by the researcher that include the process of the interview, the question of the interview, and some space to take a note during interview (Creswell, 2014). The interview protocol in this study contain several questions that aim to discover an information

about soft skill. In this study, the researcher needs two interview protocols, first is to interview teacher and second is to interview industry expert

To interview the teacher, which the objectives are to know the soft skill that learned by student at school and how student learn soft skill, the researcher adopted an interview protocol from Mattew David Maple (2018) within "Soft skill implication within post-secondary education" and from book Creswell (2014) with some changes that made by the researcher. The interview question is about how student learn soft skill, how teacher itself define soft skill, etc. To interview industry expert, which the aim is to understand soft skill competencies needed by the industry, the researcher adopted an interview protocol from Tracy M. Kanttrowiz (2005) within "Development and construct validation of a measure of soft skill performance" and from book Creswell (2014) with some changes that made by the researcher. The interview consists of ten question about soft skill performance in the work place.

While designing and developing an interview protocol, there is some procedure to follow in order to record research data appropriately. The interview protocol must include a header to record the important information, description about the purpose of the study, a reminder that the participant needs to sign the consent form, a suggestion to make preliminary test of the recording equipment. The header of the interview protocol must include the short information about the interviewee such as work affiliation, their position, educational background, the number of years that they have been in the position etc. (Creswell, 2014). Moreover, the researcher should keep attention towards research question on interview protocol. Creswell (2014) stated that the order of the question in the interview protocol should started with the question which has a role as an icebreaker to make the interviewee relax and motivate them to talk (Creswell, 2014).

3.5.2 Observation Fieldnote

To conduct an observation, researcher need a tool to record the information that she gets from the site. In observation technic, researcher need fieldnotes to write the important phenomena that related to research objective. Fieldnotes are the text or words that recorded while the researcher doing observation in their qualitative study (Creswell, 2014). Through fieldnote researcher aim to know the method that teacher used to teach soft skill at school.

While conducting observation researcher should pay attention towards the environment that being observed. During observation researcher should focus only on the object of observation. Therefore, while conducting an observation researcher should use and prepare an observation protocol for recording information while observing. This may be a single page with a diving line down to the middle to separate descriptive notes (Cresswell, 2014). In this study researcher focus only on teaching and learning process in vocational subject at class XI hospitality program.

While recording the information, the form of information can be a writing or drawing. According to Bogdan and Biklen (1998) the information to collect in the fieldnotes are include portrait of the participant, the physical setting, particular event and activity, and personal reaction (Creswell, 2014). In this study the objective of this observation is to get the information about how student learned soft skill. The information that recorded are information that related to teaching and learning soft skill (embedded, stand-alone subject, or combination between two of them). The fieldnote for this observation is adopted from Creswell (2014).

3.5.3 Document Analysis

The document that gathered should be checked for the accuracy, completeness and the usefulness in answering research question (Creswell, 2014). Document

checklist is used to record the data about soft skill characteristic that student learned at school and what kind of soft skill that possessed by student. The document that chosen is student report and student portfolio.

3.6   Data Analysis

According to Cresswell (2014) there are six steps to analyzing research data. The process started with preparing and analyzing the data for analysis, explore the information that essential through the process of coding, using the code to make general picture of the data for description and themes, descript the finding through narratives and visuals, making the perspective of interpretation from the result, and conducting strategy to validate the finding and accuracy (Creswell, 2014).

In order to make the process of data analysis easier the researcher require a system to organize the data. Organizing the data can be grouping an information according to data collection technic (interview, document analysis, observation) and organizing the data by participant (teacher, student, expert). The researcher also need to keep the original form of the data (Creswell, 2014).

Transcription is a process of changing audiotape recording or fieldnotes into text data (Creswell, 2014). The first step of analyzing the data is by explore the data. The process of exploring the data in qualitative analysis to get the general information of the data, memoing the ideas, planning the organization of the data, and considering whether the researcher need more data or not is called a preliminary exploratory analysis (Creswell, 2014).

3.6.1   Software for Data Analysis

After transcript and organize the data, researcher reads all information from the research data. Then the researcher marks the related information using a code. After

coding the data, researcher will erase the redundancy and overlap code which not necessary and not related with research objective. After that similar codes will aggregate to form a theme. The theme used to describe the information in the research report (Cresswell, 2014).

In order to organize the data, researcher use Nvivo software. Nvivo is a computer software that design to analyze qualitative data produced by QSR International (Bazeley, 2007). Nvivo is designed to analysis data of Qualitative approach. Nvivo help researcher store the ideas in a rich data, and let the researcher edit them as they change and link what researcher write to other files (Richards, 2000). Nvivo is created to help researcher analyze and organize non numerical or unstructured data.

Nvivo is used to organize, manage, code, and analyzed qualitative data. Nvivo has several advantages include import, sort and analyze any kind of file such as videos, digital photos, words, PDF, rich text and plain text document. Nvivo able to import and code document which contain table and images. Nvivo also provide graphic to display the project information, connection and findings in real time using models and charts (Leverty, 2016). In this study, researcher use Nvivo 10 Series as a tool to analyze research data. Researcher use Nvivo to analyze theme and code the data. Then, the result of data analysis is attached in the appendix.

In Nvivo coding is done through connecting each the passage or item to a node (Gibbs, 2002). To code the data, as the researcher work through the initial sources, the researcher creates free nodes to catch the idea as they happen. This process might be quick and spontaneous or slow and deliberate depending on the approach. After build some free nodes from several documents, the nodes become unmanageable. Therefore,

researcher grouped the nodes and start organizing them into hierarchical structure based on categories or sub categories (Bazeley, 2007).

3.6.2   Coding Cycle Method

Code is most often a word or a short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2013). The data consist of interview transcript, observation fieldnotes, document and so on (Saldana, 2013). Codes are labels which assign symbolic meaning to descriptive information compiled during the study (Miles, 2014). Codes are basic topics discussed by the participant and are identified through the reading data (Hennik, Hutter, & Bailey, 2011). Codes used to retrieve and categorize similar data chunks so that the researcher able to find, pull out, and cluster the segments relating to the research questions, hypothesis, construct or theme (Miles, 2014).

The process of coding includes aggregating the text or visual data into small categories of information, seeking evidence for the code from different database that being used in the study then give a sign a label to the code (Creswell J. W., 2013). Huberman and Miles (1994) suggest that makes preliminary counts of data codes and determine how frequently appear in the database to provide an indicator of frequency of occurrence. Therefore, in this study present the frequency of some codes that occur in the database.

The coding process divided into two cycle. In the First coding cycle process, researcher code the data from a single word to a full paragraph to an entire page of text to a stream of moving image (Saldana, 2013). On the other hand, in the second coding cycle process, the portions coded can be the exact same data, longer passage of text, analytic memos of the data, and even a reconfiguration of the codes themselves that

being developed (Saldana, 2013). The illustration of coding process in this study depicted in the figure.

Figure 3.2. Data Analysis Process using Cycle Coding Methods
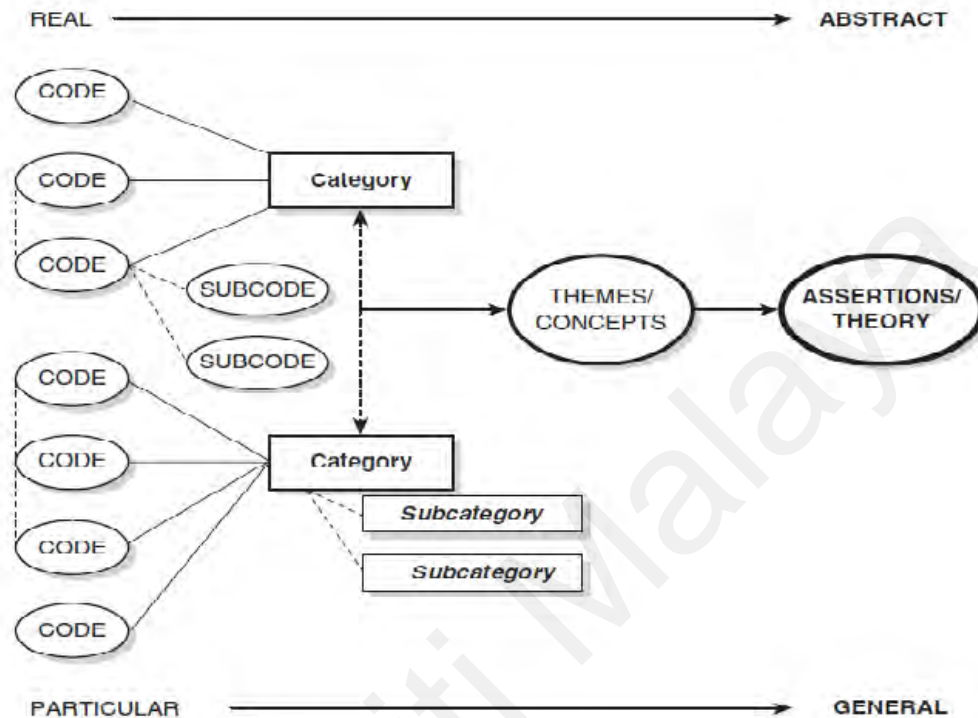
The figure illustrated the process of data analysis adopted coding methods from Saldana (2013). According to Saldana (2013) the coding methods divided into two process, first cycle coding and second cycle coding.

3.6.2.1 The First Cycle Coding

The first cycle coding method initially related to the data chunks. There are 25 different approach for a particular function or purposes. Researcher can use one approach or mixed and matched the approach depend on the needs and purposes (Miles, 2014). In the first cycle coding, researcher adopted Elemental methods for coding analysis. Elemental methods consist of structural coding, descriptive coding, in vivo coding, and initial coding (Saldana, 2013).

3.6.2.2 Theming the Data

Theme is the outcome of coding, categorization and analytical reflection which not coded in itself (Saldana, 2013). A theme can be classified at the manifest level which directly observable in the manifest level or at the latent level which underly phenomenon (Saldana, 2013).

3.6.2.3 The Second Cycle Coding

The second cycle coding is further ways of reorganizing and reanalyzing data coded through first cycle methods (Saldana, 2013). The important purpose in the second cycle coding is to develop meaning or sense of categorical, thematic, conceptual and/or theoretical organization from the array of first cycle codes. The successive coding shown by the descent number of codes (Saldana, 2013). For the second cycle coding, researcher adopted Axial Coding. Axial coding is appropriate for the study that used variety of data forms. Boeije (2010) stated that the aim of Axial coding is to decisive the dominant codes and the less important codes, to reorganize the data, removed redundant codes, and selected the best representative codes (Saldana, 2013).

3.6.3.4 Post-Coding and Pre-Writing Transitions

In this process, researcher reflects to the content of the items and arrange them in various order; chronological, hierarchically, telescopically, episodically, narratively, from the expository to the climactic, from the mundane to the insightful, from the smallest to detail to the bigger picture, and so on (Saldana, 2013).

3.6.3   Data Display

After analyzing research data, the result of the study presented into manageable form. The are many styles of data display include (1) graphic summaries, (2) quotes, (3) case study, (4) mix methods (graphics and quotes),(5) interactive approach, (6)

hyperlink, (7) vignettes, (8) anecdotes, (9) layers, (10) pastiche, (11) juxtaposition, (12) parody and irony, (13) fiction, (14) poetry, (15) narrative, (16) drama, (17) aural and visual display (Grbich, 2007). In this study, the data presented in graphics and quotes.

a.   Graphic Summaries

The form of graphic include table, bar graphic, pie charts, line graphs, matrices, hierarchical relationship indicator and flow charts (Grbich, 2007). The graphic present the summary of the data to be more manageable. In this study, the graphic that used to display the data is table and figure. The table use to present the result of data analysis. Meanwhile figure use to present a framework and final result of the study.

b.   Quotes

The data presented in the form of quotation from the interviewee. More than one quotation presented in this study. The reason is to demonstrate diverse response or to emphasize the concordance of a range of perception in a certain problem. The quotes serve as a started point to detailed discussion and deep explanation (Grbich, 2007).

3.7   Research Sites

The research is study about soft skill in the school and hospitality industry therefore this study conducted in two different site namely vocational high school and hotel.

3.7.1   State Vocational High School

According to the primary data of vocational high school, there is 25 Vocational high school in Yogyakarta that offer hospitality program for student. The consideration

of selection the site for this study is the vocational high school that chosen is one of the best vocational high school in Yogyakarta. This state vocational high school winning many competition international and national level. Each program in this vocational high school already cooperate with industry or company to develop their quality in teaching vocational subject and implementing internship program. Several industries already acknowledge the quality of the graduate from this school. Therefore, this school is selected because this school could provide the data about soft skill among student and teaching and learning method for soft skill. So that the finding of this research can be an example on how to implement teaching and learning soft skill in school and what kind of soft skill that should be taught to student. Moreover, this school has a tight relation with several industries which will help the researcher to find the appropriate expert. The hospitality department is chosen in this study because hospitality program is in accordance with the industry that developed Yogyakarta.

3.7.2 Hotels in Yogyakarta

Yogyakarta is known as tourism destination from around the world. Therefore, the tourism industry include hospitality developing in this region. According to tourist statistic report (2017) from Yogyakarta tourism department there are 342.244 international tourist and 2.617.580 national tourist that visited Yogyakarta. Moreover, in Yogyakarta, there are 96 hotels, from one-star hotel to five stars hotel. Since Yogyakarta is a tourist attraction city has big opportunity for the hospitality industry to grow and expand in Yogyakarta.

This study aims to investigate soft skill from school and hospitality industry. Therefor to get the concept of soft skill from hospitality industry, researcher need some hospitality expert as a representative from hospitality industry. Experts selected from

the hotel that meet the following criteria. There are some criteria for the hotel that selected for this study.

The hotel that selected here is the hotel that have relation with the vocational high school that being studied. There are some reasons to select a hotel for this study. First is the hotel have cooperation from school. The hotel that have cooperation with school is a hotel that used for student internship. So, they know vocational student behavior during the internship. Second is the hotel accepts student graduate from the school (that being studied) who has a good performance and fulfill their requirement. Third, hotel is located in Yogyakarta, the same province with the school that being study.

3.8 Sample Selection

In qualitative research, sample chosen based on rate and individual that help researcher understand the phenomena. (Creswell, 2014). According to Patton (1990) qualitative research used purposeful sampling which means researcher select person or site deliberately in order to understand phenomena. The technic that used to select research participant is by choosing the participant that considered as an "information rich" (Creswell, 2014). Therefore, the samples for this research are 5 students from hospitality program at vocational high school student, 5 teachers from hospitality program from vocational high school student, and 5 experts from hospitality industry. The site for this research is state vocational high school in Yogyakarta. To code the detail information about the quotation in the research finding. The example of the code displayed in the Table 3.1.

Table 3.1 *Example of Coding*

Code Example:	Int-1_T2_120
Code	**Description**
Int	Data collection techniques
1	Session
T	Respondent
2	No of Respondent
120	Line of interview transcript

The explanation the code is described below:

a. Data collection techniques

The data collection techniques include interview, document analysis and observation. The code for interview is Int, the code for document is Doc, and the code for observation is Obv.

b. Session

Session means the period of the interview or the period of observation that conducted in this study.

c. Respondent

Respondent for this research are teacher, expert and student. The code for teacher is T, code for student is S, and the code for expert is E.

d. Number of Respondents

There are five students, five experts and five teachers. In this study, researcher coding the respondent using number. The number given in accordance with the alphabetical order.

Table 3.2 *The code of respondent*

Respondent	Code				
Expert	1	2	3	4	5
Student	1	2	3	4	5
Teacher	1	2	3	4	5

The amount of respondent of this study are 15 person five from teachers, five from experts and five for students.

e. Line of interview transcript

The code for interview transcript is based on the line of the transcript. The purpose is to simplify the reader to refer the quotation in the research finding to the original interview or other transcript.

3.8.1 Teachers

The second research objective is to know how student learn soft skill at school. to get the information, researcher selected the observation and interview technic. Interview is conducted with the five teachers of hospitality program at state vocational high school in Yogyakarta. The teacher that selected is the teacher from hospitality program that teach hospitality subject. The reason is because the teacher of hospitality program involves in teaching and learning process at school, responsible to monitor the development of their student, making lesson plan, developing syllabus, having relation with the industry, managing student internship and conducting student assessment. Researcher expect the teacher to be the source of information that know and understand about how student learned soft skill at school. The criteria for the teacher are:

a. Teacher of a hospitality program

b. Experienced as a teacher for more than 5 years

c. The teacher registered as a civil servant

Moreover, the researcher chooses five teachers because the five sample for interview is the sufficient number to obtain enough data about soft skill. Since the sample is needed for in depth interview, five sample is more than enough to discover the intended information about soft skill.

3.8.2 Student Class XI of Hospitality Department

Other than interview, for the observation process researcher select a class XI from hospitality program at State Vocational High School. Class XI is chosen because they already took internship program, have more experience in teaching learning process at school compare to class X, and participate in the extracurricular activity. That is why the researcher consider class XI hospitality program eligible as a sample for this research. The student must meet the following criteria suggested by Woodard (2018) was conducted research about soft skill:

a. Student of vocational high school, hospitality department

b. Between the ages of 16-18 years old

c. At least experience four weeks in the internship program

The participant recruited in February 2019. At that time, student class XI return to school after doing internship for four months. Researcher choose five student that met the three criteria as a research respondent.

3.8.3 Hospitality Experts

The third research objective is to understand the soft skill competency that needed by the industry. In this case, researcher intended to get wider explanation about soft skill competencies that required by the industry. Therefore, researcher need source of information that experienced and has knowledge in its field. For this matter, researcher select expert from hospitality program from the industry that has a relation with state vocational high school. From the expert researcher expect to get information relating to soft skill in the work place.

According to Cambridge Dictionary expert is a person with high level of knowledge or skill relating to a particular subject or activity. In addition, according to Oxford dictionary expert is a person with special knowledge, skill or training in

something. Hospitality experts means a person that has a high level of knowledge, skill and training relating to hospitality industry. Therefore, expert in this study should meet one or all the following criteria:

a. A person who has deep knowledge about hospitality fields

b. Have an experience more than 10 years in hospitality fields

c. Certified by an institution to master certain skill

d. Have an important position in hospitality industry

e. Works in the hotel that collaborate with the school that being studied

The expert chosen here is hospitality industry experts, who came from the hospitality industry in collaboration with the school being studied. The reason is that the expert knows the potential of students from the school, the development of the school, and participates in the internship process of the students. Industries that work with schools also receive labor from school students, so there is no doubt the industry's understanding of the competencies of graduate students. Then the researcher chose five of hospitality expert that met the criteria.

3.9   Research Procedure

According to Cresswell (2014) data collection process begin with selecting individual and site, then obtaining permission from the site and sample then gathering the information through data collection technic that chosen (Cresswell, 2014). In this study data collection process start with deciding the individual and site that suitable and considered as information rich. The sample should be individual that help the researcher to understand the phenomena and provide information that useful for researcher. The sample for this research is student class XI hospitality program of state vocational high school, teacher from hospitality program of state vocational high

school, and hospitality industry expert. Then researcher decide the site for this study which is hospitality program of state vocational high school in Yogyakarta.

The next step is asking permission for conducting research in selected site. First the researcher ask letter from faculty as a prove that the researcher is conducting a research for her master degree requirement. Then, as the regulation in Yogyakarta, the researcher ask permission from the provincial government of Yogyakarta to conduct a research. After that researcher still have to ask permission from the district government to conduct a research in selected school. The permission was given to state vocational high school to ask permission to do research in their school. After getting permission, researcher start to collect data through observation, interview, and document analysis as planned in research design. Researcher start collecting data at school in 8th February 2019. Then researcher continue to collect data at the hotel in 8th March 2019. The next step is analyzing and interpreting the data. After analyzing the data and represent it into research finding, researcher need to report and evaluate the research (Creswell, 2014).

3.10   Validation strategies

Creswell and Miller (2000) stated that there are eight strategies that frequently used by qualitative researcher. The strategies are not presented in any specific order of importance (Creswell, 2013). In this study researcher only adopted three validation strategies namely triangulation, member check and thick and rich description.

3.10.1 Triangulation

Triangulation is a set of process of verifying evidence from different individuals, types of data, or methods of data collection in form of description and themes in qualitative research (Creswell, 2014). This study used triangulation to verifying evidence through different type of data that gathered from different research

data collection method namely observation, interview and document analysis. Triangulation is the process of substantiate proof from different individual types of data, or methods of data collection, in description and themes in qualitative research (Creswell, 2014). Therefore, in this study researcher will compare and search for similarities among the data from different person, data collecting method and types of data. In interview process the researcher will review interview transcript from different interviewee. After analyzing the data, the researcher will check its consistency from one source to another. If five different teachers describe the same thing means the data is valid. In document analysis process the researcher will compare and seek the similarities between selected document. Then if all of them stated the same soft skill characteristic means the data is accurate.

The other process is interview process. In this phase, triangulation performed with comparing and searching for similarities among the interview data. The sample for interview process are five industrial experts, and five teachers. Researcher analyze the answer for each interview transcript. In favor of checking the validity for information about how student learn soft skill at school researcher compare the data and looking for the same point within each interview transcript. If the similarities or consistencies is founded in each transcript means the information is valid and reliable. Same goes to the interview process with the industrial expert. The purposes of this process to get the information about soft skill that needed by the industry. Then after checking and reviewing each interview transcript form industrial expert, researcher looking for the different and similarities towards the transcript. If the information are consistence on each interview transcript, means the information are valid and reliable.

In term of checking the validity within data collection method means the researcher seek the consistencies among data that gathered with different method. In

this study researcher check the validity and reliability through reviewing the data that gathered through interview with teacher and observation process. The objective is to test the validity and reliability of the data about how student earn soft skill at school. First the researcher test the validity in each data collecting method. For interview process as already mention above researcher compare the data and looking for the same point within each interview transcript. If the similarities or consistencies is founded in each transcript means the information is valid and reliable. For observation process, if researcher found the consistence information that related to research objective within each fieldnote means the information is valid and reliable. Second steps compare the data that gathered from both process; interview and observation. The consistencies that founded among two different method (interview and observation) is a prove that the information is valid and reliable.

3.10.2 Member Checking

Member checking means researcher collect participant views of the credibility of the finding and interpretation. Creswell (2013) suggest the researcher to ask the participant to reflect the accuracy of the report. The report can be a preliminary analysis consisting of description or theme (Creswell, 2013). In this study researcher gives the respondent the note of interview transcript and ask them to reflect the note and approve the accuracy of the note.

3.10.3 Rich, Thick Descriptions

The thirds strategies of rich, thick description. This strategy allows readers to make decision on transferability (Creswell, 2013). Merriam (1998) stated that rich means the researcher provide detail explanation about the participant or setting that being studied. Meanwhile, thick means the researcher present in details when describing a case or writing about theme (Creswell, 2013). Thick description makes

the researcher understand the issue from the perspective of the participant since it provides the information about how the issue interlink with each other and become very familiar with each issue (Hennik, Hutter, & Bailey, 2011). The research matrix, codes and themes attached in the appendix.

3.11   Summary

This chapter describes the methodology employed in this study. The researcher adopted a qualitative method. The selected research design for this study is a naturalistic inquiry. The data collection technics used are an interview, and observation and document analysis. The sample was selected based on purposive sample technic. The research was conducted in a state vocational high school in Yogyakarta. The finding of the research described in the next chapter.

CHAPTER IV

FINDINGS

4.1   Introduction

The purpose of this study is to investigate the soft skill needed by vocational high school student as expected by the hospitality industry. The data collection technics for this research are interview, observation and document analysis. The participants for the interview are five teacher, five hospitality experts, and five students. The object of the observation is a class of hospitality program at vocational high school. The documents that is studied are student portfolio, hospitality department syllabus, and national core competence for Vocational High School.

This research has four objectives, they are (1) to identify the characteristics of soft skill learned by the student in school, (2) to describe how student learn soft skills at school, (3) to identify the characteristics of soft skill competencies that required by the industry, and (4) to categorized the soft skill that should learned by student that relevant with employability skill. In order to reach the research objective number one and two, the researcher conducts an interview, document analysis, and observation. Meanwhile, to achieve the research objective number three, the researcher conducts an interview towards hospitality experts. As for research objective, number four is accumulation and a summary from the data from research objective number one, two and three.

This study adopted Cycle Coding Method from Saldana (2013). In order to make the process of data analysis more effective and efficient, NVivo software is used as a tool of data analysis for Qualitative research. NVivo is a software that help researcher organize qualitative data such as interview transcript, observation fieldnote,

and related document. In this study, the researcher used NVivo to code the data in the first cycle coding method. The data that has been analyzed using NVivo software will be displayed in a figure. In the first cycle coding method the researcher reduced some code that supported only by one respondent. In the second cycle method, researcher grouping the code into several categories. After that researcher used categories to develop theme of the study. Then the conclusion of the finding will be presented at the end of this chapter and displayed in a mind map. The finding of this study will be described in accordance to the research theme.

4.2   Background of Participants

The participants for this study are teacher, hospitality expert, and student. teacher and student are selected from the hospitality department in Yogyakarta city. The experts are selected from 4 different hotel in Yogyakarta.

4.2.1   State Vocational High School "A"

The school that selected is one of the pilot school in Yogyakarta. This vocational high school not only has a complete facility for their student but also winning several competitions on a national level. As a pilot school, this school has tight relation with the industry as an effort to decrease miss and match competencies that student learns at school and what needed by the industry. This school located in Sleman, Yogyakarta, Indonesia. The school is one of 124 vocational high schools in Indonesia that become a pilot school which implemented "Revitalization of Vocational High School" program in accordance with president instructions no. 9 years 2016. This school has seven expertise programs, namely hospitality program, wooden craft, metal craft, batik craft, ceramic craft, culinary art, and leather craft. As for hospitality program accredited A. This school equipped with a hotel to facilitate student of hospitality program.

Moreover, this school is located in Yogyakarta. Yogyakarta is one of the provinces in Indonesia. Yogyakarta is famous for a tourism destination, such as Prambanan Temple, Ratu Boko Temple, Keraton Palace, Malioboro street, Parangteritis beach, Merapi museum, and more. Because it has many tourist destinations, it attracts many tourists to visit Yogyakarta. In 2017 there are 342.244 international tourist and 2.617.580 national tourist that visited Yogyakarta. Therefore, in Yogyakarta, there are 96 hotels, from one-star hotel to five stars hotel all available. It is can be concluded that Yogyakarta is a tourist attraction city then there is an opportunity for the hospitality industry to grow and expand in Yogyakarta. In order to provide a human resource for the tourism sector in Yogyakarta, there is some vocational high school in Yogyakarta that offer hospitality program, one of them is the school that was studied in this research.

4.2.2 Teachers

One of the data collection technics is an interview with the teachers. After getting a permission letter from university and government in Yogyakarta, researcher visits the vocational high school and meet the head of the hospitality department. Then she recommended the five teachers that eligible to be a participant in this study, including herself. She mentioned the fives name of hospitality teachers. All of them is a senior teacher here and registered as a civil servant. In addition, the five teachers that chosen are have been working as hospitality teachers for more than 10 years. Teacher 1 is a senior teacher who teaches "front office" subject. Teacher 2 is general manager of Edotel. Edotel or Education Hotel is a hotel owned by the vocational high school to facilitate student. The student learns and practices their knowledge and skill when they in charge of a hotelier in the Edotel. Teacher 2 also responsible for establishing

cooperation between school and hotel. In addition, teacher 2 teaches the student about the"front office" subject.

Teacher 3 is a head of hospitality department in this school. Beside that Teacher 3 teach a student in "laundry" subject. She has been working as a teacher for 27 years. Teacher 4 is a treasurer of the hospitality department, she teaches food and beverage for student class XI. She has been working as a teacher for 13 years. The last is teacher 5, he teaches food and beverage. Besides being a teacher, Teacher 5 really passionate about the tourism industry. He has been occupied as teacher for 23 years. This table below is the interview respondent demographic profile.

Table 4.1 *Demographic Profile for Teachers*

Demographic Profile	Respondent	Percentage
Position		
Head department of hospitality program	1	20%
Head department of Edotel	1	20%
Treasurer of department hospitality program	1	20%
Teacher of hospitality program	2	40%
Total	5	100%
Working experience		
10-20 years	1	20%
20-30 years	4	80%
Total	5	100%
Subject of teaching		
Front office	2	40%
Food and beverage	2	40%
Laundry	1	20%
Total	5	100%
Gender		
Male	1	20%
Female	4	80%
Total	5	100%
Academic Qualification		
Master	4	80%
Degree	1	20%
Total	5	100%

The respondent considered as a senior teacher. Most of them has been work as a teacher in hospitality department for more 20 years. All of the respondents are registered as civil servant. Four out of five teachers are from master graduate. The respondent also has important role in the hospitality department such head of

hospitality department, general manager in Edotel and the treasurer of hospitality department.

4.2.3 Students

On the other hand, when the researcher has a consultation with the head department of the hospitality program, she suggested the researcher observe student class XI of the hospitality program. This suggestion is in accordance with researcher decision to observe class XI of the hospitality program. The consideration is that class XI of hospitality program has done an internship program in the hotel. They also have received hospitality lesson for more than one year. Class XII have all the experience that class XI has, but class XII was preparing for a national examination, that's why they should focus on it. Class XI divided into two class A and B, each of them consists of 35 students. The class that chosen is a class that consists of student whom internship in the hotels where the experts, who are the source of the data in this study, worked.

In the research design, it is mention that the documents needed for this research are student report and student portfolio. The purpose of analyzing student report is to get information about what kind of soft skill acquired by the student. After collecting the student report and analyzing it, it is found that there is no specific information about the soft skill possessed by the student. Therefore, in order to get the intended information, researcher interview 5 students from class XI A hospitality program. The selected student is a student that had an internship in the hotel where the hospitality expert worked. The researcher asks about some soft skill that they learned at school and how they learn the soft skill at school. The table below is the demographic profile of a student being interviewed.

Table 4.2 *Demographic Profile for Students*

Demographic Profile	Respondent	Percentage
Place of internship		
Dafam Rohan Hotel	3	60%
Javakarta Hotel	2	40%
Total	5	100%
Gender		
Male	1	20%
Female	4	80%
Total	5	100%

The chosen students interned in the four-star hotel that has cooperation with the school. Four out five students are female. There is only one selected male student in this study since the researcher has to sort the student that intern in the hotel where the expert for this study worked.

4.2.4 Experts

After the researcher had an interview with Teacher 2, the researcher got the list of hotels that have cooperation with this school. Teacher 2 also give a recommendation to the researcher about hospitality experts that relevant to be respondent for this study. The hospitality experts are from four different hotels in Yogyakarta. Most of them are have been work in the hospitality Industry for more than 20 years. Expert 1 has a position as secretary for General Manager in 4-star hotel. His career path is considered fast. In the age of 27, he already has a position as secretary of General Manager. General Manager is the higher position in a hotel. The expert 1 has written a book about Syariah Hotel. The expert 2 has a position as an executive housekeeper in 4-star hotel. He has been working in the hospitality industry since 1992. He started his career as a room attendant. Two years later in 1994, he promoted to be a supervisor. In 1998 he promoted to be the assistant department, now he is an executive housekeeper or simple the head of the department of the housekeeping department. Besides that, he

showed his concern towards vocational high school by being a coach, tutor, and speaker for vocational high school.

The expert 3 has the position as Human Resource Development Manager 4-star hotel. She started her career since1992. She started her career as front office manager, then she moved to a training manager, then promoted to be Human Resource Development Manager. She also used to be a lecturer at one of hospitality academy in Yogyakarta. On the other hand, expert 4 has a position as room attendance 4-star hotel. He has been working in the hospitality industry since 1992. He also a teacher in one of the vocational high school in Yogyakarta. The last is expert 5. She has a position as human manager development one-star hotel. She started her career as a front office in 2003. After years of hard work, now she promoted to be human manager development

Table 4.3 *Demographic Profile for Experts*

Demographic Profile	Respondent	Percentage
Position		
Assistant of General Manager	1	20%
Human resource department	2	40%
Executive House Keeper	1	20%
House keeper	1	20%
Total	5	100%
Working experience		
10-20 years	1	20%
20-30 years	4	80%
Total	5	100%
Hotel		
Four-star hotel	4	80%
Two-star hotel	1	20%
Total	5	100%
Gender		
Male	2	40%
Female	3	60%
Total	5	100%
Academic Qualification		
Master	1	20%
Degree	4	80%
Total	5	100%

Most of the experts has important position in the hotel, such as secretary of general manager, human resource department and executive house keeper. Four out of

five experts are graduates master degree. And most of them has been working in the hospitality industry for more than 20 years.

4.3   Soft Skill that Student Learn at School

Hospitality program prepares the student to be ready for work as a hotelier once they graduate from school. There is three competence that student should acquire before they graduate from school namely knowledge, attitude, and skill related to the hospitality industry. Knowledge here means all information about the hospitality industry. Attitude is a character that student should possess as good hotelier. According to the teachers, soft skill is a part of attitude. Meanwhile, the skill here means hard skill or simply basic competence related to hospitality expertise such as making-bed, handling reservation and makeup room.

In the hospitality program student learned regular course such as mathematics, Bahasa Indonesia, history, science, etc. What makes them different from regular high school is that vocational high school not only learned regular course but also vocational courses. In the hospitality program, the student has basic competence course and expertise competence course. For basic competencies, the course includes Communication in Tourism Industry, Sanitation hygiene, and safety at work, public administration, and foreign language. Besides that, for Expertise competence course includes hospitality industry, front office, house-keeping, food and beverage, laundry, and creative product and entrepreneurship.

There are some skill, knowledge, and attitude that student should acquire according to national core competence and basic competence of the hospitality program in vocational high school. Soft skill includes in the affective domain. The affective domain exists in the first core competence which focuses on spiritual attitude and second core competence which focus on social attitude. For soft skill can be found

in the second core competence. It is written that student should be a person that apply a good character such as honesty, discipline, courteous, tolerant, responsible, cooperative, teamwork, responsive and proactive. This core competency is coming from the ministry of education which used as a guide to developing student competence in Indonesia. it is can be concluded that student should acquire that competence since that competence is a competencies standard from the ministry of education.

In order to get information about soft skill that student learn at school, researcher analyze interview transcript from teacher and student, observation field note, and analyze several documents such as student portfolio, document of national core competence and assessment sheet of vocational subject examination. From that, researcher code 93 words using NVivo software. The complete list of codes attached in the appendix A. The comparison of the codes depicted in the figure 4.1

Figure 4.1 Comparison of Codes for Soft Skill that Student Learn at School
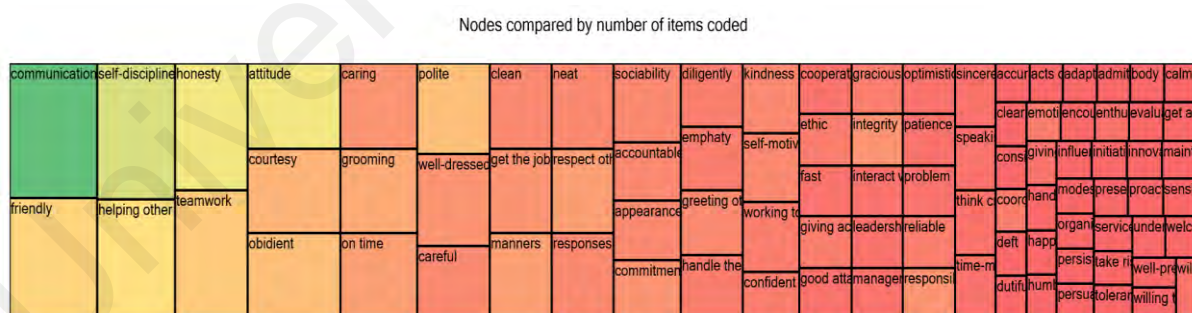
The figure illustrated the comparison of code based on the amount of the code mentioned by the respondent and the amount of source (respondent) that support the code. The size of the rectangles represents of coding reference or simply the amount of code mentioned in all research data. The color of the rectangles represents number of nodes coding the sources. The green color represents the much amount resource or

respondent that mention the codes. Moreover, this figure shows the codes from the most potent and reliable to codes that are only supported by one source. Through this figure can be known which code can be used and which code must be removed. The complete list of code in the first coding cycle attached in the appendix.

After that researcher reduce 40 codes that only supported by one source and did not fit in any category. The reduced codes are Humble, willing to changes, adaptability, accurate, tolerant, sensitiveness, understanding others, happy, enthusiastic, modest, dutiful, calm, coordination, get along with others, willing to work, innovative, deft, take risk, acts creativity, persuasion, handle the problem, well-prepared, persistent, organization skill, maintain health, initiative, emotion control, admit mistake, holding back the ego, influence other, encouraging, welcoming the guest, service, leadership, ability to serve and giving attention.

After that the 53 codes grouped into several categories namely communication skill, courtesy, integrity, interpersonal skill, positive attitude, responsibility, teamwork, work ethic, creative skill, problem solving, time management, self-management skill, grooming, leadership, and service orientation. The complete list of categories attached in the appendix. The categories then developed into two themes namely personal competence and social competences based on Goleman theory of Emotional Intelligent. The classification of the theme showed in the Table 4.1

Table 4.4 *Theme for Soft Skill at Vocational High School*

Theme	Category
Personal Competence	Positive Attitude
	Integrity
	Responsibility
	Creative Skill
	Work Ethic
	Time Management
	Self-Management Skill
	Grooming
Social Competence	Communication
	Courtesy
	Interpersonal Skill
	Teamwork
	Problem Solving

The table showed the classification of personal competence and social competence of soft skill that identified by researcher in the vocational high school, hospitality department. There are eight soft skill for personal competence and seven soft skill for social competence. Each of the soft skill competence is related to the hospitality department. Hospitality department emphasized three subjects namely font office, housekeeping, and food and beverage subject. The front office is a subject that teaches the student about the hotel reservation. House-keeping is a subject that teaches the student about managing a hotel room includes cleaning and decorating the room. Meanwhile, food and beverage subject teach the student about sanitation hygiene, platting, garnish, etc. The soft skill that taught in this school is a soft skill that related to hospitality services. The hospitality services taught in those vocational subjects. Teacher 5 explained:

> *"So that (soft skill) is related to tourism, which is mainly related to hospitality services, hospitality accommodation"* (Int-1_T5_23)

Besides investigate about the various soft skills learned at school, researchers also asked about the definition of soft skills to the teachers to find out the teacher's perception of soft skills. It aims to finds out the similarity of perceptions about soft

skills between teachers and the perception of soft skills referred to this study. After explore all the interview data from the teachers, there are some perspective and opinion regarding definition of soft skill that student learn at school. According to teacher 1, soft skill is a competence that can be learn outside the class. Teacher 1 illustrated:

> *"Soft skill is owned by the student beyond their competence, outside what is taught (at school)"* (Int-1_T1_8)

Another teacher stated that soft skill is related to personal skill. Teacher 2 point out:

> *"Soft skill is a skill that comes from within an internal of a person"* (Int-1_T2_10)

Teacher 5 also has same perception about soft skill. He conveys that soft skill is related to personal skill. Teacher 5 underlined:

> *"In my personal opinion, it is a skill that someone who is associated with …e… an intelligence or with… someone's personal abilities"* (Int-1_T5_16)

The other teacher explains that soft skill is an interpersonal skill. Teacher 3 illustrated:

> *"Soft skills are implied in the student's personal self. Actually, it is not a real-skills, but rather how a person/student manages his psychic skills to communicate, to get along with people, then to respect people"* (Int-1_T3_6)

As for teacher 2 she also clarified that soft skill build on attitude, means a person who has soft skill able to show a good attitude. Teacher 2 marked:

> *"It is an asset that must be owned by students that can be related to attitude, which includes demeanor, behavior, manners"* (Int-1_T2_10)

It can be concluded that soft skill defined as a set of personal skill which includes interpersonal ability and intrapersonal ability that can be learned outside the school, such as communication skills, character, manner, the ability to manage the skill of persuasion, appearance, ethical speaking, and discipline. There are three main purposes in hospitality program namely knowledge, attitude and skill in hospitality industry. As for soft skill, teachers believe that soft skill is located in attitude.

4.3.1 Personal Competence

Personal competences include positive attitude, integrity, responsibility, creativity, work ethic, time management, self-management skill and grooming.

4.3.1.1 Positive Attitude

The student behavior that represent attitude includes optimistic, confident, sincere, and obedient. Attitude is one of the soft skills that student learns at school. Student learn attitude through habituation. Attitude is an important soft skill in the hospitality department. Teacher 3 explained:

> *"...then the habituation of attitudes needed in hospitality"* (Int-1_T3_10)

Moreover, attitude considered as the most important soft skill that student should at school. Teacher 1 highlighted:

> *"In the hospitality department, the main thing is attitude…"* (Int-1_T1_18)

Moreover, teacher 4 explain why attitude is important. Teacher 4 consider attitude more important than the student grade. It is meaningless having a good grade but low in attitude. Teacher 4 highlighted:

> *"I personally value attitude more than knowledge. For me the value of attitude is higher that the student mark"* (Int-1_T4_103)

Therefore, the implementation of attitude is emphasized in all productive subject. In vocational high school there are two kind of subject. First is productive subject which teach student about vocational subject. The second is called normative-adaptive subject which teach student about general subject such as mathematic, history, science and so on. As for attitude, according to teacher 4, attitude is included in all productive subject. Teacher 4 point up:

> *"In productive subject, attitude already included"* (Int-1_T4_26)

On the other hand, it is important for student to learn attitude. The consideration is because embedding attitude to the student is not an easy task. It takes time and needs habituation. Therefore, acquiring an attitude is not an instant result. Teacher 2 illustrated:

> *"That is a unity and the attitude remain the first order. because knowledge and skill can be learned. But attitude is a gift. If the attitude has shaped since there were young and honed when they growing up. If not it will be hard for them to get a job"* (Int-1_T2_30)

As already stated above, positive attitude represents good behavior such as optimistic, confident, sincere, and obedient. During observation, researcher found that student has a positive attitude by showing his self-confidence. Self-confident help student to complete the task and fully show their ability without hesitation.

> *"In addition, at the beginning of group briefing, the teacher chose one of the students to be practice to be a room attendance, he confidently agreed to the teacher request without hesitation"* (Obs-4_CXIA_9)

Positive attitude is an important soft skill for student in hospitality department. attitude is a crucial soft skill that student should acquire in hospitality department because it helps student to interact with the guest as well as help student optimize their expertise.

4.3.1.2 Integrity

A person with integrity always keeps their honesty and ethic. The honesty of the student is no doubt. The safety of the school represents how safe the school is since there is no one who have a desire to steal. The honesty has become a culture of this school. Teacher 4 gives the example of student behavior which represents honesty. Teacher 4 conveyed:

> *"Honest in their daily lives, for example, if we left something at school, there is nothing missing"* (Int-1_T4_107-109)

In order to maintain the integrity of the student, honesty emphasized in all subject in this school. it means that all subject whether is vocational subject or general subject, attempt to emphasize the honesty of the student. Teacher 4 highlighted

> *"Honesty applied in any lesson, it indeed emphasized to students, that's it"* (Int-1_T4_38)

Moreover, student 3 admit that she mastered some soft skills includes discipline, honesty, courtesy, teamwork, and diligently. She stated:

> *"discipline, honesty, courtesy, teamwork, diligently"* (Int-1_S3_6)

Honesty has become a culture of the school that successfully implanted to the student through the subject lesson and habituation.

4.3.1.3 Responsibility

The responsibility of student includes their reliability, accountability, commitment, careful and ability to finish the work that given. Teacher conveys that discipline and responsibility are soft skill that student learn at school. Teacher 3 explained:

> *"Actually, what student learn in the hospitality department is discipline, responsibility…"* (Int-1_T3_10)

Moreover, student said that she always collects their assignment that showed her responsibility as a student. the main responsibility for student is finishing the task that given from their teacher. This is basically the most primary skill for student to acquire. Student 3 stated that she always doing her assignment without procrastinate it. Student 3 reported:

> *"When the teacher gives me a task to do an assignment, I always do it immediately"* (Pf_S3_13)

Student learn responsibility at school as well as having responsibility in themselves. It means that what the teacher has taught, in this case is responsibility, has been accepted and mastered by the student.

4.3.1.4 Creative skill

Creative skill includes think and act creatively. Creative skill considered as soft skill needed to be successful in the work place. Teacher 2 explain that in order to be successful in the work place, student must have attitude, creative skill and able to do an innovation. In order to keep up to date with the recent information and technology, student should have creative skill so that they can come up with the fresh idea and respond positively towards an evitable development of technology and information. Teacher 2 stated:

> "*Then the student must keep up to date with the latest trends. Also having attitude, creativity and able to do innovation*" (Int-2_T2_91)

Moreover, creative skill is needed in order to prepare student to be more competitive in the hospitality industry. mastering creative skill makes student be more competitive and stand out among others. Creative skill is a complimentary skill for student. moreover, creative skill makes it easy for someone to be accepted when applying for a job. Teacher 1 stated:

> "*Obviously if they only have (hospitality) competencies without soft skill they will having difficulty to get the job. In the industry not only hard skill needed. Because the competence can be learned in the industry. therefore, their attitude must be good and they should have creative ideas. Right?*" (Int-1_T1_86)

In hospitality department student should acquire creative skill which includes act creatively and thick creatively as well. Become a creative person help student stand out than the other student. that is why creative skill is a complementary skill for hospitality student.

4.3.1.5 Work Ethic

Works ethic include self-motivation, good attendance, diligent and ability to give a fast respond. In the work place, a hotelier expected to upgrade their skill in order

to keep up to date with the recent information and technology. They must have a will to change and develop themselves to always be relevant with the current trends that emerge in hospitality department. Therefore, self-motivation needed to encourage a person to moving forward. If a student do not have a self-motivation, there is no something that will move them to take action and to make a changes in themselves. That is why self-motivation is important to be learned by the student. Teacher 1 stated that:

> "*There is self-motivation to move forward. Ambition is needed. As long as they can manage their motivation to move forward. It is important. It depends on how we manage and make it happen."* (Int-1_T1_50)

Moreover, teacher 3 stated that student already has self-motivation even though not fully mastered. The motivation of each student keeps growing in this school under the monitor and courage from the teacher. Therefore, self-motivation is need to be trained among student. teacher 3 explained:

> "*I think each student has motivation in themselves, even though initially still groping. For example, student choosing hospitality program is because following his friends, or because of the encouragement of parents, it turns out after being briefed, the motivation is slow but sure to grow*" (Int-2_T3_22)

On the other hand, creativity is mentioned in the assessment sheet for vocational practice exam. The assessment sheet, there are some aspect that evaluate by the assessor during practice exam include three competences namely knowledge competence, skill competence and attitude competence. The assessment sheet that chosen if for practice the process of room reservation. Creative skill mention in the rubric of attitude competence.

> "*Student has motivation to develop themselves and moving forward*" (Doc_UKK3)

Self-motivation is soft skill that student learn at school and has been included in the assessment sheet. This means that self-motivation has formally organize and

included in the teaching and learning activity.

4.3.1.6 Time Management

In the hospitality industry, a hotelier has a lot of task to be done to meet the standard of their job description. In this school student learn to manage their time by practicing to be a hotelier in Edotel (Education Hotel). student given a schedule to practice to be a hotelier in the Edotel. Student work for a day as if they were a real hotelier. They will welcome the guest, preparing the room and serving the food for the guest. This schedule is for the 10th grade of vocational high school student. From that student learn to manage their time between work and study. Teacher 2 stated that:

> "*10th grade student are given an in-charge schedule to have culture as in the industry. Like employees, sometimes there are in charge in the morning, or in the afternoon, they will learn how well he can manage time. Because they have to manage time between work and school*" (Int-1_T2_42)

In addition, Teacher 3 stated that by following the scheduled that given for the student, student learn to manage their time properly. This is the simple habituation that help student mastered time-management. Teacher 3 said:

> "*time management, the student must obey the time scheduled*" (Int-2_T3_22)

On the other hand, student able to finish the task on time. This happen when student practice housekeeping in the Edotel. Student practice to be a room attendance. At that time student able complete several task in accordance with the time that given to him. He properly managed the time that he has to complete the task as a room attendance.

> "*After finished, they closed the door and bring back the trolley to the storage room. Student able to finish the task according to the time given*" (Obv-1_HK_30)

Time management help student to complete their task while practicing to be a hotelier or when student finishing the assignment from the teacher.

4.3.1.7 Self-management skill

Self-management skill includes discipline and ability to evaluate performance. Teacher 4 stated that the example of student that has discipline is when they submit assignment on time and not coming late to class. Teacher 4 highlighted:

"there is discipline. example of discipline is student on time when enter the class, student work on every assignment" (Int-1_T4_48-50)

In the hospitality program, the second most important soft skill that student should learn is discipline. This is show how crucial discipline is for hospitality student. Teacher 1 highlighted:

"That must be, in that hotel, the main thing is the attitude. The attitude is most important at the hotel. Then the second, discipline" (Int-1_T1_37)

On the other hand, another teacher also conveys that discipline and responsibility are soft skill that student learn at school. Teacher 3 explained:

"Actually, what students need to learn in the world of tourism is discipline, responsibility. then familiarize the attitudes required in the hospitality industry, including friendliness" (Int-1_T3_18)

Self-management which include discipline and ability to evaluate performance help student to develop themselves in school. discipline also considered as the second must important soft skill that student should acquire.

4.3.1.8 Grooming

In the hospitality program, thirds important soft skill that student should learn is grooming. Grooming is related to the appearance of the student, such as their tidiness, the cleanness, or basically the appearance standard for hospitality industry. according to teacher 1, grooming is the third most important soft skill that student learn at school. Teacher 1 highlighted:

"That must be, in that hotel, the main thing is the attitude. The attitude is most important at the hotel. Then the second, discipline. Yes, for the practice, you must be able to prepare yourself, it requires discipline.

Preparing it is also related to grooming, that is the appearance of the student" (Int-1_T1_18)

Moreover, teacher 1 added that grooming is important in hospitality industry because grooming is a fundamental skill for a hotelier. A hotelier serves the guest through interaction therefore having clean and neat dress will make a guest more comfortable and the hotelier more confident while interacting with each other. Teacher 1 explained:

"*Then their grooming is a must. Their appearance is must be good. In the hospitality industry, that is principle*" (Int-1_T1_44)

Grooming is about the requirement of appearance in the hospitality industry. the appearance of the hotelier must be neat, clean and good looking. Student learn grooming at school by dressing neat and polite. Teacher 2 highlighted:

"*The first is from grooming, student must be dressed neatly politely*" (Int-1_T2_14)

Student admitted that school has taught her about grooming. She explained the detail about grooming that she learned at school. the grooming that they learn is a standard of hotelier appearance while working in the hotel. The standard includes having short nails, wear a fit, clean and neat uniform, student 1 stated:

"*Good way of Grooming, such as clothes that must always be neat, using a tie, clothes inserted, nails cut neatly, hair that should not be loose (if not using a veil)"* (Int-1_S1_15)

Moreover, teacher 4 stated that teacher evaluate student's grooming at the exam of vocational competence. In order to assess the grooming standard of the student, grooming is included in the final practice examination. This exam actually is a final examination where student practice several task of the hotel department, such as practicing to be a front office staff or room attendance. This final exam is called UKK or *Ujian Kompetensi Kejuruan* or examination of vocational competence. At that time teacher evaluate their grooming standard an it evaluation is included in the exam assessment sheet. Teacher 4 explained:

> "*About that, usually in the UKK (exam) there is grooming for the student. grooming is about personal appearance. When they start UKK teacher evaluate student appearance, the way they look*" (Int-1_T4_99)

Then the researcher managed to find the document that mentioned by the teacher 4 and reviewed it. Grooming mentioned in the assessment sheet for vocational practice exam. In the assessment sheet there are several criteria of grooming.

> "*the criteria of work preparation: neat hair and clean body. Waring uniform, name tag, shock, and shoes according to the standard. Using standard make up look and smooth perfume. Wearing minimalist accessories*" (Doc_UKK2)

Grooming is an essential soft skill for student in the hospitality department. grooming emphasized by the teacher in student daily activity at school. Moreover, grooming also included in the examination of vocational competence. It showed that this soft skill is formally organized at school.

4.3.2 Social Competence

Social competences include communication skill, courtesy, interpersonal skill, teamwork, problem solving, leadership and service orientation. Each of them consists of sub soft skill. Social competence related to the skill that help student interact and socialize with others.

4.3.2.1 Communication Skill

The first soft skill is communication skill. Communication skill includes speaking skill, presenting skill, giving accurate information and greeting to the customer or teacher. From the interview with teachers four out of five teacher mention that communication skill is the most learned soft skill in the hospitality program. However, they have a different reason why communication skill is the most learned soft skill compare with others. Some teachers agree that communication is the most important soft skill that student should learn in the hospitality program, Therefore,

communication becomes the most learned soft skill in this program. Teacher 1 highlighted:

> *"Oh yeah, the most studied by the children is indeed communication"* (Int-1_T1_197)

Teacher 1 added that communication is a basic skill for hospitality industry. since the hospitality industry is engaged in service, having good communication skill is essential for hospitality student. Teacher 2 explained:

> *"Yes, in hospitality this is indeed in terms of communication (important)"* (Int-1_T1_199)

Teacher 3 explained that communication is the most learn soft skill at school. this is the show that how important communication is for hospitality student. she pointed out:

> *"The most learned soft skills in school should be soft communication skills, which are the most (learned)"* (Int-1_T3_41)

On the other hand, the reason why communication skill is the most learned skill in the hospitality program is that there is a specific subject that taught about communication skill. That subject is called communication by telephone, with colleagues and customers. Teacher 4 clarified:

> *"The most studied here is communication skill because there are specific lessons for communication"* (Int-1_T4_87)

Moreover, the other consideration that communication skill is the most learned skill is because it is related to service. In order to perform excellent service towards the customer, good communication skill is needed. Communication is a basic skill that student should acquire because the hospitality industry is a service-based industry Furthermore, teacher 5 also agreed that communication skill is the most learned skill at school. Teacher 5 pointed out:

> *"Yes, services, communication, then there are many skills related to services"* (Int-1_T5_154)

Four out of five teachers agree that communication skill is most learned soft skill. Besides communication has its own subject, communication skill considered to be an important skill to possessed by student in hospitality department. some teacher added honesty and manner to be the second and the third most learned soft skill at school. Another example is when the student in charge to be a hotelier in Edotel they tell the customer the accurate information about the hotel. That indicates communication skill and honesty of the student. Teacher 3 highlighted:

"Communicate information about the hotel honestly" (Int-1_T3_46)

Student must provide the information as honest as possible. The information must be based on the actual service that provided in the hotel. This is the example of a good and honest communication skill in the hospitality department.

4.3.2.2 Courtesy

The second soft skill is courtesy. Courtesy include respect others, polite, manner, and gracious. Student learn courtesy through habituation in school. having a good manner not only show politeness to the older people but also caring with their peers. Student 5 stated:

"I communicate well with friends, have caring, manners to the older ones" (Int-1_S5_8)

On the other hand, the student showed a good manner towards their teacher by greeting them when they meet the teacher. In this school student taught to greet dan shake hands to the teacher every morning when they come to school. Teacher 2 pointed out:

"First, when the student came, they greet the teacher…. When they meet then greeted the teacher that includes soft skills" (Int-1_T2_56)

Meanwhile according to Teacher 2 the most important soft skill to learn for hospitality program is manner. Since the hospitality industry provides service to the customer, the good behavior of a hotelier is needed in order to satisfy the customer.

Therefore, student learn about manner since the 10th grade so that when they graduated, they already has the manner that in accordance with the hospitality industry. Teacher 2 emphasized:

> *"In the hospitality industry, the essential things are manner because the service that provided (in the hospitality industry) is related to assistance. So indeed, from class 10 student has been prepared, ..."* (Int-1_T2_14)

Student 3 admit that she mastered some soft skills includes discipline, honesty, courtesy, teamwork, and diligently. She stated:

> *"discipline, honesty, courtesy, teamwork, diligently"* (Int-1_S3_6)

Therefore, acquiring manner for student is important in order to serve the customer in the hospitality industry.

4.3.2.3 Interpersonal Skill

Interpersonal skill includes sociability, responsiveness, patience, kindness, interact well, friendly, empathy, helping other, and caring. In addition, teacher 5 mention student behavior that represent a good interpersonal skill. He explained:

> *"every time you meet a smile, say hello, then maybe if with their friends they care"* (Int-1_T5_182-190)

From student portfolio it reported that student like to help each other and help the teacher as well. Student 5 reported:

> *"I always manage to help my friend who needs help"* (Pf_S5_12)

Student of hospitality program learns a lot of soft skill in this school. Such as empathy. Empathy is needed when student serve the guest. Teacher 1 clarified:

> *"With the guests, for example. There are guest visits to the hotel. He was confused, and he didn't know where to go. Well, it must be addressed immediately, offered assistance, and ask 'what can I help you?'. That includes empathy from students"* (Int-1_T1_52)

Interpersonal skill help student maintains their performance when they serve the guest in the hotel. because interpersonal skill help student to build good interaction between the student and the guest.

4.3.2.4 Teamwork

Teamwork includes ability to work together and cooperate with others. In this school sometimes there is an event that managed by the student, such as school anniversary or when they practice in housekeeping subject when the student practice to hold an event like prom night or a wedding party. A student divided into a small group to manage and organize this event. They showed teamwork when student work in a group to organize the event from the beginning until the end. Teacher 1 highlighted:

> *"Teamwork, which includes 6 or 7 people, can hold an event. That includes the implementation of soft skill"* (Int-1_T1_231-235)

Student of hospitality program learns a lot of soft skill in this school. Such as teamwork. Teamwork is needed when student collaborate with their colleagues. Teacher 1 clarified:

> *"As for teamwork, it is necessary. Since in the hotel it is interrelated between departments"* (Int-1_T1_52)

In the second observation researcher found that student working smoothly in a group to prepare the presentation in food and beverage subject.

> "*On the other day (second observation), the researcher observes the same class but in a different subject. The subject was food and beverage subject. At that time, the teacher divided the student into small groups. The teacher asked each group to prepare a presentation of a food menu. The menu will later be made and the food will be sold at school. In the class, the student starts to sit together with their group. There are two groups that showed good teamwork. All the group member participates and gives a contribution. The student in the group discusses together to decide the best menu that could be sold at school. Some of the student looking for the image for their presentation, the other discusses and searching the food recipe. The discussion continued until the end of the*

lesson and the presentation will be held at the next meeting" (Obv-2_FB_1-11)

Moreover, in the fourth observation, the researcher discovers that students have a teamwork skill. Student were practice to make up the hotel room in the housekeeping subject. Student cooperate with each other when cleaning the room.

> "*At that time student practiced to make up the hotel room. When the class is over, students clean up the room and tidy up the bed. They share the task with each other happily, without feeling the pressure. Some of them seen to be sweeping the fool, some of them fold the bed cover, the other tidying up the cleaning tool and put it back to the storage room. Each student takes part in their respective duties without any division of task from the teacher*" (Obv-4_HK_33)

Student learn teamwork through their school activity. teamwork is important because in the hospitality industry student need to collaborate and coordinate among each department in the hotel.

4.3.2.5 Problem solving

Problem solving includes handling a complaint from a customer. In the hospitality industry, receiving complain from customer is inevitable. It is not because the service or the hotel property but most of them is because the bad character of the customer, therefore, student must be able to solve this problem.

> "*Moreover, for the front office subject. front office staff is the staff that meet the guess for the first and the last time. It's the key to make the guess comfortable or not. Because the guess, if they have any complain, they will go to the front office. The maturity of the student to handle the guess*" (Int-1_T1_78)

Student learn to handle the guest by practicing to be hotelier in Edotel. In the hotel student will meet many guests with different personality and behavior. Sometimes, there is a guest that like to complain. Therefore, student should know how to handle this kind of visitor so that they able to solve this problem in the future. Teacher 3 stated:

> "*We schedule the student alternately to experience and learn how to*

handle a guest" (Int-2_T3_12)

Moreover, as hotel is an industry that engaged in service, student must be able to serve the best that they could. When student encounter with the guest they must use their problem-solving skill to help the guest. Teacher 1 stated:

> "*For instances, there are guests in the hotel, they confuse, student must be responsive and help the guest solve the problem. Offer what assistance can be helped*" (Int-1_T1_20)

The aim of mastering problem solving is to equip student the problem-solving skill so that they can handle the problem that might occur in the hotel such as handle the complains from the guest and helping the guest who are in trouble.

4.4 Model of Teaching and Learning Soft Skill

To get information about model of teaching and learning soft skill at school, researcher analyze interview transcript from teacher and student, observation field note, and analyze several documents such as student portfolio, document of national core competence and assessment sheet of vocational subject examination. From all the data researcher manage to find 46 codes that related to the second research question. The code was done using NVivo software. The comparison of the code depicted in the figure 4.2.

Figure 4.2. Comparison of Code for Model of Teaching and Learning Soft Skill at School.
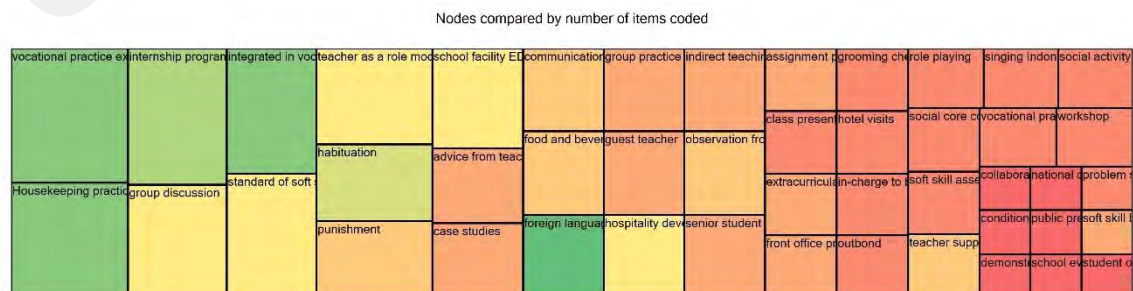
The complete list of codes attached in the appendix A. The figure illustrated

the comparison of code based on the amount of the code mentioned by the respondent and the amount of source (respondent) that support the code. The size of the rectangles represents of coding reference or simply the amount of code mentioned in all research data. The color of the rectangles represents number of nodes coding the sources. The green color represents the much amount resource or respondent that mention the codes. The complete list of code in the first coding cycle attached in the appendix. After that researcher reduce 9 codes that only supported by one source and did not fit in any category. The reduced codes are student organization at school, soft skill benchmark, school event, public presentations, problem solving, national competition LKS, demonstration, conditioning, collaborate with the hotel.

After that the codes categorized into seven categories namely, skill development program for hospitality department, specific subject that teach soft skill, integrated in vocational subject, teaching and learning activity, assessment, school facility and school program/ activity. From that two major themes were created namely embedded model and stand-alone subject. The classification of theme showed in the table 4.5.

Table 4.5. *Model Teaching and Learning Soft Skill at School*

Theme	Category
Embedded model	Skill development program from hospitality department
	Soft skill integrated in vocational subject
	Teaching and learning strategy
	Assessment
	School facility
	School program/ activity
Stand-alone subject	Specific subject that taught soft skill

The table show the teaching and learning model of soft skill in the vocational high school hospitality department. the embedded model includes skill development

from hospitality department, integration in vocational subject, teaching and learning activity, assessment, school facility ad school program/ activity in general. Then the second theme is stand-alone subject which means specific subject that taught soft skill at school. the implementation of both model in the vocational high school descripted below.

4.4.1 Embedded Model

The first model of teaching and learning soft skill that implement in the vocational high school is embedded model. Embedded model means student learn soft skill through various teaching and learning activity. embedded model used an approach of embedding soft skill in the teaching and learning activities (Ngang, 2011). In this study, embedded model of teaching and learning soft skill includes skill development program from hospitality department integration in vocational subject, teaching and learning strategy, assessment, school facility ad school program/ activity in general.

4.4.1.1 Skill Development Program from Hospitality Department

Hospitality department has several programs that intended to hone student expertise. These program only available in hospitality department in vocational high school. the other department in vocational high school has their own skill development program which related to their expertise field. There are several programs from hospitality department that help student learn soft skill namely workshop, internship program, in-charge to be hotelier in Edotel, hotel visits, and guest teacher.

One of the programs from hospitality department is beauty class. Hospitality department provide beauty class for student before going to internship. Beauty class will be held at the beginning of the second semester in September. Through beauty class, student expected to have good appearance as well as good attitude. Teacher 4 highlighted:

"We will hold the beauty class to take them to prepare the student before going to industry for internship. so that they will equip with good attitude and good appearance" (Int-2_T4_105)

Another program that provided by this school to prepare student with soft skill is to practice as a hotelier in Edotel. Student given an in-charge schedule to be a hotelier when they at the 10ᵗʰ grade. This program will prepare student before internship at 11ᵗʰ grade. Teacher 2 explain the detail about this program.

"10th grade student has an in-charge schedule to have culture as in the industry. Like employees, sometimes there are in charge in the morning, or in the afternoon, they will learn how well he can manage time. Because they have to manage time between work and school…" (Int-1_T2_42)

Through this program student learn basic soft skill such as time management. They practice as if they ware a real hotelier. Teacher 2 explain why this program help student to develop soft skill.

"Like employees, sometimes there are in charge in the morning, or in the afternoon, they will learn how well he can manage time. Because they have to manage time between work and school. then when the eleventh class they entered the industrial world according to the shift schedule. they really considered working like hotel employees. if they lack the provision for class X, they will feel shocked when practicing in the industry" (Int-1_T2_42)

Teacher 3 stated that through practicing to be a hotelier in the Edotel, student learn to serve customer. She emphasized that, before practice, the teacher gives the knowledge and skill related to the vocational subject.

"We have Edotel. We consider Edotel to be the most strategic place to develop soft skills for student. when Edotel get a hotel guests, student will learn to practice soft skills. Student in charge to be Edotel staff. We schedule the student alternately to experience and learn how to handle a guest. Before practice we equipped student with knowledge of soft skill itself, we taught them what to do. there must be provision of soft skills. Practice is a lesson for actual soft skill implementation" (Int-2_T3_12)

In addition, to get the latest information about hospitality industry, this school make a relation to the hotel not only for student internship but also to held some school

program such as hospitality workshop, guest teacher where the speaker is one of the hospitality experts, and training for student. Teacher 2 pointed out:

"Workshop for discipline and leadership, guest teacher, training for student" (Int-2_T2_81-83)

Moreover, to enhance the expertise and student skill in the hospitality department, teacher 3 added that there are some programs that supported by the hospitality department. The program includes hotel visits, table manner, laundry manner and outbound. She stated:

"*For the hospitality department there is a work program for student to build soft skills. apparently habituation is not enough, we need some kind of training or course that supports hospitality competence, for example we have hotel visits (hotel tours), there are table manners, there is a laundry manner, we inserted attitude and soft skills in it, then there is an outbound program*" (Int-2_T3_18)

In addition, teacher 4 stated that there are also other programs that held by hospitality department, such as roadshow program and inviting hospitality expert to the school. the hospitality expert will share their latest knowledge regarding hospitality industry so that student will keep up to date with the current issues that going on in hospitality industry. Teacher 4added:

"*Usually about hospitality. They come from the hotel. hotel provide roadshow program, if not we will ask the expert from the hotel to lecture student*" (Int-2_T4_123)

Hospitality department provide student several programs such as beauty class, laundry manner, hotel visit, guest teacher and so on to help student develop their expertise in the hospitality field that includes both soft and hard skill.

4.4.1.2 Soft Skill Integrated in Vocational Subject

Soft skill unified in the vocational subject. Hospitality department emphasized student in housekeeping subject, front office subject and food and beverage subject. Soft skill integrated in all vocational subject. When student practice in each subject

they indirectly learn to implement soft skill. Teacher 2 conveyed that soft skill is integrated in vocational subject in this school. Teacher 2 highlighted:

"Soft skills are integrated to all vocational subjects" (Int-2_T2_53)

Moreover teacher 5 gives the example about how soft skill is integrated in the vocational subject. Teacher 5 explained:

"For example, in the front-office subject, the lesson teaches about front office theory, but there also included soft skills that are related to the front office. so is housekeeping" (Int-2_T5_65)

In addition, at the end of housekeeping subject, there is a practice for student to hold an event namely the Function. Student ask to design and manage an event. Soft skill is integrated in this practice. Teacher 1 highlighted:

"In fact, the most effective is integrated learning, when student practice we directly put soft skills in it. For instance, the function is part of house-keeping practice. His job is to organize room or auditorium. Student are challenged to change this ordinary room to be ready for meeting, conference, wedding, party rooms" (Int-2_T1_134-136)

In addition, teacher 3 convey that soft skill is integrated in all subject. In the vocational subject student not only learn hard skill but also soft skill that related to the vocational subject. Teacher 3 explained:

"*Integrated all subjects. It has been applied, inherent in all subjects. Soft skills are given naturally along the lines. Soft skill can't stand alone as hard skill. So, they have to be combined or be integrated*" (Int-2_T3_8)

According to teacher 1, soft skill is integrated in student competency. In the syllabus, there is core competence for student, namely skill (hard skill), knowledge, and attitude. Those three cores competence will divided into basic competence for each subject. Therefore, vocational subject has specific competence that related to the vocational subject. This competence is used as a standard competence that student should achieves after completing the lesson. Teacher 1 explained:

"Integrated in each competency, basic competency class 1, public relation, with deep understanding. Soft skill already integrated in each hospitality competency. There are competencies related to communication. The basics of competence have been learned during their first grade, such as cultural communication, in public relations. So, it's included in each competency" (Int-2_T1_116)

Soft skill integrated in the process of teaching and learning of vocational subject and embedded in the national core competence for vocational high school.

4.4.1.3 Strategy of Teaching and Learning Soft Skill

To enhance teaching and learning in school there must be a strategy that used. Same goes to teaching and learning soft skill. In this case, researcher try to investigate teaching and learning strategy that used in this school. Teacher 1 conveyed that teaching and learning strategies that help student to develop soft skill are direct practice and role playing. Teacher 1 said:

"yes… direct practice, then through making a video (playing role)" (Int-2_T1_129-130)

Teacher 2 also stated that role playing is one of the teaching and learning strategy that help student improve their soft skill. According to teacher 2, the implementation of playing role is done together with the case study strategy. During the teaching and learning process the student will give the case that related to hospitality industry. the group will discuss the solution about the problem. Then they will play a role to demonstrate the whole situation of the case or problem. Teacher 2 explained in detail:

"The learning strategy can be done with case studies or role playing. for example, there is one student who become a guest, and the other becomes an officer. They will learn about how student dealing with the guests" (Int-2_T2_67)

The role playing started by making a scenario based on what a case that might occur in hospitality industry. Teacher 1 explain:

"Students are reduced to making the scenario of being a porter, HRD, front office, assignment hierarchy, students learning to communicate, coordinate and teamwork to all elements in the world of hospitality. After that a video is made. The video will then be uploaded to the school's official website" (Int-2_T1_00)

On the other hand, during teaching and learning process, teacher divided student into a small group. The purpose is to make student learn soft skill. When they team up with a small group, student learn how to work together with friends and not being individual. Teacher 3 explained:

"Team work, all looks good. but there is some student who have not been able to understand what work in the team is. sometimes student do not want to cooperate with fellow students who are not friends of the gang. That still exists, but not much. For anticipation teachers do not allow student to form personal groups, so teacher determines to rolling the group. then the student will find a match not always with his gang, he does not feel unsuitable. in the group it turns out the student explore and, student can confidently speak" (Int-2_T3_22)

The are some strategies for teaching and learning soft skill that implement in this school, the strategies incudes case study and role playing.

4.4.1.4 Soft Skill Assessment

In the latest curriculum, there are some form of assessment for affective domain that must be implement in school. Soft skill is included in the affective domain, means that the assessment that used for affective domain are used for soft skill. According to some teachers, the assessment of soft skill is done in conjunction with the assessment of subjects where the soft skills are integrated in it. When student practice in vocational subject or when they take the exam on vocational subject, teacher also assess soft skill of the student, such as attitude, friendly, discipline, manners towards teachers, neatness of clothes, body language, uniforms. Teacher 3 highlighted:

"To assess the soft skills of student, the soft skills test also integrates in all subjects, vocational competency tests such as front office, laundry, house-keeping. there are points to test soft skill levels (in the exam). The

soft skill that being assessed includes attitude, friendly, discipline, manners towards teachers, neatness of clothes, body language, uniforms. there are special assessment forms outside the (hard) skills assessment which integrated in vocational competency tests" (Int-2_T3_10)

In addition, teacher 1 also stated that the soft skill assessment is done to student project and student practice in the vocational subject that soft skill integrated in it. Teacher 1 highlighted:

"Yes, there is an assignment as well as the evaluation. There is evaluation project, assignment project. There is also practice for the student to assess their skill and knowledge. Attitude included. In every project teacher can adjust or include soft skill in it. It depends on the teacher" (Int-2_T1_122)

On the other hand, some teacher argue that soft skill assessment is done through direct observation from the teacher, whether it is done by vocational subject teacher or religion teacher or counselor teacher. In the latest curriculum regulation, it is stated that religious teacher and counselor teacher has obligation to observes student social competences in school. However, in this school, vocational subject teacher constantly assessed through direct observation because it considers important to evaluate soft skills mastered by students. Teacher 2 highlighted:

"Observation from the teacher, for example when student did an examination, they will observe student honesty. Another example is when one student present in front of the class we will observe the other student the way the appreciate their friends. it was included in the review. because attitude is important. Even though he had a good mark, but they lack of attitude, it is still lacking for me. because the basic for hospitality industry is services" (Int-2_T2_63)

In addition, teacher 4 stated that the assessment of soft skill is done through direct observation followed by a direct reprimand for students who make mistakes. She pointed out:

"...Direct observation by all teachers, checking who is dressed neatly. Teacher will be given a direct reprimand" (Int-2_T4_230)

Teacher 5 explain more detail about direct observation to assess student's soft skill. He pointed out that the observation is not only to assess student soft skill but also to motivate student to encourage them to do better. He highlighted:

> *"When the teacher teaches in class, the teacher gives an assessment to the students directly. If the teacher finds a case in which the teacher learns, he gives direct feedback. For example, if there are students who are not enthusiastic, the teacher asks why the child is not as smart and encouraging to him. Those who are not actively classed are motivated to be active, those who are active are kept active"* (Int-2_T5_229-237)

On the other hand, there is no assessment or instrument that specifically assess or measure student soft skill. However, since there is communication subject there is assessment for communication skill. The assessment is only for communication skill not all soft skill in general. Teacher 4 highlighted:

> *"Exams of communication lessons. Specific assessment that assess soft skill does not exist. However, the mark for attitude is available in student report. The data is coming from BK. they observe student personality, honesty, skill. BK teacher who observes, personality, honesty, and skills"* (Int-4_T4_141-156)

Teacher 3 emphasized that there is no specific instrument that measure student soft kill, teacher did that through direct observation towards student daily activity at school. Teacher 3 pointed out:

> *"…so far there has not been any soft skill instrument. the assessment is from the teachers themselves. By observing from students' daily behavior"* (Int-2_T3_219-226)

In conclusion there is no specific soft skill assessment in the hospitality program of vocational high school. Specific assessment means an assessment that intended to assess or evaluate student soft skill. There is no regulation from the government about soft skill assessment therefore teacher initiate to assess student soft skill through direct observation towards student activity inside or outside the class. The observation is followed by feedback for student such as give a rebuke if they make mistakes, giving advice for student to improve soft skill or motivate student to develop

soft skill. There is only assessment for communication skill, which considered as part of soft skill. It is because of there is communication subject therefore they have communication skill assessment.

4.4.1.5 School Facility

Hospitality department has Edotel or Education Hotel as a facility for student to practice and experience working in the hotel. The Edotel in this school occasionally booked by the visitor since the location is near with Prambanan Tample which one of the famous destinations in Yogyakarta. Student in charge to be a hotelier in Edotel to practice their expertise. Teacher 3 explained:

> *"We have Edotel. We consider Edotel to be the most strategic place to develop soft skills for student. when Edotel get a hotel guests, student will learn to practice soft skills. Student in charge to be Edotel staff. We schedule the student alternately to experience and learn how to handle a guest. Before practice we equipped student with knowledge of soft skill itself, we taught them what to do. there must be provision of soft skills. Practice is a lesson for actual soft skill implementation"* (Int-2_T3_12)

Edotel facilitate student the real environment as in the hotel. Edotel provides student an experience as if they work in the real hospitality industry.

4.4.1.6 School Program that Develop Soft Skill

In order to maintenance and develop student soft skill, there are some program that provided by the school for student, specifically for hospitality student. Those programs include social activity, habituation, out-bond, and extracurricular. This school program is for student from all department in vocational high school not only for hospitality department. Regarding school program that help student develop soft skill, each teacher gives different example some of them give detail information about the program. Three out of 5 teachers believe that the habituation of '*Senyum Sapa Salam'* or smiling and greeting will help student implement soft skill in their daily live. Teacher 3 highlighted:

> *"The culture of smiling, greetings, honesty, honesty, environmentally friendly, obeying the rules. There are several strategies applied by the teacher: every morning student must smile, greetings, it must be cultivated by students. then a culture of honesty, then helping each other, then also care about the environment"* (Int-2_T3_80-90)

Teacher 2 add more explanation about the culture of 'Senyum Sapa Salam'. Teacher 2 explained:

> *"First, when the student come to school, they greet the teacher. then the student sang Indonesian songs without being forced. then they tadarus to soften their hearts. then check grooming before started the lesson. When they meet then greeted the teacher that's include soft skills"* (Int-1_T2_56)

Teacher 3 explain in detail about school program that help student develop soft skill.

Teacher 3 highlighted:

> *"apparently habituation is not enough, we need some kind of training or course that supports hospitality competence, for example we have hotel visits (hotel tours), there are table manners, there is a laundry manner, we inserted attitude and soft skills in it, then there is an outbound program. The program will build team work, honesty, mutual cooperation, student also get entertained as well as learn soft skills. we also hold go green"* (Int-2_T3_112-114)

On the other hand, hospitality program is a part of tourism field. Therefore, there also tourism subject for hospitality student. through tourism subject, student practice to make a tourism product, such as cycling event which visit tourist attraction. Class XII design the program as well as manage the event, while class X become their customer. Teacher 3 explain in detail:

> *"And one more program that helps to develop soft skills which is very good. third grade made the cycle tour program, we visited new tourism objects, the student of class XII designed which practiced by student class X. with this practice the children learned to develop soft skills. the design includes, determining the tourist attraction to be visited, buying souvenirs, just like travel agencies. those who practice it is class X. Then also there is guidance lesson in class X"* (Int-2_T3_137-145)

From student perspectives, there also additional school program that help student develop soft skill. in this school, student also learn soft skill from some school

activity or school organization. School activity includes scouts meanwhile for the school organization there are PMR or volunteer organization for blood donation, OSIS or intra-school student organization, and Hadrah or Islamic music club. Student 3 highlighted:

> *"Through school activities (scouts), through school organizations (OSIS, PMR, Hadrah, Ambalan Dewan"* (Int-1_S3_8)

There also social activity in school to improve student soft skill. Student 3 pointed out:

> *"Baksos (social service), raising funds for takziah, pengajian"* (Int-1_S3_12)

Student 2 gives more example relating to student activity from school which help student develop soft skill. Student 2 pointed out:

> *"Activities camp, Outbound (majors program), Presentations in class, Following jamboree at prambanan representing schools"* (Int-1_S2_14)

On 17th August is Indonesia independence's day. Usually school will hold an event to celebrate the independence's Day. In this case, usually student involves as a committee for the event. When student design, manage and run the even indirectly they learn soft skill. Student 5 highlighted some student activity that help them develop soft skill:

> *"August 17th (Indonesia Independence's day) competition, class meet, group learning and more"* (Int-1_S5_14)

School program help student to develop soft skill. This program provided by the school not only for hospitality department but also all student from any department in vocational high school.

4.4.2   Stand-Alone Subject

Meanwhile, the other teacher agree that soft skill is integrated in the vocational subject but they stated that there is one subject that teach communication skill. This subject is called communication with colleagues and customer. Teacher 4 highlighted:

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"there is a subject called communication through telephone (that teach communication skill). As for attitude learned in all subject" (Int-2_T4_130)

In conclusion student learn soft skill through vocational subject because soft skill is integrated in all vocational subject. For instance, in the front office subject they learn communication skill, emotional management, and attitude when handling a customer. Means learning hard skill and soft skill are combined and integrated in vocational subject. When student practice to be a hotelier, they not only learn hard skill but also learn soft skill at the same time. in addition, there is no stand-alone subject that taught soft skill in general but there is one subject that taught specific soft skill. The subject namely communication with colleagues and customer which taught communication skill. Student also learn soft skill through this subject.

4.5   Soft Skill that Needed by Hospitality Industry

The data collection collected through interview with expert. From the interview transcript, researcher discover 72 codes. The list of the code from the first coding cycle attached in the appendix A. The figure 4.3 show the comparison of the codes from NVivo software.

Figure 4.3 The Comparison of Code for Soft Skill That Needed by The Hospitality Industry
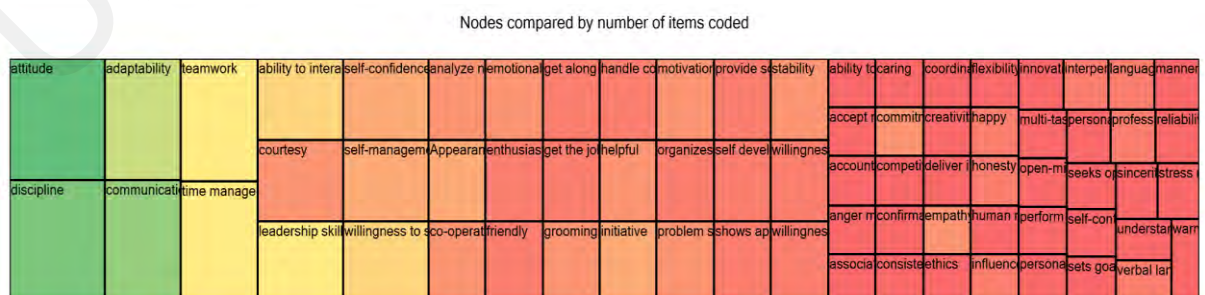
Nodes compared by number of items coded

The figure illustrated the comparison of code based on the amount of the code mentioned by the respondent and the amount of source (respondent) that support the

code. The size of the rectangles represents of coding reference or simply the amount of code mentioned in all research data. The color of the rectangles represents number of nodes coding the sources. The green color represents the much amount resource or respondent that mention the codes. The complete list of code in the first coding cycle attached in the appendix. After that researcher reduce 39 codes that only supported by one source and did not fit in any category. The reduced codes are warm, verbal language, understanding, stress management, sincerity, sets goals, self-control, seeks opportunity, reliability, professional skill, personal value, personal touch, perform well, open-minded, multi-tasking, manner, language skill, interpersonal skill, innovation, influence other, human management, honesty, happy, flexibility, ethics, empathy, deliver information, creativity, coordination, consistency, confirmation, competitive, commitment, caring, associate, anger management, accountable, accept new things, and ability to survive.

After that researcher grouped the 33 codes into several categories namely flexibility, positive attitude, responsibility, time management, self-management, work ethic, grooming, communication, courtesy, interpersonal skill, teamwork, leadership, problem solving, and service orientation. After that the soft skill grouped into two themes according to Goleman Emotional Intelligent. The soft skill divided into two group namely personal competence and social competence in the table 4.6.

Table 4.6. *Soft Skill That Needed in The Hospitality Industry*

Theme	Category
Personal competence	Flexibility
	Positive attitude
	Responsibility
	Time management
	Self-management
	Work ethic
	Grooming
Social competence	Communication
	Courtesy
	Interpersonal skill
	Teamwork
	Leadership
	Problem solving
	Service orientation

In order to understand what kind of soft skill that required by hospitality industry, researcher try to interpret the definition of soft skill from industrial perspective. Hard skill is a competence of certain expertise that easy to quantify. It is easy to point out the evidence if someone mastered hard skill. Unlike hard skill, soft skill is invisible. It is not as easy as hard skill to figure it out that someone possess soft skill, since soft skill not only can be seen through their behavior but we can feel if someone has soft skill or not. Expert 1 pointed out:

> *"Soft skill is an invisible skill, wherever he is in managing his own potential to make an output"* (Int-1_E1_2)

Even though soft skill is an invisible skill, it is still considered as an important skill to possessed by the hotelier. Because soft skill impacted by personality of someone. Soft skill also helps the person to grow their potential and maintenance their skill. Expert 2 highlighted:

> *"Something that do not have a shape but considered to be really important. because it is influenced by someone's personality. Which affects a person can be develop or survive, which is not in the form of skills"*

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Soft skill also helps a person to reach the standard operating procedure. Standard operating procedure is a guidance for doing work in accordance with the position that they have. Expert 4 stated:

> *"Soft skill is the skill that help a person to reach the target according to the SOP (standard operating procedure)"* (Int-1_E4_16)

On the other hand, one of the ways to consider that a hotelier possess soft skill is through their attitude because soft skill builds on attitude. Expert 3 stated:

> *"In my opinion, it can be said that soft skill is description of attitude. human ability can be measured by skill, knowledge and attitude. For this soft skill it is located at its attitude"* (Int-1_E3_2)

In term of learning soft skill, soft skill can be learned not always in a formal education. Everyone can learn soft skill in their workplace, school, society, organization etc. expert 5 highlighted:

> *"Soft skills can be learned but not always on the formal bench. so it is in everyday life. More to something that is not visible, such as discipline, teamwork, attitude, commitment, then innovation. then if in the hospitality industry is what I consider important is the willingness to serve"* (Int-1_E5_2)

From the explanation above, it can be concluded that soft skill is ability that related to personal competence. To summery, according to expert soft skill is define as personal ability that help a person to grow their competence and fulfill the work standard in the workplace. Soft skill is invisible skill that build on someone's attitude.

4.5.1 Personal Competence

In the hospitality industry, personal competences include flexibility, positive attitude, responsibility, time management, self-management, work ethic, and grooming.

4.5.1.1 Flexibility

Flexibility include willingness to change and adaptability. In order to keep up with the recent technology and information, a hotelier should be able to adapt to the current trends. The must be open minded and have a willingness to changes in order to adapt with the new things. Expert 2 stated:

> "*Examples of failures come from people who are stiff and cannot accept change. change requires the speed of adaptation. if we don't have soft skills we will collapse, but if we have communication skills, high discipline, being able to adapt to the outside world, we are adaptive, open-minded, open to accepting change and ready to change. Hard skill can be trained, while soft skills are related to emotional, with ego. His ability to manage emotio*ns" (Int-1_E2_33)

Moreover, expert 5 suggest the hotelier to keep up to date about the current issues in the hospitality industry. because in the hospitality industry, they not only need the skill and knowledge but also a willingness to learn and adapt in order to upgrade their skill and knowledge. Expert 5 highlighted:

> "*Many of the big hotels are looking for vocational schools, but they are looking for alumni who have more then just abilities. Second, improve yourself, in terms of knowledge or hard skills can be obtained, self up-grade, keep up to date all the times, knowing hospitality about issues*" (Int-1_E5_24)

Flexibility help hotelier to adapt and adjust to the development of technology and information. Therefore, flexibility is necessary skill for a hotelier to be successful in the workplace.

4.5.1.2 Positive Attitude

Positive attitude include self-confidence and enthusiastic. Expert 1 mentioned some soft skill that needed by the hospitality industry which includes attitude in it. Expert 1 mentioned:

> "*Appearance, verbal language, language skill, contact interpersonal skill, technical skill, professional skill, initiative leader ability, motivation, stability, cooperative, attitude, reliability*" (Int-1_E1_10)

Moreover, attitude considered as a basic skill in the hospitality industry because attitude related to personal character of a person. Expert 2 explained:

> "*Attitude is very basic in the world of hospitality industry. Because it concerns the character of people, trait of people, which must be managed*" (Int-1_E2_23)

Expert 2 gives an example of hotelier behavior that represent attitude. In the hospitality industry having good attitude showed when a hotelier greets the guest in the hotel.

> "*Attitude like this, usually people do not greet, but in this industry, they must say hello.it is all because we are in hospitality industries*" (Int-1_E2_25)

On the other hand, Expert 3 stated that during the job interview, the interviewer judges the attitude of the worker candidate. They will judge how a person behave during interview, how they respond the question, their gesture and so on. Therefore, attitude is important for a person who want to apply a job as hotelier. expert 3 stated:

> "*The most important things is, when he comes, we judge how he responds when he is called, then how he behave, how his attitude when he meet us, how he behaves when speaking, then we explore his other thoughts and insights*" (Int-1_E3_44)

Expert 4 also stated that attitude is a basic skill for hotelier. he explained:

> "*Overall students must have attitude, skills that are appropriate to the department where they work, knowledge related to hospitality. soft skills are located at their attitudes, such as friendly, courtesy, discipline in everything*" (Int-1_E4_6)

Moreover, expert 5 emphasized the importance of attitude in the hospitality industry. she stated that most of the general manager value the attitude more than just a hard skill. She highlighted:

> "*Yesterday I had a discus with another hotel general manager. the general manager has an association, it turns out from there they gather and have a forum. When they gather they complain about attitude. So, they think this way, attitude is very important, more important than ability, but it does not mean attitude eight, the ability is five. Of the*

abilities is 9 but the attitude is 6, they have chosen 8 or 7 but the attitudes are good" (Int-1_E5_10)

Therefore, positive attitude is important soft skill for a hotelier because having a complete hard skill is not enough in the hospitality industry.

4.5.1.3 Time Management

Moreover, time management is a crucial soft skill for everyone. As a hotelier, they must complete several tasks in their workhour. Hotelier has many customers to serve that is why considering the timing is really importance. They should have strategy to manage time, not only to complete to their work in accordance with their job description but also to prepare if there is unexpected incident happen. Time management is really helpful to develop the professionality of a hotelier. Expert 3 explained:

> *"For success in work, time management is needed, how he manages time during work, so it is not too cool to serve only some guests, but many guests must be served as well. they also have a workload of 8 hours, it must be completed. Not just focusing on one field, but he must be clever when manages time. He must see the arrival time of the guests. Likewise, at the restaurant, when breakfast or lunch time they must prepares for guests. don't ever try t lunch when it is a lunch time for the guest. They should take lunch before or after the guest lunch. Or the worker can arranged the schedule with friends, that's called team work. not only complement each other by working but also having a strategy in managing time and cooperating well"* (Int-1_E3_8)

on the other hand, expert 2 explain that for the operational job like housekeeper, time management is important because in that kind of job, the worker expected to complete several tasks within a given time. Expert 2 explained:

> *"As for housekeeping its more like about time management, because it is related to finishing the task within the time given. It related to the speed to finish the work"* (Int-1_E2_17)

In addition, expert 5 explain the importance of time management is. She explained that time management is needed especially to be prepared unexpected task.

If the hotelier has a time management, he can manage their timing to complete the task and accept the challenges.

> *"Moreover, we need time management. because sometimes we were suddenly charged in an impromptu group"* (Int-1_E5_12)

Time management help hotelier to complete their task on time and able to complete several tasks in accordance with their job description.

4.5.1.4 Self-Management

Self-management includes self-development, ability organizes works, willingness to learn, emotional management, and discipline. Since hospitality industry is relate to service, a hotelier must serve their customer with a smile and friendliness. Whether they having a bad day or suffer from heart break, they must show a happy face to serve a customer. They must try the best to hide their actual emotion or change their expression when they serve the customer. Moreover, in the workplace, hotelier must put their personal feeling aside when they in the work place because company interest is more importance than their personal problem. For instance, when the leader team up the staff with the other staff that they do not like personally. But they must put their feeling aside in order to work together for the sake of company interest. Therefore, emotional management is importance. Expert 5 pointed out:

> *"Moreover, we need time management. because sometimes we were suddenly charged in an impromptu group. Emotional management. when we are tired and charged in a new group, we cannot show our fatigue, it is also proposed. Moreover, for front office staff, had a broken heart last night, but in the morning he must be ready to serve cheerfully"* (Int-1_E5_8)

On the other hand, working as a hotelier is need to master stress management skill. Besides having many task to do, stress management is needed when the hotelier attempt to fulfill the request from the customer. Each customer has a different

personality. Sometimes, their request can be really unexpected. That is why stress management is important. Expert 5 highlighted:

> *"There is also stress management, for example workers related to products are more easily feeling hot. Manage emotion and manage our stress, for example the room has been changed from a classroom to a meeting room, it uses our break time, which is our break time also. Usually we give understanding to them. But finally, the worker here very understanding. I collaborated with a stall in front for catering. Later I ask the staff to eat first before guests' dinner, so when they serve guests at 12-1 they have eaten"* (Int-1_E5_8)

On the other hand, discipline is considered as a basic requirement for student graduate. When the worker has a discipline, it will easy for them to follow the regulation and the culture in the hotel. expert 5 highlighted:

> *"At least they have the first discipline, so if the other disciplines are easily directed, to follow. But if it's not discipline we can issue it"* (Int-1_E5_10)

Self-management is a basic soft skill for hotelier in order to meet the standard of their job description as well as help them complete the task that given to them.

4.5.1.5 Work Ethic

Work ethic includes motivation, stability, and initiative. According to expert 1 there are some soft skill that needed in the hospitality industry which includes motivation and initiative. Expert 1 stated:

> "*Appearance, verbal language, language skill, contact interpersonal skill, technical skill, professional skill, initiative leader ability, motivation, stability, co-operative attitude, reliability" (Int-1_E1_16)*

Moreover, expert 5 said that she observes and evaluate the motivation of a student that apply for internship in her hotel. it proves that the hotel considers the self-motivation of a person since the beginning. She explains:

> "*in the first selection we screening their self-motivation. this is an apprentice. there is an opportunity, are you ready or not, I screen it. if*

the child seems to have no motivation, after I told him the bitterness of working in hotel, I chose the others" (Int-1_E5_10)

On the other hand, hospitality industry looking for a people who has good personality and manage to stably. Expert 3 said:

"*We are looking for people who have such characters, because we have to be stable in handling, serving guests*" (Int-1_E3_24)

Work ethic is a personal skill that needed in any kind of job. Therefore, in the hospitality industry, the hotelier expected to has a work ethic so that they can be a professional hotelier.

4.5.1.6 Grooming

Grooming related to appearance of a hotelier such as wearing a tidy and clean uniform, applying minimal make up look, and having a proportional body shape. Expert 1 mentioned:

"*Appearance, verbal language, language skill, contact interpersonal skill, technical skill, professional skill, initiative leader ability, motivation, stability, cooperative, attitude, reliability*" (Int-1_E1_10)

Besides, experts 3 mentioned that hospitality industry expected graduate vocational high school to acquire grooming. She stated:

"*The hope is that they have the right knowledge, skills and attitude. And also the grooming*" (Int-1_E5_75)

Expert 3 explain further about the example of grooming in the hospitality industry. having good appearance does not mean always wear new dress. As long as the dress is neat and clean it is enough to full fill the standard of grooming in hospitality industry. Expert 3 pointed out:

"*Grooming is also important as a whole, at least they must be clean, neat and fragrant. That is mandatory, it can be started when he enters junior high school. I have to prepare myself if I am a hotelier. so he had to prepare himself from the start it doesn't have to be new but it must be clean and tidy, the hair is also neat. Don't be surprised when you just go to the industry, you can change it, it can be created in vocational high school, for example when you enter school it must be neat* "(Int-1_E5_77)

Grooming is important so that hotelier has a confident to serve the hotel visitor and the hotel visitor feel comfortable while interacting with the hotelier. Expert expect student to meet the grooming standard before enter the industry.

4.5.2 Social Competence

Social competences consist of communication, courtesy, interpersonal skill, teamwork, leadership, problem solving and service orientation. Social competence help hotelier when having interaction with the guest, their colleagues and their boss or manager.

4.5.2.1 Communication Skill

According to hospitality expert there are some soft skill that needed by the hospitality industry. Soft skill that needed by hospitality industry is soft skill which support and relate to hospitality department such as housekeeping, front office, and food and beverage department. there are basic soft skills that must mastered by the hotelier namely discipline, communication, time management, and ability to interact with people. Expert 2 highlighted:

"Discipline, communication, time management, and the ability to interact. These four things are fundamental and basic for the future workforce of the hospitality industry" (Int-1_E2_10)

Next is communication skill. Communication skill is required to deliver the information about the hotel clearly and correctly. Moreover, communication here means good speaking skill, ability to communicate politely, ability to deliver clear and correct information, ability to deliver the information on time, and ability to operate communication tools. There is a reservation system in the hotel. each hotelier should master the system so that they keep up to date to the customer that comes or leaves and follow up in accordance with their own job description. Expert 3 explained in detail.

"Communication skills are very important. Not only communication but excellent communication which needs to be emphasized thoroughly and with good language. Communication also related with its timing, for example, information is communicated but it's too late. It can't be like that, it must be done immediately. So we are at the hotel, if we look at its development, in the past there was no hotel information system. Now there is, the importance of communication is from seconds to seconds. There is no need now for front office people to enter house keeping. It can be seen in the system. Once the front office person checks, the hotel information system will automatically be updated throughout the department. The hospitality industry must keep up with the trend" (Int-1_E3_8)

Communication is a key skill for hotelier. the main thing in hospitality industry is providing a service for their guest. While serving the guest good communication skill is needed in order to successfully serve the guest in the hotel.

4.5.2.2 Courtesy

According to expert 3, courtesy is the least soft skill standard that student should acquire when they enter the hospitality industry. she stated:

"Only courtesy, easy right?" (Int-1_E3_68)

In addition, expert 4 explain that courtesy is one of the soft skills that needed to be successful in the hospitality industry. He highlighted:

"Overall students must have attitude, skills that are appropriate to the department where they work, knowledge related to hospitality. soft skills are located at their attitudes, such as friendly, courtesy, discipline in everything" (Int-1_E4_6)

Courtesy is a basic requirement for hotelier. Therefore, a hotelier needs this skill in order to be successful in the hospitality industry in term of serving the guest and having a good relationship with the colleagues and managers.

4.5.2.3 Interpersonal Skill

Ability to interact with customer is necessary for hotelier. Hospitality industry looking for a hotelier who are helpful and happy. They need a warm personality to make the customer comfortable. The hotel expects to create personal touch between

the hotel and customer, so that the customer will come back to book the room another time. Friendly hotelier is the key to make it happen. That is why a hotelier need to look happy and helpful towards their customer. Expert 3 highlighted:

> *"The first soft skill is disciplined, helpful, happy to connect with guests, because the guest when there is a personal touch there will be an inner bond with this hotel, thus making it a regular customer"* (Int-1_E3_8)

The sub soft skill for interpersonal skill is show approachability, friendly and have ability to interact, whether with the guest or with colleagues.

4.5.2.4 Teamwork

On the other hand, teamwork is needed in hospitality industry in order to develop productive working relationship among department in the hotel. hotel consist of many departments such as housekeeping, engineering, health club/ spa/salon, front office, human resource, operation team, etc. All of them cooperate with each other to serve the customer. Starting from when the customer book the hotel until they leave the hotel, each of department has their own task but should collaborate and cooperate with each other since the service from the hotel involving all the department. Expert 3 pointed out:

> *"This hotel will run smoothly if its employees can work well together. Especially, this is only a scoop (teamwork) in one department, teamwork from all the department in the hotel system is bigger. which in one hotel consists of various departments. there are eight or nine departments which work together with each other to reach the company's goal"* (Int-1_E3_8)

Since hospitality industry is engaged in services, the ability to interact is important to possessed by the hotelier. A good interaction will result in good services. The interaction is not only between the hotelier to the customer but also interaction among hotelier. Moreover, teamwork is not less important, since servicing in the hotel cannot be done alone. Every department is related with each other. That is why

teamwork is important to possessed by the new hotelier so that they easy to adapt with

the culture of cooperation in the hotel. Expert 2 explained:

> *"how much he is able to get along. Because for anyone in hospitality industry there are no jobs that are individualized. There is teamwork. In existing teamwork is the ability to interact both horizontally and vertically, both with fellow workers or how he interacts with superiors, as well as with guests"* (Int-1_E2_12)

Teamwork is necessary to be implemented in the hospitality industry because

in the hospitality industry there is no individual job. All the task must be coordinate and

corelate with other department.

4.5.2.5 Leadership

Moreover, leadership skill is also importance for a hotelier to lead their team

when they work in a group. In addition, leadership skill helps them to have initiation

and decision-making skill in the work place. Expert 5 highlighted:

> *"First, they have a leadership trait. Even though they are together with their coworkers. He can position him selves as a leader, initiator. leadership was needed in the world of hospitality"* (Int-1_E5_8)

Expert 1 mentioned that leadership is a soft skill that needed in the hospitality industry.

Expert 1 stated:

> *"Appearance, verbal language, language skill, contact interpersonal skill, technical skill, professional skill, initiative leader ability, motivation, stability, cooperative, attitude, reliability"* (Int-1_E1_10)

Mastering leadership skill gives opportunity to the hotelier to be promoted to

higher position, since they have ability to lead and influence other.

4.5.2.6 Problem Solving

A hotelier should have problem solving skill because there must be a problem

that will occur when they work. Expert 1 stated that hotelier must solve the problem

before the guest arrive. So that when the guest about to use the facilities, for example,

it is ready because the hotelier has fix it before. Expert 1 said:

> "*The guest keep coming, we must be prepared, we must settle the problem before guests arrive. So when they enter everything is ready. The pint s that we should pay attention to the important things to avoid emergencies*" (Int-1_E1_10)

In addition, expert 5 gives example of problem-solving skill in the hotel. expert 5 explained:

> "*For example, there are problems that arise. in our hotel we provide transportation from the airport to the hotel. So sometimes the car has been used, the staff immediately looking for a solution such as ordering a grab, it also includes problem solving*" (Int-1_E5_8)

Problem solving skill is necessary for hotelier in order to solve the various and an expected problem that might occur in the workplace.

4.5.2.7 Service Orientation

Since hospitality industry is an industry that engaged in service, service orientation skill become a basic skill for a hotelier. In the hotel, a hotelier should have a willingness to serve. Usually, a person like being served by someone else, but when they work as a hotelier, whether like or not they must serve their customer. Expert 2 explained:

> "*From where we are usually served, we must be able to serve*" (Int-1_E2_13

Moreover, serving a customer in the hotel involving feelings since in the hotel the hotelier interacts with human. Expert 3 stated:

> "*Not only serving how to handle a check in, but also serving check-in with all the heart. What we are looking for is such human resources. Because guests feel, when served with sincerity or just flats. The point is service by heart*" (Int-1_E3_24)

Therefore, service orientation skill is important in the hospitality industry. Expert 5 highlighted:

> "*Then if in the hospitality industry is what I consider important is the willingness to serve*"(Int-1_E5_6)

Providing service has become the priority in hospitality department, therefore, having ability to serve is essential for hotelier.

4.6 Soft Skill for Vocational High School Student that Relevant to Industrial Needs

The information to answer research question number four coming from the information of research question number one and three. Researcher analyze the data about soft skill that student learn at school and soft skill needed by the industry in order to find out what kind of soft skill that student should learn at school which relevant with industrial needs. The table 4.4 presented the soft skill that student learn at school and soft skill that needed by the industry.

Table 4.4 *Soft Skill That Student Learn at School and Soft Skill That Needed by The Industry*

School	Industry
Personal skill	Personal skill
Positive attitude	Positive attitude
Responsibility	Responsibility
Time management	Time management
Self-management	Self-management
Grooming	Grooming
Work ethic	Work ethic
Integrity	Flexibility
Creative skill	
Social Competece	Social competence
Communication skill	Communication skill
Courtesy	Courtesy
Interpersonal skill	Interpersonal skill
Teamwork	Teamwork
Problem solving	Problem solving
	Leadership
	Service orientation

From the table 4.4 researcher analyze the different and the similarities between soft skill that student learn at school and soft skill in the hospitality industry. As for personal competence the soft skill that student learn at school which also needed in the industry consist of positive attitude, responsibility, time management, self-

management skill, work ethic, grooming. Meanwhile soft skill that student learn at school but not mentioned as a hospitality requirement is integrity and creative skill. On the other hand, soft skill that required by the hospitality industry but not yet learned in the school is flexibility.

In the social competence aspect, the soft skill that student learn at school which also required by the industry consist of communication, courtesy, interpersonal skill, teamwork, and problem solving. Meanwhile soft skill that needed by the industry but not yet learn at school is leadership and service orientation. Soft skill that student learn at school, in the aspect of social competence is the soft skill that needed by the hospitality industry means that soft skill that student learn at school in accordance with industrial needs. However, student need to learn flexibility skill since it required by the industry but not yet learn at school. To identified soft skill that has meet the industry requirement, the researcher created the table 4.5 to classified the soft skill.

Table 4.5 *Classification of Soft Skill*

Soft skill that student learns at school	Soft skill that student learns at school and required by the industry	Soft skill needed by the industry
Creative skill Integrity	Positive attitude Responsibility Time-management Self-management skill Work ethic Grooming Communication Courtesy Interpersonal skill Teamwork Problem solving	Flexibility Service orientation Leadership

The first group (from left to right) is soft skill that learnt by student which not mentioned by the industry. The soft skills include creative skill and integrity. The second group is soft skill at school that required by the industry. Soft skill that learnt by student which needed by the industry includes positive attitude, responsibility, time

management, self-management skill, work ethic, grooming, communication skill, courtesy, interpersonal skill, teamwork and problem solving. This means that these soft skills needed by the industry and fortunately student already learn these skills at school and soft skill that student learn at school has meet the industry requirement.

The third group is soft skill that needed by the industry which not learned by the student at school. These group includes flexibility, leadership and service orientation. Those soft skill are need to be learn by the student at school in order to relate with industrial needs. The third group of soft skill needed to be learn at school in order to be relevant with industrial needs. Therefore, these soft skills needed to be included in vocational high school especially in hospitality program. As for soft skill that student already learn at school but not mentioned by the industry can be a complement for student competencies. Then the soft skill classified into three groups of soft skill based on the needs of soft skill to be learned at school in order to be relevant with the industry.

Table 4.6 *Classification of Soft Skill Based on The Need*

Need to be maintained	Relevant	Need to be learn
Creative skill	Positive attitude	Flexibility
Integrity	Responsibility	Service orientation
	Time-management	Leadership
	Self-management skill	
	Work ethic	
	Grooming	
	Communication	
	Courtesy	
	Interpersonal skill	
	Teamwork	
	Problem solving	

The group of relevant soft skill means that the soft skill that student learn at school match with the industrial needs. This soft skill become the bridge for the soft skill gap between industrial need and school. However there still many soft skills that

not yet learned by the student at school. this group of soft skill is called need to be learned soft skill. In order to fulfill the gap between industrial needs and school this soft skill must be learn by student at school. this soft skill should be integrated on teaching and learning activity at school. the third group is called need to be maintained. This soft skill is already learned by student at school but not mentioned by the expert. Even the expert did not mention these soft skills as soft skill that needed by the hospitality industry, the soft skill still remains to be learned at school to complete student ability. All of them considered as soft skill that should learn by the student in order to be relevant to industrial needs.

4.7   Summary of Research Finding

The main objective of this research is to find out list of soft skill that student learn at school which relevant with industry requirement. To get the data researcher need to investigate the concept of soft skill that student learn at school, teaching learning soft skill and soft skill needed by the hospitality industry. The answer for the four research questions is described below.

4.7.1   Research Question 1: What Is Soft Skill That Student Learn at School?

Soft skill that student at school at school two competencies namely personal competences and social competences. Personal competences include positive attitude, integrity, responsibility, creative skill, work ethic, time-management, self-management, grooming, communication skill, courtesy, interpersonal skill, teamwork, and problem solving.

4.7.2   Research Question 2: How Student Learn Soft Skill at School?

Teaching and learning model soft skill that implement in this school is embedded model and stand-alone subject. Embedded model includes skill development program hospitality department, integrated in vocational subject,

teaching and learning strategy, assessment, school facility, and school program. However, there is no specific subject that teach student soft skill in general. But there is communication subject that teach student about communication skill in the hospitality industry.

4.7.3 Research Question 3: What is Soft Skill Needed by The Industry?

Soft skill that required by the hospitality industry divided into two competencies personal competence and social competence communication. Personal includes flexibility, positive attitude, responsibility, time-management, self-management, work ethic, dan grooming. Social competence includes communication, courtesy, interpersonal skill, teamwork, leadership, problem solving, and service orientation.

4.7.4 What is Soft Skill that Student Should Learn at School which Relevant with Industrial Needs?

Soft skill that student learn at school that required in the hospitality industry divided into personal competence and social competence. Personal competence consists of positive attitude, responsibility, time management, self-management skill, work ethic, grooming. Social competence includes communication, courtesy, interpersonal skill, teamwork, and problem solving. In addition, there are some skills that need to be maintain and improve at school namely creative skill and integrity. On the other hand, there are some skills that need to be learn at school in order to relevant with industrial needs, namely flexibility, service orientation, and leadership.

CHAPTER V

CONCLUSION AND DISCUSSION

5.1   Introduction

This chapter include the discussion of research finding in accordance with the research objective for this study. Moreover, the discussion about soft skill, industry and school deeply explained. The discussion consists of the discussion about research finding, implication of the study and conclusion. The discussion of research finding presented in accordance with the research question.

5.2   Discussion of Research Finding

This research has four research question: (1) what is soft skill that student learn at school, (2) How do they learn a soft skill at school, (3) What is soft skill needed by the industry and (4) What is a soft skill that should learn by the student at school which relevant to industrial needs. The main objective of this research is to investigate the list of soft skill that student learn at school which relevant with industrial needs. In this chapter the discussion of research finding organized based on the research question of this study.

5.2.1   Soft Skill That Student Learn at Hospitality Department of Vocational High School

There are some soft skills that student of hospitality department learnt at school. All the soft skill that they learn is related to hospitality expertise. For instance, they learn subject housekeeping at school, then soft skill that they learn is related to housekeeping subject such us time management and discipline. Soft skill is important for student to acquire in order to be successful in the workplace. There are some soft

skills that determined as a standard for student to achieve before graduate from vocational high school.

Soft skill that student at school at school two competencies namely personal competences and social competences. The classification soft skill that found in this study based on the Goleman theory of emotional intelligent. Goleman construct the emotional competence framework into two categories personal competence and social competence. In this study, personal competences include positive attitude, integrity, responsibility, creative skill, work ethic, time-management, self-management, and grooming. As for social competences includes communication skill, courtesy, interpersonal skill, teamwork, and problem solving. Similar list of soft skill was obtained in Goleman theory of emotional management. The set of soft skill from Goleman which similar to the finding includes optimistic, confident, evaluate performance, communication skill, empathy, and teamwork. The comparison between personal competence and social competence depicted in the table 5.1.

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Table 5.1. *Soft Skill That Student Learn at School*

Competences	Soft skill	Sub-soft skill
Personal Competence	Positive Attitude	Optimistic
		Attitude
		Confident
		Sincere
		Obedient
	Integrity	Honesty
		Ethic
		Shows Integrity
	Creativity Skill	Think Creativity
		Proactive
	Work Ethic	Self-Motivation
		Good Attendance
		Diligently
		Fast Respond
	Time-Management	Coming on time
		Managing time
	Self-Management Skill	Self-Discipline
		Evaluate Performance
	Grooming	Neat
		Clean
		Appearance
		Well-dressed
Social Competence	Communication Skill	Speaking Skill
		Presenting
		Giving Accurate Information
		Greeting other
	Courtesy	Respect others
		Polite
		Manners
		Gracious
	Interpersonal Skill	Sociability
		Responsiveness
		Patience
		Kindness
		Interact well
		Friendly
		Empathy
		Caring
	Teamwork	Working Together
		Cooperation
		Helpful
	Problem solving	Handle The Guest
		Solve The Problem

A similar soft skill was reached by Jafri Marandi (2017). The soft skill list that similar to the research finding includes classified soft skill into teamwork, communication skill, and responsibility (Creely, 2018). Similar list of soft skill was obtained in Goleman theory of emotional management. The set of soft skill from

Goleman which similar to the finding includes empathy, communication, leadership and teamwork.

The list of soft skill that student learn at school in this study were broadly in line with the list a soft skill (Sutrisno, 2013) that student learn in Automatic Engineering department at vocational high school in Blitar, Indonesia. The similar soft skills include attitude, communication skill, empathy, discipline, responsibility, and honesty (Sutrisno, 2013). In their study there are 17 soft skill that mentioned to be the soft skill that important for student to learn at school. However, the similarity between the finding and the previous study is only 6 soft skill. The differences emerge because the finding for this study based on hospitality department that engaged with social interaction, meanwhile the previous study based on automatic engineering department, which is in workplace student work with machine. Therefore, the orientation of soft skill for both departments are different, even there is only small similarities.

When comparing the finding with 21st Century learning Skill it must be pointed out that there is some skill of 21st Century learning Skill that similar with the findings in this study. The similar soft skills are communication, initiative, leadership and responsibility. Only four skill out of 17 skills of 21st Century learning Skill. Therefore, school need to implement the other soft skill from 21st Century learning Skill in order to prepare student with the rapid change of technology and information in the future labor demand.

However, the result ties well with the social competences for hospitality department in the syllabus of Curriculum 2013 (Revised Version 2017/2018). The soft skills are discipline, courteous, empathy, responsibility, and responsive. Five out of six skills found to be implemented in hospitality department. It means that hospitality

department of vocational high school has achieve social competence which a part of national core competence from ministry of education.

5.2.2   The Model of Learning Soft Skill at Hospitality Department of Vocational High School

Teaching and learning model soft skill that implement in this school is embedded model and stand-alone subject. Embedded model includes skill development program hospitality department, integrated in vocational subject, teaching and learning strategy, assessment, school facility, and school program. However, there is no specific subject that teach student soft skill in general. But there is communication subject that teach student about communication skill in the hospitality industry. The detail concept of teaching and learning soft skill from this study depicted in the table 5.2.

Table 5.2 *The Model of Teaching and Learning Soft Skill*

Learning model	Element	Details
Embedded Model	Soft skill development program from hospitality department	In-charge to be hotelier at EDOTEL
		Hospitality development program
		Internship program
		Hotel visits
		Guest Teacher
		Workshop
	Soft skill integrated in vocational subject	Front office practice
		Foreign language subject
		Food and beverage practices
		Housekeeping practices
		Social core competencies
	Teaching and learning strategy for soft skill	Teaching and learning strategy "role playing"
		Giving punishment
		Indirect teaching
		Group practice
		Group discussion
		Grooming checks
		Class presentation
		Teaching and learning strategy "case study"
		Advice from teacher
		Teacher support
		Teacher as a role model for student
	Soft Skill Assessment	Vocational practice assessment sheet
		Vocational practice exam
		Observation from teacher
		Assignment project
	School Facility	School Facility Edotel
	School Program	Social activity
		Singing Indonesia Raya
		Senior student as a role model
		Habituation
		Outbound
		Extracurricular
Stand-Alone Subject	Specific subject that teach soft skill	Communication subject

However, there is no specific subject that teach student soft skill in general. But there is communication subject that teach student about communication skill in the hospitality industry. This is consistent with what has been found by Tang Keow Ngang in *Soft skill integrated in Sustainable Higher Education* (2011). He stated there are three models to develop soft skill for student through teaching and learning process: standalone subject, embedded and combination of the two models. Embedded models mean student learn soft skill through experience in school, for example the teacher and senior in school become a role model for their student, school discipline, and so on.

In the hospitality department, soft skill is integrated in all school activity includes school program, school subject, assessment, and teaching and learning process there is no stand-alone subject that specifically taught soft skill in hospitality department. there is only communication skill subject but not all soft skill in general. Soft skill assessment also integrated in the assessment of vocational subject such as housekeeping practice, and food and beverage practice. Moreover, teacher also conducted direct observation towards student activity at school to monitor their soft skill development.

On the other hand, in the teaching and learning process teacher implement some strategy to help student develop their soft skill namely role playing, case student and small group discussion. There is also some school program that help student develop soft skill such as Student organization, extracurricular, 3S program, scout, and social service. As for hospitality department also provide some program to improve student soft skill that related to hospitality expertise, such as internship program to the hotel, beauty class, table manner, laundry manner, workshop, hotel visit, and guest teacher from the hotel.

This is consistent with what has been found by Subramaniam (2013). On his research he describes that soft skill integration is achieved via formal and informal teaching and learning process at school. In term of formal learning process, soft skill can be integrated with teaching process, subject content, engagement, involvement, integration and remedial. Soft skill integrated in subject content as a part of the subject knowledge. soft skill integrated in teaching process through the way teacher taught. Soft skill achieved when student engage with experience in teaching and learning process. Soft skill also gained via games, society, club activities as well as student

participation and involvement in school activities such as student organization, scout and other extracurricular activities. (Subramaniam, 2013).

The implementation of teaching and learning soft skill is in accordance with Curriculum 2013 (Revised Version 2017/2018). Soft skill exists implicitly in social competence of Curriculum 2013 (Revised Version 2017/2018) for vocational high school. it stated that student achieve social competence through indirect learning through a good example whether from teacher, school staff or senior, habituation and school culture. All of the methods have been applied in this school to help student acquire soft skill. It proves that the school completely implement teaching and learning activity that in accordance with the regulation.

Moreover, the finding in this study in line with the finding from the previous research from Daniel L Free (2017). He stated that the teacher were shown to have very high opinion of the importance of the integration of soft skills into agricultural curriculum. Soft skill can be developed by integrating soft skills indicator in the curricula, co-curricular activities and within the school environment (Subramaniam, 2013, p. 20) .

In addition, the basic finding goes beyond previous report from Mad Rifai (2015). He suggested to embed soft skill on teaching and learning and extracurricular activity such as student organization and scout. Teacher also familiarizing students to be polite and disciplined through the regulations set at school to shape the character of students. The teacher also plays an important role as a model for his students. (Rifai, 2015) in this school student already learn soft skill from school program such as scout, student organization, extracurricular, etc. The teacher also capable of showing great example of soft skill implementation.

5.2.3 The Soft Skill of a Hotelier in The Hospitality Industry

There are soft skills that required by hospitality industry. Student who applied to be a hotelier must possess these soft skills in order to fulfill the requirement from the industry. Soft skill that required by the hospitality industry divided into two competencies personal competence and social competence communication. The classification soft skill based on the Goleman theory of emotional intelligent. According to Goleman the emotional competence framework into two categories personal competence and social competence. In this research, personal includes flexibility, positive attitude, responsibility, time-management, self-management, work ethic, dan grooming. Social competence includes communication, courtesy, interpersonal skill, teamwork, leadership, problem solving, and service orientation. The similar soft skill with the theory from Goleman includes adaptability, self-confidence, self-motivation, initiative, communication skill, cooperative, leadership and service orientation. The detail of soft skill depicted in the table 5.3.

Table 5.3 *Soft Skill That Needed by The Industry*

Competence	Soft skill	Sub-soft skill
Personal competence	Flexibility	Willingness to change
		Adaptability
	Positive attitude	Self-confidence
		Enthusiastic
		Attitude
	Responsibility	Get the job done
		Being responsible
	Time management	Managing the time
	Self-management	Self-development
		Organize work
		Willingness to learn
		Emotional management
		Discipline
	Work ethic	Self-motivation
		Stability
		Initiative
	Grooming	Appearance
Social Competence	Communication skill	Ability to communicate
	Courtesy	Courteousness
	Interpersonal skill	Show approachability
		Friendly
		Ability to interact
	Teamwork	Cooperative
		Get along with others
		Helpful
	Leadership	Ability to lead
	Problem solving	Provide solution
		Handle complains
	Service orientation	Willingness to Serve
		Analyze needs of customer

When comparing the result to the previous study from Sutrisno (2013), it must be pointed out that there are similarities in the most needed soft skill from this finding and his finding. It is showed that attitude and communication skill rank the most needed skill that student should learn at school (Sutrisno, 2013). In addition, other soft skills that in line with this finding are discipline, time management, commitment, self-management, stress-management, and empathy (Sutrisno, 2013)

When comparing the result to soft skill from Robert Half International company (2006) it found that there is seven out of 18 soft skill that similar with this study. The soft skills are problem solving, honesty, courtesy, professionalism,

communication, leadership, and motivational skill. This indicate that some soft skill at the hospitality industry meet the needs of future soft skill that stated by Robert Half International company (2006).

On the other hand, by comparing the employability skill from University of Wolverhampton, it found that there are soft skills in hospitality industry that similar with employability skill from University of Wolverhampton. The employability skill that found at hospitality industry are problem solving, communication skill, teamwork and leadership. In addition, there are also similarities between the findings and employability skill from commonwealth Australia. The similar soft skills are communication, team work, problem solving, self-management, and initiative. It implies that soft skill that needed by the hospitality industry has the similarity with employability skill.

The table showed that personal competences cover more soft skill than the social competences. Personal competences consist of 14 soft skills meanwhile social competences consist of 13 soft skills. However, both competences are needed in the hospitality industry. personal competence will help a hotelier develop their expertise while the social competence will help them cooperate with colleagues and serve the customer.

5.2.4   The List of Soft Skill for Hospitality Department as an Effort to Relate to Industrial Needs

Soft skill that student learns at school that required in the hospitality industry divided into personal competence and social competence. The classification of soft skill is based on the theory of emotional intelligent by Goleman. In this study, personal competence consists of positive attitude, responsibility, time management, self-management skill, work ethic, grooming. Social competence includes communication,

courtesy, interpersonal skill, teamwork, and problem solving. These soft skills in line with the soft skill competences from Goleman theory of emotional intelligent. The similar list of soft skills includes optimistic, confident, evaluate performance, communication skill, empathy, teamwork, adaptability, self-motivation, initiative, cooperative, leadership and service orientation.

In addition, there are some skills that need to be maintain and improve at school namely creative skill and integrity. On the other hand, there are some skills that need to be learn at school in order to relevant with industrial needs, namely flexibility, service orientation, and leadership. The classification of soft skill competence depicted in the table 5.4.

Table 5.4 *Soft Skill That Student Learn at School That Needed by The Hospitality Industry.*

| Personal competence | Positive attitude |
	Responsibility
	Time management
	Self-management skill
	Work ethic
	Grooming
Social competence	Communication
	Courtesy
	Interpersonal skill
	Teamwork
	Problem solving

A similar conclusion was reached by Sutrisno (2013) and team on their research "The Relevance of Soft Skill That Student Should Learn at School". The similar soft skills are communication skill, honesty, attitude, responsibility, discipline, creative, commitment, self-management, respect others and empathy. Moreover, the finding is directly inline with previous study from Prihatiningsih (2017). The soft skill

that is similar with previous studies are communication skill, honesty, responsibility, discipline, problem solving, commitment, self-management, ethic and respect others.

The oft skill that student learn at school which relevant with industrial needs then classified into three different group of soft skill namely soft skill that student learn at school, soft skill that student learn at school which relevant with industrial needs, and soft skill that needed by the industry. The first group is soft skill that student learn at school. this group consist of creative skill and integrity. Soft skill that student learn at school is soft skill that should be maintained. Since this group of soft skill is already learned by the student at school but did not mentioned by the experts as industry requirement. However, it is still important for student to learn this soft skills since soft skill also help a student to develop their expertise.

The second group is soft skill that student learn at school which needed by the hospitality industry. This group of soft skill is called relevant skill since this soft skill is located in both school and industry. the second group of soft skill consist of positive attitude, responsibility, time management skill, work ethic, grooming, communication skill, courtesy, interpersonal skill, teamwork and problem solving. The third group is called soft skill that needed by the hospitality industry. This group of soft skill consist of flexibility, service orientation and leadership. This soft skill is soft skill that need to be learn at school, since the hospitality expert mentioned it as a soft skill that required in the hospitality industry but the soft skills has not been learn at school. The classification of soft skill depicted in the figure 5.1.

Figure 5.1 The classification of soft skill
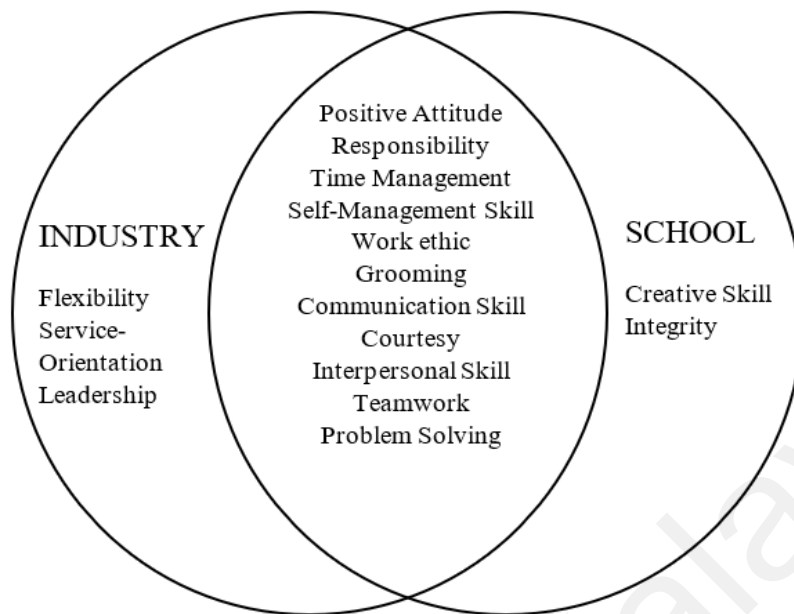
The concept of school, industry and soft skill used to depict as three different field. After collecting and analyzing the data, it is found that soft skill is integrated in both school and industry. From the chart it showed that the amount soft skill that expected by the industry is more than the soft skill that student learn at school. Therefore, school must prepare student with these soft skills because school has a role to educate student and equip them with industrial soft skill. School and industry both agree that soft skill is an important skill that vocational high school graduate should acquire. Soft skill is a basic skill that help a person to develop themselves in the work place. It is obvious that the objective of vocational high school is to equip student with hard skill. The hospitality expert also confirm that vocational high school graduate possessed by greater hard skill than non-vocational graduate. They praised vocational high school graduate for the good hard skill in every hospitality department. However, school is not to teach soft skill explicitly, it is integrated in the subject and out class program. Even there is one subject that implicitly teach communication skill, which

considered as a part of soft skill ability, the objective is only to teach student about communication skill only not soft skill in general.

The teacher and the hospitality expert explain that soft skill can be learned everywhere, such as in the family, society and school. Means, school as education institution is responsible to prepare student with soft skill, because only in school student will learn soft skill while get monitored by the teacher. So, the development of soft skill in school can be controlled. Therefore, vocational high school must pay attention towards student development about soft skill. The learning process must focus on both soft skill and hard skill. Even soft skill is not explicitly written in vocational high school curriculum, the teacher must be aware of soft skill for student. School must have a tight relation with the industry to keep up to date with the recent trends of soft skill. Vocational high school is a place where student can learn soft skill in order to prepare work the future workforce.

This soft skill is appropriate for vocational student to learn at school because it is in accordance with the social competence from Curriculum 2013 (Revised Version 2018/ 2019). The listed soft skills in this study was found in the previous studies, and the soft skill has been applied and learned by the student at hospitality department, state vocational high school. In addition, some studies justify several methods to learn soft skill at school. therefore, soft skill can be learned by the student at school. Moreover, the listed soft skill is relevant with hospitality industry because it is in accordance with employability skill, it has been implemented in the hospitality industry, it is mentioned in the previous studies and it is justified by the hospitality experts as a soft skill that required by the industry. Therefore, this list of soft skill appropriate for vocational high school student to learn at school as well as relevant to industrial needs.

5.3   Implication of The Study

The main objective of the study is to investigate soft skill that student should learnt as school which relevant with industrial needs. From that researcher make a list of soft skill that must learnt by the student in order to fulfill the requirement from hospitality industry. The results of this study have some positive implication for vocational high school curriculum especially for hospitality department.

5.3.1   Theoretical Implication

This study come up with a list of soft skill that relevant to be studied at school and to be implemented in industry. The list of soft skill is a compilation from soft skill that student learn at hospitality department and soft skill that needed by the hospitality industry. This set of soft skill called foundation skill. Foundation skill need to be learned by the student at school in order to fulfill industry requirement. The concept of foundation skill depicted in the figure 5.2.

Figure 5.2 The concept of Foundation Skill
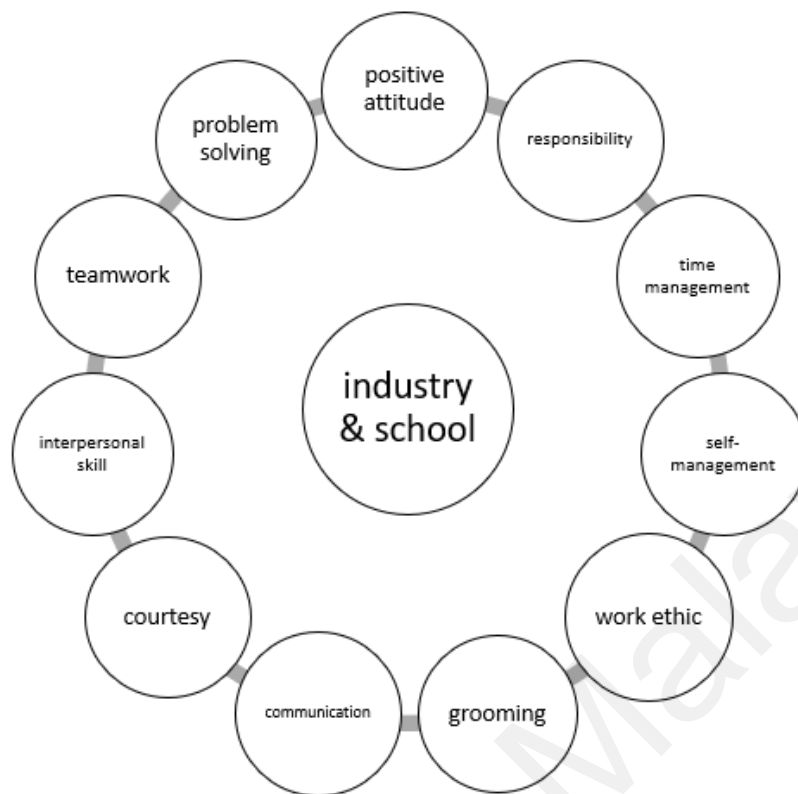
The foundation skill includes positive attitude, responsibility, time management, self-management skill, work ethic, grooming, communication, courtesy, interpersonal skill, teamwork, and problem solving. The figure display set of soft skill that should possessed by the student in order to fulfill the requirement from the industry. This concept attempt to fill the gap between soft skill competence of the student and soft skill that needed by the industry. the figure 5.1 showed that each soft skill has different size of circle. All of the foundation skills are important to be learned by the student at school. Foundation skill are applicable both in school and industry. Moreover, foundation skill will help student to be ready to face the labor demand since it consists of skill that required by the industrial needs.

5.2.1.2 Foundational Skill as a Core Competence in the Curriculum

The soft skill list namely foundation skill can be included at the Indonesia curriculum. In Curriculum 2013 (Revised Edition), the list of soft skill included in the core competence in the curriculum. These core competences use as a guide to develop learning indicator of the student. However, the current soft skill included implicitly in the Curriculum 2013 (Revised Edition). Therefore, soft skill should take a part in the Indonesia curriculum independently. Soft skill should be included in the curriculum as an explicit and specific part that stand-alone. The purpose is since the soft skill stated specifically in the curriculum objective or curriculum material, then the teacher and school manage to teach the student the appropriate soft skill that relevant with the industrial need so that the miss match of competence between school and industry can be decreased. Since the list of soft skill in this study already synchronized with the industrial needs, accordingly the implementation of foundational skill is highly suggested.

5.3.2 Practical Implication

The finding of this study has a great implication for teaching and learning soft skill at school. The scope of teaching and learning soft skill include stand-alone subject for soft skill and instrument for soft skill assessment.

5.2.2.1 Stand-Alone Subject for Soft Skill

The list of soft skill from this study can be developed into a stand-alone subject of soft skill for vocational high school. The stand-alone subject is one of the learning-model for soft skill. Since in the school and the recent curriculum in Indonesia applied only integrated model of learning soft skill, the result from this study can be used as a material for stand -alone subject of soft skill. The soft skill subject will teach student

about relevant soft skill so that student equipped with soft skill that required by the industry.

5.2.2.2 The Instrument for Soft Skill Assessment

Moreover, regarding soft skill assessment, the finding for this research can be used for basic foundation to develop instrument to evaluate student soft skill. Researcher found that there is no specific instrument at school that used to evaluate student soft skill. Therefore, the finding of this study consists a list of soft skill that can be used as primer reference to develop soft skill instrument.

5.2.3   Methodology Implication

The methodology adopted in this study can be used for future research to analyze the same sample criteria in a different location or department because most of the previous researches ware done in the quantitative method. Moreover, the methodology of this research can be used in the larger sample and improved to conduct grounded theory research.

5.4   Future Research

For the further research the researcher suggested to conduct the similar research with wider audience. Moreover, the research should be conducted in all vocational stream not only hospitality department. this study only investigates the soft skill needs in the hospitality industry. Therefore, it is necessary to do a research with boarder audience and several vocational departments in the vocational high school so that the finding can be generated to all vocational department of vocational high school. In fact, investigating the industrial needs soft skill is necessary in order to make the school relate to industry. therefore, it must be done not only in hospitality department but all vocational high school department.

Moreover, soft skill stand-alone subject need to be developed. The research of developing stand-alone subject for soft skill also highly recommended. After finding the list of soft skill that needed in the hospitality industry, it shows that student learn soft skill through embedded model. There is no specific subject that teach student about soft skill. The finding of this study, which is list of soft skill, can be developed to be a stand-alone subject of soft skill so that student learn a soft skill subject in school. Therefore, it is suggested to do a research development that attempt to develop soft skill subject for vocational high school.

5.5 Summary

This chapter consist of discussion about the research finding, implementation and suggestion. The finding presented in accordance with the research question. From the short review above key finding emerge:

a. There are some soft skills that student learn at school which in line with social competence that lied implicitly in Curriculum 2013 (Revised Version) and previous research.

b. Vocational high school implemented embedded model for teaching and learning soft skill. Soft skill integrated in all vocational subject and school program to help student equip soft skill

c. The listed soft skill from hospitality industry consist of similar soft skill with the previous research.

d. The list of soft skill that student should learn at school which relevant with industrial needs consist of: attitude, communication skill, discipline, leadership, time management, ability to interact, grooming, empathy, helpful, and teamwork

In conclusion this research achieves the objective of the study. This research has identified the list of soft skill that student learns at school that relevant to industrial needs. The study has theoretical and practical implication for vocational high school curriculum. The theoretical implication presented in the form of foundational skill that should be included explicitly in the curriculum in Indonesia. The practical implication is the finding of this study can be developed to be stand-alone subject that specifically teach soft skill. At the end the research suggests for future research to reach broader audience and not only specific in one stream but all of the vocational education department so that there is possibility to the finding to be generalize.

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