



Learning Management in Developing Students' Hard Skills and Soft Skills

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ABSTRACT. This study aims to describe and analyze learning management in developing students' hard Skills and soft Skills at STIE INABA Bandung. This study uses a qualitative research method with a case study design. Data was collected by means of in-depth interviews, participant observation and documentation. After the data is obtained then it is organized, interpreted, analyzed and then concluded. While checking the validity of the data is done by triangulation of sources and methods. The results in this study are: 1) learning planning in developing students' hard Skills and soft Skills, carried out by compiling syllabus and semester learning plans (RPS), using various approaches, strategies, methods; 2) the implementation of learning in developing students' hard Skills and soft Skills is carried out using various methods, strategies, models and habituation of attitudes; 3) evaluation of learning in developing students' hard Skills and soft Skills, carried out by means of affective assessment and cognitive assessment; 4) learning outcomes in developing students' hard Skills and soft Skills, namely an increase in student abilities; 5) the problems faced in developing the hard Skills and soft Skills of students at STIE INABA Bandung include the competence of lecturers; student readiness, the use of one-way learning models, as well as the influence of different student environments; 6) Efforts made by STIE INABA tertiary institutions to overcome obstacles in instilling students' hard Skills and soft Skills include: preparing appropriate learning plans, using appropriate learning strategies, methods and models, providing models or examples by lecturers in attitude and speech, involving lecturers in seminars, workshops or training in order to develop appropriate learning management.

Keywords: *Hardskill, Learning, Management, Softskill*

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INTRODUCTION

The learning process in higher education currently focuses more on the cognitive aspects (technical skills) and pays less attention to the non-technical aspects of students (Anton, 2018). If for a moment you want to reflect and think deeply about the cognitive aspect, it is considered very lacking in describing the quality of students. The Grade Point Average (GPA) is assessed only as a description of the quality of students in the cognitive aspect. Hard skills and soft skills are integrated competencies in realizing the superior quality of students who attend must be well integrated. Following Ministerial Regulation Number 49 of 2014 concerning National Standards for Higher Education, "college graduates must have basic competencies that include attitudes, knowledge and skills stated in the formulation of learning outcomes." It is supported by the enactment of Law no. 12 of 2012 concerning Higher Education that higher education as the last

level of formal education functions to (1) develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life; (2) developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through Tridharma, and; (3) develop Science and Technology by taking into account the value of Humanities.

The world of work or industry requires some skills and characters possessed by employees who work in work activities. It is intended to quickly achieve business success through achievement indicators through employee contributions in work activities (Prihatiningsih, 2018). The needs of the world of work require students to have superior competencies. A higher education curriculum is needed to realize harmony between the learning process and the achievement of the needs of the world of work to realize superior competencies. Based on Presidential Decree No. 8 of 2012, universities experienced increased curriculum standards referring to the Indonesian National Qualifications Framework (KKNI). *KKNI* requires that the competencies achieved be related to their achievements in society, the world of work and equality with specific qualifications (Nurdin, 2018).

According to Presidential Decree No. 8 of 2012 Article 1 Paragraph (1), "KKNI is a competency qualification level that can juxtapose, equalize, and integrate between the education and job training fields in accordance with the work structure in various sectors. The presence of the KKNI is actually a general reference for how a person's qualifications are recognized in the world of work". According to the Minister of Education and Culture (2010: 4), "Indonesia's need to immediately have an IQF is very urgent considering the challenges and global competition of the national and international labor markets are increasingly open". Meanwhile, another explanation was given to the Minister of Education and Culture (2010:18), "Conceptually, each qualification level in the IQF is composed of four parameters, namely: (1) Work skills, (2) Scope of knowledge (Knowledge), (3) Methods and level of ability to apply knowledge, and (4) Managerial Ability".

Students are part of the youth who can change the order of the nation for the better as it is stated in the wise words that youth are agents of change, with academic achievements (hard skills) that follow the path of success, making them more able to compete in the international arena (the world of work). However, not everything is based on creativity and academic achievement (hard skills). The current world of work system requires the community or youth to prepare themselves related to speaking, behaving, flex emotional intelligence, and character in that person. The critical part of emotional intelligence is soft skills (Hanin & Ahlas, 2020).

The principal component that affects the quality of higher education is lecturers who have high competence, including using varied learning methods and supported by the quality of academic administration services and other supporting infrastructure, both physical and non-physical. Therefore, the development of lecturer method competence in teaching must be carried out continuously (Muhtarom, 2015).

The lecturer's use of the suitable learning model will produce the expected output as the learning objectives (Apud, 2018). Lecturers need to use appropriate learning strategies to improve students' hard skills and soft skills so that there is a balance between students' hard skills and soft skills. The ideal learning practices at universities in Indonesia need to combine hard skills and soft skills. If the complex skill dimension emphasizes providing students with technical and academic skills related to the studied field, the soft skill dimension prioritizes students' intrapersonal and interpersonal skills. In summary, these two dimensions should ideally be practised in student activities and the daily lecture process at universities in Indonesia (Sandroto *et al.*, 2016).

The current learning method implemented by most lecturers in higher education has not achieved the complete learning objectives, including students' hard skills and soft skills. An easy-to-see fact about the failure to achieve hard skills is the classically low average student score in

each course at the end of the semester. In addition to the low achievement of hard skills, students also do not show the soft skills as expected, such as lack of willingness to learn, not critical thinking, lack of initiative to succeed, lack of motivation to achieve achievement, weak communication skills, and do not think creatively (Suryathi *et al.*, 2020).

The teaching style will significantly influence the learning method applied by the lecturer. The learning method applied will produce a learning atmosphere that can support learning objectives (Kharb *et al.*, 2013). However, unfortunately, the learning methods applied by the lecturers have not been able to entirely create a learning atmosphere that motivates students to achieve hard skills and soft skills simultaneously in learning activities. It is necessary to develop a learning model in universities to overcome these problems, which can form students to have complex skills and soft skills simultaneously at the end of the learning period so that when they graduate and enter the world of work, they are equipped with academic abilities according to their fields of expertise as well as intrapersonal and interpersonal skills what they will need in the world of work.

The success of learning development by lecturers in improving the quality of higher education, in reality, has not been fully felt by the community. The learning methods applied by the lecturers have not created a learning atmosphere that motivates students to achieve hard skills and soft skills simultaneously in learning activities. To overcome this learning, STIE INABA Bandung developed a learning model that can form students to have complex skills and soft skills simultaneously at the end of the learning period so that when they graduate, they have been equipped with academic abilities that are following their field of expertise and skills, both interpersonal and interpersonal they need in the world of work. Based on this, the authors are interested in conducting research aimed at describing and analyzing learning management in developing the hard skills and soft skills of students at STIE INABA Bandung.

METHOD

This study uses a qualitative descriptive approach; the method used is the case study method. This method examines the status of a group of people, an object, a condition, a trigger system or a class of events in the present. The purpose of this research is to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the humans being investigated (Moleong, 2010).

Sources of data from this study consisted of two sources, namely primary sources and secondary sources. *Primary sources* are data sources that directly provide data to data collectors, while secondary data sources are data sources that do not directly provide data to data collectors. The sources of this primary data are from (1) the Head of STIE INABA as the head of the university, (2) the Deputy Chair I as the Head of the Academic Division, (3) the Head of the Study Program, (4) the Head of BAAK as the leader of the management of teaching and learning outcomes and (5) Education service user representatives.

Data collection techniques were carried out in three ways, namely observation, interviews and documentation. Observations were carried out to see the people's activities, which were used as a source of research data. That person is a lecturer (teaching staff) in planning, implementing and evaluating the teaching and learning process. Then to the academic administration manager (BAAK) and other relevant parties as needed. The interview that the researcher uses is a structured interview that is used to explore data related to learning management in developing hard skills and soft skills at STIE INABA Bandung. Documentation studies are carried out to collect data in essential documents related to learning management activities.

The data analysis procedure is based on three stages, namely (1) reduction, (2) displays, and (3) conclusion and verification. Data reduction is an activity to summarize field notes by selecting

the main points related to lecturers' pedagogic competence and professional competence in teaching. The summary of field notes is then compiled and presented (displayed) systematically to provide a sharper picture and make it easier to trace back if data is needed. Then conclusions are drawn from the data presented (Sugiyono, 2010).

RESULT AND DISCUSSION

Result

Learning Planning in Developing Students' Hard Skills and Soft Skills

Planning/determination of the learning process at STIE INABA refers to the standard of planning the learning process. Learning planning is the initial stage in the learning management process. Learning planning in developing hard skills and soft skills includes: (1) setting goals to be achieved, (2) preparing teaching materials; (3) preparation of the syllabus; (3) preparation of the Learning Reference Unit (SAP). The preparation of the lesson plans is carried out by referring to the syllabus that has been made. To prepare lesson plans, the lecturers look at the references in the syllabus.

For this reason, it is necessary to select materials that are following the syllabus. So that there is a match between the syllabus and the material, before compiling the syllabus, the lecturer prepares teaching materials first. Teaching materials are arranged by lecturers based on the objectives to be achieved in learning. A *syllabus* is a learning tool that includes an overview and a basic framework taught to students. A syllabus is curriculum development and elaboration into regular learning plans for specific classes/semesters. The study program's syllabus development technique is by inviting all lecturers to hold a special work meeting to develop the syllabus, starting with giving orientation and direction from the chairman. Followed by the orientation of the resource persons, then forwarded to the follow-up. According to the courses held, all lecturers are given time to develop the syllabus for the courses they are fostering in groups. Then an assessment is made by the management of the syllabus that they have prepared.

The syllabus cannot be used directly to carry out learning activities. Therefore, a learning plan is made in the form of a Learning Reference Unit (SAP). The Learning Reference Unit (SAP) is a lecturer's guide in carrying out learning both in the classroom, laboratory and in the field to achieve each of the essential competencies that have been set. That is why what is stated in the Learning Reference Unit (SAP) is directly related to learning activities to achieve mastery of an essential competency. In preparing the Learning Reference Unit (SAP), lecturers must include competency standards covering essential competencies. The Learning Reference Unit (SAP) must contain in detail: learning objectives, learning materials, learning methods, steps for learning activities, learning resources and assessments. Based on the documentation, it can be seen that there are similarities in the structure and activities listed in the Learning Reference Unit (SAP) compiled by the lecturer.

Based on the study results, it can be seen that the planning of hard skills and soft skills planting is done carefully. Planning is done through a meeting with all lecturers. Each lecturer expressed his opinion regarding the character planting program or hard skills and soft skills planting. The meeting showed that there was coordination and cooperation from various parties, both from the chairperson, and lecturers so that there were similarities in setting goals and developing lecture materials that lead to the development of hard skills and soft skills.

Implementation of Learning in Developing Students' Hard Skills and Soft Skills

Basically, in the implementation of learning, the application of the Learning Reference Unit (SAP) that has been prepared is carried out. The implementation of learning to develop hard skills and soft skills is carried out by delivering teaching materials using the following methods: group

discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, and problem-based learning. In addition, there are four kinds of learning strategies applied by lecturers in developing students' hard and soft skills: constructivism, inquiry, study groups, and modelling.

Based on the results of observations in class, students are accustomed to building their knowledge through active involvement in the teaching and learning process in learning process. Students become the centre of activity. Learning is designed in the form of students working, practising doing something, practising physically, writing essays, demonstrating, and creating ideas. Meanwhile, the lecturer facilitates the learning process. Students also learn to think as they discuss and analyze evidence, evaluate ideas and propositions, reflect on data validity, process, and draw conclusions. Then students determine how to present and explain their findings and connect ideas or theories to get concepts.

Apart from individuals, students are also involved in group interactions. From all interactions in the group learning process, students get used to working together, being tolerant, and creating leadership attitudes where these aspects are aspects of hard skills and soft skills. Based on interviews with lecturers, the implementation of learning can be categorized into several stages of activities, namely: initial activities, core activities and final learning activities. The initial activity is intended to motivate students, focus attention and find out what students have mastered regarding the material to be studied. This initial activity can be done in various ways, including apperception by providing illustrations in the form of pictures, stories, films and several questions to explore understanding.

Based on observations and interviews conducted, there are differences in learning characteristics in instilling hard skills and soft skills in the classroom. It is due to the difference in methods in each lecturer and the difference in the level of understanding of one student to another in the classroom. The learning model commonly used by lecturers in the classroom begins with praying together, then continues by asking questions about the material related to the previous lesson, which is then linked to the material to be studied at this time and linked to the hard skills and soft skills aspects that you want to develop.

Core activities are the main activities to instil hard and soft skills and develop knowledge, skills and attitudes related to the study material in question. Concerning the core learning activities, there are various techniques and methods found in the delivery of learning by each lecturer. At the inaugural meeting, the lecturer explained the primary material's concepts and outlines, which was often interspersed with questions that challenged students to express their opinions. Almost often seen in learning activities, open questions arise that motivate students to express their opinions—dividing tasks with different themes or competencies/sub-competencies according to the curriculum targets of the study program, which are divided into several groups, to be discussed at the next meeting, which of course is related to the competencies that have been described.

The task given was in the form of a paper, then presented in front of his friends and lecturers, according to the schedule set by the lecturer. The paper presented at each face-to-face is one theme with a different title. The paper was presented using the available learning media in groups. Students present their hard skills and soft skills according to the theme. Based on the interviews by one of the lecturers, the researchers strengthened by observing the atmosphere of learning and teaching in the classroom directly, starting from the initial or preliminary activities to the final or closing activities.

While the final activity is an activity to provide confirmation or ability and assess the mastery of the study material given in the core activity, follow-up activities can be carried out in homework and others involving students' hard skills and soft skills. In the final activity, almost all lecturers have similarities in their learning. When the lecturer at the end (post-test), the lecturer does it in the form of questions and answers about what the students have not understood, the lecturer asks

the students to be asked, but if no one asks, then it is considered to have understood, or sometimes the lecturer turns around asking questions to students in rotation.

Final assessment in the form of giving homework or homework is not uncommon. Lecturers give assignments to students to do in their respective homes. To improve hard skills, lecturers train their students' abilities by deepening the problem. Meanwhile, lecturers provide practical assignments and involve students' activeness in the learning process to improve soft skills. From the interviews, it is known that one way to develop students' hard skills and soft skills is to use different learning methods and models at each meeting, one of which is the discussion and question and answer method, discovery, inquiry, and problem-solving learning.

Evaluation of learning in developing students' hard skills and soft skills

Based on the results of observations and interviews, the evaluation of learning at STIE INABA refers to the learning assessment standards including (1) Assessment of the lecturer's learning process; (2) the principle of assessing student learning processes and outcomes; (3) Techniques and instruments for assessing student learning processes and outcomes; (4) Mechanisms and procedures for assessing student learning processes and outcomes; (5) Implementation of the assessment process and student learning outcomes; (6) Reporting on the assessment of student learning processes and outcomes; (7) student graduation; (8) Assessment of the success of the study program management. Assessment is an essential part of implementing the learning process, including assessment of programs, processes and outcomes.

The program assessment is intended to determine the extent to which the overall learning activities are implemented. This assessment is carried out by comparing the plans that have been prepared with their implementation. This assessment includes an assessment of the annual plan, semester and teaching preparation. Assessment of student learning outcomes and the implementation of learning activities can be input for this assessment. The results of this assessment are used for further improvement and development of the program. Program assessments are explicitly aimed at lecturers in the form of comprehensive evaluation activities in a meeting, applied to all subjects at the end of the semester or the beginning of the school year. In this evaluation meeting, each lecturer submits a report on his activities for a year accompanied by a report on the obstacles faced and alternative solutions.

Then the process assessment is a comprehensive and continuous activity of learning activities that include the way lecturers teach and how students learn. Process assessment is used to foster, improve, and shape attitudes or ways of learning and the way lecturers teach. This assessment can be carried out by the lecturer himself, either periodically or at certain times during the learning activities. The process assessment carried out by the study program is not only for students but also for lecturers. In assessing the process, the study program provides a questionnaire to students to assess lecturers who are considered competent in teaching and learning in the classroom. On the other hand, lecturers assess students through student activity in class.

While the result assessment is an assessment of student learning outcomes that include knowledge, skills and attitudes, the implementation of this assessment can be carried out continuously and or at certain times. The method of assessment can be done through observation, written or oral tests and assignments. Assessment of student learning outcomes based on observations, interviews and study documentation found that the assessment process for each lecturer had significant differences in both cognitive and affective assessments. The assessment of these results seems to experience obstacles, especially in terms of practical assessment.

Meanwhile, practical assessment is carried out by assessing performance, namely by looking at students' attitudes during lessons through how to talk, dress, respect friends, and respect others.

Then the cognitive assessment is carried out by giving assignments, assessing attendance, assessing presentations and being active in class discussions.

As for the assessment of hard student skills, it includes several aspects to be considered, including:

Table 1. Aspects of Hard Skill Development

Hard skills	Indicator
Science	Insight of knowledge and experience in various fields
Honesty	Be honest in all fields of science
Foreign language	Have the enthusiasm to be able to speak foreign languages
Achievment	Showing achievements in accordance with their talents
Operating computer	Use and operate a computer well
Playing music	Participate in student activities

As for the assessment of student soft skills, the aspects assessed include:

Table 2: Aspect of Soft Skill Development

Soft Skill	Indikator
Honesty	1. Suitable with reality 2. Do not commit plagiarism
Discipline	1. Time discipline. 2. Action discipline.
Independent	1. Confidence 2. Don't depend on other people
Inovative	1. Turning an idea into an action or product 2. Able to make updates to solve a problem
Maturity	1. Able to identify own strengths/weaknesses 2. Have healthy ambitions
Responsibility	1. Carry out the assigned task. 2. Responsible for completing tasks
Time management	1. On time in completing assignments 2. Thorough in completing tasks 3. Can limit priority scale
Excemplary	1. Can set an example / imitate good behavior 2. Can provide motivation
Ability to work together	1. Willingness to perform tasks as agreed 2. Not prioritizing personal interests 3. Find ways to resolve differences of opinion with others
Communication skill	1. Able to present material from existing problems 2. Give other suggestions to answer 3. Can ask questions when something is not understood
Polite	1. Don't interrupt the conversation at the wrong time 2. Ask permission when entering/using the room
Caring	1. Caring with the other 2. Able to participate in social activities
Problem solving ability	1. Ability to understand problems 2. Ability to plan problem solving 3. Ability to do work 4. Ability to perform inspections/rechecks

Learning outcomes in developing students' hard skills and soft skills

In developing students' hard skills and soft skills, the process of planting/learning is something that must be considered by educational institutions, because the embeddedness of these two items will have a significant and positive impact on students' daily lives. From the data obtained by the researchers, it shows the results of the development of hard skills and soft skills, namely foreign language skills that are starting to increase, the ability to operate computers,

abilities in the academic field, problem-solving abilities, achievement, attitude of responsibility, discipline, and concern for others.

Skills significantly affect a person's level of success; with existing skills, a person can create a better life for himself and the surrounding environment. Hard skills and soft skills are skills that everyone has. Hard skills are technical skills related to their field. Meanwhile, soft skills are skills outside of technical and academic skills and prioritize intrapersonal and interpersonal skills. In implanting students' hard skills and soft skills, it is something that educational institutions must pay attention to because the implantation of these two will have a significant impact on the daily lives of students.

Problems faced in developing students' hard skills and soft skills.

Based on the results of the study, it can be seen that the problems faced in developing hard skills include: (1) Lecturers who are less skilled in implementing learning materials will interfere with the hard skills of students themselves because what is taught by a lecturer, it will be followed by an example. College student; (2) Students who are less enthusiastic in learning, participants who like to sleep in class, and lazy because these hard skills are technical skills related to a field of science. If students are not severe in learning activities, the skills obtained by students will not be perfect.

Meanwhile, the problems faced in developing soft skills include (1) Lecturers who do not prioritize soft skills in learning. Students do not own the cause of the problem. Soft skills; when Lecturers are only concerned with academic aspects without prioritizing aspects of soft student skills, students' academic abilities will be of no use. Students will only be good at the material but not good at interacting with other people. Another obstacle is that lecturers do not know and recognize many strategies and methods in instilling soft skills in learning, so that the model used by lecturers is generally the same. Lack of knowledge about planting soft skills causes students to become bored, so they are less enthusiastic about learning. (2) The limited time in teaching and learning activities is also the cause of the lack of maximum soft skills planting. Sometimes the time needed to instil soft skills takes a long time so that the material that should be continuing is forced to stop; (3) Students' readiness and differences in student character in accepting learning differ from one student to another. Submission of material by a lecturer to students using the same method is sometimes not always understood and accepted by students appropriately depending on the condition of students' readiness to accept learning; (4) The influence of the family environment, social environment, and different student backgrounds resulting in the difficulty of instilling soft skills. The existence of a family and social environment between students and one another also dramatically hinders the cultivation of soft skills in students; (5) Inappropriate or centred learning strategies, methods, and models in one direction.

Efforts to overcome the problems faced in developing students' hard skills and soft skills

Efforts are being made to overcome the problems faced in developing hard student skills above, among others: (1) Motivating lecturers to be sure that they can teach hard skills at once. This belief can emerge with the support of a strong foundation, namely mastery of terminology, scope and learning techniques, and preparing learning plans that consciously incorporate Soft skills learning into Hard skills learning. Before starting learning, Lecturers must formulate what skills students must master in learning certain materials. (2) Lecturers use appropriate learning strategies. Lecturers are expected to be models of mastering hard skills and applying them in the learning process and everyday life, as well as providing intensive guidance to students. (3) Lecturers must attend seminars, workshops or training activities to broaden their horizons in developing students' hard skills. In addition, lecturers hold regular meetings with study programs to provide reports on the development of students' hard skills learning; (4) Provide motivation and guidance to students to have enthusiasm in learning, because with this students will be

enthusiastic in learning, so that what is taught by the lecturer will be absorbed quickly into the student's brain.

While the efforts made to overcome obstacles in instilling soft student skills include: (1) Lecturers are polite, speak good words even when talking to students, and make themselves as a model that can be emulated by students, namely by making other people as an example. For example, students are indirectly motivated by telling the life story of someone who excels and someone's success. Apart from giving real examples, Lecturers also instil soft skills in students through religious learning, giving rewards, and having a positive approach with students either directly or indirectly. The existence of religious learning following their respective religious beliefs will make it easier for students to understand it. Guide students slowly. Lecturers always advise students and may occasionally take action against students who make mistakes, so they do not repeat them; (3) Students are encouraged to participate in university activities that will positively impact students—for example, student activities such as basketball, karate, Islamic spirituality, and football. In addition to getting knowledge and materials, students also get special skills that they are interested in to develop these skills; (3) To overcome time constraints, Lecturers try to maximize the available time by dividing equally between hard skills and soft skills rooted in class. With an equal distribution between hard skills and soft skills, students will have good academic skills and skills so that students will be able to work professionally and later compete in the world of work following the demands of the world of work.

Discussion

Learning Planning in Developing Students' Hard Skills and Soft Skills

Planning is selecting and connecting facts and making and using predictions or assumptions for the future by describing and formulating the activities needed to achieve the desired results. Preparing a plan that must pay attention to everything needed to achieve the goal is to collect data, record and analyze data and formulate decisions. Planning means seeking to use human resources, natural resources and other resources to achieve goals. Learning plans are used so that learning is well conceptualized to create a vibrant learning atmosphere that pays attention to the formulation of learning objectives, analysis and student characteristics, learning materials that are synchronized with available learning resources, and learning media to be used. Learning planning is the elaboration, enrichment and development of the curriculum. In making lesson plans, lecturers, in addition to referring to the demands of the curriculum, must also consider the situation and conditions as well as the potential that exists in their respective universities. It, of course, will have implications for the model or content of learning planning developed by each lecturer, adapted to the actual conditions faced by each campus. Planning as a learning program has several meanings that have the same meaning, namely a process of managing, organizing and formulating learning elements, such as formulating objectives, materials or content, learning methods and formulating learning evaluations.

The learning process planning is prepared for each subject and presented in RPS or other terms determined and developed by the lecturers independently or together in a group of experts in science and technology in the study program. Other terms referred to include Semester Learning Activity Program Plans (RPKPS), Lecture Guidelines, or Lecture Contracts. In this study, the term used is RPS following Permenristekdikti No. 44 of 2015. Learning planning in instilling students' hard skills and soft skills at STIE INABA has been carried out systematically, namely by setting goals, planning teaching materials and preparing the syllabus and Learning Reference Units (SAP) which are preparations to facilitate the teaching and learning process, using various approaches, strategies, methods and learning models are adapted to the learning theme. At the goal, the skills that must be mastered by students (hard skills) and the characters that must be present in students (soft skills). Based on these objectives, textbooks containing hard skills and soft skills are then compiled. It is done so that the syllabus and Learning

Reference Units (SAP), prepared based on the objectives and teaching materials, also lead to the development of hard skills and soft skills. If the objectives and lecture materials presented in the teaching materials already contain hard skills and soft skills, the syllabus and Learning Reference Units (SAP) will inevitably be prepared by considering the development of hard skills and soft skills. It shows that there must be a load of hard skills and soft skills in the learning tools prepared by the lecturer (Rachmawati, 2012).

Implementation of Learning in Developing Students' Hard Skills and Soft Skills

The implementation of learning is a process arranged in such a way according to specific steps so that the implementation achieves the expected results. The implementation of learning is an activity that has educative value, and educative value colours the interactions between lecturers and students. Interactions that have educative value are because the implementation of learning carried out is directed to achieve specific goals that have been formulated before the implementation of learning begins. In the implementation of learning, lecturers carry out several stages of learning implementation, including initial activities, core activities, and final activities. In the initial activities and core activities, the lecturer becomes an inspiration for students to apply the hard skills and soft skills developed. So, it can be said that the learning activities at STIE INABA have implemented an inspirational learning model (Sutarman *et al.*, 2019).

In the learning process, the lecturer is not only a teacher, but the lecturer must also function as a learner. Lecturers have a huge role in teaching, and lecturers also act as educators, mentors, and givers of direction. As educators, lecturers must have various professional abilities. Based on the data obtained, the lecturers at STIE INABA develop students' hard and soft skills by carrying out learning activities using methods that can make students active in collaborating or cooperatively. The success of learning in higher education will be influenced by the ability of lecturers to apply cooperative learning methods (Baghcheghi *et al.*, 2011). In collaboration, students learn to care for each other, be honest, brave, confident, disciplined, independent, creative and innovative. The development of hard skills and soft skills is carried out in stages, taking into account the principle of continuous improvement because basically, the development of hard skills and soft skills is carried out to improve the quality of students. Especially for soft skill development, it should also be done by providing various positive habituation activities for students, which are carried out in the campus environment. Implementing these various habituation activities will produce a campus culture that supports the soft skill development process (Wiyani, 2020).

The development of hard skills and soft skills is carried out in stages not to burden students when studying. It can be said that the development of hard skills and soft skills in terms of implementation is very concerned about individual differences and differences in the character of each student. It will have implications for the implementation of assessments that pay attention to individual differences and the character of students (Wiyani, 2017). In addition to paying attention to individual differences, ideally, the learning process to develop hard skills and soft skills at STIE INABA should also pay attention to aspects of differences in intelligence in students. It is because every student has a different intelligence (Katni, 2015).

Evaluation of learning in developing students' hard skills and soft skills

Learning evaluation is a systematic process to obtain information about the effectiveness of learning activities in helping students achieve the goals that have been set optimally. Thus, the evaluation of learning outcomes will determine whether the results of learning activities are good or bad while learning evaluations will determine the results of the process of learning activities. According to experts, learning evaluation is a systematic collection of facts in determining whether there is a change in reality in a student. It can also be a process of describing, obtaining and presenting information, assessing decision alternatives. Evaluation has a different purpose in each exam, and simply evaluation is used to improve the system. The trick is to give an

assessment based on data taken from a group or an object. Learning evaluation aims to determine the extent to which the efficiency of the learning process is carried out and the effectiveness of achieving the learning objectives that have been set.

Evaluation of learning in developing students' hard skills and soft skills at STIE INABA covers the affective and cognitive domains. Affective assessment is done by assessing student performance. This performance assessment is considered appropriate in assessing the development of soft skills in students (Zhang, 2012). Cognitive assessment is taken from the results of making assignments, attendance, presentations and activeness in class discussions. It is in the affective assessment and cognitive assessment that the development of students' hard skills and soft skills can be known.

Learning outcomes in developing students' hard skills and soft skills

Learning outcomes are an essential part of learning, namely the students' abilities after receiving their learning experiences. These abilities include cognitive, affective, and psychomotor aspects. Learning outcomes can be seen through evaluation activities that aim to obtain evidence data that will show students' abilities in achieving learning objectives. It can be said that learning outcomes are the output of learning activities that have been carried out (Wibowo *et al.*, 2019). Learning outcomes in developing students' hard and soft skills at STIE INABA include increasing foreign language skills, computer operating skills, academic skills, problem-solving skills, achievement, responsibility, discipline, and concern for others. The achievement of learning outcomes occurs because of the relevance between lesson planning, learning implementation and learning evaluation.

Problems faced in developing students' hard skills and soft skills

Learning problems are difficulties or obstacles that prevent learning from occurring. *Learning problems* are a particular condition experienced by students and hinder the smooth process carried out by individuals to obtain a new behaviour change as a whole. Factors that become problems in learning include internal factors and external factors. Internal factors include the condition/state of students in carrying out learning. At the same time, external factors include lecturers, family environment and the surrounding environment, which also influence the implementation of learning. The problems faced in developing the hard skills and soft skills of students at STIE INABA Bandung include problems of skills or competence of lecturers; enthusiasm and readiness of students in learning, time constraints in teaching and learning activities as well as the influence of the environment both family, social environment, and different student backgrounds as well as less precise strategies, models and learning methods.

Efforts to overcome the problems faced in developing students' hard skills and soft skills

The efforts made by STIE INABA to overcome problems in instilling students' hard skills and soft skills include the preparation of appropriate learning plans, using appropriate learning strategies, methods and models, providing models or examples by lecturers in attitude and speech, involving lecturers in seminars, workshops or training, hold regular meetings with the head of the academic field to discuss reports on the learning progress of students' hard skills and soft skills, and continue to innovate in developing teaching materials that are following the demands and needs of students. The efforts above have responded to various problems experienced in the development of hard skills and soft skills. These efforts will be carried out optimally when supported by the leadership of the head of STIE INABA and every head of the study program who is also responsive (Wiyani, 2019).

CONCLUSION

Learning planning in developing students' hard and soft skills is carried out by planning teaching materials, compiling syllabus and Lecture Reference Units (SAP) which are preparations to facilitate the teaching and learning process. Implementing learning in developing students' hard and soft skills uses various methods, strategies, student-centred learning models and habituation of attitudes. In contrast, the evaluation of learning includes two forms of assessment, namely affective assessment and cognitive assessment. In addition, an assessment is also carried out on strategies, methods and learning models used by lecturers in developing hard and soft skills. Learning outcomes in developing students' hard skills and soft skills include an increase in foreign language skills, the ability to operate computers, abilities in academics, problem-solving skills, students have achievements, attitudes of responsibility, discipline, and concern for others.

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