Implementation of Cooperative Experimental Learning Model in Improving Competence (Hard Skills and Soft Skills)

by Lilis Karwati

Implementation of Cooperative Experimental Learning Model in Improving Competence (Hard Skills and Soft Skills) for Trainees

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Abstract---Along with the development of the times, the demand for the ability of soft skills and hard skills is an important value in the learning process. The purpose of this study is to describe implementation of cooperative experimental learning model in improving competence for trainees. This study uses mixed methods, with experimental mixed methods. While data collection techniques use questionnaires, interviews, observation and documentation. Based on the analysis of research data, it was obtained that the description of the initial conditions of learning competencies that were taught such as cooperation, and personality, the focus of training was the hard skills and soft skills. The cooperative experience learning model has effectiveness in improving competencies. This Cooperative Experimental Learning Model can be used as a learning model in improving hard skills and soft skills of trainees.

Keywords: learning model, cooperative experiential learning, improving competence

I. INTRODUCTION

Human Resources is a driving factor for the economy of the community. In the technological era, competition between humans and machines became very tight. This has an impact on all lines of society's economy. Indonesia is a country that was affected by the 4.0 industrial revolution. Where all human activities have begun to be replaced with machines. This condition is a challenge for life and human survival. Especially if humans do not have competence. Competence is a selling point in the business world. Because humans who have competencies will have a high selling value, and vice versa if the competencies possessed are low then it will make a low selling point in the world of work. Increasing community competency especially for adults in its implementation is different from children. So that the improvement in competence cannot be carried out at the formal education level. Therefore, improvement the competence of these adults through non-formal education.

Education is a planned and sustainable effort in preparing human beings who are active and productive for the development of their potential. Through a continuous education process, it will produce quality and quality graduates. Demands for skills in the field of skin beauty continue to grow. Along with the improve needs of customers for beauty services. "The need for understanding of the relationship between beauty and health" [1]. Competence shows subjectivity that shows ideas, behavioral thoughts of knowledge possessed. Competency is: "... ability to do the job and how the job might be done. From this, the competence of candidates can be assessed" [2]. Courses and training are a forum for people who need knowledge, skills, life skills, and attitudes in developing independent businesses.

Courses and training in developing competencies are important values in the community. Because through courses and training the community can improve their competence. With the competencies possessed, the community can enter the workforce in accordance with their fields. The practice of education and training in the courses institution is still oriented towards the fulfilment of learning hard skills[3]. Whereas soft skills have not been of particular concern to the Institute for Courses and Training in the City of Tasikmalaya, West Java Province, Indonesia. Soft skills are attributes that show the ability to communicate with other people including themselves. Hard skills can be seen from the ability to carry out a work in the form of knowledge, ability to apply a particular

technology or technique related to a particular field or occupation.

"The 21st century era requires soft skills that will support success" [4]. Soft skills include communication skills, ability to solve problems, creativity, teamwork, and adaptability in various jobs. Although soft skills are needed, this competence is not taught in educational institutions. The results of the preliminary study in the field that the average graduate of the courses and training after attending the training is not able to apply skills in the world of work, especially in the field of skin beauty. This condition occurs because the curriculum used is not synchronous with the standards requested by the industry. The vision and objectives of the courses institution and training in the implementation of the training have not adjusted to the era of global competence. As well as the lack of cooperation in the courses institution with the business world and the industrial world that requires the skills of graduates of skin beauty.

From the results of preliminary studies at the skin beauty education and training institute in the City of Tasikmalaya, West Java Province, Indonesia found several problems, including: (1) the courses curriculum and skin beauty training have not been integrated with the needs of the business world and industry, (2) the courses learning and training process generally uses conventional methods, and the pedagogy approach, and the instructor becomes the main subject in the learning process rather than the trainee, (3) the instructor has not fully directed learning that is oriented to the balance of soft skills and hard skills, (4) the use of facilities and infrastructure in the learning process that has not been synchronized with modern technology on skin beauty.

"Emphasis and effort in applying soft skills in teaching & learning should be stressed out by educational institutions to produce graduates who are not only successful in academics, but also able to master other skills required as well" [5]. The needs of the workforce are more focused on soft skills than hard skills given that hard skills have become the basic requirements for employment. "The ability of the hard skills and soft skills are reflected in the behavior of someone who has a personality, attitude and behavior that is acceptable in society" [6].

This research is to describe the understanding of reality regarding the implementation of soft skills and hard skills based cooperative experiential learning model according to the needs of participants and the world of industry and the wider community. Based on the phenomenon in the field and the need to integrate soft skills and hard skills, the appropriate learning model is needed. The integrated learning model is integration between soft skills and hard skills with an adult approach. Based on the background and significance of the research both theoretically and practically, the researchers formulated the research title: Implementation of Cooperative Experimental Learning Model in Improving Competence (hard skills and soft skills) for Trainees.

II. METHODS

This study uses a mixed-methods which is a combination of quantitative and qualitative methods. The mixed methods research design is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in a study or a series of studies to understand research problems. In this study using the experimental mixed method, as in Figure 1 as follows:
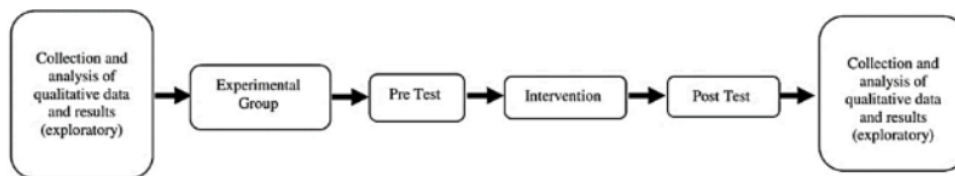

Figure 1: The Experimental Mixed-Methods Design [7]

This research was conducted at the Yuwita and TQ Professional courses and training institute in the City of Tasikmalaya, West Java Province, Indonesia. With the research subjects as many as 32 trainees. While the technique of collecting data through questionnaires, observation, in-depth interviews, and documentation. Then to test the implementation of cooperative experiential learning model based on soft and hard skills in improving the competence of citizens learning skin beauty (skin

care) using the Wilcoxon Test Signed Ranks Test. The authors determine the location of the study based on the following considerations: (1) the need for the importance of soft skills and hard skills in developing models, (2) criteria for instructors who are innovative, creative, and flexible to combine soft skills and hard skills, and (3) availability of facilities and infrastructure in the model development learning process. Respondents selected at random, have the same characteristics, as follows: (a) aged between 18 to 45 years, (b) junior high school graduates or equivalent, (c) have learning motivation to improve hard skills and soft skills; and (d) originating from the city of Tasikmalaya and its surroundings to facilitate accommodation.

III. RESULTS AND DISCUSSION
Results

1) An overview of the initial conditions of learning at the institute of courses and skin beauty training in the City of Tasikmalaya

The description of the initial conditions of the courses and training institutions in Tasikmalaya City according to the results of interviews with several influential items included: Training planning, training implementation, and training results. At the training planning stage, an overview of the initial conditions of learning is assessed from identification of training needs, formulation of training objectives, formulation of training curriculum, preparation of evaluation tools, and preparation of resource persons. Identify the initial training needs in courses and skin beauty training in the City of Tasikmalaya. The needs of participants in skin beauty planning training include: to increase the knowledge of the training participants about skin beauty, to improve skills, and to open their own salon business in their own homes.

In the course on skin beauty in Tasikmalaya, the training objectives are adjusted to the level that has been published by the Directorate of Course and Training Development, Directorate General of Early Childhood, Non-formal and Informal Education in 2011 on Graduates' Competency Standards for Skin Beauty. Learning on the skin beauty course has five learning goals. In this study the course learning objectives were at the Level II Junior Beautician. With graduate competency standards, among others: (1) can carry out hygiene and sanitation, (2) implement work safety procedures, (3) can prepare themselves in accordance with the work ethics of skin beauty, (4)

can communicate with professionals, and (5) can prepare work.

The skin beauty training curriculum is implemented so that students have the ability: (1) provide appropriate information about the benefits of facial care, body care, proper hand and foot care and makeup, (2) develop education and training programs for experts needs based on beauty, (3) helping assess the performance of skin beauty, (4) being a reference and recruitment, (5) being a reference in making job descriptions, (6) formulating programs, certificates of skin beauty according to their qualifications and levels, (7) organize education, training, assessment and certification of skin beauty procedures. By determining the skin beauty training curriculum, it will make it easier to compile evaluation tools. In the course and training in skin beauty planning the preparation of evaluation tools is carried out in two stages, namely the evaluation phase in writing, and evaluation in a direct practice. In preparing the evaluation tool in writing using the pretest, and post-test. As for the preparation of a practical evaluation tool, the training participants practiced according to level II procedures for skin beauty for colleagues who attended the training and were accompanied by the resource person.

Resource preparation is a determinant of the effectiveness of learning activities. In the preparation of the speakers in the implementation of the training curriculum there are several criteria including: (1) the resource person has a level III certificate of skin beauty, (2) the resource person has at least high school education, (3) has the ability and knowledge in the skin beauty course, and (4) has motivation and ability to teach, both theoretically and practically. During the training, an overview of the initial conditions of learning the course of skin beauty training obtained during the field through the results of interviews and observations included: training materials, steps, approaches, methods and techniques, and training objectives. The training material used in the course and training in skin beauty training was taken from the Graduate Competency Standards (SKL) for skin beauty. SKL on course and skin beauty training is divided into 3 levels, level II (Junior Beautician) and level III (Beautician), and level IV (Senior Beautician). Whereas in the course and training on skin beauty training in the City of Tasikmalaya using Level II, Junior Beautician

The steps in conducting training on skin beauty courses in its implementation are in accordance with graduate competency standards through the following steps: implementing a clean work environment in accordance with work safety, preparing and packaging work, communicating with guests, communicating with peers, taking care of faces , hands, feet and nails. While the learning approach that is often used in learning is participatory and non-participatory approaches. The participatory approach is to accompany students one by one when applying makeup. As well as the non-participatory approach is the approach by modeling the model in front, as a make-up demonstration, and training participants looking at and practicing with colleagues, and the resource persons carefully monitoring the results of the practice of participants. The method in conducting the training for informants on skin beauty uses the lecture method, and brainstorming. As for the learning techniques, the resource person uses direct demonstration techniques, the practice of dressing in groups of 4 people in one group. Whereas for the target participants of the skin beauty training to have qualifications, among others: (1) minimum junior high school or package B, (2) have motivation and know little about make up, and (3) aged between 18-45 years.

The training results illustrate the initial conditions of learning in the course and training institutions in the City of Tasikmalaya. The results of training on skin beauty training are divided into two categories, namely soft skills and hard skills. The results of soft skills consist of communication skills, critical reflection, problem solving, teamwork, ethics, morals, leadership, and a passion for lifelong learning. While the hard skills consist of knowledge, and the ability to apply technology.

2) **Implementation of soft skills and hard skills based cooperative experiential learning model in the Tasikmalaya City**

The implementation of cooperative experiential learning model based on soft and hard skills. In this study the researchers wanted to find out whether there was "the influence of the implementation of the cooperative experiential learning model on participants in skin beauty (skin care) training at the Yuwita and TQ Professional courses and training institute". facilitate the research, the researchers show the results of the pre-test and post-test on the implementation of cooperative experiential learning model as follows:

Table 1: Pre Test and Post Test Results Participants in Skin Beauty Training

No	The Results of Implementation of Cooperative Experiential Learning Model		No	The Results of Implementation of Cooperative Experiential Learning Model	
	Pre Test	Post Test		Pre Test	Post Test
1	112	115	17	104	106
2	100	112	18	104	106
3	124	125	19	98	104
4	101	119	20	121	123
5	104	114	21	114	136
6	114	118	22	100	103
7	118	119	23	100	123
8	106	116	24	103	104
9	94	125	25	96	103
10	109	124	26	103	114
11	104	108	27	113	103
12	101	105	28	101	105
13	103	105	29	116	119
14	110	113	30	98	102
15	120	122	31	108	195
16	99	101	32	115	118

To examine these hypotheses, non-parametric statistical calculations are used because the data distribution is not normal. While the calculation process uses SPSS statistics 22 for Windows and Microsoft Office Excel 2013. In this study using a 95% confidence level with a real level of 5%. The results of the data analysis using the Wilcoxon Signed Ranks Test on trainees before and after being given treatment are as follows:

Table 2: Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	1ª	23.00	23.00
	Positive Ranks	31ᵇ	16.29	505.00
	Ties	0ᶜ		
	Total	32		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Based on the results of data processing in table 2 Ranks, it can be explained that having the first output as follows: Negative Ranks (negative) between the results of the implementation of the cooperative experiential learning model for pre-test and post-test is 1, both for the value of N, Mean Ranks 23 and Sum of Ranks 23. This value of 1 indicates a decrease from the Pre Test to the Post Test value. Positive Ranks between the results of the implementation of the cooperative experiential learning model for pre-test and post-test. Here there are 31 positive data (N), which means that 31 trainees increase in learning outcomes from the pretest to the post test value. The mean rank is 16.29, while the number of positive ranks or Sum of Ranks is 505.00.

Ties is the similarity of the value of pre-test and post-test, in table 2 the value of Ties is 0, so it can be said that there is no same value between pre-test and post-test.

The second hypothesis output test "Test Statistics", but we need to know the basics of decision making in the Wilcoxon test as follows:

If the value of Asymp Sig. (2-tailed) smaller than <0.05, then Ha is accepted.

If the value of Asymp Sig. (2-tailed) greater than> 0.05, then Ha is rejected.

Table 3: Test Statistics

Test Statisticsª

	Post Test - Pre Test
Z	-4.515ᵇ
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the output "Test Statistics" table 3, it is known that Asymp Sig. Sig. (2-tailed) with 0,000. Because the value of 0,000 is smaller than <0.05, it can be concluded that Ha is accepted. This means that there is a difference between the results of the implementation of cooperative experiential learning model based on soft and hard skills between trainees for pre-test and post-test. So that it can be concluded that "there is an influence on the use of soft skills and hard skills based cooperative experiential learning medel on the learning outcomes of participants in the skin beauty training in Tasikmalaya City".

Discussion

An overview of the initial conditions of learning at the institute of courses and skin beauty training in the City of Tasikmalaya

Learning and practice are an integral part of the course and training process. Especially in activities and training courses on skin beauty. The initial conditions of learning at the beauty course institute at LKP Yuwita and LKP TQ Professional in this case will be illustrated in three indicators including: 1) learning planning, 2) training, and 3) training results. In the first indicator of learning planning, the trainees were people who lived and settled in the City of Tasikmalaya, as evidenced by the KTP (Identity Card) and KK (Family Card). In identifying the training participants' needs, it was seen that training participants were heterogeneous communities with various backgrounds and abilities or skills. The interview results illustrate that the training participants need to open a salon business in their homes, want to have make up skills, to add knowledge, improve the skills of each trainee.

Learning planning will be directed according to the objectives of the training program. "Planning is a systematic process in making decisions about actions to be taken in the future" [8]. It is called systematic because planning is carried out using certain principles. These principles include the decision making process, the use of knowledge, and scientific techniques. In planning learning identification of training needs becomes an important value. Systematic analysis of training needs to describe the learning needs of trainees, skills and knowledge of trainees, and to recommend suitable needs for trainees in future decision making. In formulating the objectives of the course and training institutions have an important role to play in determining clear training objectives. Then it will be easier for trainees to prepare themselves for learning. In planning learning, the formulation of training objectives is focused on Level II Junior Beautician with the aim of learning among them (1) can carry out hygiene and sanitation, (2) implement work safety procedures, (3) be able to prepare themselves according to work ethic, (4) can communicate with professionals, and (5) can prepare work.

The formulation of training objectives can be divided into two parts. They are general learning objectives and training objectives specifically. The general objective is "to explain the results or changes that will be achieved after the learning program has been completed" [9]. The general purpose function is the main direction for program organizers. So that program organizers can take steps in determining learning objectives. While the specific objectives of learning are focused on changing the behavior of participants in learning that involves knowledge, skills, attitudes and values related to competence. Specific objectives are formulated in detail, concretely, changes in behavior can be measured and observed. An overview of the initial conditions of learning at the Institute of skin beauty courses and training in the City of Tasikmalaya, the training curriculum uses a curriculum from the Graduate Competency Standards (SKL) level II, Junior Beautician. With competence or ability is: (1) provide appropriate information about the benefits of facial care, body care, proper hand and foot care and makeup, (2) develop education and training programs for needs-based beauticians, (3) help assess the performance of skin beauty, (4) become a reference and recruitment, (5) become a reference in making job descriptions, (6) formulate programs, skin beauty certificate according to their qualifications and levels, (7) organize education, training, assessment and certification of skin beauty procedures.

In the course on skin beauty in the City of Tasikmalaya, the speakers who were the assistants during the study had a minimum level III qualification for skin beauty. Minimum education for Senior High School / Package C, as well as having the ability, knowledge, and motivation in teaching both theoretically and practicing skin beauty. Planning evaluation learning is an important thing that is used by program managers in measuring the level of achievement of a program. In a course on skin beauty that is held in the city of Tasikmalaya, an evaluation is carried out at the beginning of learning and the end of learning. At the beginning of learning using the pre-test and at the end of learning using post-test. The initial assessment of learning participants can be done through tests. This assessment tool is usually in the form of an initial test or pre-test. The aspects assessed are knowledge, skills, attitudes and values related to the abilities to be learned in learning. The

final assessment for learning participants can be done by giving a test or post-test.

In the description of the initial conditions of the implementation of learning courses on skin beauty, teaching materials for learning the course of skin beauty are the main things that must be present and in accordance with the learning objectives. In the course of skin beauty training in the Tasikmalaya city, the level II Junior Beautician training material is applied. Teaching materials delivered during the skin beauty course are in accordance with the level and SKL issued by the government. According to [10] teaching material must have limitations in the principles including the following: "the principle of individual differences, the principle of motivation, the principle of selecting and training trainers, the principle of learning, the principle of active participation, the principle of focusing on material boundaries, the principle of diagnosis and correction, the principle of time sharing , the principle of seriousness, the principle of cooperation, the principle of training methods, and the principle of the relationship of training with work or with real life ".

To start teaching material, the resource person must apply the learning steps. The steps to implementing learning include: implementing a clean work environment in accordance with work safety, preparing and packaging work, communicating with guests, communicating with colleagues, caring for the face, caring for hands, caring for the feet, and nails. In addition, in the process of implementing the learning steps implemented by the tutor starting from theory, practice, continuously repeated over more than 3 times the practice. Learning methods and techniques are important values in the learning process. With the existence of methods and learning techniques it will facilitate the process of delivering learning material. Therefore, in the learning process, the informants' skin beauty course uses lecture methods, brainstorming with trainees. The use of learning methods in line with opinion [5] related to the improvement of soft skills, there are several methods; practice methods, lectures, demonstration methods and interactive methods.

The results of the training course on skin beauty are more dominant in hard skills. Observation results of organizing skin beauty education and training in the City of Tasikmalaya, West Java Province, Indonesia, found several problems: 1) the competency elements taught such as cooperation,

and personality in completing work with duration + 1 hour of learning, 2) the focus of training is hard skills with the number of learning + 90%, 3) Evaluation of learning carried out is evaluation on hard skills, while evaluation soft skills are not comprehensive, 4) the learning model refers to the pedagogy learning model, 5) the learning paradigm is based on the foundation of a formal learning philosophy.

Implementation of soft skills and hard skills based cooperative experiential learning model in the City of Tasikmalaya

Based on the results of field observations and supported by the results of the questionnaire data, it was described that the training participants during the training applied a clean and safe work environment according to the principles of occupational health and safety. Preparing and packaging work, both preparing yourself and preparing cosmetic tools. Trainees are required to have the skills to communicate at the reception location, whether communicating with customers or receiving and delivering customers. This is in line with In Law Number 20 of 2003 concerning the national education system article 26 paragraph 5 which was formulated that courses and training were held for people who needed knowledge, skills, life skills and attitudes to develop themselves, develop professions, work, independent business and / or continuing higher education [11]. The active learning first generation provided activities of College students an opportunity to develop soft skills and other skills needed for productive performance in the 21st century workplace [12]. These capabilities include interpersonal skills, communication, listening, problem solving teams, cross-cultural relationships and customer service.

Trainees are also taught the ability to communicate with customers after treatment, communication between friends, and carrying out work in teams. This is in line with "...soft skills such as communicative, creative thinking, problem solving and team work really support them in providing effective strategies and techniques while dealing with the problems occurred during their teaching and learning process"[13]. In the implementation of cooperative experiential learning, trainees were also taught communication skills in simple English, caring for their faces, caring for their hands and coloring their nails (manicure) and caring

for their feet and nail coloring (pedicure). So that in learning trainees are required to work together.

Based on the testing of the implementation of cooperative experiential learning model, the Wilcoxon Signed Ranks Test on training participants illustrates that there are differences in the results of pre -test and post-test which means that Ha is accepted. In positive ranks, there are 31 positive data, which means the trainees increase in learning outcomes from the pre-test to the post test value. With an average Mean Ranks having an increase of as much as 16.29, while the positive number or Sum of Ranks is 505.00. And Asymp Sig. Sig. (2-tailed) with 0,000. Because the value of 0,000 is smaller than <0.05, it can be concluded that Ha is accepted. This means that there is a difference between the results of the implementation of cooperative experiential learning model based on soft and hard skills between trainees for pre-test and post-test. So it can be concluded that "there is an influence of the use of cooperative experiential learning model on the learning outcomes of participants in the skin beauty training in Tasikmalaya City".

IV. CONCLUSION

The results of the initial conditions of learning, course institutions and skin beauty training in the City of Tasikmalaya were described from the start of learning planning, training, and the results of the training. In learning planning starting from identifying the training participants' needs, the formulation of training objectives is focused on Level II Junior Beauticians. The training curriculum uses a curriculum from the Graduates Competency Standard (SKL) level II Junior Beautician. The resource person who is a companion during learning has a minimum level III qualification for skin beauty, with a minimum high school education/ Package C/S1, as well as having the ability, knowledge, and motivation to teach both theoretically and practically skin beauty. The implementation of learning that is applied by the speaker starting from theory, practice, continuously repeated over more than 3 times the practice. By using lecture methods, brainstorming or sharing and cooperative experiential learning approaches. The results of the training on skin beauty management courses found several problems: (1) the competency elements taught such as cooperation, and personality in completing work with duration + 1 hour of learning, (2) the focus of training is hard skills with the number of learning + 90%, (3) Evaluation of

learning carried out is evaluation on hard skills, while evaluation soft skills are not comprehensive, (4) the learning model refers to the pedagogy learning model, (5) the learning paradigm is based on the foundation of a formal learning philosophy.

The results of the Wilcoxon Signed Ranks Tets test analysis on the training participants showed that the implementation of cooperative experiential learning methods based on soft skills and hard skills effectively affected the competency of participants in the skin beauty training in Tasikmalaya City, West Java Province, Indonesia. So that the final conclusions made by the Wilcoxon Signed Ranks Test test found that cooperative experiential learning model based on soft skills and hard skills have effectiveness in increasing the competency of trainees. Increasing the competency of training participants includes: skills in work preparation in accordance with health principles and work safety in the skin beauty, communication skills both orally and in writing, and skills in teamwork, ability to argue, and ability to socialize, problem solving skills, ethics and manners, good speech, time discipline, moral values, and leadership.

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