



The Implementation of Multiple Intelligence-Based Soft Skill Learning Model for Students

Hasrat Abu Bakar Aimang^(✉)

Physical Education, Sports, and Recreation Department, Universitas Muhammadiyah Luwuk,
Luwuk 94711, Indonesia
hasrat@unismuhluwuk.ac.id

Abstract. The development of soft skills based on multiple intelligences demands special attention and has become a hallmark of higher education. As an educational university, the university is meant to be a place where students can improve their soft skills and different intelligences. A suitable learning model is needed to carry out this type of learning. The purpose of this research is to find out how Muhammadiyah Luwuk University students use the soft skills learning model based on multiple intelligences. This research uses a quantitative research approach with explanatory descriptive types. The use of quantitative analysis techniques is obtained through the statements of respondents contained in the data questionnaire, and then to check the accuracy of the data, observations were also carried out. Meanwhile, in describing the data obtained quantitatively, descriptive statistics were used. This was done in this study to find correct information. The results of implementing the multiple intelligence-based soft skill learning model by carrying out 3 (three) activities showed a proportion of 90.99% with a score in the very high category. Therefore, the multiple intelligence-based soft skills learning model can contribute to the application of a learning system for the development of the students' soft skills.

Keywords: Multiple Intelligence, Soft Skill, Learning Model.

1 Introduction

Competition is increasing, and the absorption capacity of university graduates remains low in the labor market due to restricted employment options that are not directly proportionate to the increasing demands from customers. This is aggravated further by the fact that graduates' soft skills are still lacking. The profile of graduates sought by companies usually does not only excel in academic achievement, but the prospective employees they are looking for need to have added value. The pattern of coaching in developing student soft skills in tertiary institutions should be carried out in an integrated manner between academic and non-academic activities. Historically, students have played a central role in changing society and the nation. Students who have creativity while studying and soft skills will influence readiness in the world of work [1].

© The Author(s) 2024

Z. B. Pambuko et al. (eds.), *Proceedings of the 4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)*, Advances in Social Science, Education and Humanities Research 778,
https://doi.org/10.2991/978-2-38476-118-0_102

Education is crucial in developing human resources. To support this activity, the proper engagement of educators (lecturers) and students, especially for tertiary institutions, is needed. The involvement of these parties is the involvement of human relations (human interaction) which each has the potential to become a national asset and the primary capital of nation building. The existing potential must be developed and nurtured effectively through directed and integrated education and learning strategies, which are managed in a harmonious and balanced manner. Therefore, the educational strategy needs to pay special attention to the development of intellectual potential and special talents that are skills, including soft skills. If soft skills are well-developed, lecturers in the higher education environment can prepare the learning process well and maturely, to raise student awareness to realize ideal learning [2].

The learning model can support the achievement of learning objectives. Furthermore, a soft skills learning model has been found that has been developed by experts. However, after being examined in terms of the learning concept of soft skills, as well as learning stages in general, the multiple intelligence-based soft skill learning model is implemented in 3 (three) forms of activity, namely integration, outbound and discrete with their respective stages [3].

The reality reveals that there are issues with student soft skill development. This is evidenced by the lack of scheduled special treatment connected to the development of student soft skills, both through co-curricular activities and those that have been included into the curriculum in each study program. This situation may be represented by establishing a learning model that develops soft skills based on multiple intelligences through diverse activities, both academic and non-academic, that focus on improving student soft skills. Based on the challenges found, the goal of this study was to determine the application of numerous intelligence-based soft skill learning models for Muhammadiyah Luwuk University students.

2 Method

This study employs a quantitative research approach of the descriptive explanatory type in relation to the implementation of multiple intelligence-based soft skill learning models for Muhammadiyah Luwuk University students, with the research subjects being students of Muhammadiyah Luwuk University's teaching and educational faculties. Observation and questionnaire were utilized to obtain data. Quantitative data analysis was conducted as it is important for predicting or determining the effectiveness of x towards y or in another word a causal-effect relationship [4]. After selecting the data, classifying the data based on the indicators studied, then giving a weight score for each alternative answer in scoring using a Likert scale. In data processing is the most important thing in research. In this study the formula used is the Weighted Means Score (WMS). Sudjana underlined that Weighted Means Score (WMS) technique is to calculate the tendency of respondents' answers to the research variables [5].

3 Results and discussion

The presentation of lecturers and facilitators using multiple intelligence-based soft skill learning models for students corresponds to the conceptual model phases of the multiple intelligence-based soft skill learning model produced via this research. As a result of this, preliminary study findings indicate that the soft skill learning applied at Muhammadiyah Luwuk University was not entirely based on a single model, despite the fact that there are potentially several soft skill learning models. Furthermore, the various intelligence-based soft skill acquisition model comprises distinct and distinct phases. In the practice of this multiple intelligence based soft skill learning model that become the basic principle, lecturers and facilitators carried out three learning models as their approaches to the students of Universitas Muhammadiyah Luwuk in the learning process, namely: (1) integration, (2) Outbound dan (3) Discreet that also have distinct phases.

From the data analysis, an overview is obtained of the implementation of multiple intelligence-based soft skill learning models through integration, outbound and discrete approaches for students as shown in the following explanation.

3.1 Integration

The implementation of multiple intelligence-based soft skills integrated into courses is expected to develop the soft skills possessed by each of the 50 students as respondents. The results of data analysis on the scores of the integration stages are described in 13 soft skill items. Furthermore, from developing soft skills number 1 to number 13, the calculation of the Weighted Means Score (WMS) technique is displayed as follows.

Table 1. Calculation of Developed Soft Skill Percentage through Integration Activities

Activities	Item No.	Score										Total		%
		5		4		3		2		1		F	X	
		F	X	F	X	F	X	F	X	F	X			
Integration	1	25	125	22	88	3	9	0	0	0	0	50	222	88.8
	2	31	155	19	76	0	0	0	0	0	0	50	231	92.4
	3	26	130	20	80	4	12	0	0	0	0	50	222	88.8
	4	33	165	16	64	1	3	0	0	0	0	50	232	92.8
	5	30	150	17	68	3	9	0	0	0	0	50	227	90.8
	6	25	125	21	84	2	6	1	2	1	1	50	218	87.2
	7	32	160	17	68	1	3	0	0	0	0	50	231	92.4
	8	32	160	18	72	0	0	0	0	0	0	50	232	92.8
	9	34	170	16	64	0	0	0	0	0	0	50	234	93.6
	10	34	170	16	64	0	0	0	0	0	0	50	234	93.6
	11	31	155	19	76	0	0	0	0	0	0	50	231	92.4
	12	40	200	10	40	0	0	0	0	0	0	50	240	96
	13	37	185	13	52	0	0	0	0	0	0	50	237	94.8

Mean Score= 1196.4 / 13 = 92.03

Details: F as Frequency of respondents who answered according to the category of answers and X as Frequency multiplied by the weight of the answer category value

Based on the Table 1, it can be concluded that the average value of the percentage of scores obtained in the activity of integrating soft skill learning models based on multiple intelligences of students during lectures, obtained an average score of 92.03, if consulted on the assessment criteria, it can be concluded that the criteria obtained is Very High. Improving student soft skills which is carried out in an integrated manner with lecture material which forms the basis for other courses, continuous and collaborative across teaching staff, will be able to control the development of their soft skills effectively [6].

Learning activities whose learning objectives are to achieve learning objectives, using appropriate learning models will result in increased learning outcomes. Soft skills are non-academic abilities in this case the research used is a symptom of the development of learning, the learning innovations carried out will awaken student soft skills by grouping soft skills based on multiple intelligences.

The development of students' hard and soft skills can be increased through academic and non-academic activities [7]. In the same line with it, a study has concluded a learning process that can involve students actively, attract students' interest and attention, generate student motivation, apply the principle of individuality, and demonstrate in teaching is an effective vehicle for improving student soft skills [8].

3.2 Outbound

The implementation of multiple intelligence-based soft skills through outbound activities is expected to develop the soft skills possessed by each of the 50 students as the respondents. The results of data analysis on the scores of the outbound stages are described in 13 soft skill items so that from developing soft skills number 1 to number 13, calculations using the Weighted Means Scored (WMS) technique are as follows.

Table 2. Calculation of the Percentage of Soft Skills that develop in Outbound Activities

Activities	Item No.	Score										Total Score		Score %
		5		4		3		2		1		F	X	
		F	X	F	X	F	X	F	X	F	X			
Outbound	1	34	170	11	44	5	15	0	0	0	0	50	229	91.6
	2	36	180	12	48	2	6	0	0	0	0	50	234	93.6
	3	20	100	30	120	0	0	0	0	0	0	50	220	88
	4	24	120	23	92	3	9	0	0	0	0	50	221	88.4
	5	34	170	15	60	1	3	0	0	0	0	50	233	93.2
	6	25	125	19	76	6	18	0	0	0	0	50	219	87.6
	7	42	210	7	28	1	3	0	0	0	0	50	241	96.4
	8	10	50	29	116	11	33	0	0	0	0	50	199	79.6
	9	28	140	13	52	9	27	0	0	0	0	50	219	87.6
	10	35	175	15	60	0	0	0	0	0	0	50	235	94
	11	46	230	4	16	0	0	0	0	0	0	50	246	98.4

Activities	Item No.	Score										Total Score		Score %
		5		4		3		2		1		F	X	
		F	X	F	X	F	X	F	X	F	X			
	12	42	210	8	32	0	0	0	0	0	0	50	242	96.8
	13	44	220	6	24	0	0	0	0	0	0	50	244	97.6

Mean Score= 1192.8 / 13 = 91.75

Details: F as Frequency of respondents who answered according to the category of answers and X as Frequency multiplied by the weight of the answer category value

Based on the Table 2, it can be concluded that the average value of the percentage of scores obtained in outbound activities of the soft skill learning model based on multiple intelligence students during lectures, obtained an average score of 91.75, if consulted on the assessment criteria, it can be concluded that the criteria obtained is Very High.

The formation of student soft skills is of course heavily influenced by a model run by lecturers/tutors to awaken the abilities possessed by students, in this case what is done in this model is with the approach of lecturing, outbound, and discreet activities, of course, in this process it is expected to develop student soft skills. Before carrying out the activity, it is necessary to determine what soft skills you want to develop [9]. Determining the initial characteristics (baseline) of soft skills needs to be done to identify what soft skills attributes are needed by students. Development, focused on improving program implementers, which is related to the quality of implementing learning programs, and increasing the soft skill development of students. If the soft skill learning model based on multiple intelligences is applied, there will be an increase in the soft skills that develop from optimal students.

3.3 Discreet

The implementation of multiple intelligence-based soft skills through discrete activities is expected to develop the soft skills possessed by each student with a total of 50 students as respondents. The results of data analysis on discreet stage scores which are described in 13 soft skill items so that from developing soft skills number 1 to number 13 are carried out by calculating the Weighted Means Scored (WMS) technique.

Table 3. Calculation of the Percentage of Soft Skills Developed Through Discreet Activities

Activities	Item No.	Score										Total		Score %
		5		4		3		2		1		F	X	
		F	X	F	X	F	X	F	X	F	X			
Integration	1	20	100	19	76	10	30	1	2	0	0	50	208	83.2
	2	25	125	18	72	7	21	0	0	0	0	50	218	87.2
	3	19	95	16	64	11	33	4	8	0	0	50	200	80
	4	33	165	15	60	2	6	0	0	0	0	50	231	92.4
	5	29	145	15	60	4	12	2	4	0	0	50	221	88.4
	6	27	135	20	80	3	9	0	0	0	0	50	224	89.6
	7	34	170	13	52	3	9	0	0	0	0	50	231	92.4

Activities	Item No.	Score										Total		Score %
		5		4		3		2		1		F	X	
		F	X	F	X	F	X	F	X	F	X			
8	25	125	21	84	4	12	0	0	0	0	50	221	88.4	
9	31	155	17	68	2	6	0	0	0	0	50	229	91.6	
10	35	175	13	52	2	6	0	0	0	0	50	233	93.2	
11	32	160	15	60	3	9	0	0	0	0	50	229	91.6	
12	31	155	12	48	5	15	2	4	0	0	50	222	88.8	
13	34	170	14	56	2	6	0	0	0	0	50	232	92.8	
Mean Score= 1159.8 / 13 = 89.20														

Details: F as Frequency of respondents who answered according to the category of answers and X as Frequency multiplied by the weight of the answer category value

Based on the Table 3, it can be concluded that the average value of the percentage of scores obtained in discreet activities of the soft skill learning model based on multiple intelligences of students during lectures, then obtained an average score of 89.20, if consulted on the assessment criteria, it can be concluded that the criteria obtained is High.

The training provided through discrete activities or leadership activities has increased the character of students, this is influenced by the model applied in these activities, students can develop the values of their abilities. Student character values develop after being given soft skill training [10].

To get the conclusions regarding the implementation of the multiple intelligence-based soft skill learning model for students in review of the three learning activity activities, namely through integration, outbound and discreet, it can then be concluded through the recapitulation of the results of the questionnaire presented in the Table 4.

Table 4. The Score Results of the Implementation of Multiple Intelligence Based Soft Skill Learning Model for Students

No	Aspect	Average	Percentage
1	Integration	92.03	Very High
2	Outbound	91.75	Very High
3	Discreet	89.20	High
	Total	273	-
	Average	90.99	Very High

Table 4 shows that the implementation of multiple intelligence based soft skill learning model for UM Luwuk students in terms of the three aspects (integration, outbound, discreet), the assessment scale is categorized as high with average score: 90.99%.

4 Discussion

The implementation of multiple intelligence-based soft skill learning model has been applied through integration, outbound and discrete approaches. It has been a beneficial effort to improve students' soft skills which is carried out in an integrated manner with

lecture material which forms the basis for other courses, continuous and collaborative across teaching staff, will be able to control the development of their soft skills effectively [6].

Learning activities whose learning objectives are to achieve learning objectives, using appropriate learning models will result in increased learning outcomes. Soft skills are non-academic abilities in this case the research used is a symptom of the development of learning, the learning innovations carried out will awaken student soft skills by grouping soft skills based on multiple intelligences.

The development of students' hard and soft skills can be increased through academic and non-academic activities [7]. This study has confirmed previous study [8] and concluded a learning process that can involve students actively, attract students' interest and attention, generate student motivation, apply the principle of individuality, and demonstrate in teaching is an effective vehicle for improving student soft skills.

Development is carried out through three activities: integration, outbound, and discrete. The scope of integration (planning, implementation, assessment, and feedback), outbound (habituation, contemplation, idea generation, and concept testing), and discrete is diverse (planning, habituation, formation, evaluation). Multiple intelligence-based soft skill learning is implemented in phases in each activity to support the process of achieving student soft skill development.

5 Conclusion

Implementation of multiple intelligence-based soft skill learning models can develop student soft skills and contribute to improving the learning system which forms the basis for developing learning models. From the results of the implementation of the model using 3 (three) approaches to integration activities, outbound and discreet, with an average of 90.99%, the category is very high.

References

1. F. Hulu, "Pengaruh Kreativitas Belajar dan Soft Skill Mahasiswa Terhadap Kesiapan Kerja Mahasiswa Pendidikan Bisnis 2016," *Niagaawan*, vol. 9(3), p. 263, 2020, doi: <https://doi.org/10.24114/niaga.v9i3.20327>.
2. R. Nulinnaja, "Mengembangkan Soft Skill Mahasiswa Melalui Proses Pembelajaran," *At-Thullab J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 6(2), p. 136, 2022, doi: <https://doi.org/10.30736/atl.v6i2.970>.
3. H. A. Aimang, A. K. Masaong, Ansar, and I. Haris, "Development of Multiple-Intelligences Based Soft Skills Learning Model," *J. Posit. Sch. Psychol.*, vol. 6(4), 2022.
4. I. Hasan, *Analisis Data Penelitian dengan Statistik*. Bumi Aksara, 2006.
5. H. Aimang, "Persepsi Kepala Sekolah Terhadap Kinerja Pengawas Sekolah," *J. Pendidik. Glas.*, vol. 1(1), 2018, doi: <https://doi.org/10.32529/glasser.v1i1.6>.
6. E. Sarjanti, "Peningkatan Soft Skill Mahasiswa pada Materi Sistem Sosial melalui Pembelajaran Media Mindscape dan Diskusi Kooperatif," *J. Khazanah Pendidikan*, 3(1), 2010.

7. A. S. I. H. Ansar, "Assessing soft skills of undergraduate students: framework for improving competitiveness, innovation and competence of higher education graduates," *Stud. Humanit.*, vol. 1, 2018.
8. F. Setiani and R. Rasto, "Mengembangkan Soft Skill Siswa Melalui Proses Pembelajaran," *J. Pendidik. Manaj. Perkantoran*, vol. 1(1), p. 160, 2016, doi: <https://doi.org/10.17509/jpm.v1i1.3272>.
9. T. Ali Achmadi, B. A. Ayub., I. Irmayanti., and S. R. L. A. D., "Analisis 10 Tingkat Soft Skills Yang Dibutuhkan Mahasiswa di Abad 21," *J. Teknol. Busana Dan Boga*, vol. 8(2), 2020.
10. R. Rosidah, N. Sasmita, V. Wisataone, and M. Hanafi, "Character development strategies through the soft skills training to students for job readiness," *J. Soc. Stud.*, vol. 18(2), pp. 207–216, 2022, doi: <https://doi.org/10.21831/jss.v18i2.53164>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

