



DEVELOPING THE QUALITY OF STUDENTS' AND GRADUATES' SOFT SKILLS AT THE UNIVERSITY LEVEL

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Klaster	Peneletian Pengembangan Pendidikan Tinggi
Bidang Ilmu Kajian	Pendidikan Transformatif
Sumber Dana	Litapdimas

**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
INSTITUT AGAMA ISLAM NEGERI LHOKSEUMAWE
DESEMBER 2021**

LEMBARAN PENGESAHAN LAPORAN ANTARA PENELITIAN

A. Identitas Penelitian

1. Judul Penelitian : Developing the Quality of Students' and Graduate' Soft Skills at the University Level
2. Klaster : Pengembangan Pendidikan Tinggi
3. Bidang Keilmuan : Pendidikan Transformatif
4. No. Reg Penelitian : 211040000046405

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D. Jangka waktu Penelitian : Empat Bulan

E. Anggaran

1. Sumber Anggaran : DIPA IAIN Lhokseumawe Tahun 2021
2. Jumlah Anggaran : 41.000.000,-

Lhokseumawe, 24 Desember 2021
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menyatakan bahwa laporan penelitian yang berjudul "Developing the Quality of Students' and Graduates' Soft Skills at the University Level" merupakan karya asli saya bersama tim peneliti berdasarkan penelitian yang telah kami lakukan. Seluruh informasi dari sumber lain yang dikutip dalam laporan tersebut telah disebutkan di dalam teks dan dicantumkan dalam daftar referensi. Apabila kemudian hari terbukti bahwa laporan penelitian ini merupakan hasil plagiarisme dari pihak lain, maka saya bersedia untuk sepenuhnya menerima sanksi yang akan diberikan oleh kampus IAIN Lhokseumawe.

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ACKNOWLEDGEMENT

In the name of Allah, the most gracious the most merciful. All praise be to Allah who has created the heaven and the world, bestowed has favors and guided mankind into straight path. Allah has given the strength for researchers to finish this research final report. Peace and salutation may upon prophet Muhammad SAW, who has been promoted as messenger to usher mankind to the straight path of Allah. He is the best creation and the best messenger and for his house hold.

In preparing this paper, the researcher got a top of help, guidance, and encouragement from various part. Both directly and indirectly. Thus, on this occasion, the researchers would like to deliver gratitude to:

1. Dr. Danial, M. Ag, as the head of university
2. The head of Research and Community Service Department and members who have helped us in running and finishing the research and report.
3. Dr. Jumat Barus, SS., MS, Muhammad Syahrial Razali Ibrahim, Ph.D., Dr. Marhamah. M.Kom. I, and Dr. Mukhtasar M.Si as the Dean of Faculties in IAIN Lhokseumawe who have permitted and supported researchers in doing research at each Faculty.
4. Azwar, M.Psi, for his willingness to be instructor and source person in training made for lecturers and students related to the soft skills as topic of this research.
5. The English Subject lecturers and students for their cooperative works for the success of this research.

However, this research report still has some possibilities of fault whether textual or contextual part. The critics and suggestions from the readers and especially the reviewers are expected in order to develop result of this research. Finally, may this research article be useful for all of the readers, and become one of references for other researchers, lecturers and students.

Lhokseumawe, December 2021

Researchers

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ARTICLE FOR JOURNAL SUMBISSION

EXCECUTIVE SUMMARY

REPORT OF FINANCE

CHAPTER ONE

INTRODUCTION

1.1 Research Background

Education today is a fundamental right in the value of human life. Education has a very important role to support human life because basically humans cannot be separated from education. The implementation and development of educational studies must also be adapted to the conditions and social situations that exist in the community, because education is like an experiment that will never end, as long as human life in this world. It is said so because education is part of human culture and civilization that continues to develop. This is in line with human nature that has creative and innovative potential. In this stage people need some skills to survive and at the end to enter the working world.

Education does not only play a role in creating the young generation as agents of change that bring about change, but the younger generation must be able to become agents of producers who are able to create real change. Education must be a protector not only in terms of formal education but what is meant is education that is able to change the mindset of the nation's children and innovative education that encourages creativity and innovative power of the nation's children. The younger generation as agents of innovation who can make an important and significant contribution to implementing applicable sustainable development concepts.

For more than a decade, government has plans in education and has stated that the country needs to produce “smart and competitive” individuals who can compete successfully for jobs and other opportunities in an increasingly globalized economy. Consistent with this objective, the government envisages Indonesia’s education system becoming “internationally competitive” by 2025, and growing numbers of Indonesian universities entering the world’s top 500 universities. As the government's main partner in provide human resources, universities are required to play an active role to be able to produce a pass that have a competitive advantage in competition in the world.

Students in university level are required to have some quality that could be used after they graduate. Since the students will mingle in the society which suitable with their

background or not, they need to have some capacity and quality that be useful for their life. The process of getting some quality is included in the way or strategies used during lectures.

To develop the education quality in Indonesia requires more new training programs for teachers and lecturers, and also the students like some the measures recommended by education and development experts. The program can be the soft skill training. Muhmin (2018) stated that the world of education is required to prepare competent human resources so that they are able to compete in the global job market, and having the soft skill is one of important answer to face the globalization.

According to a survey conducted by National Association of Colleges (NACE) (2002) in the United States, against of 457 entrepreneurs there, by the way proposed 20 quality variables that considered to be related directly with career success someone in the world of work, obtained results that the Achievement Index (IP), which has been the main benchmark for used to describe quality student outcomes from a university, turns out it only ranks 17 of the 20 variables in the survey. For the quality variables that are considered more important tend to be invisible form (intangible) called soft skill.

This study is more focused on developing student soft skills as it is the quality should be noted by lecturers and university. Considering that these skills are very important for students in pursuing their careers after graduating according to the field they worked on while studying at a university. Teaching Soft Skills is a fundamental educational activity that must be started very early at primary school.

Soft skills are the traits that make students become a good employee. Students must have good etiquette, good communication and listening ability in getting along with other people. Soft Skills are strategic to be successful in personal and professional lives then are essential for a candidate when he/she tries to obtain any kind of job. By having the good soft skills, it enables students to adjust to the frustrations and challenges that they will encounter in their adult life, as well as the demands of work.

The implementation of the soft skills and the success of its development, moreover is set in the criteria of accreditation requirements, which is part of the assessment form of the feasibility and quality of university or the quality of study programs carried out by independent organizations outside of university. The opportunities are given to universities to develop the quality of graduations so that it is feasible for the user of community (stake holders) to get services from university graduations that match the expectations. One form of service that become a priority for 9 criteria-based University accreditation is student

services provided by universities for all students in the form of coaching, enhancement and development: reasoning, including soft skills, interests and talents, including the development of student and UKM activities, welfare, which can include counseling, scholarships, health services, and entrepreneurial careers and guidance.

Low quality and learning outcomes have been a big issue in Indonesia's education system, researchers warned it may threaten the country's future competitiveness. For instance, comparing to its Asian peers, such as China, Malaysia, Thailand and Vietnam, Indonesia has scored the lowest under the Program for International Student Assessment (PISA) (Roser, Nagdy, Ospina, 2013). This assessment, which is coordinated by the OECD, is the most well-known international assessment of learning outcomes.

The labor need in the future will be different and more competitive, and it surely would be more open worldwide. Indonesians with low-quality competence will surely lose. Thus, in terms of future investment for students, it will be important to focus on the skills needed. For the high-skill levels, an investor will only come to Indonesia if there are good quality Indonesian graduates.

1.2 Research Problems

Based on the statement of research background, some problems can be drawn into research questions, they are:

1. How is the governance of students' softskill development in IAIN Lhokseumawe?
2. How does lecturers' strategy to develop students' softskill of English in IAIN Lhokseumawe?
3. How is the soft skills implementation done by lecturers in IAIN Lhokseumawe?

1.3 Research Objectives

Objectives of the research cannot be separated from research problems, thus the objectives of this research are:

1. To find out the governance of students' softskill development in IAIN Lhokseumawe.
2. To investigate lecturers' strategy to develop students' softskill of English in IAIN Lhokseumawe.
3. To investigate the way of lecturers in implementing the soft skills teaching in IAIN Lhokseumawe.

1.4 Research Significances

The significances of this research are divided into two, namely: theoretically and practically. Theoretically, the results of this research will create a conception that can be referred to by policy makers of higher education level and the institution in order to broaden their horizons about the existence of community educational organizations. Meanwhile, practically, the results of this research are expected to be conducted and applied at the community in this case lecturers and students, government, and academics in responding wisely to the ways of developing soft skills especially in this pandemic era for students' future career.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Education Quality

The number of state and private universities has increased substantially during the last decade in Indonesia. There are presently over 3,000 private institutions and 130 state universities. State universities are still considered the most prestigious so the number of applicants far exceeds the available places with less than 20% of those who apply are accepted.

Parents have ambitions to look for the best options for their children's education. This becomes the main reason for competition in the education sector. More prospective students do not pass the availability of state universities encouraging the emergence of many new universities across the country to cater for the increasing number of students, however, this becomes a challenge in Indonesia as most of the universities are without quality control and governance (Welch, 2012).

One of the studies on university autonomy has been done by Idrus (1999). The results show that previously the autonomy granted to universities was relatively small, especially for state universities. After the reform of government, a new paradigm in education management implemented, which includes autonomy, accountability, accreditation, self-evaluation, and continuous quality improvement (Idrus, 1999). While the Quality in the view of students based on the results of Noha Classy's research (2015), was related to the lecturers' performance and the teaching-learning process. Another point of view came from some educators who see education as a transformative process, students as partners and lecturers as facilitators in the learning process. In the end, the quality of a university cannot be separated from the quality of human resources, especially lecturers and students. To get the best quality in education, students need to have both hard skills and soft skills.

2.2 Hard Skills and Soft Skills

2.2.1 Hard Skills

The Ministry of National Education (2008) states hard skills, namely mastery of science, technology and technical skills related to their field of science (mechanical engineers must of course be competent in mechanical knowledge, doctors must be qualified in medical science, as well as other professions). Each profession is required to have

different hard skills according to the field occupied. In higher education, hard skills are characterized by graduates who have competence in the mastery and use of science and technology. Hard skills are skills that can be seen immediately in the learning process, as soon as the process is complete.

The term hard skills refer to technical knowledge and skills in certain fields related to a process, tool, or technique. This ability is usually obtained through formal lectures or from books (Sukhoo, 2005). Skills that including hard skills, such as computer operating skills, financial knowledge and skills, foreign language skills, and product assembly skills. In learning activities, hard skills are learning outcomes belonging to the cognitive and psychomotor domains obtained from the process of understanding, memorizing and deepening the material from learning models carried out in class.

The ability of students' hard skills can be assessed from the achievement index obtained in each semester. Hard skills are the mastery of science, technology, and technical skills related to the field of science. Hard skills are technical skills that are inherent or needed for certain professions, for example: mechanical engineers need skills to work with machines, programmers must master programming techniques with certain languages (Arhamuwildan, 2012). According to Sudiana (2010) hard skills are more oriented towards developing intelligence quotient (IQ). So can it can be concluded that hard skills are the ability to master technological knowledge and technical skills in developing an intelligence quotient related to their field.

2.2.2 Soft Skills

Sailah (2007) stated soft skills as a person's skills in dealing with other people (inter-personal skills) and skills in self-regulation (intra-personal skills) that are able to develop optimally one's performance (performance). self-regulating skills include (a) transforming character, (b) transforming beliefs, (c) change management, (d) stress management, (e) time management, (f) creative thinking processes, (h) goal setting and life purpose, (i) accelerated learning techniques, and others. While examples of skills in dealing with other people include (a) communication skills, (b) relationship building, (c) motivation skills, (d) leadership skills, (e) self-marketing skills, (f) negotiation skills, (g) presentation skills, (h) public speaking skills, and others. These attributes of soft skills are owned by someone with different levels, influenced by habits of thinking, saying, acting, and behaving.

According to Sailah (2007) there are 23 attributes of soft skills that are dominant in the workplace. The 23 attributes are sorted based on their priority interests in the world of work, namely: initiative, ethics/integrity, critical thinking, willingness to learn, commitment, motivation, enthusiasm, reliability, verbal communication, creative, analytical ability, can cope with stress, self-management, problem solving, can summarize, cooperative, flexible, team work, independent, listening, tough, logical argumentation, and time management.

Soft skills are a person's skills in dealing with other people (including himself). Thus, the attributes of these soft skills include values, motivations, behaviors, habits, character, and attitudes. Soft skills or people skills can be divided into two parts, namely intrapersonal skills and interpersonal skills. Intrapersonal skills are a person's skills in "regulating" oneself. Meanwhile, interpersonal skills are a person's skills needed in dealing with other people (Sailah in Sudiana, 2010).

Sharma (2009), stated that soft skills are all aspects of generic skills which also include cognitive elements that related to non-academic skills. It was also added that, based on the research results, the seven soft skills that identified and important developed in students in higher education, including; communication skills (communicative skills), thinking skills and problem solving (thinking skills and problem-solving skills), the strength of team work (team work force), life-long learning and information management, entrepreneurial skills, ethics, morals and professionalism, and leadership skills skills).

Sudiana (2010) formulates the right way to improve hard skills and soft skills in lectures and the steps that can be taken are as follows:

- (1) High confidence. An educator must be sure that he is able to work on hard skills and soft skills. Thus, students will feel that their lecturers are also changing for the better.
- (2) Develop a plan college learning. Develop lecture planning that consciously incorporates soft skills learning into hard skills learning. A lecturer before lectures should formulate what soft skills students must master in learning certain materials. Next determine the method / learning method used, and how to evaluate it.
- (3) Use appropriate learning strategies. The most effective learning strategy is through the provision of models or examples (role models). Educators are expected to make themselves as soft skills mastery model and apply it in the learning process and in everyday life. Students are not enough just to be lectured and given practice. They need a model to be a role model in applying these soft skills, and more importantly, the

learner will master a skill more quickly if it is accompanied by the correct example or model every day.

2.3 The Importance of Soft skill Development

Basically, soft skills are inherent abilities someone who can be developed maximally and very much needed in completing a job. In other words, soft skills are things which is very important and the main owned by someone to get do the assigned work to him to the fullest; Second, soft Skills are divided into two types, namely: soft skills related to interpersonal (a person's skills in dealing with other people) and soft skills related to intrapersonal (one's skills in cultivating himself); Third, that soft skills are a complement to hard skills. If hard skills are related to IQ, left brain as well as the technical and academic abilities of a person required in working world; then soft skills are related with EQ, right brain and ability someone's non-technical and non-academic needed in everyday life.

Mastering soft skills help students learn, live and work better. The research conducted at Harvard University, United State of America about factor influenced the success of someone in life shown that 80% of their success because of their soft skills and only 20% affected by hard skills. Those were a very tremendous finding which indicated that soft skills are more important to be owned by the university students for their future career. Thus, university curriculum should include this skill into consideration to be applied in lecturers in teaching at every class and must have specifics ways of applying this skill in teaching especially in this pandemic corona virus disease (Covid) 19 like happen today.

In the lecture process, students not only get learning experiences that can improve hard skills but also soft skills. Hard skills and soft skills are needed, especially in entering the world of work. Goleman in the Mangunwijaya VII Forum (2013) stated that 80% of a person's success is determined by intelligence emotional intelligence (EI) in the form of soft skills in the form of attitude/character and 20% is determined by intellectual intelligence (IQ) which is part of hard skills. For this reason, every learning process must be designed and implemented in order to achieve a balance between hard skills and soft skills. However, in reality there is still a perception gap between the world of higher education and the world of work.

The university views that high competence graduates are graduates with a high GPA and graduate quickly (< 4 years). Meanwhile, what is meant by high competence graduates in the world of work are those who have the ability in technical aspects and good behavior

(Sudiana, 2010). The ratio of the need for soft skills and hard skills in the world of work is inversely proportional to the development of soft skills in college high school, which brings and keeps people in a success 80% soft skills and 20% hard skills but in college or system.

2.3.1 University Accreditation

The Government and the Ministry of National Education have been taking steps to consolidate the education sectors to reduce the number of underperforming universities and thus the number of incomplete graduates produced by them. The National Accreditation Board for Higher Education (*Badan Akreditasi Perguruan Tinggi*) was established in 1994 and started the socialization program of the new accreditation system in 2008 and 2009 for undergraduate programs. BAN-PT has introduced a new QA-system, a modification of the old system with 14 (fourteen) criteria into only 7 (seven) criteria/standards. The old 14 (fourteen) criteria/standards have been consolidated nowadays into a more systematic model adapting and combining the QA model of European Foundation of Quality Management (EFQM) and Malcolm Baldrige's model.

Accreditation criteria include the amount of research work carried out by lecturers, the quality of publications and the length of time it takes graduates to find work and are measured in 5-year intervals (BAN-PT, 2011). The aim is to rid of unaccredited study programs by 2012 as well as universities that are concentrated on profit rather than teaching quality. This is a huge effort by the 1,000 assessors involved to cover the breadth of the country including remote areas and to accurately measure the various levels of maturity of the institutions.

To evaluate whether a university is good enough, not just from an academic point of view, several factors must be completed and fulfilled for a university to get qualified accreditation. For that reason, special preparation and careful planning are needed so that the university can pass accreditation according to BAN-PT standards. The standardized systems using accreditation will also take time to enforce and allow the market to influence substandard institutions. However, the instruction of the National Education Ministry to bring the sector to a world-class standard is clear. These steps are crucial in raising the standards of higher education in Indonesia as a replacement for the ASEAN Community by 2015.

Yet, the system of Accreditation has been renewed; BAN-PT introduced 9 criteria in assessing university quality in 2019. According to the explanation from BAN-PT, a good

accredited rating can meet the national standards of higher education. So that the college can only be said to be accredited very well or accredited excellent. In addition, the excellent accreditation process can be determined based on the quality of study programs and universities that will be able to compete at the national level. While the excellent accreditation standards can be seen from the results of collaboration between universities and study programs that can win at the international level of competitiveness (BAN-PT, 2019).

2.3.2 Students and Graduates Related to Accreditation

The 9 new criteria are (1) Vision, Mission, Objectives and Strategy, (2) Governance, Leadership, and Collaborations (3) Students (including students affairs) and Graduates, (4) Human Resources Management (Faculty and staff members), (5) Finance, Facilities & Infrastructures, and Information/ICT Management, (6) Education (Curriculum, Learning Approach and processes, and Academic Atmosphere) (7) Research (8) Community services (9) Publication and Three-Duty of Higher Education Achievements. This new set of accreditation Management and, Quality Assurance System, standards' framework has been introduced to the stakeholders since July 2019 and has been firstly implemented for Undergraduate study program accreditation in 2021. Similar approach also has been used to develop and improve the instruments for Diploma, Graduate and Professional Study programs accreditation (BAN -PT 2019).

All of the 9 criteria of accreditation have the same 9 points with different explanation on each to achieve. While in this paper researcher will break down the third criteria about Students and Graduates. Those are: Backgrounds, Policy, Higher Education Standards and Strategies for Achieving the Standards, Key Performance Indicators, Additional Performance Indicators, Evaluation of Performance Achievements, Student Quality Assurance, User Satisfaction, Conclusion of Evaluation Results of Achievement of Student Standards and Follow-up.

The first point to achieve is backgrounds which describe the background, purpose, rationale, and mechanism determination of university standards related to students which include the system of student selection and services. The second is policy which contains a description of the formal policy document covering the system new student admissions and student services (guidance and training) counseling, reasoning development, interests and talents, soft skill development, scholarship services, career and entrepreneurship guidance,

and services health). The third is Higher Education Standards and Strategies for Achieving Standards, which describes college standards and strategies student-related standards which contain: selection system and services college student, this section should also describe the resources that will be used allocated to achieve the established standards and mechanisms the control.

The fourth is Key Performance Indicators which includes a) Quality of Students input and b) Service for students provided by the university for all students in the form of coaching, improvement and development of: 1) reasoning, including soft skills, 2) interests and talents, including the development of activities students and SMEs, 3) welfare which may include counseling guidance, scholarships, health services, as well as 4) career and entrepreneurship guidance. The fifth is Additional Performance Indicators: these are other students performance indicators based on the standards set by the university, and the valid data of additional performance indicator must be measured, monitored, assessed and analyzed for continuous improvement. The sixth is Evaluation of Performance Achievements, which contains a description and analysis of success and/or failure established standards, and the performance must be measured with the right method, and the results are analyzed as well as Estimates.

The seventh is Student Quality Assurance which contains a description and valid evidence of the student quality assurance system determined, implemented, the results and controlled and improvement efforts are made in accordance with the PPEPP cycle. The Eighth is User Satisfaction which describes: a) Description of the system to measure student satisfaction including instruments used execution, recording, and data analysis. b) Measurement of valid evidence about satisfaction outcomes users that are implemented consistently, and followed up consistently regularly and systematically. The Ninth is Evaluation Result and Conclusion of Student Standards Achievement and the Following-up, which contains a summary of: positioning, problems and root causes, and plans and student development.

This researched focused on the development of students' and graduates soft skills as it is part of second and fourth point of the third Criteria. Teaching skills is the fundamental activity and mandatory based on the Goal of The United Nations' fourth Sustainable Development which is centered on the Quality Education. The UN expands on this goal, noting that it is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This research is also relevant to the third criteria of university

accreditation about the students and graduates. Researchers aim to analyze the instrument used in performing the quality of students and Graduates in Higher Education (United Nation, 2020).

2.4 Previous Relevant Research

Previous researches are used in this study to obtain the originality of the resulting research. In addition, this study aims to continue the link from previous research so as to obtain scientific development. The following is explanation of some similar researches about soft skills have done.

Wijaya and Hariani (2012) conducted research about Students' Soft Skill Development Effort in Dealing with the Working World, a case study in Economic-Social Education Department of Tarbiyah Faculty in IAIN Mataram. This research used qualitative approach with the interview as the instrument of collecting data. Based on the data analysis, the results showed that efforts to improve soft skills has been not maximized yet, some efforts exist such as conducting training, improving, develop and define training themes to attract attention of students to take part in soft skills training. There are obstacles from students' side encountered in the effort to develop students' soft skills namely; lack of participation, awareness, and discipline. And some obstacles from the organizers, namely; lack of socialization, infrastructure, funding, and limited time. To overcome these obstacles, some efforts are being conducted; (1) Socialization by sticking pamphlets of soft skills training to be held, (2) build the students' awareness about how important it is to participate in soft skills training, (3) Collaborate with students who have attended training, (4) Advise students to join departmental organizations in increasing student awareness, and (5) Require students to be disciplined.

Aly (2017) conducted research related the fact that learning in college (based on his observations), Indonesia's higher Education level places more emphasis on the hard-to-reach dimension skills rather than soft skills. This study resulted in two important conclusions. First, lecturers can use soft skills to develop the character of college graduates through student activities, with two alternative theories, namely: (1) value theory character education proposed by Thomas Lickona or the Curriculum Center Ministry of Education and Culture of the Republic of Indonesia; and (2) the theory of types of soft skills and their forms put forward by Sailah (2008), both personal and intra-personal or a combination of both skills.

Muhmin (2018) has done library research about the importance of soft skill development in university. In this research he concluded that the application of curriculum and learning methods based on soft skills is a must for university students, as the relevance of providing workforce needs as required by working world in the era of globalization. The key to successful learning based on soft skills is to pay attention to student-based teaching materials and methods, in addition to having commitment from the university, then lecturer competence to deliver this method must be grade 4 and 5 (scale 1-5). Lecturer as the spearhead, must be able to change the mindset of the learning system, namely: 1) knowledge is result of study construction or transformation; 2) learning is a process of searching and constructing (shaping) the active and specific knowledge; and 3) teaching is carrying out various strategies that can help students to study better.

Delita, Elfayetti and Sidauruk (2016) conducted research due to the reason of the lack of soft skills and hard skills of students. The study aimed to improve the soft skills and hard skills of students through the application of Project Based Learning in the Geography Learning Planning course and to determine student responses to the application of Project Based Learning. The research was classified as CAR research with observations for 2 cycles. Soft skills indicators observed were oral communication, honesty, participation and creativity. While the indicators of hard skills used are: student scores, the ability to design learning tools and media. Data were obtained through observation sheets, questionnaires, product assessments and test results. The results showed that there was an increase in soft skills which were indicators in this study, namely: oral communication (0.54), participation (0.92), honesty (0.42) and creativity (1.4). The increase in the number of students who got A grades in Cycle II was 8 people (up 25% of the total students), B grades increased to 2 people (up 6% of the total students). Hard skills indicators in the form of the ability to design learning tools and media also increased in Cycle II, namely 21 people (68%) in the very good category and 10 people (32%) in the good category. Students gave positive responses to the application of Project Based Learning in the Geography Learning Planning course.

CHAPTER THREE

RESEACRH METHODOLOGY

3.1 Design of Research and Development (R&D)

The research methodology applied in this research is called Research and Development (R&D). According to Sugiyono (2009:407) Research and Development is the research method that is used to produce a specific product and to test the effectiveness of those products. To be able to produce specific product in education, this kinds of research is characterized based on the need analysis of an educational institution and to test the effectiveness of the product to be used in society, research should be conducted.

Then, Borg and Gall (2003) defined Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

There are two kinds of product produced in this research namely the product in the form of hardware and the second one is the product in the form of software. The product in the form of hard ware is consisting of syllabus for the semester lesson plan for about four meetings which are designed specifically to increase student's soft skills. The product of software is in the form of training both students and lecturer of English subject. The training was conducted to train the lecturers and also the students to increase their soft skills that can be applied directly in their daily life, and also after they graduated from this institution.

The aims of the research were to develop and to design the syllabus and also lesson plans of English subject in IAIN Lhokseumawe soft skill based, the appropriate design of the research is called research and development. Educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process usually consist of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting

where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage (Borg and Gall: 2003).

Based on the statement stated above, it can be described that the stages involved in the educational developmental research is preceded by needs analysis to collect and analyze data for the basis of the development, the product of development is designed based on the findings of needs survey results, trying out the product that was conducted in four faculties in state Islamic institute of Lhokseumawe. The product was tested in the real setting of English class that consists of four classes in which one class for each faculty in the institution. The product was validated with soft skill experts, and revising the product based on the result of field- testing or based on the experts' validation.

3.2 Model of Development

In designing a teaching material in language teaching, generally involve assessing the need of the learners in a language program, describing the goals and objectives, electing teaching approaches, and deciding on assessment procedures and criteria. Based on those statements, it seems that to start the course-developing process needs an analysis of the target group of students.

Richey and Nelson (2009) divided educational research and development into two types, they are:

1. First type is focused on the designing and evaluating a product or specific program which is aim at having description on process of development and learn about the condition that support the implementation of the product.
2. Second type is focused on the discussion toward developmental program done before. The aim of this type is to get description on the procedures of effective designing and evaluating.

The two types of the educational research and development above are more focused on the process of designing and evaluating the result of the product and also the way to apply the product to know whether it is effective or not. There are many models in developing the teaching materials, the model proposed by Reeves (2006) was chosen for this research. This model was adapted to be applied in this developmental research because it consists of some simple research procedures that would be easily followed by the researchers.

3.3 Research Procedures

The procedures of this research can be done through some steps that should continuously be followed by the researchers in conducting the research.

There are some steps of R&D based on Reeves (2006) namely: analyze the problem, design and develop prototype, doing evaluation of the product design, and last one revise the product based on the finding in the evaluation steps and revision no needed, the research can be stopped.

The figure of the research procedures can be seen below:

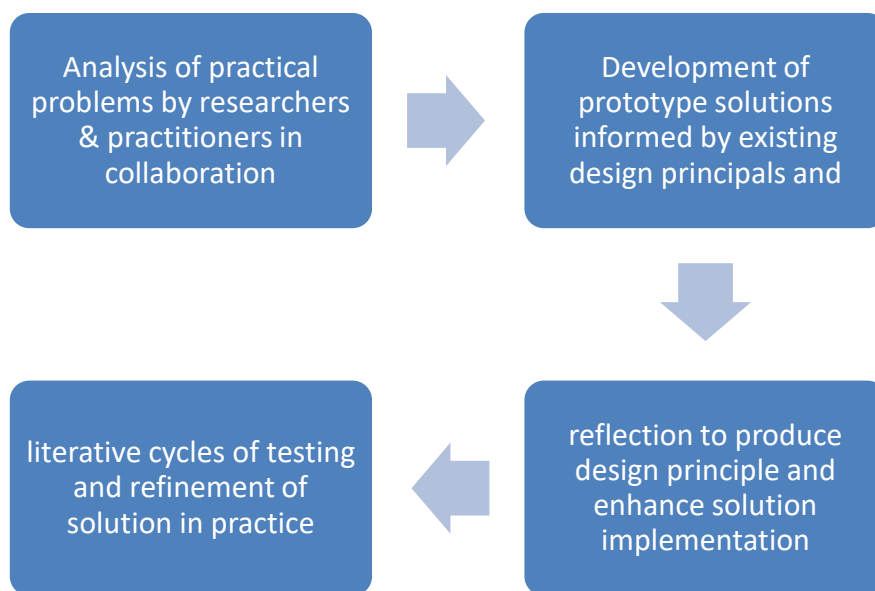
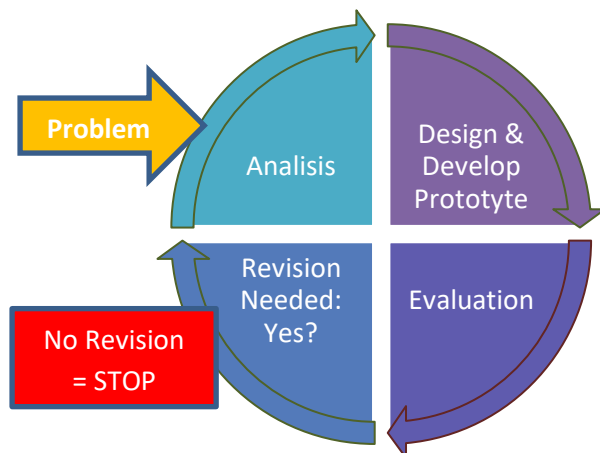


Figure 1: Step of Research and Development Proposed by Reeves (2006)

The following are discussed more detail that is done by the researcher that were adapted from Reeves (2006).

More specifically, those steps can be seen in the figure below:



3.3.1 Problem Analysis and Researching

Any kind of research conducted, it should be started from problem. To find out the problem of this research, it should be conducted through researching and getting information to know the needs of the students and also lecturers of English subject in IAIN Lhokseumawe, especially those who take the English subject. Doing needs analysis should be conducted by the researchers.

Learning needs was conducted through Focus Group Discussion (FGD) to collect the data of students' and lecturers need related to the ability develop soft skills. The FGD was directed to all English subject lecturer at IAIN Lhokseumawe that consist of four Faculties namely Faculty of Teacher Training and Education, *Syaria* Faculty, Islamic Economy and Business Faculty and last one is Faculty of *Ushuludin* and *Da'wah*.

In addition, the purpose of doing this step is to know the kinds of product developed. *Far West Laboratory* in Tegeh (2014:8), stated that the purpose of doing the step of problems analysis are able to detect by being able to answer these questions: (1) Is the propose product important in education?; (2) Is it possible to be developed?; (3) Is there any experts who have skills, knowledge, and experience that will validate the product? and (4) Can the product be developed in a certain time?

After the real problem had been detected and the solution had been identified, the next step can be started to get some information that can be used as references in developing the educational product.

3.3.2 Designing and Develop Prototype

After conducting need analysis above, the next step is designing and develop prototype based on the result of problem analysis. In this step, the reseacher design and develop the syllabus and also lesson plans of English Subject that is actually the Institution subject. In fact, each lecturer has his/her own syllabus for one semester or in the form of semester lesson plans but they have different in content. In this step, the researchers' developed the semester lesson plan and design the lesson plan for each meeting. In this research, the researchers only developed the lesson plans for four meetings only together with materials due to the fact that the time has very limited to conduct the research. The design is not only in the form hardware but also software, thus, in the form of software, the researchers conducted the training of soft skills that was delivered by the expert of soft skills. The training was given both to lecturers and also the students.

This product was designed and developed based on some findings in first Focus Group Discussion and also the result of interview with English subject lecturers at IAIN Lhokseumawe and also the result of questionnaire from the students.

3.3.3 Trying Out the Product

Trying out the product is a process of activities to evaluate whether the product design in this case semester lesson plans that had been included more soft skills strategy in the process of teaching both in the form of written and in the form of oral. To see whether the lesson plans designed and also the training given bring positive effect on students understanding soft skills and more important they are aware of whether they have applied those soft skills in their daily life or not. To make it come true, the trying out the product was conducted to prove whether the new lesson plan with specific soft skills are become the ones that can answer the problems faced by students at IAIN Lhokseumawe. The purpose of trying out the product which are in the form of hard ware and software were to know whether those two products brought positive effect to students' soft skill or not.

3.3.5 Evaluation of the Product

After the design of the product was trying out, the next step is evaluation the product. Product evaluation was done in two ways, they are for software was in the form of training soft skills and hard ware product was done through experts' validation. Then, the

result of both evaluations done after training and the contribution from expert were becomes valuable source to revise the product.

3.3.6. Revision of the Product

After the product had been validated and trying out in the field, it was revised based on the result of evaluation after having soft skill training and also the suggestion from experts' validation. Second FGD also conducted to know lecturers' opinion about the hardware product. Then the results of second FGD were used as the source of revision the hardware product. In conclusion, there are five steps conducted in this R&D research; they are: problem analysis and researching, designing and develop prototype, trying out the product, product evaluation, and product revision.

3.4 Population and Sample

The population of the research was all English lecturers and English Students who took English Subject at State of Islamic Institute of Lhokseumawe and the sample of this research were four English lecturers and 80 students of four Faculties of IAIN Lhokseumawe. The English subject lecturers from those four faculties were chosen only who met the needs of the research. Since the population is large, thus, the researchers used Slovin formula to take the sample from big population. This formula was used to make it easy to determine the proportional sample.

Mathematically, Slovin formula can be written as follow: $n = N / (1 + (N \times e^2))$. Where n is the number of sample that is needed and N refers to the total population. Moreover Miles, Huberman, and Saldana (2014: 23) stated that qualitative researchers usually work with small samples of people. It tends to be purposive rather than random. In this research, the researcher only focuses on some respondents from one institution which was chosen purposively and examined deeply by using three ways of collecting data namely questionnaire, interview and documentation.

3.5 Data Collection Techniques

In this research, the researcher collected data through four ways; they are Focus Group Discussion, questionnaire, observation and documentation. It is a method of improving the immediate analysis task being carried out, advancing the sophistication of

later analyses, and deepening the confidence you have in the final conclusions (Miles, Huberman and Saldana: 2014:279).

Focus group discussion was done to know lecturers' need in teaching English subject and their ways of teaching whether had included soft skill or not. Questionnaire was given to the students to know ways of teaching soft skills conducted by the lecturer in teaching-learning process. Observation was done to know the way the lecturers done to improve students' soft skills and documentation was taken from each lecturers' semester lesson plan (RPS) to see whether the lecturers have had good planning in their teaching learning process to improve students' soft skills.

By having those planning at beginning of teaching process, by the time goes by the graduate soft skills also improved. It would be needed most by them in facing their future career because the success of future career of someone is determined by having more soft skills than hard skill or technical skills.

3.6 Data Analysis Techniques

The data were analyzed in two ways using qualitative and quantitative concept of data analysis. The data that were obtained from questionnaire were analyzed quantitatively. To test the validity of the data in the form of questionnaire, it was carried out statistically by using the Pearson Product-Moment Coefficient of Correlation test with the help of computer software through the Program Statistical Package for Social Science (SPSS) 25.0. While the data from FGD, observation and documentation were analyzed using Miles, Huberman, and Saldana's model; they are data condensation, data display, and conclusion drawing/verification. The researcher also used descriptive analysis to analyze the data. The steps of the analysis are as follows:

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we are making data stronger. Data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose.

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The display includes many types of matrices, graphs, charts, and networks. It means that the data display used descriptions form to analysis the data. Therefore, the data of this research were displayed in the form of description or narration, and in the form of table.

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusion is still there vague at first, then increasingly explicit and grounded.

CHAPTER FOUR RESEARCH FINDING

The chapter four presented the result of needs analysis that was gotten from Focus Group Discussion (FGD) and interview, the results of data in problems analysis from English lecturers and also students of English Subject at all faculties in IAIN Lhokseumawe. Those results were used as valuable information in developing the students' soft skill in English Class at IAIN Lhokseumawe. The data were analyzed, and then the results of the analysis determined the needs of students. The data gotten from FGD and interview for lecturers were analyzed and discussed in a descriptive way. While the data gotten from questionnaires given for students, before and after the research developed product implemented, were analyzed quantitatively, using Pearson Product Moment Coefficient and Correlation test.

4.1 The Result of Problem Analysis of Focus Group Discussion

The problem of analysis was done to gather information from English lecturers and the students of English subject and their needs in studying especially in English subject related to soft skills. In responding to the researchers questions, the respondents were suggested to give responses as they experience in the fact without given any untrue statement. The following table namely table 4.1 discussed in detail the result of FGD of lecturers and students of English subject at IAIN Lhokseumawe. The respondents are all English lecturers that consist of 16 English 16 English lecturers and 80 students of English Subject who are 20 students for each faculty.

Table 4.1 The Result of FGD with English Lecturers of English Subject at IAIN Lhokseumawe

NO	Planning	
	Questions	Response
1	Does the semester lesson plan (RPS) that you make include soft skills?	Yes, but it is very general not specific
2	If yes, what soft skills are already in the RPS that you made?	Soft skills in general, related to morals, as in the appropriate description format given by the majors in the RPS.
3	Are these soft skills present at every meeting?	Yes, but not significantly measurable portion of soft skills applied.

4	Does it need to be applied at every meeting?	It should be so
5	Are these soft skills appropriate to answer students' needs for their future career development?	The soft skills listed in the RPS are not specific, so I don't know the direction that is related to careers.
Implementing		
	Questions	Response
7	How do you apply the soft skills that you have written in the RPS?	Provide motivation Remind lecturer contracts Assessment criteria Giving daily score Giving motivation Valuing the creativity Reminding the ethics of communication Keep using good language with anybody.
8	When? In Pre-Teaching, While-Teaching or Post-Teaching?	Sometimes in pre-teaching, and sometimes at others position
9	Among the several soft skills, which soft skills do you think they need the most in their future?	Responsibility, leadership, initiative, time management, creativity
10	Quoting from an article published by LinkedIn, there are five soft skills needed in 2021, namely: Creativity, Persuasion/Persuade, Collaboration/Cooperation, Adaptation and Time Management. In your opinion, can all these soft skills be included in the teaching learning process for English courses?	Yes, in different meeting
11	Among those five soft skills, which one is the most dominant one they must develop and must possess? Why?	Responsibility, leadership, initiative, time management, creativity, because those soft skills they need in their future career
12	Are there special materials in teaching-learning process that you have designed to teach special soft skills to students?	100% said no
13	Should students be given special training on soft skills? If necessary, why?	100% said very important
Evaluation		
	Questions	Response
14	Are the soft skills that you have written in the RPS and have been implemented properly included in the evaluation?	No, not always. Mostly, it is not included in the measurement

15	How do you assess the success of student soft skills?	Seeing practice manifested in behavior (character, emotional)
16	There are two types of evaluation, namely process and product. Which type of evaluation do you think better use to measure or assess student soft skills?	100% said process

The result of FGD that the researchers felt unsatisfied with the answers had been made clear by having individual face to face interview as the second ways of collecting data to know more detail about their opinion, expectation, or even hope. This type of data collection was intended to find out some unclear information given by the respondents in FGD. The following was the description of the result of the FGD conducted with English Subject lecturers which divided into three parts, namely planning, implementing and evaluating.

In the planning part, it consists of five descriptions namely about: the first one is about whether the semester lesson plans (RPS) that the lecturers make have included soft skills. The second was about still related to the first statement, it is about if the lecturers have included any kinds soft skills in their RPS, the lecturers asked to describe more specific about kinds of soft skills. The third one was about whether those soft skills present at every meeting. The fourth statement was about whether those soft skills need to be applied at every meeting. The last statement in the planning part was about whether these soft skills appropriate to answer students' needs for their future career development.

In the implementing part, it consists of eight statements namely: the first one is about the way the lecturers applied soft skills that had been written in the semester lesson plan. The second was still related to the first statement, it is about the time they applied soft skills, in pre-teaching, while teaching or post teaching sessions. The third one was asking about lecturers' opinion the kinds of soft skills they think needed most by the students to face their future career. The fourth statement was still focused on lecturers' opinion about the quotation that was quoted from an article published by LinkedIn, there are five soft skills needed in 2021, namely: creativity, persuasion/persuade, collaboration/cooperation, adaptation and time management. Related to that statement, the researchers desired to investigate the lecturers' opinion whether those all soft skills were included in the teaching learning process for English courses. The fifth statement still related to the previous statement, it was also investigated the lecturers' opinion about the most dominant soft skills

that should be developed and must possessed by the students. If yes, it should be given the reason. The sixth statement was about to know whether there were special materials in teaching-learning process that had been designed to teach special soft skills to students. The seventh statement was about whether the students should be given special training on soft skills. If it is necessary, it must give the specific reason.

In the evaluating part, it consists of only three statements namely about: (1) whether the soft skills that written in the semester lesson plans had been implemented properly included in the evaluation. (2) the way the lecturers assessed the success of student soft skills, and (3) about the types of evaluation mostly they applied in measuring or assessing the student soft skills.

4.2 The Result of Observation Checklist Analysis

To get more data about the ways of lecturers' teaching that they included and implemented the soft skills during the lesson, researchers collected the RPS from all of the English subject lecturers and have done observation in four classes of each Faculty as sample of this research, to confirm whether the teaching process is based on the RPS and suitable product of SAP. The four classes that were observed were: one class of Primary Islamic School Teacher (PGMI) department from Education and Teacher Training Faculty, one class of Islamic Economic Law (HES) department from Syariah Faculty, one class of Islamic Broadcasting Communication (KPI) department from Adab and Dakwah Faculty, and one class of Syariah Economics (ES) department from Economics and Business Faculty. The following is the table of observation result.

Table 4.2 The Result of Observation Checklist during English Lesson Class

NO	ACTIVITIES	PGMI	HES	KPI	ES
A	Effective Planning				
1	Follows prescribed curriculum	✓	✓	✓	✓
2	Displays evidence of teacher preparation	✓	✓	✓	✓
3	Directions to students are clearly thought out and well stated	✓	✓	✓	✓
4	Materials for class are organized and available	N/A	N/A	N/A	N/A
5	Uses available materials and resources	N/A	N/A	N/A	N/A
6	Provides enrichment and/or remediation where needed	N/A	N/A	N/A	N/A
7	Considers time available and aware of adequate pacing	N/A	N/A	N/A	N/A

8	Carefully plans student assignments and plans student groupings according to instructional needs	N/A	N/A	N/A	N/A
B	Teaching Techniques				
9	Utilizes the use of notebook and/or other guides effectively	N/A	N/A	N/A	N/A
10	Demonstrates sufficient mastery of content	N/A	N/A	N/A	N/A
11	Makes effective use of a variety of available materials	N/A	N/A	N/A	N/A
12	Makes clear, practical demonstrations	N/A	N/A	N/A	N/A
13	Provides for student's participation	✓	✓	✓	✓
14	Uses logical, purposeful and thought-provoking questions	N/A	N/A	N/A	N/A
15	Provides interesting and adequate reinforcement	N/A	N/A	N/A	N/A
16	Varies procedures in working with pupils of varying abilities	N/A	N/A	N/A	N/A
17	Provides motivation	✓	✓	✓	✓
C	Student/Teacher Relationships				
18	Maintains student interest and attention	N/A	N/A	N/A	N/A
19	Works constructively with individual or group	N/A	N/A	N/A	N/A
20	Manage routine so as to avoid confusion	✓	✓	✓	✓
21	Exhibits poise, voice control, and tact	N/A	N/A	N/A	N/A
22	Graciously accepts less than "right" response with slow students	✓	✓	✓	✓
23	Uses positive statements to students	✓	✓	✓	✓
24	Makes supportive statements to students	✓	✓	✓	✓
25	Maintains a friendly and respectful teacher-student relationship	✓	✓	✓	✓

The table observation checklist clearly shown the result that there were some procedures of teaching that required during the class related to soft skills were not applicable properly. Especially in the section of planning; the lecturers have not provided SAP for each meeting that could help to manage the activities in the classes.

Based on that result of investigating via FGD, interview and observation during the teaching process, the researchers developed those two kinds of product. The hard ware product refers to the products consist of physical components that can be seen directly, in research and educational development can be in the form of syllabus or semester lesson plan or even the materials/media developed. While the software product related to the product in the form of training, the model or teaching strategy, and so on. In short, it can be said the

result of FGD shown that there are some ways of developing students' soft skill at university level namely via hardware and software product as had been stated before.

4.3 Developing Students Soft Skills through Training and Designing Lesson Plans.

The development of soft skill in this context is divided in two ways, firstly in the form of hardware and second one is in the form of software. Those developments were done based on the result of problem analysis that was gotten from FGD and interview. The following are the result of FGD with the English lecturers and students of English subject for several meetings with the topics and the method/ ways/ media/ strategy/ approach used in delivering the materials should reflect the soft skill. The English subject is the institution subject, thus, it is taught at all faculties in first semester at IAIN Lhokseumawe and it consists of 2 credit hours per meetings. The researchers developed RPS or Semester Lesson Plans for sixteen meetings and also developed the materials only for four meetings. To be representative, it is focused on four language skills namely listening, speaking, reading and writing, one topic for each meeting that is in the form of lesson plans (SAP). The breakdown of the Proposed RPS and SAP are presented in Appendix 1.

Table 4.3 Result of Development in the Form of Semester Lesson Plans and SAP

No	Meeting	Topics	Methods/Strategy/Media	Times Allocation
1	One	Teaching Contract, Introduction to the Course and Classroom Policy	Brainstorming Discussion Questionnaire Interactive Lecturing	100 Minutes
2	Two	Introducing Self and Others using Polite Language	Information Gap Work in pairs Drilling	100 Minutes
3	Three	Describing People Describing Things	Communicative Approach Cooperative Learning	100 Minutes
4	Four	(Quiz)	Test Sheet	100 Minutes
5	Five	Expression: Making Polite Request and Offers	Role Play Making Dialogues Cooperative Learning	100 Minutes
6	Six	Expressing Feeling: Expressing Like and Dislike Expressing Agree and Disagree	Work in Pairs Peer Learning. Role Play	100 Minutes
7	Seven	Direction: Asking and Giving Directions and Instructions	TPR (Total Physical Response) Work in Pair Peer Learning.	100 Minutes
8	Eight	Midtest (UTS)	Test Sheet	100 Minutes

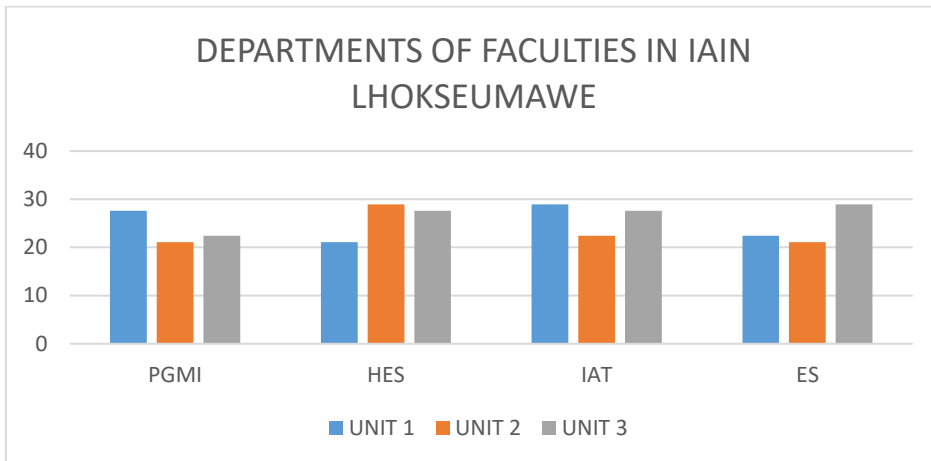
9	Nine	Telling Time in English using British and American style.	Work in pair Role Play	100 Minutes
10	Ten-eleven	Procedure Text: How to Make a Thing?	Demonstration through Watching Video Power Point Using in Focus	200 Minutes
11	Twelve	Speaking Focus: Telling Story Using Bigbook as Media	Work in Pairs Peer Learning. Role Play Demonstration Technique	100 Minutes
12	Thirteen	Telling about Habits and Hobbies	Work in Pairs Peer Learning. Role Play Demonstration Technique	100 Minutes
13	Fourteen	Reading the Text Focusing on Accuracy on Language Components Namely: Vocabulary, Pronunciation and Grammar.	Work in Pairs Peer Learning. Active Knowledge Sharing.	100 Minutes
14	Fifteen	Simple Present Tense Simple Present Tense Pattern	Work in Pairs Peer Learning. Active Knowledge Sharing	100 Minutes

4.4 The Result of Training and Product Implementation

As had been explained in the previous part, there are two kinds of products in this research, namely software and hardware. Software was in the form of teaching models applied by the lecturers and also the training presented by the researchers to develop the students' soft skills. The purpose of lecturers being provided with soft skills training is to make it easier for them to teach by including soft skills in the teaching-learning process. The lecturers only provided with four topics in four meetings which had been developed by the researchers namely focusing on listening, speaking, reading and writing. (See appendix 2).

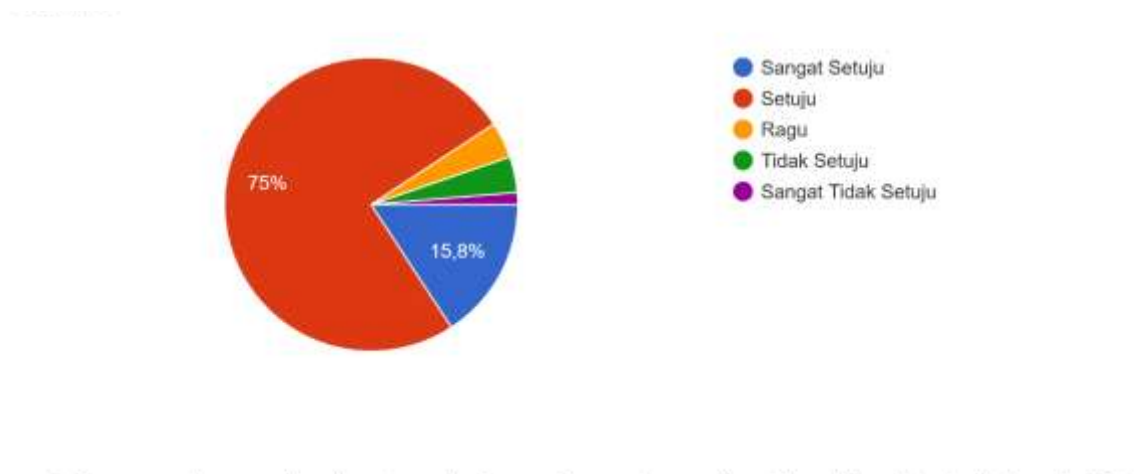
To know whether the products which were both software and hardware had brought positive effect to students' development on soft skills, they were given questionnaire that was done via Google form. The questionnaire were given twice namely before and after being treated by soft skills training. The following are the result of questionnaire in the form graphics and pie chart:

4.4.1 The Result of Questionnaire (Before Soft Skill Training)

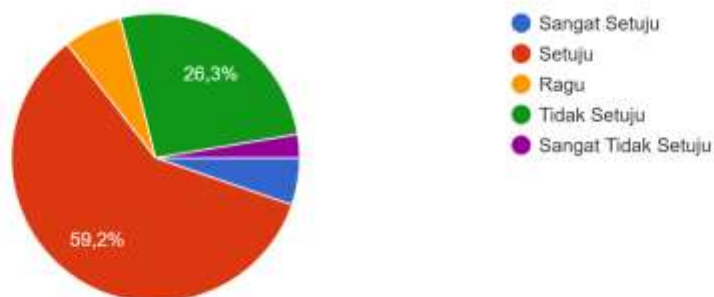


A. Teamwork/ Leadership

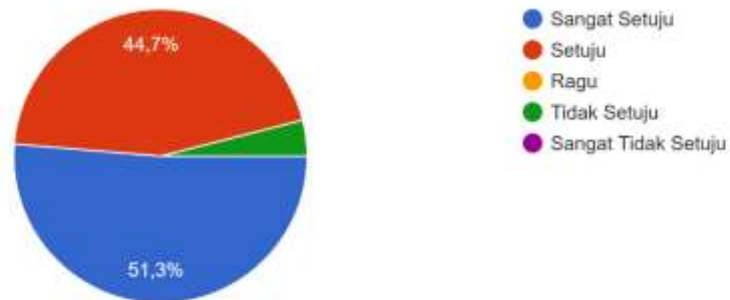
1. Lecturers usually give task that should be done in class in group of three or more



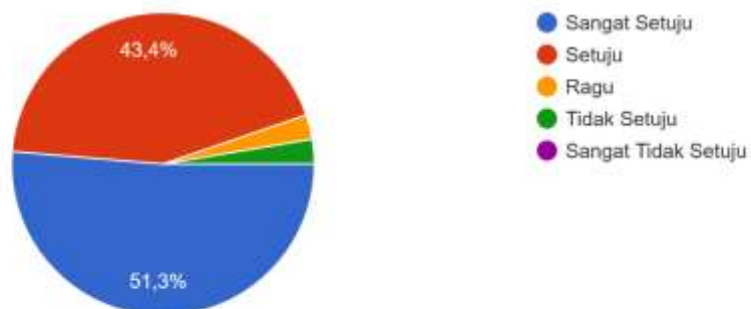
2. Lecturers usually give group task that should be done outside class in English subject



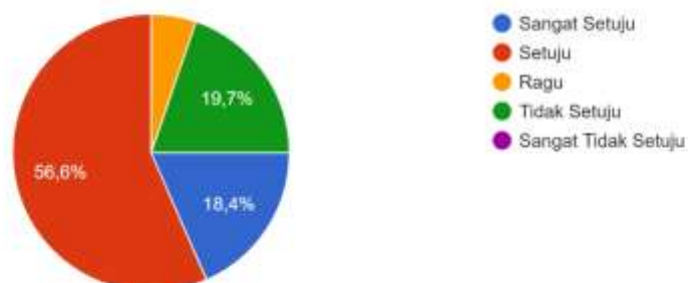
3. Lecturers usually guide the students in doing the task in group



4. Lecturers give clear instruction to students about working procedure in group

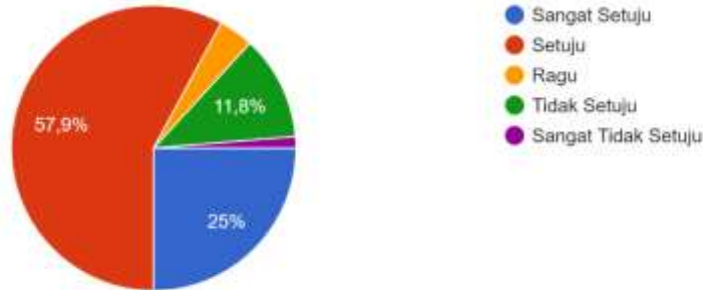


5. In doing task in group, lecturers have determined head of group, secretary and notulence clear instruction to students about working procedure in group



- Final project that was assigned by the lecturers in English Subject were planned to be done in the form of group

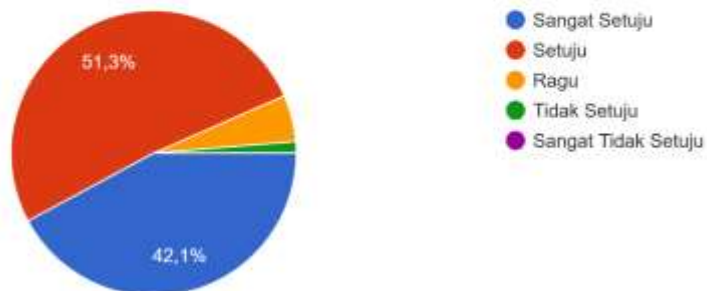
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B. Creativity

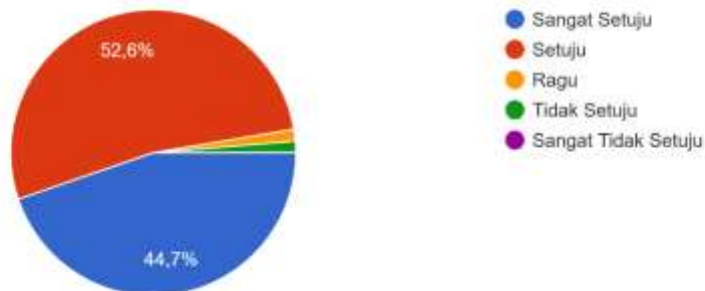
- Lecturers usually give example of the topic being discussed then instruct the students to make other examples

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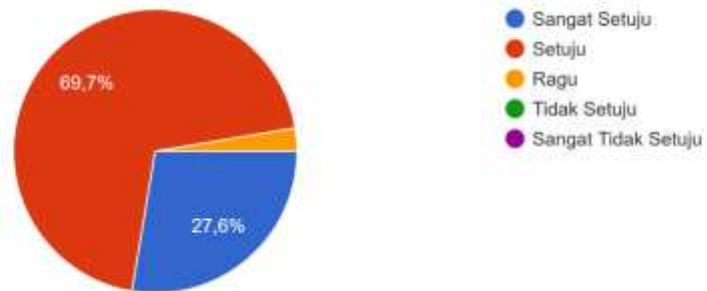


10/10/2022, 10:00 AM

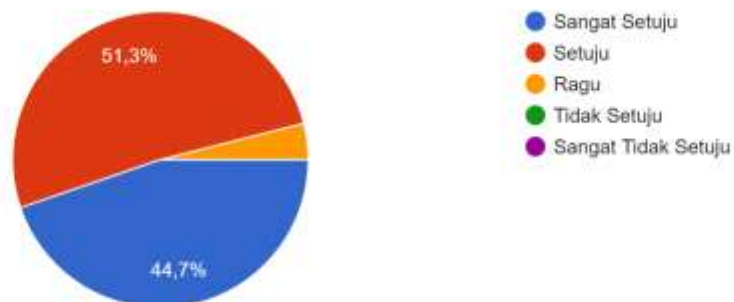
- Lecturers guided the students to construct other examples beside the examples given in the text



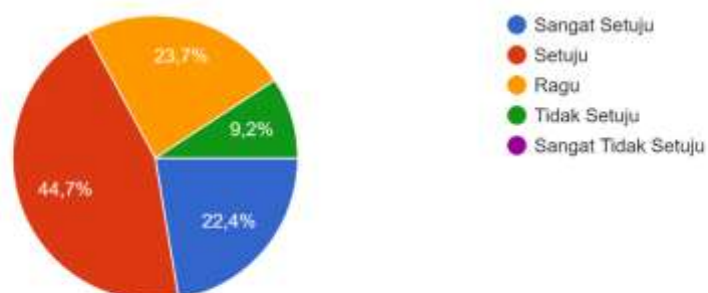
3. Lecturers guided the students to do the task by using various references



4. The students have initiative to use google and other media to finish the assignments given in English Subject Class.

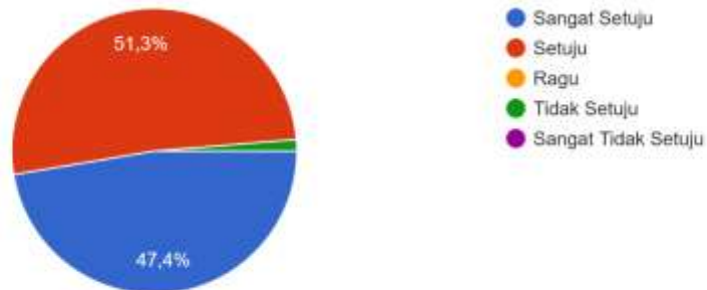


5. Students usually do their tasks in library by reading many books/references



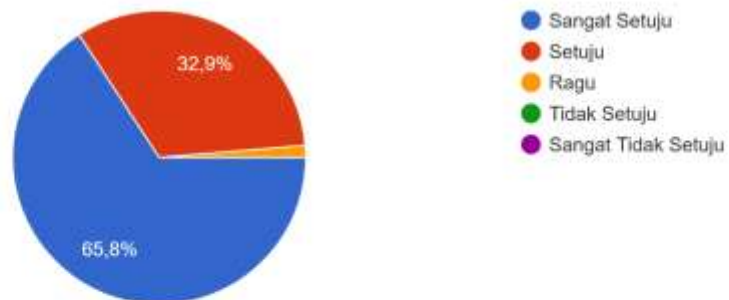
6. Students usually do the tasks with happy feeling and relax so that it would be easy to get new idea

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C. Modelling

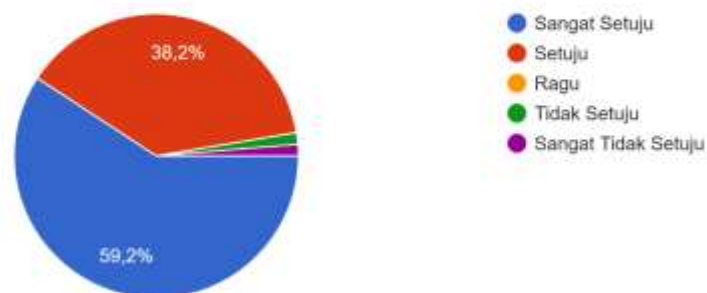
1. Lecturers ask the students to pray to Allah first before starting teaching learning process



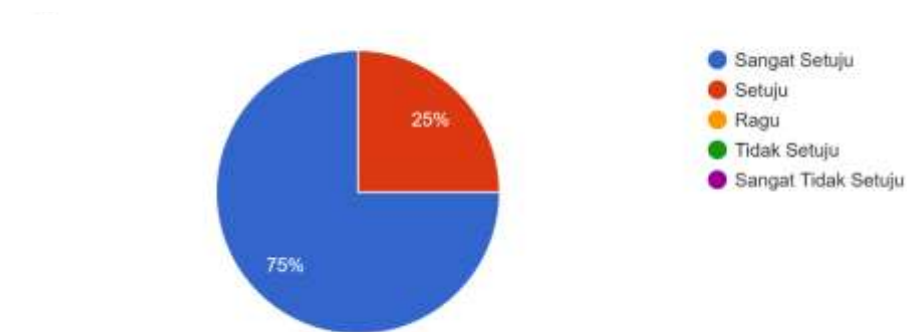
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2. Lecturers always give example first before asking the students to do good thing

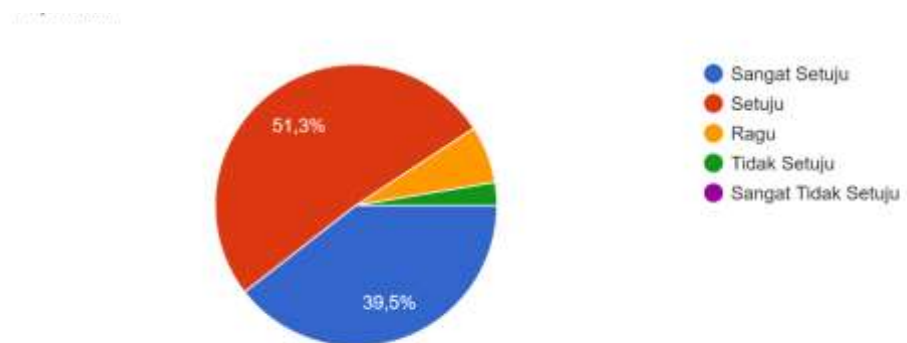
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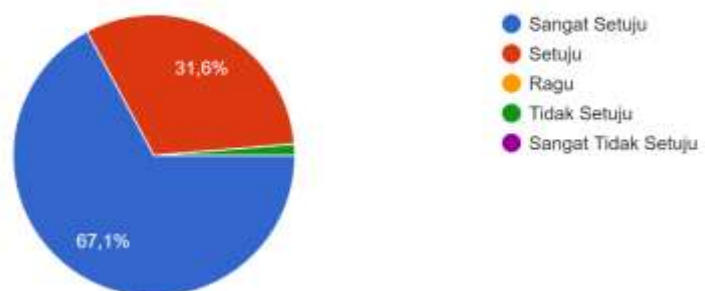
3. Lecturers teach, educate and guide the students patiently



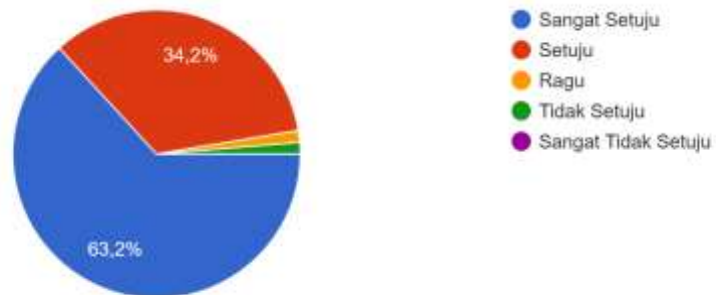
4. Lecturers usually ask the students to say/pronounce/repeat something good done by the lecturers as what the lecturers say



5. Lecturers always used polite words to the students in teaching learning process

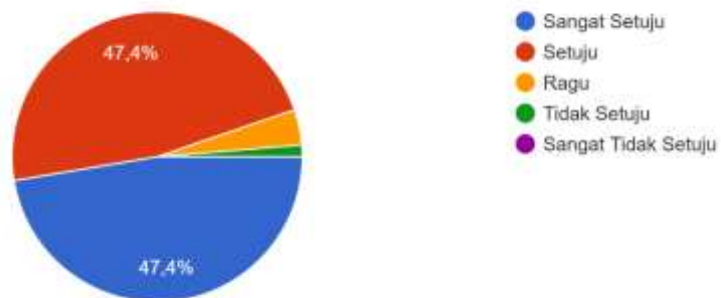


6. Lecturers usually give motivation to students

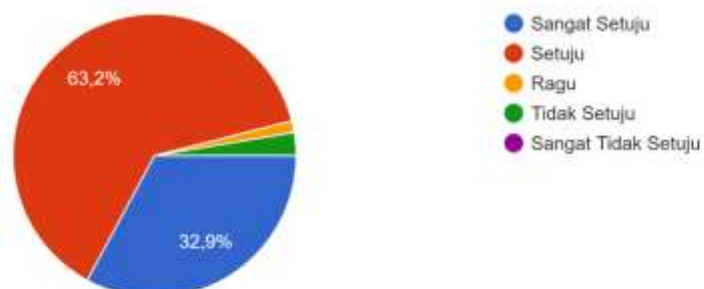


D. Time Management/ Discipline

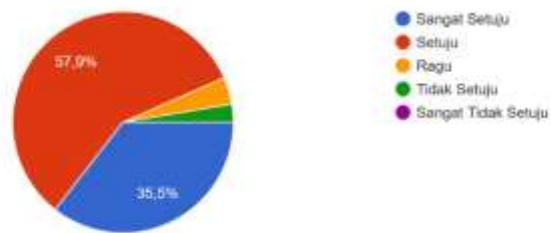
1. Lecturers always instruct the students to submit the task on time



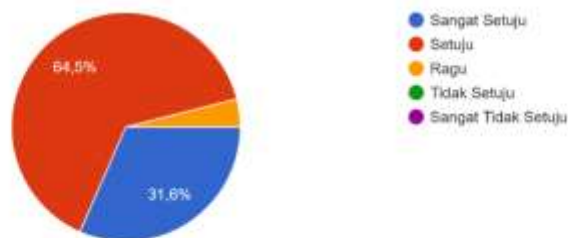
2. Students do the task or the test in class as the time is set or given by the lecturers



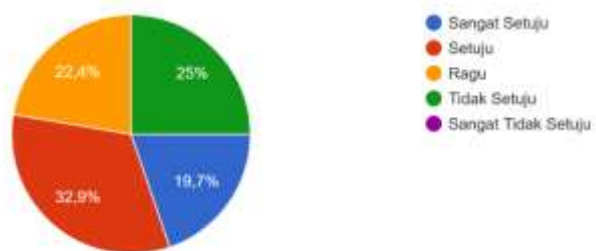
3. Lecturers write clearly the time allotment given to the students to do the task or test



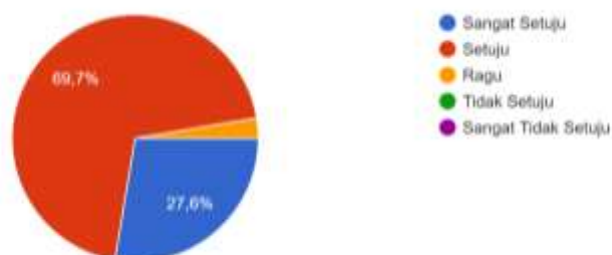
4. Students submit responses sheets on time as given by the lecturers in test instruction



5. Lecturers do not receive responses sheet if the students submitted not as the time set



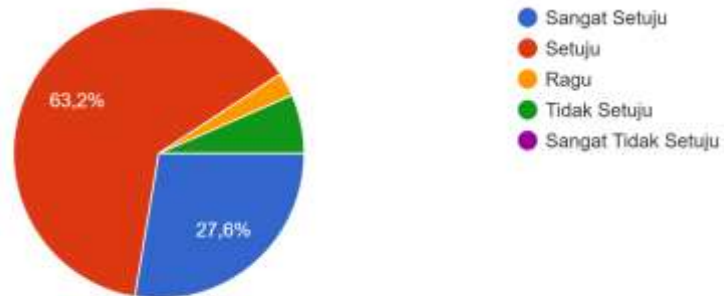
6. Lecturers always remind the students that the final project given should be submitted on the time set



E. Responsibility

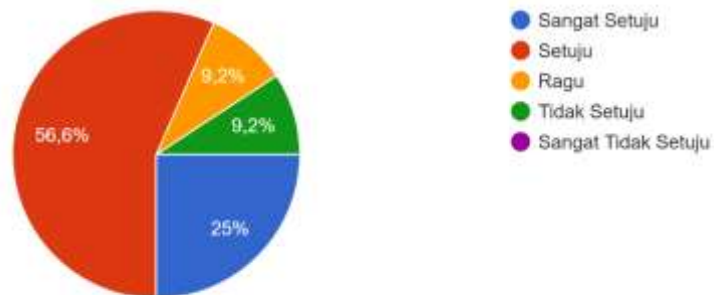
1. Lecturers always return back the result of test sheet to the students after several days of test given

100% 80% 60% 40% 20% 0%



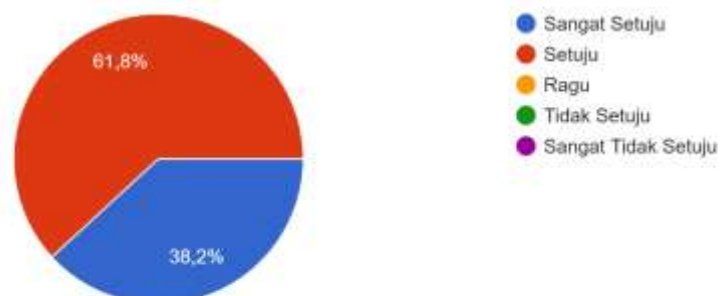
2. Lecturers give score as stated at the test items

100% 80% 60% 40% 20% 0%

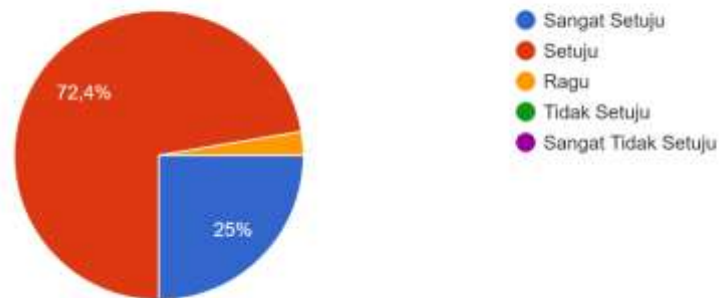


3. Students do the tasks given by the lecturers with full of responsibility

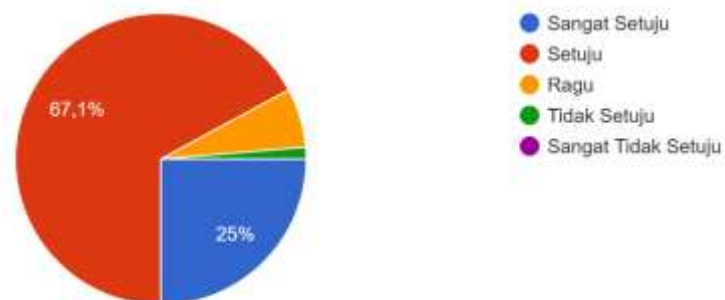
100% 80% 60% 40% 20% 0%



4. Students do the tasks given by the lecturers without any force



5. Students do the tasks given by the lecturers enthusiastic



6. Students aware that by mastering English, he/she can change the world



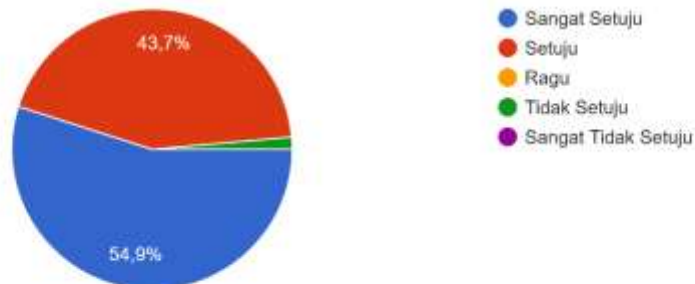
4.4.2 The Result of Questionnaire (After Soft Skill Training)

Data distribution of Students in IAIN Lhokseumawe

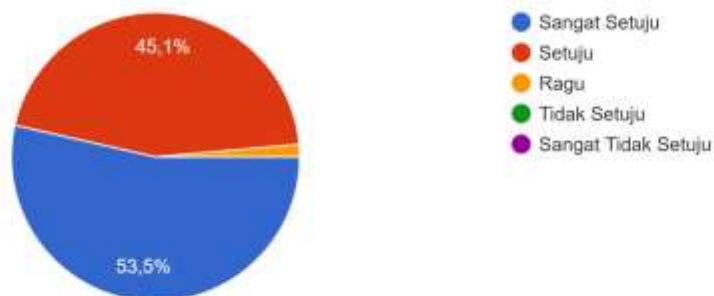


A. Team Work/ Leadership

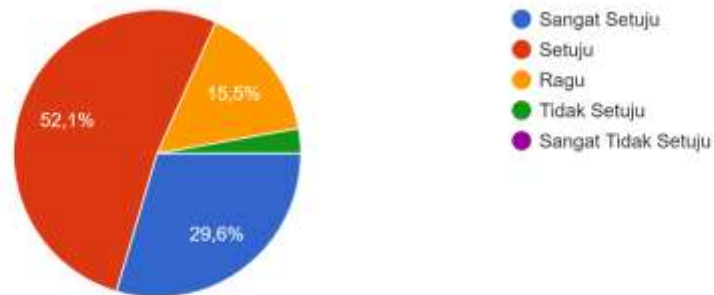
1. I try to find some ways to help my team to achieve the purpose of the discussion



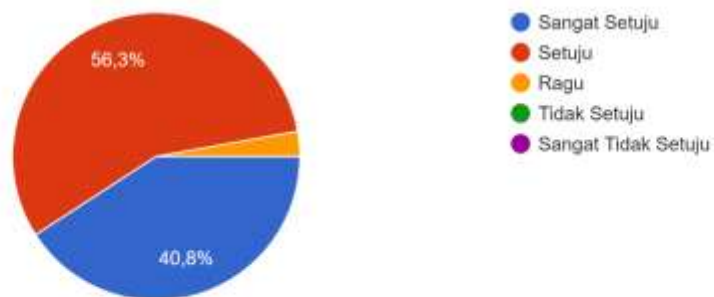
2. I will do seriously both the task in the classroom and assignment for homework given by the lecturers



3. I agree and accept the change of planning in my team



4. I am ready to help a friend with poor ability



5. I involve the opinions from all of members of my team in discussing things

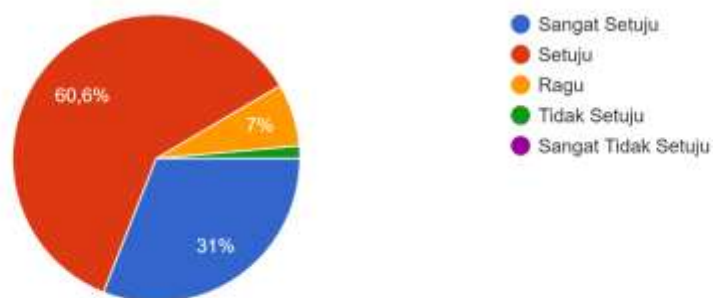


6. I listen carefully the opinion uttered by the members of my team in group discussion in the class

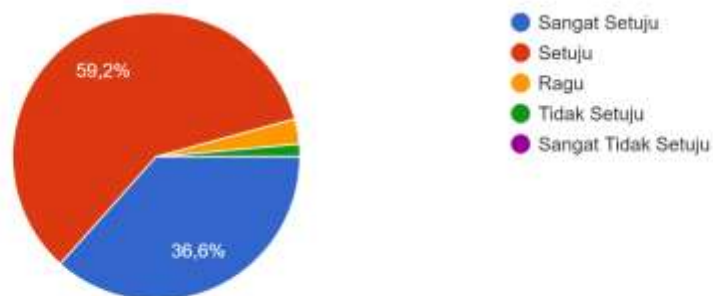


B. Initiative

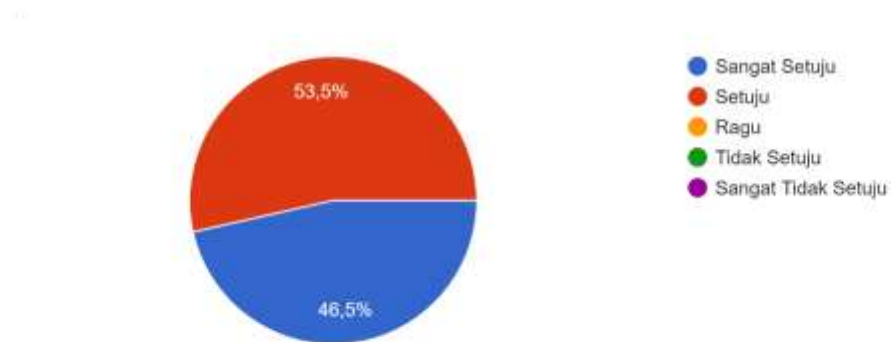
1. I often clean the whiteboard without being asked by the teacher



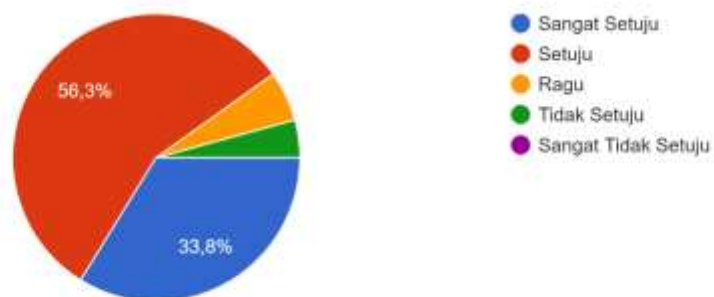
2. I give the idea and extra effort regularly to finish my job well



3. I am watching and doing what is needed to do for my surrounding



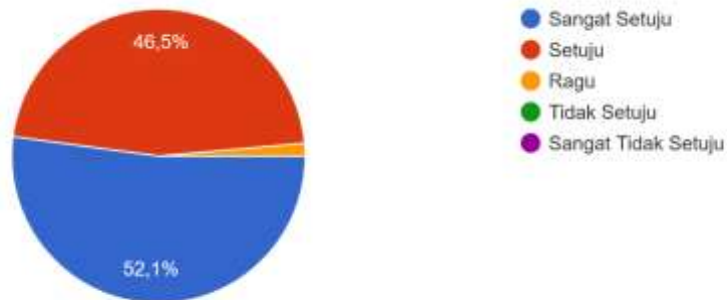
4. I join some activities in or outside campus to upgrade/ get self-quality improvement



5. I join some trainings to improve my hard and soft skills

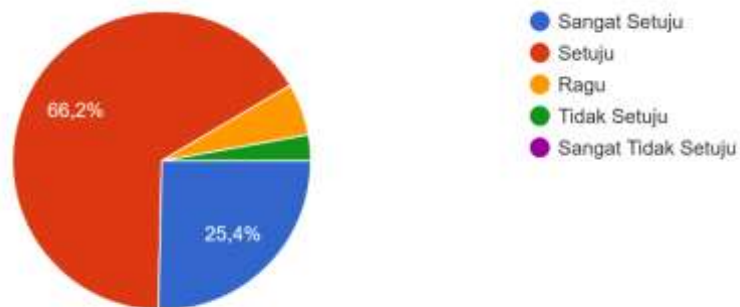


6. I find ways to get my study result increased

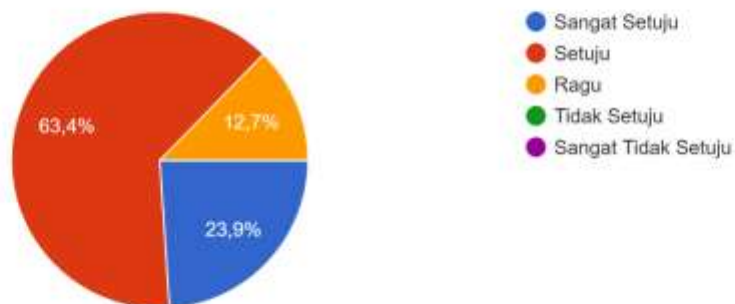


C. Communication Skills

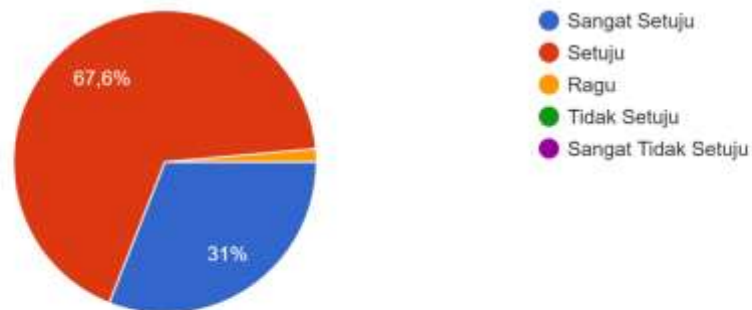
1. I am listening carefully and focus to what someone's talking to me



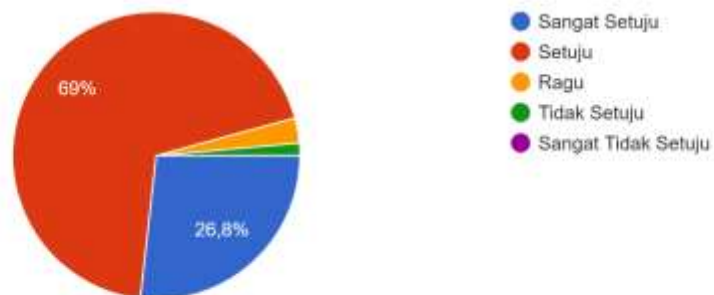
2. My First response to what someone's talking is in accordance with the topic of discussion



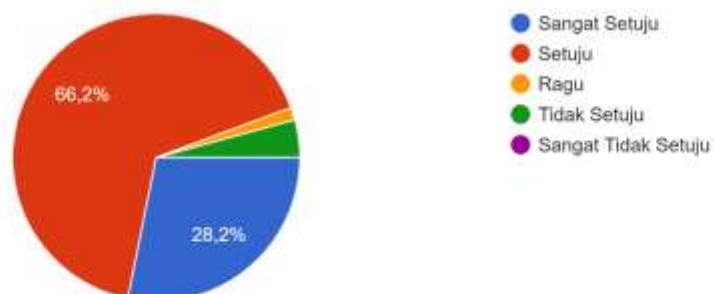
3. I pay full attention to someone talking to me



4. I listen other people's point of view and I repeat what others saying, so that they realize that they are listened



5. I avoid gossip and do not join when some people start gossiping



6. I avoid interrupting when someone is talking

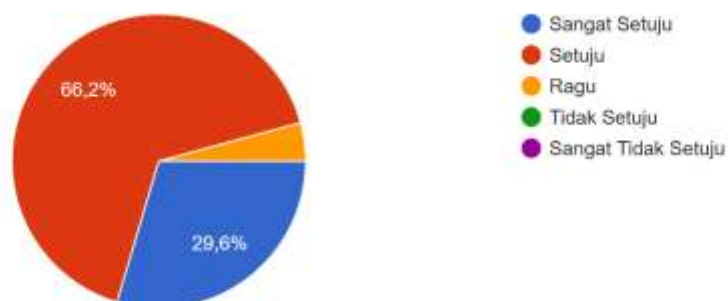


D. Time/ Task Management

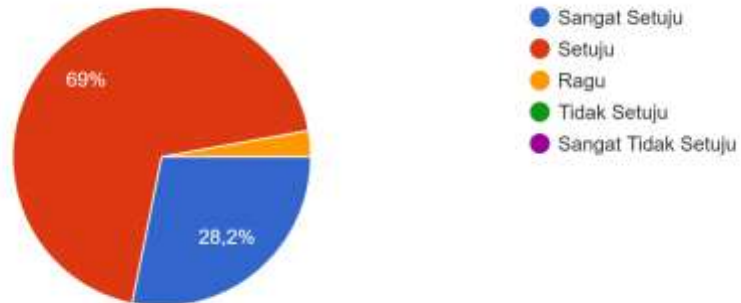
1. I make sure the most important thing must have done as priority



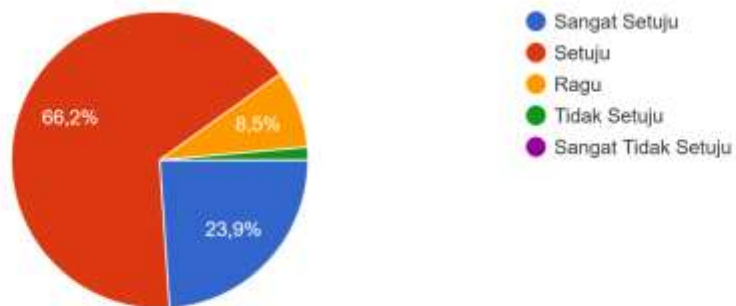
2. I learn to differ the priority between the urgent and most important related to the task in and beyond campus.



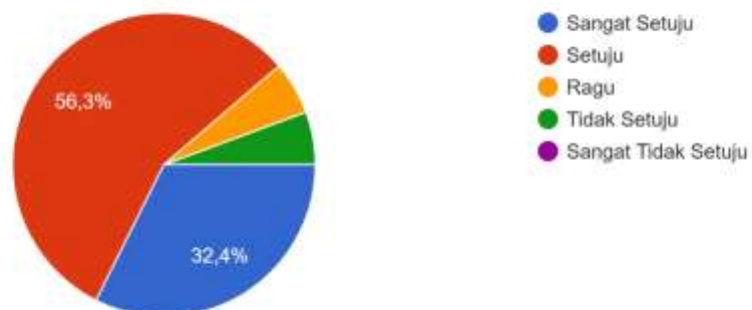
3. I know well about my responsibility and I use the check list task to keep being on the track



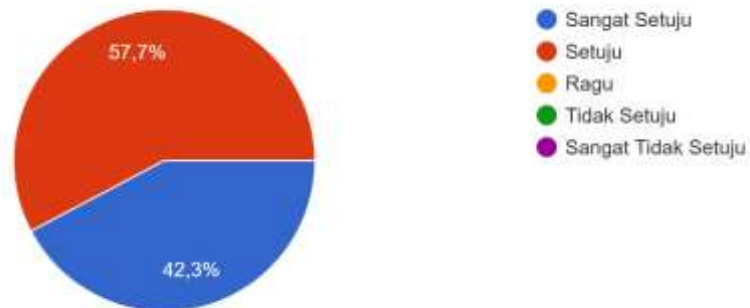
4. I plan and make “to do list” in facing my weekdays



5. I write down my duty and target of achievement and mark it on the calendar

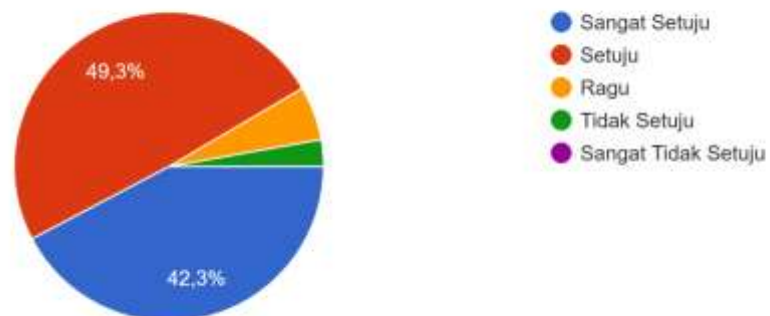


6. I take time to think in deciding the most priority of task given to me

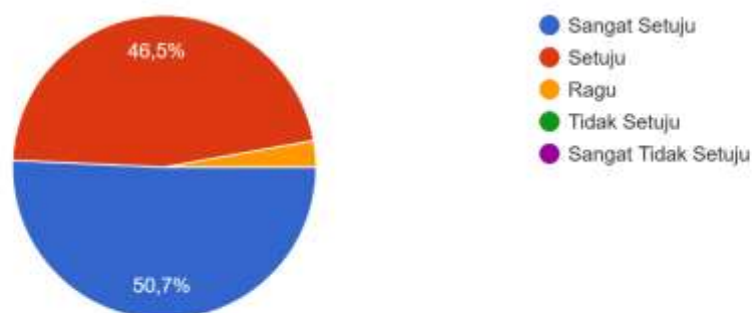


E. Integrity

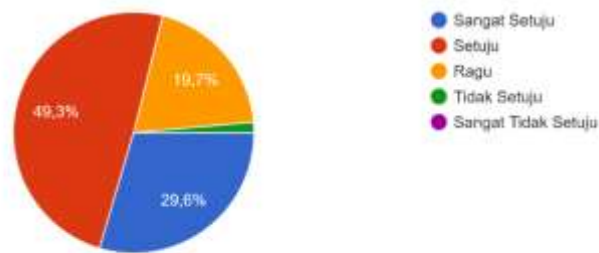
1. I know my responsibility and I do it carefully and well



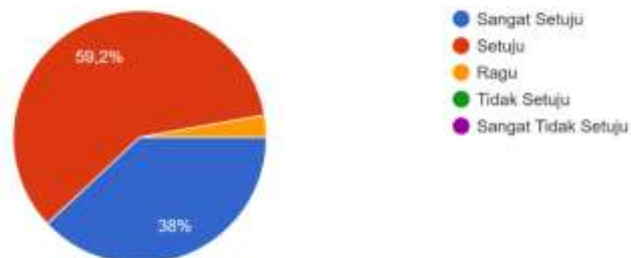
2. I always try my best to keep my promise



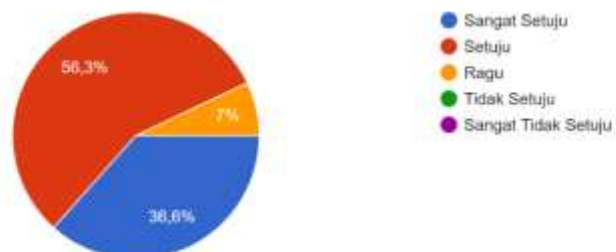
3. I keep trying to do my duty until it is done well



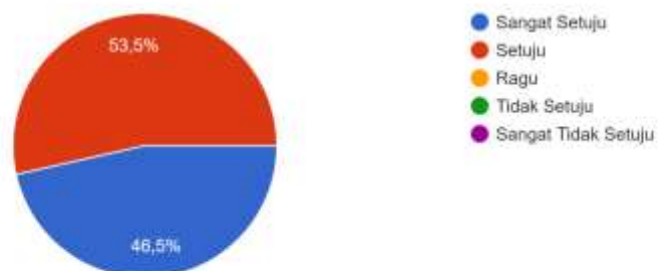
4. I will ask opinions about my works if it is done correctly or not



5. I am honest to myself



6. I responsible to my own fault



4.5 Instrument Validity and Reliability

4.5.1 The Result of Validity Test

Testing the validity of the data in this study was carried out statistically, by using the Pearson Product-Moment Coefficient of Correlation test with the help of computer software through the Program Statistical Package for Social Science (SPSS) 25.0. Based on the results of data processing, all statement items are declared valid because they have a significance value below 5%. If done manually then the correlation value of the calculation results obtained must be compared with the critical value of the product moment correlation. Each statement item is declared valid if $r_{count} > r_{table}$ (critical value of correlation r product moment for $n = 30$ in the attachment), so that all statements are significant and have construct validity. For more details regarding the results of the validity test, see table 4.1

Table 4.4 Result of Validity Test

Test Item	Coefficient Correlation	Critical Value N=80	Description
A1	0,612	0,183	Valid
A2	0,407	0,183	Valid
A3	0,527	0,183	Valid
A4	0,444	0,183	Valid
A5	0,488	0,183	Valid
A6	0,577	0,183	Valid
A15	0,614	0,183	Valid
A16	0,569	0,183	Valid
A17	0,677	0,183	Valid
A18	0,369	0,183	Valid
A19	0,542	0,183	Valid
A20	0,376	0,183	Valid
A21	0,68	0,183	Valid
A22	0,774	0,183	Valid
A23	0,59	0,183	Valid
A24	0,475	0,183	Valid
A25	0,528	0,183	Valid
A26	0,497	0,183	Valid
A27	0,655	0,183	Valid
A28	0,686	0,183	Valid

A29	0,533	0,183	Valid
A30	0,788	0,183	Valid
B1	0,508	0,183	Valid
B2	0,697	0,183	Valid
B3	0,522	0,183	Valid
B4	0,581	0,183	Valid
B5	0,61	0,183	Valid
B6	0,63	0,183	Valid
B7	0,514	0,183	Valid
B8	0,676	0,183	Valid
B9	0,612	0,183	Valid
B10	0,407	0,183	Valid
B11	0,527	0,183	Valid
B12	0,444	0,183	Valid
B13	0,488	0,183	Valid
B14	0,577	0,183	Valid
B15	0,507	0,183	Valid
B16	0,57	0,183	Valid
B17	0,421	0,183	Valid
B18	0,468	0,183	Valid
B19	0,772	0,183	Valid
B20	0,491	0,183	Valid
B21	0,633	0,183	Valid
B22	0,546	0,183	Valid
B23	0,614	0,183	Valid
B24	0,569	0,183	Valid
B25	0,677	0,183	Valid
B26	0,369	0,183	Valid
B27	0,542	0,183	Valid
B28	0,376	0,183	Valid
B29	0,68	0,183	Valid
B30	0,774	0,183	Valid

Source: Primary Data, Processed (2021)

For statements related to pre-training, there is a correlation value between the alternative scores of respondents' answer choices to the first statement item (denoted by A1) with a total score of all statements in that variable of 0.612 while the table correlation value with $n = 80$ shows a number of 0.183. Thus, it can be interpreted that the relevant data is

declared valid because all the correlation coefficient values obtained were greater than the table correlation value. Likewise, the other statement items contained in the post-training variable.

4.5.2 The Result of Reliability Test

To test the reliability of the questionnaire used, this study used a reliability test. The analysis was used to interpret the correlation between the scale created and the existing variable scale. The results of the reliability test (Table 4.2) for the dependent variable and the independent variable showed reliable results. In general, Sekaran (2006b:182) stated that reliability <0.60 is considered bad. Reliability in the range of $0.60-0.70$ is acceptable, >0.80 is good. The resulting Cronbach alpha value is > 0.60 , so all the variables used are declared reliable.

The results of data processing shown that the value of Cronbach Alpha for each variable, which is 0.721 for the pre-training variable (X_1), 0.733 for the post-training variable (X_2). For more details can be seen in table 4.2.

Table 4.5 Result of Reliability Test

Variable	Item Tests	Cronbach Alpha	Description
Before Training (X_1)	30	0,721	Reliabel
After Training (X_2)	30	0,733	Reliabel

Source: Primary Data, Processed (2021).

4.6 Analysis of Test Differences between Pre and Post Training

There are differences in the soft skills of students before and after the training. This can be seen in the results of data processing using a different t test, which is comparing the results of the t test before training and after training which is in Table 4.6. The test results show the value of t before training = $79.079 < t$ after training 181.593 . So there is a difference before and after training.

Table 4.6 One-Sample Test

Test Value = 0

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower
Before Training	79,079	79	,000	3,01417	2,9383
After Training	181,593	79	,000	4,14250	4,0971

Training can improve soft skills. This can be seen from the test using the paired method, which can be seen in table 4.7

Table 4.7 Paired Samples Test

		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
Pair 1	After Training – Before Training	1,21954	24,623	79	,000

The test results shown that the value of $t\text{-count} = 24.623 > t\text{-table} = 1.66412$. Thus, it can be proved that with training on soft skills, it can improve the soft skills of students.

The result of the questionnaire analysis was proportionally with the result of observation made to the classes during learning process which implemented the product of the RPS and SAP made by researchers. It was proved that by preparing the proper lesson plan which include the soft skill before teaching has good correlation in having students positive respond and understanding to develop soft skills. The development of product was also helpful to manage the class and useful for lecturers in delivering the lesson with soft skills.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions based on the result of development both in hardware and software to develop the students' soft skills in the form of developing RPS and SAP and by conducting teaching-learning model and soft skills training to both lecturers and also students of English Subject at IAIN Lhokseumawe. This chapter also presented the suggestions based on the significance of the research and the research findings on the result of develop tools done in two forms.

5.1 Conclusions

The conclusions could be drawn from this research after the whole processes conducted and the stages of developing students' soft skill had been done completely with the specification of both products as follows:

The RPS (Semester Lesson Plans) of English subject was developed to have uniform form at every faculty, the materials presented focussed on general English with focusses on four language skills which are also supported by language components and included the topics or materials related to introduce soft skills. What make them different is the specific materials as additional material that should be reflected to their own major that could be possible to focus on English for Specific Purposes (ESP). The materials about English for Islamics Studies (EIS) also included since the topics mostly containing soft skills. Another reason to include the Islamic content materials that it matches with the vision and mission of the institution.

The lesson plans for each meeting was developed only for four meetings as the sample to be conducted in other meeting. This is deliberately done because both the lecturers and also students had been facilitated with soft skill training. They have prior knowledge on how to apply teaching learning process with soft skills focus. The meeting lesson plans focusing on increasing the four language skills but the materials are inserted about soft skill. The meeting lessons plan not only focused on specific materials about soft skill but also focusing on the way the lecturers delivered the materials, thus the teaching strategy, method, technique, media or approach applied should supported to introduce soft skill even with indirect ways.

The development of soft skills was also done by conducting soft skill training that was delivered by the expert of soft skills. The training directed to both English subject students and also English subject lecturers. To see whether the developed RPS and SAP and the soft skills training effective or not and can bring positive effect to the student's attitude were done by asking them some questions or statement via questionnaire sheet that was spread to students in the form of Google form. The result shown that the value of $t\text{-count} = 24.623 > t\text{-table} = 1.66412$. Thus, it was proved that by applying training on soft skills done by the experts of soft skills, it can increase the soft skills of students of IAIN Lhokseumawe.

The materials developed in the form of RPS and SAP and also the soft skills training had been tried out to the real students and had been done revision based on the finding in the field. To prove whether those soft skills materials developed effective or not to be used in the institution, it had been proven by the result of calculation of questionnaire.

Based on the result of tried out, it showed that the materials were appropriate as teaching learning materials for English subject students in developing their soft skills understanding and hopefully can bring positive effect on their attitude in communicating daily activities with their lecturers and also with their own friends and people around them, and by having this good habit, and the attitude become habit and by the time goes by it can increase the soft skills of our graduate to face their future career.

5.2 Suggestions

There are some suggestions which are addressed to the institution, the lecturers, the other researchers, and also to the students of IAIN Lhokseumawe.

The special suggestions were addressed to the lecturers of English subject of IAIN Lhokseumawe. To the lecturers, it is suggested to apply this result of development both which are in the form of hardware and also in the form of software, to modify the model of teaching-learning process which the topics given, to always included soft skills in their daily teaching both in the materials and also in the explanation, to give model in every session of meetings so that it would be followed by the students, to do themselves first every good thing then ask the students to do, to show good ways of communication not only in class but also outside class.

The result of the research can also also be applied in other subjects by doing any modification specific with the characteristics of the subject itself. Thus, to all the lecturers of IAIN Lhokseumawe suggested having high creativity in creating or developing the

instructional materials for each meeting can use the result of development in this research as the sample. Soft skills not only be applied in English subject but it can also be applied in other subject.

In using the product developed which focused on soft skills, the lecturers are allowed to use their own techniques or even develop their own techniques provided that the techniques are suitable for the needs of the university learners and to be applied in their future career.

To the institution, it is suggested to include soft skill training in PBAK program, so all of the students have gotten the basic materials about soft skills and hopefully they are going to apply those in the teaching learning process and know how to behave with lecturers and also with peers. The institution should have annual program about developing soft skills both in all lecturers and all students to increase the speed of the alumni to get a job after graduating from this institution.

Since this material is addressed to all of English subject students of IAIN Lhokseumawe, the program should be supported by preparing enough references about soft skills in institution or main library, both can be used by either lecturers or the students, so that they have enough references as the way to upgrade their soft skills day by day.

To other researchers who are interested to conduct similar reseach in the future, to focus on developing the meeting lesson plans on other subject, to revise the contents of the materials of the RPS periodically to suit the latest development in education, because as it is known that education always changes. Considering all the beneficial result of this research, developing other kinds of materials and their teaching-learning materials is worth trying. It is also suggested for other researchers at IAIN Lhokseumawe who are interested in doing the research on R&D on developing the students' soft skill by including the materials for other subject so that it can increase the Department Accreditation specially to fulfill the need of third criteria of National Accreditation.

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1. Pertanyaan FGD dengan Dosen Pengasuh Mata Kuliah Bahasa Inggris di IAIN Lhokseumawe .

NO	PERTANYAAN	RESPON
	Perencanaan	
1	Apakah dalam RPS yang Bapak/Ibu buat sudah include softskill?	
2	Jika ya, softskill apa saja yang sudah ada di RPS yang bapak Ibu buat?	
3	Apakah softskill tersebut ada pada setiap pertemuan?	
4	Apakah perlu ada di setiap pertemuan?	
5	Apakah softskill tersebut sudah tepat untuk menjawab kebutuhan mahasiswa untuk pengembangan karir mereka di masa akan datang?	
	Pelaksanaan	
7	Bagaimana cara bapak Ibu mengaplikasikan softskill yang telah Bapak/Ibu tulis di RPS	
8	Kapan? Di Pre-Teaching, While-Teaching atau Post-Teaching?	
9	Di antara beberapa softskill yang telah Bapak/Ibu terapkan, softskill yang mana yang paling mereka butuhkan di masa depan mereka?	
10	Mengutip dari artikel yang dipublikasi oleh LinkedIn, ada 5 softskill yang diperlukan di tahun 2021 yaitu: Kreatifitas, Persuasi/Membujuk, Kolaborasi/Kerjasama, Adaptasi dan Time Management. Menurut Bapak/Ibu bisakah semua softskill tersebut diinkludkan dalam PBM matakuliah Bahasa Inggris?	

11	Dari 5 softskill tersebut, yang mana yang paling dominan harus dikembangkan dan wajib mereka miliki? Mengapa?	
12	Adakah materi khusus dalam PBM yang telah bapak ibu rancang untuk mengajarkan softskill khusus kepada mahasiswa?	
13	Perluakah mahasiswa diberi pelatihan khusus mengenai softskill? Jika perlu mengapa?	
	Evaluasi	
14	Apakah softskill yang telah bapak ibu tulis di RPS dan telah dilaksanakan dengan baik ada diinkludkan dalam evaluasi?	
15	Bagaimana cara bapak ibu menilai keberhasilan softskill mahasiswa?	
16	Ada dua jenis evaluasi yaitu proses dan produk. Jenis evaluasi yang mana yang bapak ibu gunakan untuk mengukur atau menilai softskill mahasiswa?	

2. Observation Checklist for English Subject Lecturers before Development

Name of Lecturer : Hayatul Muna, M.Pd.
 Name of Observer : Dr. Nurlaila, M.Pd.
 Class : PGMI Semester I Unit 1
 Topic : Asking and Giving Opinion
 Skill : Speaking
 Date : October 2021
 Time allocation : 7.15-9.25 A.M.

No	Activities	Yes	No	N/A
A	EFFECTIVE PLANNING			
1	Follows prescribed curriculum			
2	Displays evidence of teacher preparation			
3	Directions to students are clearly thought out and well stated			
4	Materials for class are organized and available			
5	Uses available materials and resources			
6	Provides enrichment and/or remediation where needed			
7	Considers time available and aware of adequate pacing			
8	Carefully plans student assignments and plans student groupings according to instructional needs			
B	TEACHING TECHNIQUES			
9	Utilizes the use of notebook and/or other guides effectively			
10	Demonstrates sufficient mastery of content			
11	Makes effective use of a variety of available materials			
12	Makes clear, practical demonstrations			
13	Provides for students participation			

14	Uses logical, purposeful and thought-provoking questions			
15	Provides interesting and adequate reinforcement			
16	Varies procedures in working with pupils of varying abilities			
17	Provides motivation			
C	STUDENT/TEACHER RELATIONSHIPS			
18	Maintains student interest and attention			
19	Works constructively with individual or group			
20	Manage routine so as to avoid confusion			
21	Exhibits poise, voice control, and tact			
22	Graciously accepts less than "right" response with slow students			
23	Uses positive statements to students			
24	Makes supportive statements to students			
25	Maintains a friendly and respectful teacher-student relationship			
	General Evaluation or Recommendation			

3. Questionnaire for Students before Soft Skills Training

A. Team Work/Leadership

No	Pertanyaan	SS	S	RG	TS	STS
1	Dosen dalam mengajar Bahasa Inggris sering memberi tugas yang harus dikerjakan di kelas dalam kelompok 2 orang atau lebih					
2	Dosen memberikan pekerjaan rumah pada Matakuliah Bahasa Inggris sering dalam kelompok dua atau tiga orang					
3	Dosen membimbing mahasiswa dalam mengerjakan tugas-tugas yang diberikan dalam kelompok					
4	Final Project yang diberikan dosen pada Matakuliah bahasa Inggris dikerjakan dalam kelompok					
5	Dosen memberi instruksi yang jelas bagaimana prosedur kerja dalam kelompok					
6	Dalam mengerjakan tugas kelompok, dosen sudah menentukan ketua kelompok, sekretaris dan notulensi serta memberitaukan tugas masing-masing mereka					

B. Creativity

No	Pertanyaan	SS	S	RG	TS	STS
1	Dosen dalam mengajar bahasa Inggris sering memberikan contoh tentang topik yang sedang dibahas kemudian menginstruksikan mahasiswa untuk membuat contoh lain					
2	Dosen mengarahkan mahasiswa dalam membuat contoh-contoh lain selain yang diberikan dosen					
3	Dosen mengarahkan mahasiswa dalam mengerjakan tugas menggunakan referensi yang bervariasi					
4	Mahasiswa memiliki inisiatif membuka <i>google</i> dan atau media lainnya dalam mengerjakan tugas tugas yang diberikan dosen mata kuliah bahasa Inggris					

5	Mahasiswa mengerjakan tugas dengan perasaan senang dan rileks					
6	Mahasiswa sering mengerjakan tugas-tugas di perpustakaan dengan membaca banyak referensi					

C. Keteladanan

No	Pertanyaan	SS	S	RG	TS	STS
1	Dosen menyuruh mahasiswa berdoa terlebih dahulu sebelum memulai proses pembelajaran					
2	Dosen selalu memberi contoh terlebih dahulu sebelum menyuruh mahasiswa melakukan sesuatu					
3	Dosen mengajar, mendidik dan membimbing mahasiswa dengan penuh kesabaran saat mengajar matakuliah Bahasa Inggris					
4	Dosen dalam mengajar Bahasa Inggris sering menyuruh mahasiswa mengucapkan kembali dengan pengucapan sesuai pengucapan dosen					
5	Dosen saat mengajar bahasa Inggris selalu menggunakan kata-kata yang lembut dan sopan kepada mahasiswa.					
6	Dosen sering memberi motivasi kepada mahasiswa dengan cara memberi nilai harian					

D. Time Management/ Dicipline

No	Pertanyaan	SS	S	RG	TS	STS
1	Soal bahasa Inggris yang diberikan dosen sudah tertulis dengan jelas tentang berapa menit mahasiswa harus menyelesaikan					
2	Mahasiswa mengumpulkan lembar jawaban tepat waktu sesuai dengan waktu yang telah dituliskan di instruksi soal					
3	Mahasiswa mengerjakan tugas atau pun ujian di kelas sesuai dengan waktu yang telah diberikan dosen					

4	Final Project yang diberikan dosen harus dikumpulkan sesuai dengan tenggang waktu yang diberikan					
5	Dosen selalu menginstruksikan kepada mahasiswa agar mengumpulkan tugas sesuai dengan deadline.					
6	Dosen tidak menerima lembar jawaban mahasiswa jika dikumpulkan tidak sesuai jadwal/waktu yang telah ditetapkan					

E. Responsibility

No	Pertanyaan	SS	S	RG	TS	STS
1	Dosen selalu mengembalikan lembar jawaban mahasiswa setelah beberapa hari proses ujian berlangsung					
2	Dosen memberikan nilai sesuai dengan skor yang dituliskan pada butir soal					
3	Mahasiswa mengerjakan tugas-tugas yang diberikan dosen dengan penuh tanggungjawab					
4	Mahasiswa mengerjakan tugas-tugas yang diberikan dosen tanpa paksaan					
5	Mahasiswa dengan sangat antusias mengerjakan tugas-tugas yang diberikan dosen					
6	Mahasiswa menyadari bahwa dengan mampu berbahasa Inggris maka ia dapat mengubah dunia					

Catatan:

SS: Sangat Setuju

S: Setuju

RG: Ragu-Ragu

TS: Tidak Setuju

STS: Sangat Tidak Setuju

4. Questionnaire for Students After Soft Skills Training

A. Team Works

No	Pernyataan	SS	S	RG	TS	STS
1	Saya mencari cara untuk membantu tim dalam kelompok saya mencapai tujuan diskusi					
2	Saya akan mengerjakan tugas yang diberikan dosen dengan serius baik itu tugas kelas maupun pekerjaan rumah					
3	Saya bersedia menerima perubahan rencana kerja kelompok					
4	Saya siap membantu teman yang memiliki keterbatasan kecerdasan					
5	Saya melibatkan pendapat semua anggota tim saat kami berdiskusi dalam kelompok					
6	Saya mendengarkan pendapat anggota tim lain saat kami berdiskusi dalam kelas					

B. Initiative

No	Pernyataan	SS	S	RG	TS	STS
1	Saya sering menyapu papan tulis tanpa harus disuruh dosen					
2	Saya secara teratur memberikan pemikiran dan upaya ekstra yang diperlukan untuk melakukan pekerjaan saya dengan baik					
3	Saya memperhatikan dan melakukan apa yang perlu dilakukan					
4	Saya mengikuti kegiatan baik di dalam kampus maupun luar kampus untuk peningkatan kualitas diri					
5	Saya memanfaatkan pelatihan untuk meningkatkan keterampilan saya					
6	Saya mencari cara untuk meningkatkan hasil dalam studi saya					

C. Communication Skills

No	Pernyataan	SS	S	RG	TS	STS
1	Saya mendengarkan ketika seseorang berbicara tanpa memikirkan hal lain					
2	Tanggapan pertama saya terhadap apa yang dikatakan seseorang sejalan dengan titik diskusi mereka.					

3	Saya memberikan perhatian penuh kepada orang yang berbicara					
4	Saya mendengarkan sudut pandang orang lain dan saya mengulanginya kembali sehingga mereka tahu bahwa mereka didengarkan					
5	Saya menghindari gosip dan tidak ikut bergabung ketika sedang membicarakannya.					
6	Saya menghindari menyela orang saat mereka berbicara					

D. Time/Task Management

No	Pernyataan	SS	S	RG	TS	STS
1	Saya memprioritaskan tugas, dan memastikan yang paling penting diselesaikan terlebih dahulu					
2	Saya telah belajar perbedaan antara mendesak dan penting dalam hal memprioritaskan tugas di kampus dan kerja di luar kampus					
3	Saya tahu tugas apa yang menjadi tanggung jawab saya dan menggunakan daftar untuk tetap di jalur					
4	Saya merencanakan hari kerja saya dengan menuliskan hal-hal yang perlu terjadi					
5	Saya meletakkan hal-hal yang ingin saya capai di kalender					
6	Saya meluangkan waktu untuk memikirkan dan memprioritaskan tugas-tugas yang diberikan kepada saya					

E. Integrity

No	Pernyataan	SS	S	RG	TS	STS
1	Saya tahu tanggung jawab saya dan saya menyelesaikannya dengan baik					
2	Saya selalu berusaha menepati janji					
3	Saya terus mencoba sampai saya bisa melakukannya dengan benar					
4	Saya akan mempertanyakan arah apakah itu hal yang benar untuk dilakukan					
5	Saya jujur dengan diri saya sendiri					
6	Saya bertanggung jawab atas kesalahan saya					

Catatan:

SS: Sangat Setuju

S: Setuju

RG: Ragu-Ragu

TS: Tidak Setuju

STS: Sangat Tidak Setuju

RENCANA PEMBELAJARAN SEMESTER (RPS)



MATA KULIAH : BAHASA INGGRIS
KODE MK : INS 103

PENYUSUN :
Dr. Nurlaila, S.Pd. M.Pd.
Dr. Nurul Fadhillah, S.Pd.I., M.Hum.

PROGRAM STUDI TADRIS BAHASA INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI LHOKSEUMAWE
2021

HALAMAN PENGESAHAN

Identitas Mata Kuliah

Nama Mata Kuliah : Bahasa Inggris
Nomor Kode/ SKS : INS 103 /2 SKS
Bidang Ilmu : Kebahasaan
Status Mata Kuliah : Wajib

Koordinator/Pengampu Mata Kuliah

Nama : Dr. Nurlaila, S.Pd., M.Pd
NIP/NIDN : 197312272008012015
Pangkat/ Golongan : Penata Tk. I/ III/d
Jabatan : Lektor
Fakultas/Program Studi : Tarbiyah/Tadris Bahasa Indonesia
Universitas : IAIN Lhokseumawe

Jumlah Tim Pengajar/Pengajar : 2 Orang

Lhokseumawe, 10 September 2021

Menyetujui
Ketua Jurusan

(Novi Diana, S.Pd., M.Pd.)

Mengetahui
PJ Mata Kuliah

(Dr. Nurlaila, S.Pd., M.Pd)

RENCANA PEMBELAJARAN SEMESTER (RPS)

I. Identitas Mata Kuliah

1. Nama Mata Kuliah : Bahasa Inggris
2. Kode Mata Kuliah : INS 103
3. Dosen Pengampu MK : Dr. Nurlaila, S.Pd., M.Pd
4. Fak/Jur/Sem/SKS : Tarbiyah/Tadris Bahasa Indonesia/1/2 SKS
5. Institusi : IAIN Lhokseumawe

II. Capaian Pembelajaran

1. Soft Skill

- a. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- b. Mengaplikasikan nilai norma, dan etika akademik dalam setiap bertindak
- c. Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.
- d. Mengaplikasikan cara berkomunikasi yang baik secara lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik)

2. Hard Skill:

- a. Mampu memahami teks Bahasa Inggris sesuai konteks keilmuan masing-masing jurusan;
- b. Mampu menggunakan kosa kata Bahasa Inggris dengan benar secara lisan atau tulisan;
- c. Mampu berbicara Bahasa Inggris sesuai konteks keilmuan secara sistematis dan sesuai dengan tata bahasa;
- d. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja.
- e. Mengetahui pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan maupun tulisan dengan menggunakan bahasa Inggris yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja.

III. Matrik Pembelajaran

Min ggu ke-	Bahan Kajian	Pokok Bahasan/ Materi	Strategi Pembelajaran	Alokasi Waktu	Latihan	Kriteria Penilaian dan Indikator	Bobot Nilai
1	Teaching Contract, Introduction to the course and classroom policy.	Penjelasan tentang kontrak perkuliahan dan Peraturan Kelas dan Self Introduction	<ul style="list-style-type: none"> - Brainstorming - Diskusi - Tanya jawab - Ceramah Interaktif 	100 menit	-	<p>Soft Skill:</p> <ul style="list-style-type: none"> a. Meminta izin ketika hendak bertanya atau berkomentar dengan menggunakan bahasa yang sopan b. Hadir tepat waktu, berbahasa dan berpakaian santun. c. Menunjukkan kepercayaan diri ketika berkomunikasi secara lisan dalam bahasa Inggris <p>Hard Skill:</p> <ul style="list-style-type: none"> - Memahami RPS dan tata tertib kelas dan proses pembelajaran. - Mengetahui identitas Dosen Pengasuh Mata Kuliah 	
2	- Introducing self and others using polite language	<ul style="list-style-type: none"> - Self Introduction (personal profile) - Introducing others - Using Polite language 	<ul style="list-style-type: none"> - Information Gap - Work in pairs - Drilling 	100 menit	wawancara (Oral Test)	<p>Soft Skill:</p> <ul style="list-style-type: none"> a. Meminta izin ketika hendak bertanya atau berkomentar. b. Tidak berbicara ketika dosen sedang menjelaskan materi, c. Menyimak dengan seksama ketika teman sedang berbicara. d. Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar <p>Hard Skill:</p> <p>Mampu memperkenalkan diri dan orang lain dengan menggunakan Bahasa Inggris yang baik dan benar.</p>	

3	Description	- Describing people - Describing Things	- Communicative approach - Cooperative Learning	100 menit	Mempraktikkan di depan kelas Speaking test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu memdeskripsikan orang maupun benda hidup/mati dengan menggunakan Bahasa Inggris yang baik dan benar.	
4	QUIZ						10%
5	Expression	How to Make Request and Speak Politely in English	Role Play, Making Dialogues, Cooperative Learning	100 menit	Speaking Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu mengungkapkan dan mengekspresikan ungkapan sopan dalam permintaan dan penawaran bantuan terhadap orang lain dengan menggunakan bahasa Inggris dengan baik dan benar.	
6	Daily Activity	Listening to Someone's Complete Daily Activity from Morning until Evening	Role Play and Peer Learning, Audio Visual (Video)	100 menit	Listening Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu mengekspresikan dan memahami ungkapan yang sering digunakan dalam kegiatan sehari-hari dengan menggunakan Bahasa Inggris yang baik dan benar.	10%
7	Direction	Asking and Giving directions and instructions	TPR (Total Physical Response), Work in Pairs, Peer Learning.	100 menit	Speaking Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu memberi petunjuk dan instruksi kepada orang lain dengan menggunakan Bahasa Inggris baik secara lisan maupun tulisan.	
8	MIDTEST						30%

9	Effective Communication	Five Ways of Effective Communication	Work in pairs, Role Play, Reading aloud	100 menit	Reading Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu mengungkapkan dan mengimplimentasikan cara berkomunikasi yang efektif dengan menggunakan bahasa Inggris dalam kehidupan sehari-hari.	
10-11	Procedure Text	Lets Make a Cup of Lemon Tea How to make other things procedurally?	Demonstration through watching video, PPT Presentation	200 menit	Writing Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu mendemonstrasikan cara membuat sesuatu dalam Bahasa Inggris dengan baik dan benar	
12	Picture Stories	Speaking focus: Telling Story	Story telling	100 menit	Speaking Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu menceritakan sesuatu kejadian secara sistematis dan argumentatif dengan menggunakan bahasa Inggris baik secara lisan maupun tulisan.	10%
13	Habits and Hobbies	Tell me about your habits and hobbies	Communicative approach	100 menit	Speaking and Grammar Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu menyampaikan hal-hal yang disukai dalam hidup sebagai bentuk rasa syukur atas nikmat Allah dengan menggunakan Bahasa Inggris dengan baik dan benar.	

14	The Pillars of Islam	Reading the text focusing on accuracy on language components namely: vocabulary, pronunciation and grammar	Active Knowledge Sharing, Reading Aloud, Text as Media.	100 menit	Reading Comprehension Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu berkomunikasi secara lisan maupun tulisan dengan kemampuan sesuai dengan kaidah bahasa yang baik dan benar melalui tema-tema yang disajikan.	
	Simple Present Tense	Simple Present Tense - Kaidah-kaidah Simple Present Tense	- Active Knowledge Sharing - Diskusi dan Tanya jawab	100 Menit	Membuat kalimat positif, negative, dan interrogative. Membuat contoh lain selain yang ada dalam teks	Soft Skill: a. Meminta izin ketika hendak bertanya atau berkomentar. b. Menghargai proses pembelajaran; tidak berbicara ketika pembelajaran berlangsung. c. Dapat mempertanggungjawabkan hasil pekerjaannya. Hard Skill Ketepatan penggunaan bentuk <i>simple present tense</i> dan <i>simple past tense</i> dalam teks dan pengaplikasiannya.	
15	Simple Present Tense		Active Knowledge Sharing	100 menit	Grammar Test	Soft Skill: Hadir tepat waktu, berbahasa dan berpakaian santun, aktif dalam kegiatan belajar mengajar Hard Skill: Mampu berkomunikasi secara lisan maupun tulisan dengan kemampuan sesuai dengan kaidah bahasa yang baik dan benar melalui tema-tema yang disajikan.	
16	FINAL TEST						40%

IV. Rancangan Tugas

1. Dilaksanakan Pada;

Pertemuan	Bobot Nilai
6	10%
12	10%

2. Uraian Tugas

a. Batasan yang harus dikerjakan mahasiswa :

- 1). Menjelaskan dan mengungkapkan ekspresi like dan dislike serta agree dan disagree terhadap sesuatu fenomena yang terjadi dalam kehidupann sehari-hari.
- 2). Mengungkapkan pendapat atau argument dalam ekspresi like & dislike, agree & disagree
- 3). Menjelaskan secara detail dan sistematis menggunakan bahasa inggris sesuai dengan potongan gambar yang telah disediakan

b. Metode pengerjaan :

- 1). Individual based task
- 2). Peer or group discussion

c. Outcome Pengerjaan :

- 1). Memahami dan mampu menyelesaikan tugas berupa gagasan argumentatif dalam bentuk essay/paragraf
- 2). Mampu menyelesaikan tugas berupa video

V. Kriteria Penilaian

GRADING SCHEME HARD SKILL

GRADE	SKOR	DESKRIPSI
A+	96 – 100	Menjawab dengan menggunakan bahasa yang sistematis, argumentatif dan sesuai dengan rujukan serta konsep keilmuan.
A	91 – 95	Menjawab dengan menggunakan bahasa yang sistematis, argumentatif dan tidak sesuai dengan rujukan serta konsep keilmuan.
A-	86 – 90	Menjawab dengan menggunakan bahasa yang tidak sistematis, tidak argumentatif dan tidak sesuai dengan rujukan serta konsep keilmuan.
B+	81 – 85	Menjawab dengan menggunakan bahasa yang sistematis, tidak argumentatif dan tidak sesuai dengan rujukan serta konsep keilmuan.

B	76 – 80	Menjawab dengan menggunakan bahasa yang tidak sesuai kaidah keilmuan dan tidak terstruktur, sistematis.
B-	71 – 75	Menjawab dengan menggunakan bahasa yang tidak sesuai kaidah keilmuan dan tidak terstruktur, sistematis serta membangun argumentasi sendiri.

GRADING SCHEME SOFT SKILL

GRADE	SKOR	DESKRIPSI
Sangat Istimewa	96 – 100	Datang sebelum dosen hadir, berbahasa yang santun, aktif dalam mengikuti perkuliahan, berpakaian sesuai kode etik.
Istimewa	91 – 95	Datang bersamaan dengan dosen hadir, berbahasa yang santun, aktif dalam mengikuti perkuliahan, berpakaian sesuai kode etik.
Sangat Baik	86 – 90	Datang bersamaan dengan dosen hadir, berbahasa yang santun, tidak aktif dalam mengikuti perkuliahan, berpakaian sesuai kode etik.
Baik	81 – 85	Datang sebelum dosen hadir, berbahasa yang santun, tidak aktif dalam mengikuti perkuliahan, tidak berpakaian sesuai kode etik.
Cukup	76 – 80	Datang setelah dosen hadir, berbahasa yang santun, tidak aktif dalam mengikuti perkuliahan, dan tidak berpakaian sesuai kode etik.
Kurang	<76	Jarang mengikuti perkuliahan, berbahasa yang tidak santun, tidak aktif dalam mengikuti perkuliahan, dan tidak berpakaian sesuai kode etik.

VI. Bahan Pembelajaran

- 1). Modul pembelajaran
- 2). Textbook/Reading Text
- 3). Audio-visual Aids
- 4). Powerpoint
- 5). Video

VII. Daftar Referensi

1. Nurlaila, Hidayah, T & Aufa. 2018. *Developing EYL Materials in English Class for Students of PGMI Department of IAIN Lhokseumawe*. Research Report. Unpublish. IAIN Lhokseumawe.
2. Wright, A. 2004. *Story telling with children*. Oxford: Oxford University Press
3. Islam, C & Steenburgh, C. 2009. *A good Read Book 1. Developing Strategies for Effective Reading*. Singapore: Singapore Pte Ltd.

Disusun Oleh	Diperiksa Oleh:		Disahkan Oleh:
Dosen Pengampu,	Penanggung Jawab Keilmuwan,	Ketua Jurusan,	Dekan/Direktur,
(Dr. Nurlaila, M.Pd)	(Dr. Nurlaila, M.Pd)	(Novi Diana, M.Pd.)	(Dr. Jumat Barus, MS)

SATUAN ACARA PEMBELAJARAN (SAP)

Program Studi	:	Tadris Bahasa Indonesia
Nama Matakuliah	:	Bahasa Inggris
Kode Matakuliah	:	INS 103
Jumlah SKS	:	2 (Dua) SKS
Waktu Pertemuan	:	2x50 Menit
Pertemuan ke	:	5 (lima)

A. Capaian Pembelajaran

1. Soft Skills

- Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- Mengaplikasikan nilai norma, dan etika akademik dalam setiap bertindak
- Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.
- Mengaplikasikan cara berkomunikasi yang baik secara lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

2. Hard Skill:

- Mampu memahami teks Bahasa Inggris sesuai konteks keilmuan
- Mampu menggunakan kosa kata Bahasa Inggris dengan benar secara lisan atau tulisan;
- Mampu berbicara Bahasa Inggris sesuai konteks keilmuan secara sistematis dan sesuai dengan tata bahasa;
- Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).
- Mengetahui pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan maupun tulisan dengan menggunakan bahasa Inggris yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

B. Indikator

1. Soft Skill:

- Meminta izin ketika hendak bertanya atau berkomentar dengan menggunakan bahasa yang sopan
- Hadir tepat waktu, berbahasa santun dan berpakaian sesuai syariat Islam.
- Menunjukkan kepercayaan diri ketika berkomunikasi secara lisan dalam bahasa Inggris
- Bertanggungjawab dalam melaksanakan pekerjaan atau tugas yang diberikan dosen baik dalam kelompok maupun secara mandiri.

2. Hard Skill:

- Memahami isi pembelajaran dengan tema “How to Make Request and Speak Politely in English”.
- Mengaplikasikan isi pembelajaran dalam kehidupan sehari-hari.

- c. Memahami teori tentang cara berbicara secara sopan dalam bahasa Inggris.
- d. Menguasai kosa kata, frasa dan kalimat dalam bahasa Inggris yang sering digunakan dalam komunikasi sehari-hari.
- C. Pokok Bahasan: Speaking Skill: How to Make Request and Speak Politely in English.
- D. Sub Pokok Bahasan: Make a Request, Ask for Permission, Use the correct tone of voice for expressions such as “pardon (me)” and “excuse me”, Turn Down an Invitation, and Disagree.
- E. Kegiatan Belajar Mengajar: Tahap kegiatan mengajar kegiatan mahasiswa, media dan alat pembelajaran

Tahap	Kegiatan Pengajar	Kegiatan Mahasiswa	Media dan Alat Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> • Memberi Salam (Greeting) • Berdoa • Tanya jawab berbagai hal terkait dengan topik sebelumnya • Memperkenalkan topik yang akan dibahas hari ini 	<ul style="list-style-type: none"> • Mahasiswa menjawab salam dosen • Melakukan doa bersama • Merespons pertanyaan dosen tentang materi pertemuan lalu. • Mahasiswa mendengarkan penjelasan dosen tentang materi yang akan dibahas pertemuan ini 	<ul style="list-style-type: none"> • Materi (Handout) • Spidol & white board • Buku tulis • Power Point • In Focus
Penyajian	<ul style="list-style-type: none"> • Menjelaskan mengenai topik bahasan pada hari ini yaitu tentang “How to Make Request and Speak Politely in English.” • Mahasiswa mendengarkan dan mengerjakan bahan yang diberikan • Memberikan waktu untuk mahasiswa mengerjakan latihan-latihan yang telah dibuatkan di PPT • Diskusi dan memberikan jawaban • Membimbing agar 	<ul style="list-style-type: none"> • Mahasiswa mendengarkan dengan seksama penjelasan dosen. • Mahasiswa mempraktekkan cara membuat request dan berbicara secara sopan dengan menggunakan bahasa Inggris. • Mahasiswa mengerjakan latihan yang diberikan dosen dengan cara “work in pairs” 	<ul style="list-style-type: none"> • Hand out • Spidol & whiteboard • PPT Media • In focus

	<p>mahasiswa dapat mengucapkan kata-kata sulit dengan pengucapan yang benar.</p> <ul style="list-style-type: none"> • Membimbing dan mengarahkan mahasiswa memahami isi bacaan tentang “How to Make Request and Speak Politely in English” 		
Penutupan	<ul style="list-style-type: none"> • Merangkum pelajaran utk pertemuan tersebut • Menyampaikan mengenai tugas yang harus dikerjakan • Memberikan topik yang harus dipelajari untuk pertemuan berikutnya 	<ul style="list-style-type: none"> • Mahasiswa mencatat tugas yang harus dikerjakan • Mahasiswa mendengarkan instruksi dosen • Mahasiswa mempersiapkan diri untuk selesai kuliah 	<ul style="list-style-type: none"> • Handout • Spidol dan whiteboard • Buku tulis

F. Evaluasi

Kuis	: 15%
UTS	: 25%
Tugas	: 20%
UAS	: 40%

G. Sumber Referensi

1. Hewitt English. How to Make Request and Speak Politely in English.
2. <http://learnenglish.vn/how-to-learn-english/polite-requests-english-communication/>

Mengetahui:

Lhokseumawe, 21 September 2021
Dosen Pengasuh,

Kajur Tadris Bahasa Indonesia

Dr. Nurlaila, S.Pd., M.Pd.

Lampiran 1: Materi Pembelajaran

How to Make Request and Speak Politely in English

There are many ways for you to make requests in English politely. Most of the polite requests are in the form of questions.

Would you/Would you like to/Could you ...?

The most common polite way is to use **Would you/Would you like to/Could you** to ask other people to do somethings. We use it to suggest or request something more polite than **Do you want to ...?**

Polite requests	Answer Yes	Answer No
<i>Would you please give me the file on the table?</i>	<i>Yes, of course.</i>	<i>Well, I am afraid ...</i>
<i>Could you join us at a party on this Sunday?</i>	<i>Yes, I am happy to join</i>	<i>I am sorry I am busy this Sunday.</i>
<i>Would you like to join us at a party on Sunday?</i>	<i>Yes, certainly</i>	<i>I'd like to but ... + reason.</i>

Would you mind / Do you mind ...?

Would you mind + Verb-ing

Do you mind if I + Verb

If you think the answer maybe negative, and you want to sound more polite, you can use *Would you mind ...?*

- *Would you mind helping with my exercise?*
Yes, certainly.
- *When you leave the room, would you mind closing the door?*
No, not at all!

We use **Would you mind if I** or **Do you mind if I** to make a request, we may be anticipating possible objections:

- *Would you mind if I take your car to work today?*
No, not at all.
- *Do you mind if I go out to buy some apples now?*
No, of course not.

Remember that **'Do you mind...?'** and **'Would you mind...?'** mean 'Is it a problem for you?' so the polite answer when we 'say yes' is 'No'.

Asking for permission

Can I / Could I / May I / Might I

We use **Can I / Could I / May I / Might I** to request something for your self, all of these forms are possible. **May** and **Might** are consider to be more polite than **Can** and **Could**.

We see the following examples:

- *Can I have a biscuit?*
Yes, of course
- *Could I ask you a favour?*
Of course you can.
- *Could I possibly have another sandwich?*
I don't think so. You've had too much.
- *Might I leave the class a bit earlier today?*
Yes, you can.
- *If you've finished with the computer, may I borrow it?*
Yes, please do.

Might is more frequently used in indirect questions, as an indirect softens the request. Note the further polite alternatives that we can use.

- *I wonder if I might leave the class a bit earlier?*

Others way to say it are:

- *Would it be OK if I left the class a bit earlier?*
- *Would I be able to leave the class a bit earlier?*

[section title="Remember"] It's more polite to use these phrases.

- *Would you mind if I...?*
- *Could I possibly...?*
- *Could you possibly...?*
- *Do you think you could...?*

Practice.

Choose the best polite answer.

Example:

[rapid_quiz question="____ I left early tomorrow morning? I have a doctor's appointment." answer="Would you mind if" options="do you mind if|Could|Would you mind if" notes=""]

1. [rapid_quiz question="Would you mind ____ me with these boxes?" answer="helping" options="help|if helping|helping" notes=""]

2. [rapid_quiz question="Do you mind ____ the window please?" answer="closing" options="closed|closing|to close" notes=""]
3. [rapid_quiz question="____ you like to come to the cinema tonight?" answer="Would" options="Could |Can|Would" notes=""]
4. [rapid_quiz question="'I've forgotten my wallet.' – Don't worry. I ____ lend you some money if you like." answer="could" options="will|could|would" notes=""]
5. [rapid_quiz question="____ I borrow a pen, please?" answer="Could" options="Would|Will|Could" notes=""]
6. [rapid_quiz question="____ picking me at airport?" answer="Do you mind" options="Would you|Could you|Do you mind" notes=""]

Source: <http://learnenglish.vn/how-to-learn-english/polite-requests-english-communication/>

SATUAN ACARA PEMBELAJARAN (SAP)

Program Studi	:	Tadris Bahasa Indonesia
Nama Matakuliah	:	Bahasa Inggris
Kode Matakuliah	:	INS 103
Jumlah SKS	:	2 (dua) sks
Waktu Pertemuan	:	2x50 Menit
Pertemuan ke	:	6 (Enam)

A. Capaian Pembelajaran

1. Soft Skills

- Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- Mengaplikasikan nilai norma, dan etika akademik dalam setiap bertindak
- Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.
- Mengaplikasikan cara berkomunikasi yang baik secara lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

2. Hard Skill:

- Mampu memahami teks Bahasa Inggris sesuai konteks keilmuan
- Mampu menggunakan kosa kata Bahasa Inggris dengan benar secara lisan atau tulisan;
- Mampu berbicara Bahasa Inggris sesuai konteks keilmuan secara sistematis dan sesuai dengan tata bahasa;
- Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).
- Mengetahui pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan maupun tulisan dengan menggunakan bahasa Inggris yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

B. Indikator

1. Soft Skill:

- Meminta izin ketika hendak bertanya atau berkomentar dengan menggunakan bahasa yang sopan
- Hadir tepat waktu, berbahasa santun dan berpakaian sesuai syariat Islam.
- Menunjukkan kepercayaan diri ketika berkomunikasi secara lisan dalam bahasa Inggris
- Bertanggungjawab dalam melaksanakan pekerjaan atau tugas yang diberikan dosen baik dalam kelompok maupun secara mandiri.
- Mendengarkan dengan penuh tanggungjawab dan seksama ketika dosen sedang berbicara

2. Hard Skill:

- a. Memahami isi pembelajaran dengan tema “How to Make Request and Speak Politely in English”.
- b. Mengaplikasikan isi pembelajaran dalam kehidupan sehari-hari.
- c. Memahami teori komunikasi yang efektif menurut ahli.
- d. Menguasai kosa kata, frasa dan kalimat dalam bahasa Inggris yang sering digunakan dalam komunikasi sehari-hari.

C. Pokok Bahasan: Listening Skill: Daily Activities

D. Sub Pokok Bahasan: Complete Daily Activity.

E. Kegiatan Belajar Mengajar: Tahap kegiatan mengajar kegiatan mahasiswa, media dan alat

pembelajaran

Tahap	Kegiatan Pengajar	Kegiatan Mahasiswa	Media dan Alat Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> • Memberi Salam (Greeting) • Berdoa • Tanya jawab berbagai hal terkait dengan topik sebelumnya • Memperkenalkan topik tentang “Daily Activity” 	<ul style="list-style-type: none"> • Mahasiswa menjawab salam dosen • Melakukan doa bersama • Merespons pertanyaan dosen tentang materi pertemuan lalu. • Mahasiswa mendengarkan penjelasan dosen tentang materi “Daily Activity” 	<ul style="list-style-type: none"> • Materi (Handout) • Spidol & white board • Buku tulis • Power Point • In Focus • Video
Penyajian	<ul style="list-style-type: none"> • Menjelaskan mengenai topik bahasan pada hari ini yaitu tentang “Daily Activity.” • Memutar video tentang “Daily Activity” • Mendengarkan Audio dari video yang diputarkan oleh dosen • Memberikan latihan berdasarkan audio dari video yang diperdengarkan yaitu tentang “Daily Activity” • Dosen memberikan waktu untuk mahasiswa mengerjakan latihan-latihan berdasarkan listening yang didengar dari video. 	<ul style="list-style-type: none"> • Mahasiswa mendengarkan dengan seksama penjelasan dosen. • Mahasiswa mempraktekkan cara membuat request dan berbicara secara sopan dengan menggunakan bahasa Inggris. • Mahasiswa mengerjakan latihan yang diberikan dosen dengan cara “work in pairs” 	<ul style="list-style-type: none"> • Hand out • Spidol & whiteboard • PPT Media • In focus

	<ul style="list-style-type: none"> • Diskusi dan memberikan jawaban • Membimbing mahasiswa dengan sabar dan penuh semangat agar mahasiswa dapat menjawab latihan sesuai arahan yang ada di audio. • Membimbing dan mengarahkan mahasiswa memahami isi video tentang “Daily Activity” 		
Penutupan	<ul style="list-style-type: none"> • Merangkum pelajaran utk pertemuan tersebut • Menyampaikan mengenai tugas yang harus dikerjakan • Memberikan topik yang harus dipelajari untuk pertemuan berikutnya 	<ul style="list-style-type: none"> • Mahasiswa mencatat tugas yang harus dikerjakan • Mahasiswa mendengarkan instruksi dosen 	<ul style="list-style-type: none"> • Handout • Spidol dan whiteboard • Buku tulis

F. Evaluasi

Kuis	: 15%
UTS	: 25%
Tugas	: 20%
UAS	: 40%

G. Sumber Referensi

Mahir Inggris Listening Lesson I: Joesin

<https://www.youtube.com/watch?v=5nyQzTXhkDM>

Mengetahui:

Lhokseumawe, 21 September 2021
Dosen Pengasuh,

Kajur Tadris Bahasa Indonesia

Dr. Nurlaila, S.Pd., M.Pd.

Lampiran 1: Materi Pembelajaran

DAILY ACTIVITY

A. Listen to the Audio from video played by the lecturers.

B. Here are video Script (Only for Lecturers)

My Daily Activity

In the morning, I usually wake up at 4:30. A.M. I go to the bathroom to take a ritual ablution, after taking a ritual ablution at directly to an optional down prayer. I do physical exercise for 5 minutes. So I don't feel sleepy when I haven't any class. I have a shower immediately then I go to campus using motor cycle. Sometimes I pick up my friends and go together all the way to Campus. We buy any breakfast at one food stand near your campus. We chat along the way about many things. We love talking about funny things. We love and feel really happy. While waiting for a next class, I go to my friend's party house. Sometimes I wait in campus while doing some tests. Joins some organizations at campus make me quite busy and also happy. I need to manage my times very well so I can set up priority. I always try to finish all test before due date. I usually go to my boarding house at 3:00 o'clock and take a rest. I hang out with my friends in the evening. Then sip the coffee together. Finally, I go to bed at 11:00 to 12.00 P.M when all tasks are finished.

C. Answer the following questions based on the information you heard from Audio video.

1. What is the first thing he does after waking up?
2. How many minutes does he take physical exercises?
3. What is the purpose he does physical exercises?
4. How does he go to campus?
5. What does he loves to talk about?
6. What does he do while waiting for next class?
7. What does he usually do at 3 o'clock?
8. At what time he usually go to bed?

SATUAN ACARA PEMBELAJARAN (SAP)

Program Studi	:	Tadris Bahasa Indonesia
Nama Matakuliah	:	Bahasa Inggris
Kode Matakuliah	:	INS 103
Jumlah SKS	:	2 (dua) sks
Waktu Pertemuan	:	2x50menit
Pertemuan ke	:	9 (Sembilan)

A. Capaian Pembelajaran

1. Soft Skills

- Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- Mengaplikasikan nilai norma, dan etika akademik dalam setiap bertindak
- Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.
- Mengaplikasikan cara berkomunikasi yang baik secara lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

2. Hard Skill:

- Mampu memahami teks Bahasa Inggris sesuai konteks keilmuan
- Mampu menggunakan kosa kata Bahasa Inggris dengan benar secara lisan atau tulisan;
- Mampu berbicara Bahasa Inggris sesuai konteks keilmuan secara sistematis dan sesuai dengan tata bahasa;
- Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).
- Mengetahui pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan maupun tulisan dengan menggunakan bahasa Inggris yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

B. Indikator

1. Soft Skill:

- Meminta izin ketika hendak bertanya atau berkomentar dengan menggunakan bahasa yang sopan
- Hadir tepat waktu, berbahasa santun dan berpakaian sesuai syariat Islam.
- Menunjukkan kepercayaan diri ketika berkomunikasi secara lisan dalam bahasa Inggris
- Bertanggungjawab dalam melaksanakan pekerjaan atau tugas yang diberikan dosen baik dalam kelompok maupun secara mandiri.

2. Hard Skill:

- Memahami isi pembelajaran dengan tema “Effective Communication”.
- Mengaplikasikan isi pembelajaran dalam kehidupan sehari-hari.
- Memahami teori komunikasi yang efektif menurut ahli.

d. Menguasai kosa kata, frasa dan kalimat dalam bahasa Inggris yang sering digunakan dalam komunikasi sehari-hari.

C. Pokok Bahasan: Reading Comprehension Skill: Effective Communication

D. Sub Pokok Bahasan: Five Ways of Effective Communication.

E. Kegiatan Belajar Mengajar: Tahap kegiatan mengajar kegiatan mahasiswa, media dan alat pembelajaran

Tahap	Kegiatan Pengajar	Kegiatan Mahasiswa	Media Dan Alat Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> • Memberi Salam (Greeting) • Berdoa • Tanya jawab berbagai hal terkait dengan topik sebelumnya • Memperkenalkan topik yang akan dibahas hari ini 	<ul style="list-style-type: none"> • Mahasiswa menjawab salam dosen • Melakukan doa bersama • Merespons pertanyaan dosen tentang materi pertemuan lalu. • Mahasiswa mendengarkan penjelasan dosen tentang materi yang akan dibahas pertemuan ini 	<ul style="list-style-type: none"> • Materi (Handout) • Spidol & white board • Buku tulis • Power Point • In Focus
Penyajian	<ul style="list-style-type: none"> • Menjelaskan mengenai topik bahasan pada hari ini yaitu tentang "Effective Communication" • Mahasiswa mendengarkan dan mengerjakan bahan yang diberikan • Memberikan waktu untuk mahasiswa mengerjakan latihan-latihan yang telah dibuatkan di PPT • Diskusi dan memberikan jawaban • Membimbing agar mahasiswa dapat mengucapkan kata-kata sulit dengan pengucapan yang benar. 	<ul style="list-style-type: none"> • Mahasiswa mendengarkan dengan seksama • Mahasiswa mendengarkan bunyi dan mengulangi dengan benar • Mahasiswa diminta untuk membaca bunyi-bunyi sendiri dengan benar. • Mahasiswa harus dapat memperbaiki kesalahan dalam menghasilkan bunyi yang dipelajari hari itu. 	<ul style="list-style-type: none"> • Hand out • Spidol & whiteboard • PPT Media • In focus

	<ul style="list-style-type: none"> • Membimbing dan mengarahkan mahasiswa memahami isi bacaan tentang “Effective Communication” 		
Penutupan	<ul style="list-style-type: none"> • Merangkum pelajaran utk pertemuan tersebut • Menyampaikan mengenai tugas yang harus dikerjakan • Memberikan topic yang harus dipelajari untuk pertemuan berikutnya 	<ul style="list-style-type: none"> • Mahasiswa mencatat tugas yang harus dikerjakan • Mahasiswa mendengarkan instruksi dosen • Mahasiswa mempersiapkan diri untuk selesai kuliah 	<ul style="list-style-type: none"> • Handout • Spidol dan whiteboard • Buku tulis

F. Evaluasi

Kuis	: 15%
UTS	: 25%
Tugas	: 20%
UAS	: 40%

G. Sumber Referensi

<https://socapglobal.com/2019/02/communicate-more-effectively>. Accessed on October 2nd 2021.

Mengetahui:

Lhokseumawe, 21 September 2021
Dosen Pengasuh,

Kajur Tadris Bahasa Indonesia

Dr. Nurlaila, S.Pd., M.Pd.

Lampiran 1: Materi Pembelajaran

5 Ways to Communicate More Effectively

By Lauren Adley

Effective communication is one of the key skills one must master in order to succeed in life. It's the base of any great and lasting relationship, whether personal or professional. Many people believe that communication is all about choosing the right words and saying what the other wants to hear, but there's so much more to it. Communication can take many shapes, and navigating them effectively can help us relate better with others and find greater fulfillment in all corners of our lives. Read on for five intentional methods that can help you communicate more effectively with those around you.

1. Be an engaged listener

Of course, the way you choose to send your message matters. But, equally important, if not more important, is how well you know to pay attention, to listen, and to receive your interlocutor's message. As Mark Richards, HR manager at [U.K. BestEssays](#), advises, "An effective communication requires genuine listening, which requires five main aspects: center all your focus on the speaker, don't interrupt the speaker, leave your judgmental side apart, present your interest in his or her message by adding small comments like 'yes' or 'I understand,' and ask questions to ensure that you've fully understood."

It's not the same thing to shut up and listen to a person than to actually be there with your thoughts and emotions, to be an engaged listener. We never speak just words. Most of the time, the real message can only be told by our gestures and facial expressions. Keep this in mind as you listen to others.

2. Express yourself

Communication is about expressing yourself. It's about sharing your thoughts and feelings with others in an honest and open way. As well, you can assert yourself, meaning that you stand up for your beliefs while respecting the opinions of others. As Jenifer Denver, human resources manager at [Writing Service Australia](#), states, "Being assertive doesn't mean to be hostile and demanding. It is more about respecting yourself, your needs, and values. Knowing how and when to say a firm 'no,' knowing how to express something negative in a positive way, and how to receive feedback no matter of its nature."

3. Pay attention to nonverbal signs

When we communicate with each other, we rarely use only words. Most of the time, we are using our body language—which includes gestures, facial expressions, voice tones, eye contact, posture, and even breathing—to send our message. That's why we must learn to spot all these nonverbal signs and learn how to properly use them in order to send our message as accurately as possible. Learning to [read and use body language](#) will help you connect and establish relationships with others more easily, because everyone wants to communicate with a person who truly listens, cares, and understands.

4. Control your emotions

Far too often, when we touch on a sensitive subject, we allow our emotions to lead us in a conversation. Sometimes, we then forget the whole point of that conversation, leading to an unpleasant situation where we say things that we later regret. Strong feelings like love and stress can easily cloud our minds during conversations and make us no longer think rationally. In these situations, emotional management techniques can help us return to a relaxed and rational state and enable us to engage with others without losing our cool.

5. Make intentional language choices

Last, but not least, the words we choose to speak can have a great impact on our message, and they can determine how effectively it is passed on to others. For instance, if you're a team leader and want to let your team know that you're in this together, use pronouns like "us" and "we" while speaking. This way, they will start to think of themselves more like a part of the team and less like an individual part of the company. In short: Words can have a lot of power if you know how and when to speak them. You can study techniques like neuro-linguistic programming to understand more about how to leverage the power of words.

Conclusion

The devil is always in the details. Even while we communicate with each other, we must pay attention to those small details like gestures and sights, because communication isn't all about words. Actually, communication is rather a complex process that makes our entire being speak what's in our hearts and minds.

Source: <https://socapglobal.com/2019/02/communicate-more-effectively/>

SATUAN ACARA PEMBELAJARAN (SAP)

Program Studi	:	Tadris Bahasa Indonesia
Nama Matakuliah	:	Bahasa Inggris
Kode Matakuliah	:	INS 103
Jumlah SKS	:	2 (Dua) SKS
Waktu Pertemuan	:	2x50 Menit
Pertemuan ke	:	10 (Sepuluh)

A. Capaian Pembelajaran

1. Soft Skills

- Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- Mengaplikasikan nilai norma, dan etika akademik dalam setiap bertindak
- Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.
- Mengaplikasikan cara berkomunikasi yang baik secara lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

2. Hard Skill:

- Mampu memahami teks Bahasa Inggris sesuai konteks keilmuan
- Mampu menggunakan kosa kata Bahasa Inggris dengan benar secara lisan atau tulisan;
- Mampu berbicara Bahasa Inggris sesuai konteks keilmuan secara sistematis dan sesuai dengan tata bahasa;
- Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).
- Mengetahui pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan maupun tulisan dengan menggunakan bahasa Inggris yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).

B. Indikator

1. Soft Skill:

- Meminta izin ketika hendak bertanya atau berkomentar dengan menggunakan bahasa yang sopan
- Hadir tepat waktu, berbahasa santun dan berpakaian sesuai syariat Islam.
- Menunjukkan kepercayaan diri ketika berkomunikasi secara baik secara lisan maupun tulisan dalam bahasa Inggris
- Bertanggungjawab dalam melaksanakan pekerjaan atau tugas yang diberikan dosen baik dalam kelompok maupun secara mandiri.

2. Hard Skill:

- Memahami isi pembelajaran dengan tema "Procedure Text: How to Make a Cup of Lemon Tea".
- Mengaplikasikan isi pembelajaran dalam kehidupan sehari-hari.

- c. Memahami teori tentang teks prosedur.
 - d. Menguasai kosa kata, frasa dan kalimat dalam bahasa Inggris yang sering digunakan dalam komunikasi sehari-hari.
- C. Pokok Bahasan: Writing Skill: Procedure Text.
- D. Sub Pokok Bahasan: How to Make a Cup of Lemon Tea, How to Use Computer, How to Make Pizza, dan lain-lain.
- E. Kegiatan Belajar Mengajar: Tahap kegiatan mengajar kegiatan mahasiswa, media dan alat pembelajaran

Tahap	Kegiatan Pengajar	Kegiatan Mahasiswa	Media dan Alat Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> • Memberi Salam (Greeting) • Berdoa • Tanya jawab berbagai hal terkait dengan topik pertemuan lalu. • Memperkenalkan topik yang akan dibahas hari ini 	<ul style="list-style-type: none"> • Mahasiswa menjawab salam dosen • Melakukan doa bersama • Merespons pertanyaan dosen tentang materi pertemuan lalu. • Mahasiswa mendengarkan penjelasan dosen tentang materi yang akan dibahas pertemuan ini 	<ul style="list-style-type: none"> • Materi (Handout) • Spidol & white board • Buku tulis • Power Point • In Focus
Penyajian	<ul style="list-style-type: none"> • Menjelaskan mengenai topik bahasan pada hari ini yaitu tentang “How to Make a Cup of Lemon Tea, How to Use Computer, and How to Make Pizza” • Mahasiswa mendengarkan dan mengerjakan materi yang diberikan • Memberikan waktu untuk mahasiswa mengerjakan latihan-latihan yang telah dibuatkan di Ppt • Dosen menjawab pertanyaan dan memberikan jawaban 	<ul style="list-style-type: none"> • Mahasiswa mendengarkan dengan seksama penjelasan dosen. • Mahasiswa mempraktekkan dalam bentuk tulisan tentang cara membuat secangkir lemon tea dll, dengan memperhatikan <i>unity</i> dan <i>coherence</i>, dalam bentuk paragraph pendek dalam bahasa Inggris. • Mahasiswa mengerjakan latihan yang diberikan 	<ul style="list-style-type: none"> • Hand out • Spidol & whiteboard • Ppt Media • In focus

	<ul style="list-style-type: none"> • Membimbing agar mahasiswa dapat menulis teks prosedur dengan baik dan benar. • Membimbing dan mengarahkan mahasiswa memahami isi materi tentang “How to Make a Cup of Lemon Tea, How to Use Computer, and How to Make Pizza. • Dosen menginstruksikan mahasiswa untuk melakukan <i>peer evaluation</i> terhadap teks prosedur yang telah dibuatkan sesuai dengan tugas yang diberikan pada PPT. 	<p>dosen dengan cara “work in pairs”.</p> <ul style="list-style-type: none"> • Mahasiswa mendengarkan penjelasan lebih detil tentang prosedur teks. • Mahasiswa melakukan <i>peer evaluation</i> terhadap teks prosedur yang telah dibuatkan sesuai dengan tugas yang diberikan pada PPT. 	
Penutupan	<ul style="list-style-type: none"> • Merangkum pelajaran utk pertemuan tersebut • Menyampaikan informasi mengenai tugas yang harus dikerjakan • Memberikan topik yang harus dipelajari untuk pertemuan berikutnya 	<ul style="list-style-type: none"> • Mahasiswa mencatat tugas yang harus dikerjakan • Mahasiswa mendengarkan instruksi dosen • Mahasiswa mempersiapkan diri untuk selesai kuliah 	<ul style="list-style-type: none"> • Handout • Spidol dan whiteboard • Buku tulis

F. Evaluasi

Kuis	: 15%
UTS	: 25%
Tugas	: 20%
UAS	: 40%

G. Sumber Referensi

<https://www.kuliahbahasainggris.com/tag/procedure-text-ppt.>

Mengetahui:

Lhokseumawe, 21 September 2021
Dosen Pengasuh,

Kajur Tadris Bahasa Indonesia

Dr. Nurlaila, S.Pd., M.Pd.

Lampiran 2: Materi Pembelajaran

How to Make a Cup of Lemon Tea dalam Bentuk Ppt.



How to Use a Computer

You need:

1. CPU
2. Keyboard
3. Monitor
4. Mouse
5. Printer (Optional)
6. Speakers (Optional)

Here are the steps to operate a computer:

1. Before plug of powering up the computer system, make sure that the power cable is connected to the back panel of the CPU and is plugged into the electric socket.
2. Make sure the video cable is already connected to the monitor and the back panel of CPU correctly.
3. Make sure other devices such as mouse and keyboard have connected to the back panel of CPU in the right side. Other hardware can also be connected such as speaker, printer, and so forth.
4. When everything is plugged in securely, then press the power button on the CPU is usually located on the front panel of the CPU.
5. The computer will display the Windows logo and displays the desktop image
6. Once the desktop image appears then the computer is ready to operate
7. The proper way to shut down or turn off the computer system is by clicking on the 'Start' button and choosing the 'Turn Off Computer' option. This then will display the options to 'Standby', 'Restart', or 'Turn Off' the CPU. Click 'Turn Off' to turning off the computer.

How to Make Pizza



Material:

- 1 – 1/4 Oz Envelopes – active dry yeast (or 2 1/4 tsp)
- 1 1/2 tsp. – Salt
- 1 1/2 cup – warm water (110 ° F – 115 ° F)

- 1 tablespoon. – Sugar
- 2 tablespoons. – Extra virgin olive oil
- 4 Cups – Bread flour
- Extra olive oil
- Extra flour

Procedure:

1. Put the yeast in a bowl, add the sugar and warm water to it.
2. Mix thoroughly.
3. Wait 5-10 minutes, after which the dough will release very few small bubbles.
4. Take the bread flour, add salt, pour the milk into the batter. Now add the yeast mixture into the dough.
5. Knead it vigorously for about 10 minutes. Then a little oil and place the bowl of dough in it.
6. Poke the dough with your fingers about three times.
7. Cover the bowl with a paper wrap with air so tight and then let it rise for about 2 hours.
8. After about 2 hours, check your dough and move it a little to see that the texture.
9. After this you just scoop out the dough and continue kneading until you feel quite soft and not attached to the object that you are kneading on.
10. You've finished, your pizza dough to a 14-inch pizza.
11. Pizza is ready to be served.

7. Observation Checklist of Product Implementation

Name of Lecturer : Hayatul Muna, M.Pd.
 Name of Observer : Dr. Nurlaila, M.Pd.
 Class : PGMI Semester I Unit 1
 Topic : Ways of Effective Communication
 Skill : Reading Skill
 Date : November 2021
 Time allocation : 7.15-9.25 A.M.

No	Activities	Yes	No	N/A
EFFECTIVE PLANNING				
1	Follow prescribed RPS and Lesson plans proposed			
2	Apply good preparation before teaching			
3	Teaching Materials are organized well and available			
4	Use materials and resources as proposed as well			
5	Provide enrichment where needed based on needs in class			
6	Follow times suggested in pre, while, and post teaching			
7	Follow the plan student assignments and plan student groupings according to instructional needs			
8	Soft skills are planned directly in RPS or Lesson plans			
B TEACHING TECHNIQUES				
9	Utilize the use of materials/media proposed effectively			
10	Demonstrate sufficient mastery of content as stated in proposed lesson plans			
11	Make effective use of a variety of available materials or media			
12	Make clear any materials to students, use practical demonstration when needed			
13	Provide for students' participation both individual or groups			
14	Mostly implement instructional materials/media as planned			
15	Provide interesting and adequate reinforcement continuously			
16	Use different teaching procedures in working with pupils of varying abilities			
17	Provides motivation any times students feel bored and in every session: Pre, while, and post teaching			

C	STUDENT/TEACHER RELATIONSHIPS			
18	Maintain student interest and attention			
19	Work constructively with individual or group			
20	Manage routine so as to avoid confusion			
21	Exhibit poise, voice control, and tact			
22	Graciously accepts less than "right" response with slow students			
23	Use positive statements to students			
24	Behave positively in any occasion			
25	Give modeling to inform new information to class			
26	Make supportive statements to students			
27	Maintain a friendly and respectful teacher-student relationship			
28	Guide slow response students patiently			
29	Provides many examples when needed			
	General Evaluation or Recommendation			



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LHOKSEUMAWE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Medan-B.Aceh Km.275 No.1 Bukit Rata- Alue Awe Muara Dua Kota Lhokseumawe
Telp. (0645) 47267 Fax. (0645) 40329; Kode Pos:24352

Lhokseumawe, 26 Agustus 2021

Nomor : B.27.1/In.29/L2/TL.00/08/2021
Lamp :
Hal : **Mohon Izin Penelitian**

Yth.

Dekan Fakultas _____

IAIN Lhokseumawe

di -

Tempat

Assalamu'alaikum Wr. Wb.

Teriring salam dan do'a semoga kita senantiasa berada dalam lindungan Allah dalam menjalankan aktivitas sehari-hari. Amin


Sehubungan akan dilaksanakan Penelitian Pengembangan Pendidikan Tinggi oleh peneliti di lingkungan Institut Agama Islam Negeri (IAIN) Lhokseumawe dengan judul "DEVELOPING THE QUALITY IMPROVEMENT OF STUDENTS AND GRADUATES OF UNIVERSITY LEVEL" maka bersama ini kami mohon kepada Bapak/ Ibu untuk dapat memberikan izin pelaksanaan penelitian tersebut di Fakultas yang Bapak/ Ibu pimpin. Adapun nama - nama peneliti yang dimaksud adalah:

1. Dr. Nurlaila, M.Pd. (Dosen)
2. Nurul Fadhillah, M.Hum. (Dosen)
3. Sarah Maulida (Mahasiswa)

Demikian surat ini kami sampaikan, atas perhatian dan bantuan Bapak/ Ibu kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Mengetahui,
Lembaga Penelitian dan Pengabdian
Kepada Masyarakat
Ketua,



Nasrullah
Dr. Nasrullah, S.Ag., M.Ag
NIP. 197212312008011142



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LHOKEUMAWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Medan-B. Aceh Km.275 No.1 Buket Rata- Alue Awe Muara Dua Kota Lhokseumawe
Telp. (0645) 47267 Fax. (0645) 40329; Kode Pos:24352

SURAT IZIN PENELITIAN

Nomor : B-~~86~~1 /In. 29/D1/PP.00.3 /08/ 2021

Yang bertanda tangan dibawah ini, Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Lhokseumawe :

Nama : **Dr. Jumat Barus, SS, MS**
NIP : 19760524 200912 1 001
Pangkat / Gol : Penata Tk.1 / (III/d)
Jabatan : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : FTIK IAIN Lhokseumawe


memberikan izin kepada yang namanya tersebut dibawah ini :

1. Dr. Nurlaila, M. Pd. (Dosen)
2. Nurul Fadhillah, M. Hum. (Dosen)
3. Sarah Maulida (Mahasiswa)

Judul Penelitian : "DEVELOPING THE QUALITY IMPROVEMENT OF STUDENTS AND GRADUATES OF UNIVERSITY LEVEL"

Untuk melaksanakan penelitian di FTIK IAIN Lhokseumawe

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lhokseumawe, 30 Agustus 2021
Dekan

JUMAT BARUS





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LHOKEUMAWE
FAKULTAS SYARIAH

Jalan Medan – Banda Aceh Km. 275 No.1 Buket Rata - Alue Awe
Kecamatan Muara Dua - Kota Lhokseumawe
Telepon. (0645) 47267; Faksimili. (0645) 40329; Kode Pos: 24352

Nomor : B-486-1 / In.29/D2/PP.00.9/ 90/2021

8 September 2021

Lampiran : -

Perihal : Izin Penelitian

Kepada Yth.
Ketua Lembaga Penelitian dan Pengabdian
Kepada Masyarakat (LPPM)
IAIN Lhokseumawe

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Institut Agama Islam Negeri (IAIN) Lhokseumawe Nomor B-217.1/In.29/L2/TL.00/08/2021 Tanggal 26 Agustus 2021 hal Mohon Izin Penelitian, pada prinsipnya kami tidak keberatan dan memberi izin kepada Dr. Nurlaila,M.Pd, Nurul Fadhillah,M.Hum dan Sarah Maulidi untuk melakukan penelitian di Fakultas Syariah Institut Agama Islam Negeri Lhokseumawe dengan judul “Developing The Quality Improvement Of Students And Graduates Of University Level”.

Demikian kami sampaikan dan kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb



Muhammad Syahril Razali Ibrahim, Ph.D

NIP. 197601102006041002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LHOKEUMAWE
FAKULTAS USHULUDDIN ADAB DAN DAKWAH**

Jalan Medan – Banda Aceh Km. 275 No.1 Buket Rata- Alue Awe, Muara dua,
Kota Lhokseumawe - Aceh

Telepon. (0645) 47267; Faksimili. (0645) 40329; Kode Pos: 24352

Nomor : B-~~44~~/In.29/D3/KS.01/08/2021
Lampiran : -
Perihal : Izin Penelitian

30 Agustus 2021

Kepada Yth,

**Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat
IAIN Lhokseumawe**
di- tempat

Assalamualaikum Wr Wb

Berdasarkan surat dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Institut Agama Islam Negeri Lhokseumawe nomor : B 217.1/In.29/L2/TL.00/08/2021 tanggal 26 Agustus 2021 perihal permohonan izin penelitian, maka sehubungan dengan perihal tersebut pada prinsip nya kami tidak keberatan dan memberikan izin kepada nama-nama Peneliti yang disebutkan di dalam surat permohonan untuk melaksanakan penelitian di lingkungan Fakultas Ushuluddin, Adab dan Dakwah – IAIN Lhokseumawe.

Demikian surat izin diberikan untuk dipergunakan sebagaimana mestinya, terima kasih atas perhatiannya.

Wassalamualaikum Wr Wb.

Dekan

Dr. Marhamah.,M.Kom.I





Lhokseumawe, 30 Agustus 2021

Nomor : B-217.1/In.29/D4/TL.00/11/2021
Lamp :
Hal : **Izin Penelitian**

Yth:

**Ketua Lembaga Penelitian dan Pengabdian Masyarakat
IAIN Lhokseumawe**
di -

Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan surat dari Lembaga penelitian dan Pengabdian kepada Masyarakat (LPPM) IAIN Lhokseumawe nomor: B-217.1/In.29/L2/TL.00/08/2021 tanggal 26 Agustus 2021 perihal permohonan izin penelitian, maka sehubungan dengan perihal tersebut pada prinsipnya kami tidak keberatan dan memberikan izin kepada nama-nama Peneliti yang disebutkan dalam surat permohonan untuk melaksanakan penelitian di lingkungan Fakultas Ekonomi dan Bisnis Islam – IAIN Lhokseumawe.

Demikian surat ini kami sampaikan, atas perhatian dan bantuan Bapak kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.



Dr. Mukhrasat, S.Ag., M.A.
NIP. 197112102002121002



SURAT KETERANGAN PENELITIAN

Nomor: B-2159.5/In.29/D1/PP.00.3/11/2021

Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri Lhokseumawe dengan ini menerangkan bahwa:

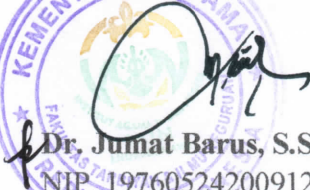
Nama : Dr. Nurlaila, M.Pd.
NIP : 197312272008012015
Jabatan : Dosen
Fakultas : Tarbiyah dan Ilmu Keguruan
Unit Kerja : IAIN Lhokseumawe


Telah melaksanakan penelitian pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Lhokseumawe pada tanggal 30 Agustus s.d 25 November 2021, dengan judul penelitian; "DEVELOPING THE QUALITY OF STUDENTS' AND GRADUATES' SOFT SKILLS AT UNIVERSITY LEVEL".

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana diperlukan.

Lhokseumawe, 26 November 2021

Dekan,


Dr. Junat Barus, S.S., M.S.
NIP. 197605242009121001





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LHOKEUMAWE
FAKULTAS SYARIAH

Jl. Medan-B.Aceh Km.275 No.1 Buket Rata- Alue Awe Muara Dua Kota Lhokseumawe
Telp. (0645) 47267 Fax. (0645) 40329; Kode Pos:24352

SURAT KETERANGAN PENELITIAN

Nomor: B- ~~800~~ /In.29/D2/PP.00.9/11/2021

Dekan Fakultas Syariah Institut Agama Islam Negeri Lhokseumawe dengan ini menerangkan bahwa:

Nama : Dr. Nurlaila, M.Pd.
NIP : 197312272008012015
Jabatan : Dosen
Fakultas : Tarbiyah dan Ilmu Keguruan
Unit Kerja : IAIN Lhokseumawe

Telah melaksanakan penelitian pada Fakultas Syariah IAIN Lhokseumawe pada tanggal 08 September s.d 25 November 2021, dengan judul penelitian; “DEVELOPING THE QUALITY OF STUDENTS’ AND GRADUATES’ SOFT SKILLS AT UNIVERSITY LEVEL”.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana diperlukan.

Lhokseumawe, 26 November 2021

Dekan,



Muhammad Syahril Razali Ibarahim, Ph.D.

NIP. 197601202006041002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI LHOKEUMAWE

FAKULTAS EKONOMI DAN BISNIS ISLAM

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SURAT KETERANGAN PENELITIAN

Nomor: B- 1275.5 /In.29/D4/ TL.00 /11/2021

Dekan Fakultas Ekonomi dan Bisnis Islam (FEBI) Institut Agama Islam Negeri Lhokseumawe dengan ini menerangkan bahwa:

Nama : Dr. Nurlaila, M.Pd.
NIP : 197312272008012015
Jabatan : Wakil Dekan I FTIK
Fakultas : Tarbiyah dan Ilmu Keguruan
Unit Kerja : IAIN Lhokseumawe

Telah melaksanakan penelitian pada Fakultas Ekonomi dan Bisnis Islam IAIN Lhokseumawe pada tanggal 30 Agustus s.d 25 November 2021, dengan judul penelitian; "DEVELOPING THE QUALITY OF STUDENTS' AND GRADUATES' SOFT SKILLS AT UNIVERSITY LEVEL".

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana diperlukan.

Lhokseumawe, 26 November 2021

Dekan,



Dr. Mukhtasar, S.Ag. M.A.

NIP. 197212102002121002



SURAT KETERANGAN PENELITIAN

Nomor: B- ~~1041~~ /In.29/D3/KS.01/11/2021

Dekan Fakultas Ushuluddin, Adab dan Dakwah (FUAD) Institut Agama Islam Negeri Lhokseumawe dengan ini menerangkan bahwa:

Nama : Dr. Nurlaila, M.Pd.
NIP : 197312272008012015
Jabatan : Dosen
Fakultas : Tarbiyah dan Ilmu Keguruan
Unit Kerja : IAIN Lhokseumawe

Telah melaksanakan penelitian pada Fakultas Ushuluddin, Adab dan Dakwah IAIN Lhokseumawe pada tanggal 30 Agustus s.d 25 November 2021, dengan judul penelitian: "DEVELOPING THE QUALITY OF STUDENTS' AND GRADUATES' SOFT SKILLS AT UNIVERSITY LEVEL".

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana diperlukan.



Lhokseumawe, 26 November 2021

Dr. Marhamah, M.Kom.I.
NIP. 196708201997032003

FOCUS GROUP DISCUSSION ACTIVITIES



SOFT SKILLS TRAINING FOR ENGLISH SUBJECT LECTURER

IAIN Lhokseumawe

Training for English Subject Lecturers to Develop Students' and Graduates' Soft Skill

**Theme :
Strengthening Students' Soft Skill**

SPEAKER :
AZWAR, S.Pd, M.Pd, C.H, M.NP

DATE :
05 Friday
November 2021

Time :
10 AM - 12 PM

VENUE :
Theater Room, second floor of Library of IAIN Lhokseumawe

ORGANIZERS :
Dr. Marhalla, M.Pd
Dr. Marul Fadhiliah, M.Hum
Sarah Maslida



SOFT SKILLS TRAINING FOR ENGLISH SUBJECT LECTURERS AND STUDENTS



IAIN
Lhokseumawe

SOFT SKILLS TRAINING FOR STUDENTS

Theme :
The Importance of Soft Skills to Engage with Academic Community and Society

SPEAKER :
AZWAR, S.Psi, M.Psi, C.Ht, MNLP

Venue : Aula FUAD Lt. 3


Date : 23 Tuesday November 2023

Time : 2 - 4 PM

ORGANISER :
Dr. Nurulhidayah, M.Pd
Dr. Herud, Fachrudin, M.Pd
Suzuki Mulya, S.Pd

Free ID
Snack & Certificate






TRAINING

Developing Students' and Graduates' Softskill at the University Level

Theme:
" The Importance of Softskills to Engage
with Academic Community and Society "



Organizers :
1. Dr. Nurlaila, M.Pd.
2. Dr. Nurul Fadhillah, M.Hum.
3. Sarah Maulida

Azwar, S.Psi., M.Psi, C.Ht, MNLP
Source Person





CERTIFICATE

OF APPRECIATION

THIS CERTIFICATE IS PROUDLY PRESENTED TO:

AZWAR, S.Psi, M.Psi, C.Ht, MNLP

HAS CONTRIBUTED AS A SOURCE PERSON

in the Soft Skills Training for English Subject Lecturers of IAIN
Lhokseumawe with the theme "**Strengthening Students' Soft Skill**"

Held on Friday, 05 November 2021

Chief of LPPM

Chief of Research

Dr. Nasrullah, M.Ag

Dr. Nurlaila, S.Pd., M.Pd



CERTIFICATE OF APPRECIATION

THIS CERTIFICATE IS PROUDLY PRESENTED TO:

AZWAR, S.Psi, M.Psi, C.Ht, MNLP

HAS CONTRIBUTED AS A SOURCE PERSON

in the Soft Skills Training for English Subject Lecturers of IAIN
Lhokseumawe with the theme "**The Importance of Soft Skills to Engage
with Academic Community and Society**"

Held on Tuesday, 23 November 2021

Chief of LPPM

Chief of Research

Dr. Nasrullah, M.Ag

Dr. Nurlaila, S.Pd., M.Pd

TRAINING SOFT SKILL AS A WAY TO DEVELOP QUALITY OF STUDENTS AND GRADUATES AT IAIN LHOKSEUMAWE

Nurlaila, Nurul Fadhilah, Sarah Maulida

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ABSTRACT

The purposeS of this research are to find out the governance of students' soft skill development, to investigate lecturers' strategy to develop students' soft skill especially in English subject, and to develop the teaching materials to increase students' softskill of English subject at IAIN Lhokseumawe. This is an R&D research that was conducted at IAIN Lhokseumawe using Reeves model of development. The data was collected using questionnaires, observation, FGD and documentation. The data was analyzed quantitatively using SPSS. The result of the research shown that by applying some sequences activities such as developing semester lesson plans and material and also conducting soft skill training can increase the students' soft skill at IAIN Lhokseumawe. It was proved that the value of $t\text{-count} = 24.623 > t\text{-table} = 1.66412$. It can be understood that by applying training on soft skills that was done soft skill expert, it can increase the soft skills of students.

Keywords: *Soft Skills; Research and Development, Students and Graduates Quality*

A. INTRODUCTION

Higher education Students are required to have some quality that could be used after they graduate. Since the students will mingle in the society which suitable with their background or not, they need to have some capacity and quality that be useful for their life. The process of getting some quality is included in the way or strategies used during lectures.

This study is more focused on developing student soft skills as it is the quality should be noted by lecturers and university, considering that these skills are very important for students in pursuing their careers after graduating according to the field they worked on while studying at a university. Teaching Soft Skills is a fundamental educational activity that must be started very early at primary school. Soft skills are the traits that make you a good employee, such as etiquette, communication and listening, getting along with other people. Soft Skills are strategic to be successful in personal and professional lives then are essential for a candidate when he/she tries to obtain any kind of job.

There are three purposes of this research, they are: to find out the governance of students' softskill development in IAIN Lhokseumawe, to investigate lecturers' strategy to develop students' softskill of English in IAIN Lhokseumawe and to develop the materials to increase students' softskill of English subject at IAIN Lhokseumawe. Improving soft skills is a fundamental educational activity that is better to be started very early at younger age or at primary school level. In university level, sometimes soft skills are not included in real curriculum but in hidden curriculum. In this pandemic era, most of lecturers taught the students through blended learning; it is a mixing online learning and face to face learning system. Face to face learning system in this case also needs to be clarified again that the face to face which is done through platform such as zoom meeting since in this pandemic era, no face to face classroom. In this case, lecturer doesn't only teach the students to pass an exam, but he/she can help the students to train and give better understand his attitudes, to develop his skills then to find his way in his professional life (Ciappei, 2015). Soft skills include certain abilities such as communication, problem-solving, self-motivation, decision-making, and time management skills.

This research hopefully can create a conception that can be referred to by policy makers of higher education level and the institution in order to broaden their horizons about the existence of community educational organizations. Meanwhile, practically, the results of this research are expected to be conducted and applied at the community in this case lecturers and students, government, and academics in responding wisely to the ways of developing soft skills especially in this pandemic era for students' future career.

B. RELEVANT THEORIES ON SOFT SKILLS IN LANGUAGE TEACHING

Education today is a fundamental right in the value of human life. Education has a very important role to support human life because basically humans cannot be separated from education. The implementation and development of educational studies must also be adapted to the conditions and social situations that exist in the community, because education is like an experiment that will never end, as long as human life in this world. It is said so because education is part of human culture and civilization that continues to develop. This is in line with human nature that has creative and innovative potential. In this stage people need some skills to survive and at the end to enter the working world.

Education does not only play a role in creating the young generation as agents of change that bring about change, but the younger generation must be able to become agents of producers who are able to create real change. Education must be a protector not only in terms of formal education but what is meant is education that is able to change the mindset of the nation's children and innovative education that encourages creativity and innovative power of the nation's children. The younger generation as agents of innovation who can make an important and

significant contribution to implementing applicable sustainable development concepts.

For more than a decade, government has plans in education and has stated that the country needs to produce “smart and competitive” individuals who can compete successfully for jobs and other opportunities in an increasingly globalized economy. Consistent with this objective, the government envisages Indonesia’s education system becoming “internationally competitive” by 2025, and growing numbers of Indonesian universities entering the world’s top 500 universities. As the government’s main partner in provide human resources, universities are required to play an active role to be able to produce a pass that have a competitive advantage in competition in the world.

There were some relevant researches which discussed about similar things with this research, they are: (1) Wijaya and Hariani (2012) conducted a research about Students' Soft Skill Development Effort in Dealing with the Working World, a case study in Economic-Social Education Department of Tarbiyah Faculty in IAIN Mataram. This research used qualitative approach with the interview as the instrument of collecting data. Based on the data analysis, the results showed that efforts to improve soft skills has been not maximized yet, some efforts exist such as conducting training, improving, develop and define training themes to attract attention of students to take part in soft skills training. There are obstacles from students’ side encountered in the effort to develop students’ soft skills namely; lack of participation, awareness, and discipline. And some obstacles from the organizers, namely; lack of socialization, infrastructure, funding, and limited time. To overcome these obstacles, some efforts are being conducted; (1) Socialization by sticking pamphlets of soft skills training to be held, (2) build the students’ awareness about how important it is to participate in soft skills training, (3) Collaborate with students who have attended training, (4) Advise students to join departmental organizations in increasing student awareness, and (5) Require students to be disciplined.

(2) Aly (2017) conducted research related the fact that learning in college (based on his observations), Indonesia's higher Education level places more emphasis on the hard-to-reach dimension skills rather than soft skills. This study resulted in two important conclusions. First, lecturers can use soft skills to develop the character of college graduates through student activities, with two alternative theories, namely: (1) value theory character education proposed by Thomas Lickona or the Curriculum Center Ministry of Education and Culture of the Republic of Indonesia; and (2) the theory of types of soft skills and their forms put forward by Sailah (2008), both personal and intra-personal or a combination of both skills.

(3) Muhmin (2018) has done a library research about the importance of soft skill development in university. In this research he concluded that the application of curriculum and learning methods based on soft skills is a must for university students, as the relevance of providing workforce needs as required by working world in the era of globalization. The key to successful learning based on soft skills is to pay attention to student-based teaching materials and methods, in addition to having commitment from the university, then lecturer competence to

deliver this method must be grade 4 and 5 (scale 1-5). Lecturer as the spearhead, must be able to change the mindset of the learning system, namely: 1) knowledge is result of study construction or transformation; 2) learning is a process of searching and constructing (shaping) the active and specific knowledge; and 3) teaching is carrying out various strategies that can help students to study better.

C. RESEARCH METHOD

Borg and Gall (2003) defined Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

There are some steps of R&D based on Reeves (2006) namely: analyze the problem, design and develop prototype, doing evaluation of the product design, and last one revise the product based on the finding in the evaluation steps and revision no needed, the research can be stopped. The population of the research was all English lecturers and English Students who took English Subject at State of Islamic Institute of Lhokseumawe and the sample of this research were four English lecturers and 80 students of four Faculties of IAIN Lhokseumawe. The English subject lecturers from those four faculties were chosen only who met the needs of the research. Since the population is large, thus, the researchers used Slovin formula to take the sample from big population. This formula was used to make it easy to determine the proportional sample.

Mathematically, Slovin formula can be written as follow: $n = N / (1 + (N \times e^2))$. Where n is the number of sample that is needed and N refers to the total population. Moreover Miles, Huberman, and Saldana (2014: 23) stated that qualitative researchers usually work with small samples of people. It tends to be purposive rather than random. In this research, the researcher only focuses on some respondents from one institution which was chosen purposively and examined deeply by using three ways of collecting data namely questionnaire, interview and documentation.

The data were collected data through four ways; they are Focus Group Discussion, questionnaire, observation and documentation. It is a method of improving the immediate analysis task being carried out, advancing the sophistication of later analyses, and deepening the confidence you have in the final conclusions (Miles, Huberman and Saldana: 2014:279).

Focus group discussion was done to know lecturers' need in teaching English subject and their ways of teaching whether had included soft skill or not. Questionnaire was given to the students to know ways of teaching soft skills conducted by the lecturer in teaching-learning process. Observation was done to know the way the lecturers done to improve students' soft skills and

documentation was taken from each lecturers' semester lesson plan (RPS) to see whether the lecturers have had good planning in their teaching learning process to improve students' soft skills. By having those planning at beginning of teaching process, by the time goes by the graduate soft skills also improved. It would be needed most by them in facing their future career because the success of future career of someone is determined by having more soft skills than hard skill or technical skill

The data were analyzed in two ways using qualitative and quantitative concept of data analysis. The data that were obtained from questionnaire were analyzed quantitatively. To test the validity of the data in the form of questionnaire, it was carried out statistically by using the Pearson Product-Moment Coefficient of Correlation test with the help of computer software through the Program Statistical Package for Social Science (SPSS) 25.0. While the data from FGD, observation and documentation were analyzed using Miles, Huberman, and Saldana's model; they are data condensation, data display, and conclusion drawing/verification. The researcher also used descriptive analysis to analyze the data.

D. RESEARCH RESULT

Based on the result of investigating via Focus Group Discussion (FGD), the researchers developed two kinds of product namely hardware and software products. The hard ware product refers to the products consist of physical components that can be seen directly, in research and educational development can be in the form of syllabus or semester lesson plan or even the materials/media developed. While the software product related to the product in the form of training, the model or teaching strategy, and so on. In short, it can be said the result of FGD shown that there are some ways of developing students' soft skill at university level namely via hardware and software product as had been stated before.

Then, questionnaire that was given twice to the students namely before and after trying out the both products was analyzed quantitatively. The result shown that testing the validity of the data in this study was carried out statistically, by using the Pearson Product-Moment Coefficient of Correlation test with the help of computer software through the Program Statistical Package for Social Science (SPSS) 25.0. Based on the results of data processing, all statement items are declared valid because they have a significance value below 5%. If done manually then the correlation value of the calculation results obtained must be compared with the critical value of the product moment correlation. Each statement item is declared valid if $r\text{-count} > r\text{-table}$ (critical value of correlation r product moment for $n = 30$ in the attachment), so that all statements are significant and have construct validity.

There are differences in the soft skills of students before and after the training. This can be seen in the results of data processing using a different t test, which is comparing the results of the t test before training and after training. The

test results shown the value of t before training = 79.079 < t after training 181.593. So there is a difference before and after training. The test results shown that the value of t -count = 24.623 > t -table = 1.66412. Thus, it can be proved that with training on soft skills, it can improve the soft skills of students.

E. CONCLUSION

The RPS (Semester Lesson Plans) of English subject was developed to have uniform form at every faculty, the materials presented focussed on general English with focusses on four language skills which are also supported by language components and included the topics or materials related to introduce soft skills. What make them different is the specific materials as additional material that should be reflected to their own major that could be possible to focus on English for Specific Purposes (ESP). The materials about English for Islamic Studies (EIS) also included since the topics mostly containing soft skills. Another reason to include the Islamic content materials that it matches with the vision and mission of the institution.

The materials developed in the form of RPS and SAP and also the soft skills training had been tried out to the real students and had been done revision based on the finding in the field. To prove whether those soft skills materials developed effective or not to be used in the institution, it had been proven by the result of calculation of questionnaire. Based on the result of tried out, it showed that the materials were appropriate as teaching learning materials for English subject students in developing their soft skills understanding and hopefully can bring positive effect on their attitude in communicating daily activities with their lecturers and also with their own friends and people around them, and by having this good habit, and the attitude become habit and by the time goes by it can increase the soft skills of our graduate to face their future career.

It is suggested that the lecturers should apply this result of development both which are in the form of hardware and also in the form of software, to modify the model of teaching-learning process which the topics given, to always included soft skills in their daily teaching both in the materials and also in the explanation, to give model in every session of meetings so that it would be followed by the students, to do themselves first every good thing then ask the students to do, to show good ways of communication not only in class but also outside class. It can also be applied in other subjects by doing any modification specific with the characteristics of the subject itself. The lecturers to have high creativity in creating or developing the instructional materials for each meeting can use the result of development in this research as the sample. Soft skills not only be applied in English subject but it can also be applied in other subject.

F. REFERENCES

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RESEARCH SUMMARY OF:

**DEVELOPING THE QUALITY OF STUDENTS' AND
GRADUATES' SOFT SKILLS AT IAIN LHOKSEUMAWE**

Nurlaila, Nurul Fadhillah, Sarah Maulida

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This research was conducted in IAIN Lhokseumawe. The main idea of this research was to highlight and strengthen the strategy and focus on teaching which include the soft skills. The procedure and document of teaching should show and mention clearly how Soft Skills are implemented during the teaching process.

The population of this research was all of English subject lecturers and all of the first semester students in IAIN Lhokseumawe. Researcher only focus on the teaching of English subject, and it is only available in the first semester. The subject has been chosen randomly from all of four faculties; Education and Teacher Training Faculty, Syariah Faculty, Adab and Dakwah Faculty, and Economics and Business Faculty. Since the population is large, thus, the researchers used Slovin formula to take the sample from big population. This formula was used to make it easy to determine the proportional sample.

In this research, the researcher only focuses on some respondents from one institution which was chosen purposively and examined deeply by using three ways of collecting data namely questionnaire, interview and documentation. The data were collected data through four ways; they are Focus Group Discussion, questionnaire, observation and documentation.

Since this research is R & D, there were some steps done in the part of research to get the research result:

1. Focus Group Discussion; in this step which categorized as research (R), researchers collect the information about the understanding of teaching soft skills from the lecturers and confirm the strategy they used in implementing the soft skills during the process of teaching.
2. Based on the result of investigating via Focus Group Discussion (FGD), the researchers developed two kinds of product namely hardware and software products. The hard ware product refers to the products consist of physical components that can be seen directly, in research and educational development can be in the form of syllabus or semester lesson plan or even the materials/media developed. While the software product related to the product in the form of training, the model or teaching strategy, and so on
3. Observation was done as the next step of (R) to know the way the lecturers done to improve students' soft skills and documentation was taken from each lecturers' semester lesson plan (RPS) to see whether the lecturers have had good planning in their teaching learning process to improve students' soft skills. By having those planning at beginning of teaching process, by the time goes by the graduate soft skills also improved.
4. The next (R) was distributing Questionnaire to the students, in order to know ways of teaching soft skills conducted by the lecturer in teaching-learning process.
5. Researcher designed the RPS and specific Lesson Plan with materials for each meeting which include the soft skills competency; this is part of development (D) in this research.
6. Soft Skills Training for lecturers; this is the next D process of research. Researchers provided a soft skills training by inviting the expert of teaching psychology for all of English subject lecturers, this is as one of the ways in developing the soft skills understanding and capacity of lecturers so that they can apply what they have learned into their classes while teaching.
7. The next step of D was post observation, after the teaching process done by the lecturers who were implemented the materials provided by the researcher.

8. Beside designing RPS and Lesson Plan, researcher also held another soft skills training for students, to enrich them with the knowledge about soft skill and how to engage with and maintain those soft skills capacity.
9. To get the result of research and development on teaching soft skills, the last step done by researchers were giving post questionnaire to the students.

The RPS (Semester Lesson Plans) of English subject was developed to have uniform form at every faculty, the materials presented focussed on general English with focusses on four language skills which are also supported by language components and included the topics or materials related to introduce soft skills. What make them different is the specific materials as additional material that should be reflected to their own major that could be possible to focus on English for Specific Purposes (ESP). The materials about English for Islamics Studies (EIS) also included since the topics mostly containing soft skills. Another reason to include the Islamic content materials that it matches with the vision and mission of the institution.

The materials developed in the form of RPS and SAP and also the soft skills training had been tried out to the real students and had been done revision based on the finding in the field. To prove whether those soft skills materials developed effective or not to be used in the institution, it had been proven by the result of calculation of questionnaire. Based on the result of tried out, it showed that the materials were appropriate as teaching learning materials for English subject students in developing their soft skills understanding.

Analysis data of questionnaires pre and post showed that there are differences in the soft skills of students before and after the training and teaching with product implementation. The test results shown that the value of $t\text{-count} = 24.623 > t\text{-table} = 1.66412$. Thus, it can be proved that with training and product of materials on teaching soft skills, can improve the soft skills of students.

LAPORAN KEUANGAN
Penelitian Pengembangan Pendidikan Tinggi

**Developing The Quality Improvement of Students and Graduates On The Third Criteria in
Line With The Accreditation instrument 3.0 of University Level**

Ketua

Dr. Nurlaila, M.Pd.
202712730308000

Anggota

Dr. Nurul Fadhillah, M.Hum.
20203721060510



INSTITUT AGAMA ISLAM NEGERI LHOKSEUMAWE
TAHUN 2021

SURAT PERNYATAAN TANGGUNG JAWAB MUTLAK

Yang bertanda tangan dibawah ini

Nama : Dr. Nurlaila, S.Pd, M.Pd.
NIP : 197312272008012015
NIDN : 2027127303
ID Peneliti : 202712730308000
Jabatan : Ketua Peneliti

Menyatakan dengan sesungguhnya bahwa :

1. Pembayaran biaya penelitian untuk kluster Penelitian Dasar Interdisipliner, dengan judul "Developing the Quality Improvement of Student and Graduates (Soft Skill) at University Level University Level" dengan Nomor Register : 211040000046405 Tahun 2021 telah saya terima sebesar Rp. 41.000.000,- (Empat Puluh Satu Juta Rupiah) dan akan saya gunakan untuk kepentingan operasional penelitian sesuai Rencana Anggaran Biaya dari judul di atas;
2. Apabila dikemudian hari terdapat ketidaksesuaian dalam penggunaan dana operasional penelitian tersebut saya bersedia menyetor kembali ke Kas Negara.

Demikian pernyataan ini saya buat dengan sebenar-benar.

Lhokseumawe, 30 Desember 2021



Dr. Nurlaila, S.Pd, M.Pd.
NIP. 197312272008012015

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA (SPTJB)

Yang bertanda tangan di bawah ini:

Nama : Dr. Nurlaila, S.Pd., M.Pd.

Alamat : Jl. Medan - Banda Aceh, Alue Awe, Muara Dua, Kota Lhokseumawe, Aceh 24352

Berdasarkan Surat Keputusan Rektor Institut Agama Islam Negeri Lhokseumawe Nomor 49 Tahun 2021 tentang Penetapan Penerima Bantuan Penelitian pada Institut Agama Islam Negeri Lhokseumawe Tahun Anggaran 2021 dan Surat Perjanjian tentang Pelaksanaan Bantuan Penelitian Penelitian Pendidikan Tinggi Tahun Anggaran 2021.

Nomor B-418.5/In.29/ PPK/SP/TL.00/07/2021 dengan judul penelitian "*Developing the Quality Improvement of Student and Graduates (Soft Skill) at University Level University Level*" mendapatkan anggaran Penelitian sebesar Rp 41.000.000 (Empat Puluh Satu Juta Rupiah).

Dengan ini menyatakan bahwa:

1. Kami telah menerima pembayaran untuk biaya kegiatan penelitian meliputi:

No	URAIAN	JUMLAH
	Pembayaran Tahap I:	
1	Persiapan Penelitian	Rp 5.700.000
2	Pelaksanaan Penelitian	Rp 18.900.000
	Jumlah	Rp 24.600.000

2. Jumlah uang tersebut pada angka 1, dipergunakan untuk pelaksanaan kegiatan Penelitian sebagaimana tersebut di atas.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Lhokseumawe, 30 September 2021

Penerima Bantuan,



Dr. Nurlaila, S.Pd., M.Pd.

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA (SPTJB)

Yang bertanda tangan di bawah ini:

Nama : Dr. Nurlaila, S.Pd., M.Pd.

Alamat : Jl. Medan - Banda Aceh, Alue Awe, Muara Dua, Kota Lhokseumawe, Aceh 24352

Berdasarkan Surat Keputusan Rektor Institut Agama Islam Negeri Lhokseumawe Nomor 49 Tahun 2021 tentang Penetapan Penerima Bantuan Penelitian pada Institut Agama Islam Negeri Lhokseumawe Tahun Anggaran 2021 dan Surat Perjanjian tentang Pelaksanaan Bantuan Penelitian Penelitian Pendidikan Tinggi Tahun Anggaran 2021.

Nomor B-418.5/In.29/ PPK/SP/TL.00/07/2021 dengan judul penelitian "*Developing the Quality Improvement of Student and Graduates (Soft Skill) at University Level*" mendapatkan anggaran Penelitian sebesar Rp 41.000.000 (Empat Puluh Satu Juta Rupiah).

Dengan ini menyatakan bahwa:

1. Kami telah menerima pembayaran untuk biaya kegiatan penelitian meliputi:

No	URAIAN	JUMLAH
	Pembayaran Tahap II:	
1	Pelaksanaan Penelitian Tahap akhir	Rp 9.039.000
2	Pasca Pelaksanaan Penelitian	Rp 7.361.000
	Jumlah	Rp 16.400.000

2. Jumlah uang tersebut pada angka 1, dipergunakan untuk pelaksanaan kegiatan Penelitian sebagaimana tersebut di atas.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Lhokseumawe, 24 Desember 2021

Penerima Bantuan,




Dr. Nurlaila, S.Pd., M.Pd.

**KEGIATAN PENELITIAN
INSTITUT AGAMA ISLAM NEGERI LHOKSEUMAWE
TAHUN 2021**

Kluster : Penelitian Pengembangan Pendidikan Tinggi
 Judul : Developing The Quality Improvement of Students and Graduates On The Third Criteria in Line With The Accreditation instrument 3.0 of University Level
 Ketua : Dr. Nurlaila, M.Pd.
 ID : 202712730308000
 Dana Penelitian : Rp 41.000.000

NO	TANGGAL	PENERIMAAN	JENIS BELANJA	URAIAN	JUMLAH	PAJAK					NETTO
						PPn	PPh Psl. 21	PPh Psl. 22	PPh Psl. 23	PPh Psl. 24	
								80.700			2.313.400
1		41.000.000	521211	Belanja Bahan (Mutiara Percetakan)	Rp 2.690.000	295.900		90.000			2.580.000
4			521211	Belanja Bahan (RM. Sederhana)	Rp 3.000.000	330.000					5.400.000
5			521219	Belanja Bahan (Nonoperasional Lainnya)	Rp 5.400.000						11.610.000
6			522151	Belanja Jasa Profesi	Rp11.610.000		580.500				18.300.000
7			524119	Belanja Perjalanan Lainnya Meeting Luar Kota	Rp18.300.000						39.622.900
JUMLAH		41.000.000			Rp41.000.000	625.900	580.500	170.700	-	-	

Lhokseumawe, 29 Desember 2021
 Peneliti


 Dr. Nurlaila, M.Pd.
 NIP 197312272008012015

BERHASIL



Status: BERHASIL
Nomor Transaksi: FT213655RKFQ
Tanggal Transaksi: 20211231
Nomor Struk: 20211231065108405141
Terminal: XXXXXXXX7714

Penerimaan Pajak

Rekening Sumber

Rekening: XXXXXX1025

Data Pembayaran

Tanggal dan Jam Bayar: 31/12/2021 06:51:08 NTB/NTP: FT213655RKFQ
Tanggal Buku: 31/12/2021 NTPN: EBC2767M18H98P5P
Kode Cabang Bank: 000001 STAN: 421836

Data Setoran

Kode Billing: 025922831312057
NPWP: 001231125102000
Nama Wajib Bayar: IAIN LHOKSEUMAWE DITJEN PENDID
Alamat: JLN.MEDAN-B.ACEH KM.275 NO.1 BUKETRATA-ALUE AWE, L
Nomor Objek Pajak:
Mata Anggaran: 411211
Jenis Setoran: 910
Masa Pajak: 12/12/2021
Nomor Ketetapan: 0000000000000000
Jumlah Setoran: IDR295.900
Terbilang: dua ratus sembilan puluh lima ribu sembilan ratus rupiah

Terima kasih telah menggunakan layanan BSI Mobile Banking dari Bank Syariah Indonesia.
Semoga layanan kami mendatangkan manfaat bagi anda.

BERHASIL



Status: BERHASIL
Nomor Transaksi: FT21365STWMD
Tanggal Transaksi: 20211231
Nomor Struk: 20211231064918202889
Terminal: XXXXXXXX7714

Penerimaan Pajak

Rekening Sumber

Rekening: XXXXXX1025

Data Pembayaran

Tanggal dan Jam Bayar: 31/12/2021 06:49:18 NTB/NTP: FT21365STWMD
Tanggal Buku: 31/12/2021 NTPN: 7F7894ER1JCH106J
Kode Cabang Bank: 000001 STAN: 421832

Data Setoran

Kode Billing: 025922831909075
NPWP: 001231125102000
Nama Wajib Bayar: IAIN LHOKSEUMAWE DITJEN PENDID
Alamat: JLN.MEDAN-B.ACEH KM.275 NO.1
BUKETRATA-ALUE AWE, L
Nomor Objek Pajak:
Mata Anggaran: 411211
Jenis Setoran: 910
Masa Pajak: 12/12/2021
Nomor Ketetapan: 0000000000000000
Jumlah Setoran: IDR330.000
Terbilang: tiga ratus tiga puluh ribu rupiah

**Terima kasih telah menggunakan layanan BSI Mobile Banking dari Bank Syariah Indonesia.
Semoga layanan kami mendatangkan manfaat bagi anda.**

BERHASIL



Status: BERHASIL
Nomor Transaksi: FT21365JJ1SK
Tanggal Transaksi: 20211231
Nomor Struk: 20211231064702868201
Terminal: XXXXXXXX7714

Penerimaan Pajak

Rekening Sumber

Rekening: XXXXXX1025

Data Pembayaran

Tanggal dan Jam Bayar: 31/12/2021 06:47:02 NTB/NTP: FT21365JJ1SK
Tanggal Buku: 31/12/2021 NTPN: 881234ER1JCHHPA3
Kode Cabang Bank: 000001 STAN: 421829

Data Setoran

Kode Billing: 025922832459075
NPWP: 001231125102000
Nama Wajib Bayar: IAIN LHOKSEUMAWE DITJEN PENDID
Alamat: JLN.MEDAN-B.ACEH KM.275 NO.1
BUKETRATA-ALUE AWE, L
Nomor Objek Pajak:
Mata Anggaran: 411121
Jenis Setoran: 100
Masa Pajak: 12/12/2021
Nomor Ketetapan: 0000000000000000
Jumlah Setoran: IDR580.500
Terbilang: lima ratus delapan puluh ribu lima ratus rupiah

Terima kasih telah menggunakan layanan BSI Mobile Banking dari Bank Syariah Indonesia.
Semoga layanan kami mendatangkan manfaat bagi anda.

BERHASIL



Status: BERHASIL
Nomor Transaksi: FT21365ZX2N7
Tanggal Transaksi: 20211231
Nomor Struk: 20211231065014431025
Terminal: XXXXXXXX7714

Penerimaan Pajak

Rekening Sumber

Rekening: XXXXXX1025

Data Pembayaran

Tanggal dan Jam Bayar: 31/12/2021 06:50:14 NTB/NTP: FT21365ZX2N7
Tanggal Buku: 31/12/2021 NTPN: 7BB9500NIEGIO390
Kode Cabang Bank: 000001 STAN: 421834

Data Setoran

Kode Billing: 025922831650080
NPWP: 001231125102000
Nama Wajib Bayar: IAIN LHOKSEUMAWE DITJEN PENDID
Alamat: JLN.MEDAN-B.ACEH KM.275 NO.1
BUKETRATA-ALUE AWE, L
Nomor Objek Pajak:
Mata Anggaran: 411122
Jenis Setoran: 910
Masa Pajak: 12/12/2021
Nomor Ketetapan: 0000000000000000
Jumlah Setoran: IDR80.700
Terbilang: delapan puluh ribu tujuh ratus rupiah

**Terima kasih telah menggunakan layanan BSI Mobile Banking dari Bank Syariah Indonesia.
Semoga layanan kami mendatangkan manfaat bagi anda.**



Penerimaan Negara

Penerimaan Negara

Pembayaran/Pembelian Penerimaan Negara Pajak
BUKTI PENERIMAAN NEGARA

Status : BERHASIL

Nomor Transaksi : FT213647TB9C

Rekening Sumber : XXXXXX1025

Tanggal dan Jam Bayar : 30/12/2021 20:04:49

Tanggal Buku : 31/12/2021

Kode Cabang Bank : 000001

NTB/NTP : FT213647TB9C

NTPN : 051515B8HDUTMOEE

STAN : 421054

Kode Billing : 025922832196046

NPWP : 001231125102000

Nama Wajib Pajak : IAIN LHOKSEUMAWE
DITJEN PENDID

Alamat : JLN.MEDAN-B.ACEH KM.275 NO.1
BUKETRATA-ALUE AWE, L

Nomor Objek Pajak :

Mata Anggaran : 411122

Jenis Setoran : 910

Masa Pajak : 12/12/2021

Nomor Ketetapan : 0000000000000000

Jumlah Setoran : IDR90.000

Terbilang : sembilan puluh ribu Rupiah

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