

The Cooperative Experiential Learning Model Based on Soft Skill and Hard Skill in Improving Trainees Competence at the Beauty Course Institute in Tasikmalaya City West Java Province, Indonesia

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Abstract: Cooperative Learning need in group study give more experience to improve the hard skills and soft skills of trainees are increasing. The trainees are not only conduct a series of activities on the learning process together. The purpose of this research is to develop cooperative experiential learning model based on soft skill and hard skill in improving the competence of trainees at beauty course institute. The research method uses an effective R & D for use in the scope of education. Research samples amounted to 40 trainees. The results showed that the ability of the trainees both hard skills and soft skills are quite diverse. There is a high enough competency gap. Basic values of cooperative learning and experiential learning are needed to improve learning completeness with low competency variation gaps among trainees. Cooperative experiential learning models based on soft skills and hard skills offer sustainable cooperative, experience and learning practices based on values that are rooted in people's lives. The conclusion of the research is the approach model based on the principle of cooperation, experience and learning to improve hard skill and soft skill in improving trainees competence in beauty course institute.

Index terms: Cooperative Experiential Learning Model, Soft Skill, Hard Skill, Competence

I. INTRODUCTION

The need for training participants to face competition in the free market is increasingly high. The education and training to improve the soft skills and hard skill require the foundation of the paradigm of thinking that suits those needs. Anwar [1] states that "Entering the era of globalization in the 21st century requires a new paradigm in the world education system, in order to educate humanity and maintain brotherhood". The paradigm refers to the four pillars of Unesco [25] namely learning to know, to do, to and to live together as a unity that directs every education and training. Cobo [7] states skills for innovation: envisioning an education that prepares for the changing world. the changing conceptions of space-time and the emphasis on lifelong

learning; and the development of soft skills. Manuti et al [21] say that In such fast-moving working contexts, skills and competencies rapidly become outdated and need to be continuously implemented and empowered as a strategic factor for global competitiveness. Traditional models of learning both inside and outside of the workplace have become unable to explain the complexity of such a process, weaving between and overlapping formal and informal components.

The needs of the trainees are not only limited to hard skills or soft skills. Both skills are a requirement that is met through an ongoing process. Non-formal education programs as a cross-sectoral program is required to meet the needs of soft skills and hard skills of the trainees as a whole and ongoing. The result of observation on the implementation of education and skin beauty training found several things, namely 1) competency elements taught like cooperation, personality in completing the duration of 1 hour learning, 2) focus of training is hard skills with the amount of learning 70% of the hours held, 3) Evaluation of learning is implemented that is evaluation on hard skill, evaluation on soft skill not comprehensive, 4) learning model refers to pedagogy learning model, 5) Learning paradigm is based on the foundation of formal learning philosophy. Hilto [14] argued that in the era of the 21st century required skills of soft skills that will support success. Esa et al illustrates that university graduates have a hard skill but are weak in soft skill abilities. Hasan and Maarof [12] expressed weak teacher's attention to soft skills of students. Laker and Powell [24] stated that the lack of soft-skill transfer in training will result in inefficiencies in the work of both time, effort and money. The projected outcomes of the European Center for the Development of Vocational Training (CEDEFOP) in 2013 related to skill requirements for workers in the coming years focus on individual characteristics that describe soft skills. Chalid [6] states the importance of soft skill ability to support the success of working as a professional.

Hoffmann [15] states the need for a training model that integrates soft skills and hard skills, especially communication skills in accordance with the needs of the world of work. The trainees need soft skills and hard skills to compete in the global era. Ayuningtyas [2] says that: "hard

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and soft skills are needed by students in order to increase the potential of students and meet the needs of students to enter the real world and industry". Kirstein et al amidst the necessary innovative learning needs for adult learning.

Implementation of education for adulthood has not been innovative to answer the need of soft skill and hard skill thoroughly. It is necessary to develop the learning model to increase the mastery of hard skill and soft skill 1) there is a practical need for trainees to work together to produce learning completeness. The learning outcomes are very varied and there is a gap between the ability of soft skill and hard skills. The work of the trainees requires the ability of soft skill and balanced hard skills. In addition, the work faced requires cooperation 2) The basic values of cooperative are limited to the learning process in the training. In order to complete the learning of the participants it is not enough just to work together in the form of specific groups in the designed situation. Participants need cooperation in real situations.) On the other hand learning practice experiential learning conducted by students without the help of co-workers less effective.

Esa et al associated with the improvement of soft skills, there are several methods [3] of practice methods, lectures, methods of demonstration and interactive. Lurie and Ovrebo explain the need for a cooperative climate to support the creation of experiential learning. Haddara, and Skanes [13] emphasized the importance of experiential cooperative learning and suggested to bring cooperative education to the realm of learning experience. Husser and Munos demonstrated scientific evidence about the success of experiential cooperative learning model to improve students' ECL Model. Junge et al [18] suggests the need to build life skills through participation in experiential and cooperative learning. Esa et al pp 207) related to the improvement of soft skills, there are several methods that are practice method, lecture, demonstration method and interactive. The needs of trainees to work together in study groups that provide work experience to improve hard skills and soft skills trainees are increasing. The source of value for improving soft skills and hard skills is a value that is rooted in people's lives such as collectivity.

The purpose of this research is to develop cooperative experiential learning model based on soft skill and hard skill in improving trainees' competence in beauty course institute.

II. LITERATURE REVIEW

A. Cooperative Experiential Learning

Cooperative learning is a general term for a set of teaching strategies designed to educate group collaboration and social interaction in the learning process. The assumptions underlying Cooperative Experiential Learning model proposed by Mulcahy [22] that learning should be limited in the evaluation of cooperation so that attention can be focused on theoretical and exercise comparison. Cooperative Experiential Learning consists of 3 concepts namely cooperation, experience and learning. Camp et al [5] model of collaboration with involvement in learning experience approaches increases learning participation [18] Junge et al that the benefits of cooperative experiential learning provide more interaction opportunities aimed at learning and can improve the life skills of trainees.

The source of the value of cooperation on which learning is based is the livelihood of the community. The participants live in a high collectivity culture. Fischer et al states: "whereas people in collectivistic cultures develop their goals that are compatible with their in-group's goals". Cohen et al [8] states collectivistic cultures encourage people to develop interdependent selves, in which people fundamentally see themselves as interconnected in important ways with close others, and to prioritize good relationship functioning over their own, idiosyncratic goals.

B. Soft Skills and Hard Skills

Soft skills and hard skills can not be separated. Hard skills are a number of attributes that describe abilities related to learned objects including work skills or academic ability. Soft skills are a person's skills in dealing with others (including with himself). The attributes of soft skills, thus include the values held, motivation, behavior, habits, character and attitudes. Nealy suggests that soft skills are indispensable in the world of work. These include interpersonal skills, communication, listening, problem-solving teams, cross-cultural relationships and customer service. Regarding the specific soft skills delivered Grapczynski et al, [11] that skills include communication skills, critical reflection, teamwork, ethics, and recognition of customer needs. Ngang [23] explains that Soft skills are: communication, critical and problem solving, teamwork, lifelong [17] learning and information management, entrepreneurship, ethics, morale and professionalism, and leadership. Esa et al [9] suggests the same thing that soft skills are needed in the world of work as stated that: "Soft skills are some of the skills needed to ensure that graduates fulfill the needs of the job market". Indicators of soft skills include critical thinking and creative skills, effective communication skills, able to make choices and decision-making based on extensive data and understanding, leadership and skills.

III. METHOD

In this research used Research and Development (R & D) approach. Research and Development (R & D) is a research used to develop effective products for use in the scope of education. This research is planned to be conducted at LKP Yuwita in Tasikmalaya City. The subject in this study were the participants of skin care training LKP Yuwita which amounted to 40 trainees. Dimension of cooperative learning experiences are concrete experience, observation and critical reflection, formulating and implementation, planning of learning implementation, group comparison. Soft skills interpersonal communication, problem solving, eagerness for lifelong learning, customer focus, team work based on social action oriented towards the common welfare. The values excavated as a foundation for building cooperation stem from the livelihood of the people.

IV. RESULT AND DISCUSSION

Changes in the behavior of trainees with learning settings that integrate the goals of improving soft skills and hard skills can be seen from classroom interactions. Active participation of trainees is an important part of building

communication, sharing ideas, making decisions, determining the organization of individual tasks in groups critically as well as listening, taking on roles, exchanging and synthesizing ideas derived from the life of work experience. Learning processes such as exchanging ideas: synthesizing ideas, generalizing principles, combining group work principles improving the ability of trainees to communicate openly, honestly and mutually motivate. On the other hand hard skill builds up in an intimate process. Hard skill improvement process is not limited to learning process. Participants can still benefit from the co-operation process that takes place after the training.

The results showed that there are differences in hard skills and soft skills using experiential cooperative learning model as a whole. The value of f arithmetic in both soft skills (268,179) and hard skills (414,128) is in Ha acceptance area which states there is difference of soft skills and hard skills on pretest with post test. Nilai Signifikansi yaitu 0.00. terdapat perbedaan signifikan kemampuan para peserta dari aspek kemampuan komunikasi interpersonal dan intra personal. The results showed an increase in soft skills as proposed by Grapczynski et), Ngang Esa et al The trainees are more responsive to the customer. It means that the participants have more attention, expectation, motivation and memory of what the customer needs. Participants are more critical to analyze problems and be more careful in solving work problems. The participants are better able to construct reality. The ability to communicate more personally increases that can cause participants to be depressed and lose focus on customers. Trainees are more eager to apply lifelong learning in daily focusing on customers and able to work together as a team based on social action oriented towards common interests. Interpersonal communication is more effective than a humanistic standpoint emphasizing openness, empathy, attitude, support and other qualities that create meaningful honest and satisfying interactions. The ability of hard skills increases continuously. Learning completeness can be more optimal.

The trainees have a strategic role to optimize the process and learning outcomes. The paradigm shift from centering on the instructor to centered on the trainees. This shift affects social interaction in the learning process. The responsibilities of the participants on the learning process as well as training outcomes increase. Without exposing the role of facilitator in the learning process, the instructor divides the responsibility to each of the post training participants for peer in work. Cooperation, experience and learning continuously with life long learning principles is a learning practice that can encourage continuous completeness in accordance with the demands of soft skills and hard skills in the work. Junge et) asserts that models can improve the life skills of trainees.

The collectivity among the participants has become the value identity practiced in everyday life. This causes cooperative practices for learning not to be difficult after the training and in learning. The instructor plays a role to facilitate the participants' understanding of the existence of collectivity values that become the identity of society. This value increases participants' confidence to work together. The value of collectivity becomes the means of orientation for the participants to work together. The null collectivity as the norm directs the actions of

individuals and groups of trainees. Collectivity improves achievement for common goals and interests in line with Fischer et al [10], Cohen et al The value of collectivity as a source of confidence encourages increased confidence that cooperation will increase the effectiveness of lifelong learning.

V. CONCLUSION

The application of Cooperative Learning Experiential on the course participants improve the ability of soft skills and hard skills. The sources of value that are enabled to enhance cooperation, experience and learning are rooted in the values of the community in which the participants live. Further research focuses on values as the foundation that directs cooperation for learning with principle life long learning post training.

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