

Student Soft Skill Development Through Extracurricular Activities At Higher Education In Indonesia

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ABSTRACT

This study aimed to determine the development of student activities at the macro or ministerial level as well as to determine the development of student activities at the micro or higher education level. This study used a qualitative approach with data analysis techniques using content analysis. The primary macro data sources were obtained from the official websites of two ministries, namely the Ministry of Education and Culture (MoEC) and the Ministry of Religious Affairs (MoRA). The two ministries were chosen mainly due to the fact that they have more than 90 higher education institutions. In addition, this study also explored micro data at the university level, namely Gadjah Mada University and UIN (State Islamic University) Sunan Kalijaga. The exploration was done through information from the websites and data that have been uploaded on the website of each research site. The results showed that the development of student activities at the ministerial level is through competitions in the fields of reasoning, arts and sports as well as training in the field of leadership and management skills. The development of student activities at the micro level of higher education is through student organizations. All student organizations strive to develop soft skills.

Keywords

soft skill; extracurricular; higher education; student activity unit.

Introduction

Improving the quality of students in the higher education institutions can be done through intracurricular, co-curricular and extracurricular activities. Intracurricular, co-curricular and extracurricular activities aim to meet the needs of the students - be it physical, intellectual psychological, social, mental and spiritual. But unfortunately many higher education institutions focus too much on intracurricular and co-curricular activities while neglecting extracurricular activities. In Indonesia, extracurricular activities are protected by Law Number 12 of 2012 concerning Higher Education in Article 14 and 35. The law regulates students in developing their talents, interests and abilities through extracurricular activities with student organizations. The explanation of the policy regarding the meaning of "extracurricular activities" is activities carried out by students as a support to the curriculum and can be given a score with a weight equivalent to one or two semester credit units. The reality that occurs, according to (Munadi, 2020), is that many higher education leaders do not take extracurricular programs seriously so that they have less impact on the development of students and institutions.

Students have 6 dimensions, namely physical, intellectual, psychological, social, mental and spiritual. The six dimensions must be worked on in an integrated manner within the higher education institution in forming prospective graduates. The integration must involve all

components which include Higher Education Leaders, Educators and Education Personnel who organize educative learning, Counselors who organize liberative and educative Guidance and Counseling in the scope of management and guidance and counseling so that students develop optimally. These components are described (Departemen Pendidikan Nasional, 2007) as follows.

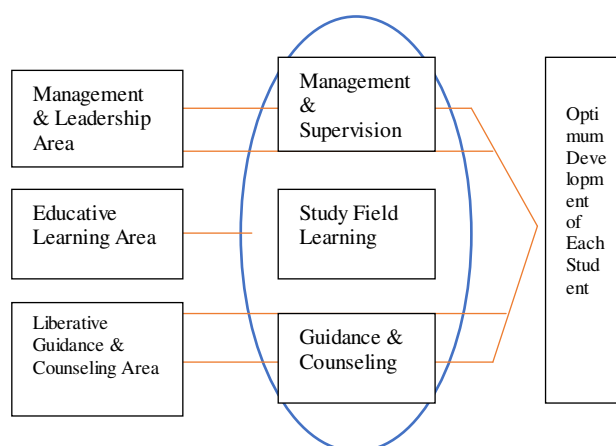


Figure 1 Service Areas of Formal Education Sector

Figure 1 shows that the optimum development of students is carried out jointly between the components of management, curriculum and counseling guidance.

The curriculum in higher education is integrated with extracurricular activities. Higher education learning patterns invite students to develop academic skills and soft skills. Acquiring social-emotional learning takes place during extracurricular activity time, with the aim of helping to expand skills such as empathy and communication. Self-confidence, self-organizing and social competence (Barack, 2019).

Extracurricular activities can increase student motivation for academic and professional performance. In addition to the ability to build common knowledge with the others, students are also able to develop personal and social skills that contribute to the integral development of participants and develop positive attitudes towards themselves and others (Díaz-Iso et al., 2020). Extracurricular activities allow students to have a sustainable change in beliefs, attitudes and daily behavior (Díaz-Iso et al., 2019).

Considering the importance of extracurricular activities for students in higher education institutions, in-depth studies are needed related to their implementation in Indonesia in general and specifically in 2 higher education institutions under different ministries. The purpose of this paper was to determine the development of student activities at the micro university level as well as the development of student activities at the macro ministerial level.

Literature Review

Extracurricular feature is that it has a set of opportunities in shaping student morale, among others: a) integrated content, technology and mutually enriching the spiritual ethical standards of the subjects; b) maintaining the current use of humanitarian technology, initiating reflection of the subject's own activities on the basis of responsibility, conscience, honesty, mutual understanding, compassion; c) promoting substantial aspects of the student's moral formation at the level of the subjects they are good at (Sadykova et al., 2018). Development of extracurricular activities (usually sports or music) as a way to create an environment that requires sharing responsibility with others in learning socio-emotional skills (Sánchez Puerta et al., 2016). The existing findings suggest that extracurricular activities can improve soft skills.

Christy Lleras (Ciciora, 2009) defines *"soft skills" are better predictors of earnings and higher educational achievement later in life than having good grades and high standardized test scores*. In other words, soft skill is a skill related to others in managing themselves and one's emotions consistently in certain workplaces and organizations (Donnelly et al., 2019). Soft skills include oral communication, teamwork, negotiation skills, customer handling and self-presentation (Donnelly et al., 2019). Opinion Janusch (2017) states that soft skill is a term used to describe a person's skill that employer identifies as essential for success in the workplace which consists of a combination of the four C's: communication, collaboration, critical thinking and creativity. The scope of soft skills according to Christy Lleras (Ciciora, 2009) includes the

ability to socialize, punctuality, awareness and the ability to get along with other people. There are 5 aspects of soft skills that can be developed through extracurricular activities, namely:

- a. Collaboration: Most careers require collaboration. Students can develop skills to work effectively with others in a variety of ways, including participating in extracurricular activities. They can choose to complete team-based projects such as service activities during their final years at an educational institution.
- b. Communication and interpersonal skills both oral and written: These skills include effective conversation such as asking questions, active listening and maintaining eye contact.
- c. Problem solving: Students will be faced with a number of unexpected challenges in life and receive little or no help in overcoming them. They must be able to solve problems in creative ways and to determine solutions to problems without a prescribed formula. Students can try new activities that put them in unfamiliar and even uncomfortable situations.
- d. Time management: Students must be able to organize their work and complete assignments in a timely manner independently and be able to prioritize actions. Students can improve these skills by taking responsibilities in many fields while studying, so that students can make and get used to making priorities.
- e. Leadership: The ability to take over leadership when the situation calls for it is a must for anyone wishing to utilize their knowledge and "hard" skills in an influencing position.

Students must be able to find leadership opportunities during their study (Holmes, 2014).

In addition to the above soft skills development capabilities, there are some additions (Pattenall, 2021) as follows:

- a. Budgeting and money management. This ability trains students to become accustomed to managing money, paying all bills that are their responsibility, and budgeting everything they are responsible for. This allows students to have excellent money management experiences, develop a sense of responsibility and trustworthiness.
- b. Thinking critically and solving problems. Students through extracurricular activities are trained to think out of the box, approach problems from new perspectives and possibly conduct further research.
- c. Taking constructive criticism. There are no perfect extracurricular activities and lectures in universities. This imperfection will result in a lot of constructive criticism from many parties during the period in college.

Considering the importance of extracurricular activities for students in higher education institutions, in-depth studies are needed related to its implementation in Indonesia in general and specifically in 2 higher education institutions under different ministries. The purpose of this paper was to determine the development of student activities at the macro ministerial level as well as to find out the development of student activities at the micro university level.

Extracurricular activities for students in higher education institutions include reasoning, volunteering, sports, arts or others. Extracurricular activities are a great and best way to learn the key and important soft skills and create unforgettable experiences for students before they enter the job market (James, 2020). This opinion is reinforced by many positive findings that extracurricular activities increase the confidence of young people to interact socially with other people; expand their social network; and give them new skills and abilities (Donnelly et al., 2019). It is strengthened by the opinion of experts that actively participating in structured extracurricular activities can improve students' social and academic achievement (Balyer & Gunduz, 2012).

The results of various previous studies discussing the results of observations on extracurricular activities show that it indirectly facilitates student interpersonal communication and helps in developing teamwork competencies theoretically and practically (Shcheglova, 2019). Extracurricular activities play a valuable role in helping student basic programs to adapt to the higher education environment and function more easily in English for students in Oman (Ginosyan et al., 2019). Student involvement in extracurricular activities accelerates socialization, improves skills in time management, high self-esteem (Onwuka et al., 2019). Student involvement in extracurricular activities has a strong relationship with leadership development (Foreman & Retallick, 2013). Participation in extracurricular activities makes it easier for someone in the workforce because they are more trusted in work due to their ease in adapting physically and socially to a new workplace (Verhaest, 2018). Participation in extracurricular activities makes students develop a variety of quality skills to be nurtured that are beneficial for academic life and later work (Novakovic, 2013). Extracurricular activities can help students becoming more independent, critical, interactive and effective so that they are in a better position to meet the needs of the contemporary market (Nguyen, 2016). Students who are increasingly involved in extracurricular activities have better quality of soft skills and job readiness after graduation (Prianto, 2015). The emphasis of various research results above shows that extracurricular activities can develop soft skills for students.

Methods

This research used a qualitative approach. The data was collected from the websites of Gadjah Mada University and Sunan Kalijaga State Islamic University (UIN). The existing data in those higher education institutions (PTs) was confirmed on the website of the Ministry of Education and Culture (MoEC) and the Ministry of Religious Affairs (MoRA). The data analysis technique used content analysis. The primary macro data source came from the official websites of two ministries, namely the Ministry of Education and Culture and the Ministry of Religious Affairs. These two ministries were chosen mainly because they have

more than 90 higher education institutions. The picture is as follows:

Table 1 The Number of Higher Education Institution in Indonesia

Number	Ministries/Institutions	Public	Private
1	The Ministry of Education and Culture (MoEC)	123	3205
2	The Ministry of Religious Affairs (MoRA)	98	1081

(PDDikti, 2020)

Table 1 shows the distribution of both public and private higher education institutions in Indonesia from the two ministries overseeing education. Micro data used to deepen the research employed two higher education institutions, namely Gadjah Mada University as a representation of Public Higher Education Institution (PTN) under the Ministry of Education and Culture and UIN Sunan Kalijaga which represented PTN under the Ministry of Religious Affairs. The exploration was done through information from the websites and data that has been uploaded on the website of each research site.

Results

The Student Affairs sector is sometimes underestimated in the education component. This can be said to be reasonable because this field is not considered to have "prestige" compared to other fields in the realm of education. To spur the spirit of managing this field, referring to Anies Rasyid Baswedan's statement (Shihab, 2016) that a high GPA only leads someone to an interview call, but the leadership gained during college will achieve brilliance in the future. This is obtained when a student learns to have multiple and multi-tasking roles so as to deliver success after graduating from college. Being a creative student is not only active in class learning, but also active in student activities/extracurricular activities. Through extracurricular activities it can train students to develop skills effectively (such as: collaboration, creativity, communication, entrepreneurship, discipline, resilience, fortitude and persistence, courage, tenacity, friendship, sportsmanship, adaptability, curiosity, problem solving in network-constructing action, understanding self-strengths and weaknesses, self-confidence, teamwork and leadership).

In general, student extracurricular activities in Indonesia consist of the student organizations that are mostly positioned at the university level (Student Representative Board, Student Executive Board and Student Activity Units). The least number of organizations is at the study program level, because there are only student executive board/study program associations.

Student activity units in universities are very diverse with the aim of developing students' talents, interests and potential. The activity distribution table can be seen below.

Table 2 Student Organizations

Activity Unit		Gadjah Mada University	UIN Sunan Kalijaga
Student Activity Unit – Spirituality	5	2	
Student Activity Unit – Art	10	5	
Student Activity Unit – Sport	24	4	
Student Activity Unit – Special	12	9	

Table 2 shows that students through their student activity units (UKMs) can develop their various potentials. The activity units include spirituality units, art units, sport units and special units. UKMs for religious affairs at UGM represent the number of religions recognized by the government, namely UKM for Moslems called Jama'ah Shalahuddin, for Catholics called Misa Kampus, for Christians called *Unit Kerokhanian Kristen* or Christian Spiritual Unit, for Hindus called Hindu Dharma Student Family UKM and for Buddhists called Buddhist Student Family. However, there is no UKM yet for Confucians. The model for religious units in public campuses such as UGM aims to promote tolerance among diverse communities and uphold a sense of unity between religions, by helping each other in activities with social humanitarian vision and mission. UIN Sunan Kalijaga as an Islamic higher education institution is known to only have Muslim students, so the UKM adjusts to the existing conditions. Another attraction is the emergence of sub-fields in religious unit, namely: the sub-fields of da'wah and holy book of the Qur'an. The development of this field at the national level is organized by the Ministry of Education and Culture in the form of competitions related to the scripture. This competition is held specifically for Muslims. The competition is under the umbrella of the Musabaqah Tilawatil Qur'an activity or Quran reading competition. This competition has started since 2004. The types of competitions include Tilawatil Qur'an (reading the holy book with a variety of tunes), Tartilil Qur'an (reading the holy book fluently), Qira'at Sab'ah (reading with the seven styles of reading the holy book), Hifzhil Qur'an (memorizing the holy book), Fahmil Qur'an (understanding the holy book), Syarhil Al-Qur'an (revealing the contents of the holy book by displaying the readings, poetry/translations and descriptions that show harmonious unity), Khaththil Qur'an (holy book calligraphy), Al-Qur'an Scientific Work, Al-Qur'an Content Debate (Arabic), Al-Qur'an Content Debate (English) and Qur'an Computer Application Design. As for the Ministry of Religious Affairs, a competition is held under the umbrella of the Sciences, Sports, Arts and Research Week (PIONIR). Pionir has several competitions related to the holy book, namely Tilawatil Qur'an (reading the holy book with a variety of tunes), Hifzhil Qur'an (memorizing the holy book), Syarhil Al-Qur'an (revealing the contents of the holy book by displaying reading, poetry/translations and descriptions that show harmonious unity), as well as the

Khaththil Qur'an (holy book calligraphy), the Musabaqah Makalah Qur'ani (MMQ), and the Musabaqah Qiraatul Kutub (MQK). The available data shows that the competitions held by MoEC is more complete than those held by MoRA.

In addition to the spiritual side, the physical dimensions of the sports coaching UKMs are developed as well. UKMs in the field of Sports at UGM are more complete according to the existing sports. This step is different from that taken by UIN Sunan Kalijaga, in which some sports have their own spesific UKMs, while those that have no UKMs are accommodated in an UKM, namely the Sports UKM, which covers all sports besides those that already have UKMs.

The Ministry of Education and Culture develops sports through national level competitions under the umbrella of the National Student Sports Week (POMNAS). This activity has started since 1990. The sports that are contested are athletics, fencing, basketball, field volleyball, badminton, chess, karate, pencak silat, swimming, football, sepak takraw, tarung derajat, tennis and table tennis. Meanwhile, the Ministry of Religious Affairs hold sports competitions that are integrated under the umbrella of Pionir activities with the types of competitions are futsal, volleyball, table tennis, badminton, chess, wall climbing, sepak takraw, basketball, silat and karate. These findings indicate that the conditions in the sports sector of the Ministry of Education and Culture are more diverse in terms of the sports that are contested than that of the Ministry of Religious Affairs. So that the opportunities in developing potential talents and interests in the sports field of the Ministry of Education and Culture can accommodate the superior seeds of the nation's future young generation.

The art field is developed on two objects of observation. Description of UKMs in the field of art at UGM, namely Gadjah Mada Theater, UGM Student Choir, Gama Band, Gadjah Mada Chamber Orchestra, Marching Band, Swagayugama (Yogyakarta-Style Javanese Art Student Activity Unit of Gadjah Mada University), Surakarta-Style Javanese Arts UKM of Gadjah Mada University, Photography Unit, Fine Art Unit and Bali Dance Unit Natya Wiraga Adigama of UGM. Meanwhile, the art UKMs in UIN are: Eska Theater, Gita Savana Student Choir, Gambus Orchestra Al-Jami'ah (OGA), Kalimasada and *Jama'ah Cinema Mahasiswa*/Student Cinema Pilgrims (JCM). Based on the type of artistry, UGM is more multicultural in providing art forums for students from various cultural and ethnic backgrounds.

It is different in the field of art, UKM at UIN Sunan Kalijaga that is more identical in integrating Islamic and Javanese cultures is UKM Kalimasada. This UKM develops skills including puppetry, dance and musical arts. This is different from UGM, where the development of traditional arts is more diverse, some are based on regions and some are developed according to a variety of contemporary arts. Contemporary is meant by mixing and matching traditional culture with modern culture while maintaining elements of local and Islamic arts.

Various arts are developed by the Ministry of Education and Culture through national level competitions under the

umbrella of the National Student Art Week (PEKSIMINAS) activities. This competition has started since 1991. The sub-fields of art that are contested are vocal groups, vocal solo (pop, seriosa, keroncong, dangdut), dance, reading poetry, monologues, literary works (writing: short stories, plays, poetry), poster designs, paintings, photography and comic strips. Meanwhile, the Ministry of Religious Affairs has a unified competition under the umbrella of *Pionir* activity with the types of competitions are Islamic solo pop, Muslim Fashion Design and Show, and marawis.

The data above shows the conditions of arts sector in the two Ministries. The Ministry of Education and Culture has more diverse art branches that are contested than the Ministry of Religious Affairs. This data also shows that there are similar types of sports competitions.

Fields that are not included in the three main fields, namely spirituality, sports and arts, are included in the Special UKM. The description of UKMs at UGM is as follows:

Leadership UKM AIESEC UGM, Student Press and Publishing Agency (BPPM) Gadjah Mada University Hall (UGM), English Debating Society (EDS UGM), UKM for Interdisciplinary Research and Study Gama Cendekia, Kopma UGM, MAPAGAMA, Caring for Disabilities UKM, UGM Scouts, UGM Student Regiment, Student Newspaper Bulaksumur, Student Health Unit (Ukesma), "Interdisciplinary" Scientific Reasoning Unit (UPI) of Universitas Gadjah Mada.

UIN Sunan Kalijaga has several special UKMs consisting of the Student Press Institute ARENA, Foreign Language Study and Development (SPBA) EXACT (Excellent Academic Community) of UIN Sunan Kalijaga Yogyakarta, Student Cooperative (KOPMA), MAPALASKA (Nature-Lover Students of UIN Sunan Kalijaga), Scouting Unit Racana, Student Regiment of UIN Sunan Kalijaga, KSR PMI, Center for Student Information and Counseling Lingkar Seroja.

The data shows that the forums for the availability of special UKM development have a tendency to develop reasoning and research, journalism, language, health, concern for the environment, volunteering, and the sense of defending the country.

In the development of special fields, similarity arises in the development of independence through scouting activities in two ministries. Scouting activities are national and international scale activities which have become basic activities implemented from elementary school to university level. The scouts as the vanguard of the nation's defense generation, have a national level meeting, namely *wirakarya nasional*/national *wirakarya*.

The development of reasoning field is different but similar to the sports and arts fields. The Ministry of Education and Culture has a competition in the field of reasoning with the name of *Pekan Ilmiah Mahasiswa Nasional*/National Student Scientific Week (PIMNAS) which has been going on since 1988. The sub-fields being contested are the *Program Kreativitas Mahasiswa*/Student Creativity Program (PKM) for Research (PKM-P), PKM for Application of Technology (PKM-T), PKM for Entrepreneurship (PKM-K), PKM for Community Service

(PKM-M), PKM *Cipta Karya* or for Copyright Works (PKM-KC), PKM for Written Ideas (PKM-GT), as well as PKM for Scientific Articles (PKM-AI). Meanwhile, the Ministry of Religious Affairs holds a competition in the field of art which integrates under the umbrella of *Pionir* activity with the types of competitions are Scientific Writing, Student Innovative Works and Arabic Language Debates.

The results of analysis on the implementation of extracurricular activities in two ministerial institutions, namely UGM and UIN Sunan Kalijaga, show that the development and fostering of the students through UKMs in all fields are through the following implementation pattern of activities:

- a. Regular training activities
- b. Training activities to prepare for competitions according to the fields.
- c. Sending delegates for competency development through competitions according to the UKM clusters.
- d. Sending delegates for competency development according to the clusters of the UKMs.
- e. Tiered education and training
- f. Regular studies according to the UKMs
- g. Community service
- h. Performances or festivals according to the UKM clusters

The eight patterns of practice have physical, psychological, social, mental and spiritual dimensions. The five dimensions must be fulfilled so that they can develop in a balanced manner both while still being a student and in the future.

Discussions

Students in higher education institutions do not only get and take intra-curricular activities but also require the development of other dimensions through extracurricular activities. There are slight differences between the two ministries in charge of higher education in fulfilling the balance of those dimensions. Higher education institutions under the Ministry of Education and Culture and the Ministry of Religious Affairs develop the reasoning, arts and sports aspects of the students through national level competitions. However, there is a difference. While the Ministry of Education and Culture separates the competitions into 3 national competitions - namely competitions in the fields of reasoning, arts and sports, the Ministry of Religious Affairs makes one competition for those three fields simultaneously. Higher Education Competitions under the Ministry of Religious Affairs do not develop leadership development activities and management skills of student organizations nationally. Student activities through competitions allow students to discover new skills, real-world experiences and often helping them in realizing new paths that they could never find through reading books (Gonzalez, 2019).

Other findings also reinforce this finding that extracurricular activities can lead to positive attitudes for entrepreneurship (Arranz et al., 2017). Likewise, this study shows the different effects of these variables on entrepreneurial

competence. The strategic and methodological implications of these results are discussed.
Extra-curricular activities according to the data description can be classified as follows.

Table 3 Student Behavior Development

Activities	Behavior Development
All Student Institutions: Representative Agencies, Executive Institutions, Student Activity Units)	Commitment, Leadership skills, Self motivation, Positive work attitude, Creative problem solving, Strategic thinking skills, Willingness to learn, Time management, Negotiation skills, Decision making skills,

Table 3 shows that the main behavior developed in all student activities is leadership skills. On a daily basis, members of extracurricular activities group in their respective organization so that sportsmanship is built as the leaders and subordinates. This is further developed when there are activities that require a committee, they are also trained in leadership skills. In addition to better understanding cross-institutional leadership, higher education institutions organize student management skill training (SMST) activities in the form of structured and tiered training. This model of training is conducted by higher education institutions belonging to the Ministry of Education and Culture, while those organized by the Ministry of Religious Affairs are less structured and tiered. The picture is as follows.

Table 4 The Student Management Skill Training (SMST) Grading

No	Grade	Objectives
1	Pre-Basic SMST	Equipping new students with basic skills in communication, recognizing self-potential, developing critical traits

		and positioning themselves effectively in student organizations.
2	Basic SMST	Equipping students with the skills to organize student activities systematically with good planning.
3	Intermediate SMST	Equipping students with the insights and skills to coordinate and foster teamwork in an institution.
4	Advanced SMST (National Cadre Student Leadership Training)	Equipping students with insights and skills in managing public opinion (discourse).

(Directorate General of Higher Education, 2020)

The Student Management Skill Training (SMST) grading in Table 4 starts with the Pre-Basic SMST for all new students. The next level is for activists at the study program and faculty levels, namely Basic SMST. Intermediate SMST participants consist of activists at the faculty and college levels. Advanced SMST is intended for cross-university activists implemented by the Ministry. The grading in SMST shows that such activity directs young leaders in facing reality at the organization from the individual, micro-organizational to macro-organizational levels. Students taking part in extracurricular activities, whether in representative institutions, executive institutions, or student activity units at all levels, can develop leadership and management skills comprehensively. In addition, preparing leadership stocks according to the scope of the organization as well.

Extra-curricular activities according to the data description can be classified as follows:

Table 5 Behavior development according to the UKMs

No	Types of Activity	Behavior Development
1	Sports (Student Sport Activity Units)	Commitment and time discipline to practice, conditioning

		emotions and implement competitive sportsmanship.
2	Academic and Professional Organizations	Commitment to the profession, helping students gain experience in their chosen field of work.
	Volunteer and Related Activities (Special UKM)	Critical to community problems, commitment to community problem solving.
	Arts (Art UKM)	Teamwork, Adaptability, Responsibility
	Multicultural Activities (Religious UKM)	Development of a positive religious identity, tolerance

Table 5 shows that each UKM enhances the same and different skills for its members. It is not enough for the students to only gain knowledge in college through intra and co-curricular activities. If only these two things are achieved, then students will only get hard skills. They need to develop soft skills through activities and student organizations. Through these two forums, students are actually prepared to be able to develop when they graduate from the college. It is stated (Laela, 2018) that students are aware that a bachelor's degree will not guarantee getting a job. By participating in extracurricular activities, it allows students to show invisible abilities.

Participation in student activities, whether in the student senate, student executive board/council, department associations or student activity units allows students to get more value in the form of organizational skills, communication skills, caring, courage, honesty, critical thinking, team work, as well as good mono-, inter- and multidisciplinary scientific/expertise decision making in one or across universities.

This study is in line with the findings (Shcheglova, 2019), asserting that students involved in extracurricular learning environments show higher gains in interpersonal skills and teamwork compared to students who do not join the activities.

This is also reinforced by the opinion (Eastlake, 2015) and findings (Tomlinson, 2008) that after graduating from the college, the graduates who get a job faster are those who are active in extracurricular activities. This is due to their soft skills - communication, empathy and teamwork - that are

very strong and only found in very few of these alumni applying for work.

Students who take part in student activities can quickly get a job after graduation because during performing extracurricular activities, according to the findings (Ivanova & Logvinova, 2017), they are used to:

- forming a high culture in communication, especially across ethnicities;
- establishing a respectful and conscientious attitude towards the historical heritage and cultural traditions of the country and people;
- establishing active citizenship, individual social activity and educating for patriotism;
- forming a world view aimed at international-oriented creative activities;
- establishing a corporate culture, respect and preservation of university traditions;
- forming aspirations for self-development, creativity, social and professional adaptability in changing conditions;
- establish the value of a healthy lifestyle.

Thus, when students participate in student activities, it means they can develop their potential for the present and future (world of work) in order to progress and success.

Limitations and Future Studies

This research has several weaknesses, first, although this research is very interesting because it reveals various important university level activities (we call them micro activities at every university level) as well as their relationship with important activities organized by the Ministry (macro level), however This study only uses data that is available and written on the websites of both universities and the Ministry's website. Second, basically this research is more appropriate to use direct observation and interviews because the focus is on the development of soft skills. Thus the results of soft skills development will be clearly visible with various helpful feedbacks to provide more comprehensive data and specific conclusions. From some of the shortcomings above, this research will only be very useful and meaningful to see and analyze the implementation of various student soft skill development activities in general at the micro-level universities as well as policies and activities at the Ministry level aimed at developing soft skills throughout the university. For future research, it is expected to follow up specifically by using observation, interviews, or using a questionnaire approach. This will provide more updated data from the micro level.

Conclusion

The results of the discussion on student soft skill development through extracurricular activities at higher education institutions in Indonesia show that student activities for soft skill mastery are carried out through various student organizations at the level of study programs, faculties and universities, in the forms of representative

institutions, executive agencies and student activity units. The programs are through routine training activities, training to prepare for competitions according to the fields, sending delegations for competency development through competitions, delegations for competency development according to the clusters, education and tiered training,

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