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**Soft Skills from Islamic Perspective for Maximal Students'
Learning Achievement**

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Abstract

This study constitutes of conceptual and/or theoretical framework in Islamic values on soft skills as the main discussion. The purpose of instructional management is to handle teaching and learning process for better learning achievement results. Some researches have shown that soft skills can improve the students learning achievement. It is an urgent for any nation to have competent human capital investment in a Country. This article elucidates soft skills from Western and Islam soft skills which can enhance the quality of students' soft skills. The method of qualitative research is utilized in this study with case study approach. The research found that hard skills only contribute less than 20% of individual success. Meanwhile, 80% of success performance is contributed by soft skills. This research indicates soft skills as pivotal aspect for individual star performer not only in workplace but also in education sector. Therefore, soft skills will enable and improve also students' potentials to reach the best learning achievement. At end, the author elaborates Islamic concept of soft skills. It is substantively that the Islamic teachings are comprehensive concepts to build and shape the noble behaviour of Muslims. At some extent, soft skills in Islamic view could be part of *akhlak-adab* or good personality which may benefit to other creatures. Finally, Islamic soft skills is inspired by the Quran and Sunnah.

Keywords: Soft Skills, Learning Achievement, Soft Skills in Western, Islamic Perspectives

INTRODUCTION

Since decades after World War II some nations have been able to build “remarkable developmental states.” In the developed countries, the national education systems play strategic and crucial roles in developing the national character and well-being nation. The education development system is based not only upon academic hard skills but much more on soft skills.

In a honored civilization the morality facet is an important trait to be developed. Leader with worst attitude, the public will blame such a leader and put him as an untrustworthy person. The background of elite leader can be successful person in academic achievement, but if an elite behaves improperly in terms of social morality, then public will not accept this attitude automatically. This is because people in developed countries always flattering and respecting noble behaviors. This phenomenon commonly occurs in many aspects of their life. The social mechanism through a proper national education system will elevate the virtues of people. This system has been already in place for developed countries. It means the teaching and learning process either in a formal education or people interaction in a social context are always put it on the human development particularly soft skills competencies as their main concern.

The national education objectives are the shaping “good and righteous students” which refer to belief in God, has a good personality,

knowledgable and competent for excellent civilization based on the national credo *Pancasila* and UUD 1945 (the country’s constitution). Indeed, the national education aims are on the right track in instilling students with human values. Those values envision to become a perfect and holistic people or known as *insan kamil*.¹ Therefore, all school’s aim should also follow or refer to the aim of such National Education Act.

However, at present the people morality will not be regarded to be much better quality yet, because there are many bad manners still occurring in the country such as vandalism, criminal, distrust elites, corruption, students street brawl, etc. The reprehensible behaviors above spread completely and becoming rampant aggression in many places in Indonesia’s big cities. The unfortunate phenomena indicate that the Muslims as majority population have not performed yet a good exemplary as refer to Islam precepts.

Nowadays, Indonesian schools have not enough capability and understanding on how to improve the high elevated characters through of students soft skills development. Besides, many environment aspects influence students. “Dimiyati stated that the educational system in Indonesia cannot be separated from the family informal education, religious institutions, and social bodies (such as mass media, internet, and the scouts) and other influent variables which will affect on it.”² Thence, schools should consider such aspects on its curriculum development.

¹ See UU Sistem Pendidikan Nasional (the National Education Law of Indonesia) No. 200/2003 Chapter 1 and 2. See also Alwasilah, opinion, the Jakarta Post, titled: ‘Holistic education creates ‘perfect people’, 01/28/2012.

² See Dimiyati, Lecture materials on Islamic Education Supervisory Development, (UIN Maliki Malang, 2011).

Education Management in Indonesia

The school top people is very pivotal role in education management because the work of management itself always deals with various kinds of people. Hence, school principal as a manager ought to be competent with appropriate soft skills (SS). Other educationists should be also furnished with well SS and they should work hand in hand to elevate students' SS quality.

An education management discipline was derived firstly from management principles which have been applied to industry and commerce for years, particularly in America. Best practices application of industrial and business models by experts was absorbed into educational setting. It was certainly some adjustment made by educationists to meet the specific requirements of schools and other education institutions. Afterward, a discipline of education management creating new models, theories and practices which are derived from education management researches. Education management has been progressed significantly from being a newest field dependent upon to become a real discipline or subject with its own theories and research.³

Historically, the word management of the education management subject in Indonesia originated from the term administration in educational administration discipline. Afterthat, academicians used the terms educational management instead of education administration for being introduced since two

decades ago as a new discipline in the teachers' education institute (IKIP). The management principles and its activities conducted by educationists in schools to improve the quality of schools management.

Nevertheless, the implementation of management functions in education institution ought to be based on its curricula which derived and elaborated from the national curriculum. The aim of national education is to develop student's potentiality for being *taqwa* (God consciousness) and piousness, performing sublime personality, healthy life, knowledgeable and professional, creative, independent and democratic as well as to be a responsible citizen. "All schools' curriculum should always refer to the National Education System."⁴

From the ten attributes mentioned above in the Act of National Education System can classify into two categories, namely academic-hard skills which are; knowledgeable and competent and; nonacademic-soft skills (which are; God consciousness and piousness, noble character, stay health, creative, independent, democratic and responsible). Then, soft skills have 8 of 10 attributes which are stipulated from the aim of the National Education Act, no. 20/2003.

The formulation process on compiling aims of an education institution is at the heart of educational management principles. At some extent, aims may be defined by school manager and frequently supported with some colleagues and stakeholders. For some schools the aims are determined by other parties instead of school managers such as ownership stakeholders, head of

³See at <http://cnx.org/content/m13867/latest/> retrieved February 5, 2012

⁴See more at Suharsimi Arikunto & Lia Yuliana, *Manajemen Pendidikan* (Yogyakarta: Aditya Media, 2009: 133).

foundation etc. Professionally, the school aims should be defined by the top school management after getting some inputs and data in field prior to make decision on education aims. Basically, school manager as the highest top management person should take this important role as the school based management concept has been implemented for years.

Unfortunately, in the field it found that school activities tend to allow teachers only focus on the academic – technical subjects teaching and it play a dominant role in schools. This situation occurs because the paradigm of education stakeholders is still unchanged from an hard skills or academic orientation to soft skills preference. This thing is due to the curriculum is set up upon admiration of intellectual capacity. The teachers arrange syllabus and examination as well as paper and pencil test materials may create detrimental effect to the development of students' soft skills. The evaluation system taken as a whole actively discourages students from performing soft skills. "It encourages in the learning and teaching process that students are best equipped to learn about the possibilities of expressing emotions, ideas and reflections and creating images and descriptions through words on a page and in oral communication."⁵ This is one of various ways to enhance students' soft skills.

For long time, intellectual capacity becomes a main concern and platform in arranging education process in Indonesia for instance, when the education aims are

formulated, determination of performance achievement, teaching and learning activity and so on. In many schools and universities the students admission criteria mostly prefer student academic results basis. Consequently, those who have not best academic performance will be less opportunity to study in what so-called as "outstanding school". Refer to this context, the common people believe that the reputable school is a school which has a number of outstanding intellectual appreciation of students. In addition, schools and education institutions always used to develop academic-intellectual-hard skills to school children or learners. Whereas, education itself is defined as a planned efforts in managing education process with a conducive atmosphere for students actively developing his/her own potentialities to gain the highest level of spirituality, God consciousness and the excellent personality which formally also contained soft skills of the eight aforementioned aspects stipulated in Act no. 20/2003, for the benefits of the nation.⁶

Education in Indonesia is managed and regulated by Kementerian Pendidikan dan Kebudayaan (Ministry of National Education & Culture - MONA), and Kementerian Agama (Ministry of Religious Affairs-MORA). It is mentioned in the Country Constitution (UUD 1945) chapter 31 that all citizens are obliged to join nine years education compulsory (*wajib belajar 9 tahun*) which consists of six years at elementary level and three years in junior high school. However, Islamic schools or *Madrasah* are the responsibility of MORA. Additionally, *Pesantren*, State Islamic University (UIN) and other Institutes

⁵ See Prof. C.W Watson, Learning and Teaching Process, (opinion on the Jakarta Post, February 12, 2012)

⁶ See the Indonesia's National Education System, no. 20/2003 Act, Chapter 2: article 3).

(IAIN, STAIN) are also under the Ministry of Religious Affairs. Meanwhile, the MONA responsible for public schools and universities that are state government owned institution and owned by private bodies.

On top of that, activities of all education institutions of both ministries should refer to the National Education System Act. In this Act mentioned that knowledgeable and competent aspects (two attributes) should not actually be priority of attention rather than other seven attributes (beriman dan taqwa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, demokratis dan bertanggung jawab). The Act is actually given huge mandate to operate principles of school based management concept where teachers are asked creatively to conduct the best students learning achievement evaluation.⁷ Regrettably, not all teachers are able and aware to utilize this chance for betterment of teaching and learning process. The lack of teachers' knowledge on soft skills contribution to the academic achievement of students affect the teaching and learning process. Therefore, the competencies of teachers on soft skills and how to develop students' soft skills are becoming pivotal plan in the future in order to foster the teachers capability. A competent teacher may create students competent in terms of soft skills and hard skills.

The Concept of Soft Skills

There is no particularly theory on soft skills. The concept is actually and mostly

derived from the research findings on intelligences which will describe later. "The terms soft skills (SS) originated from the West, especially in business industry realm for about two or three decades ago. The industry sector at the moment needed outstanding employees with initiative, creative, pro-active, trustworthiness, integrity, adaptability, effective personal skills, and other non-academic skills which are all called as soft skills.⁸ As a skilled and professional employee, they certainly need to have technical competency or called hard skills. However, "an employee cannot become a star performer without implementing good SS."⁹ Therefore, SS enrichment is a necessity needed in areas of both industry and education, in which SS may constitute an important facet in developing human performance.

Plenty ordinary people at the beginning convinced that success performance is related with IQ (Intelligence Quotient) and or intellectual skills. The higher the IQ, the more successful they are. This opinion has been shifting in coinciding with some researhc results that have shown Emotional Intelligence (EI) as the important factor for individuals to reach success. There was Daniel Goleman, a well known writer who has found in his research that non IQ factors can contribute significantly for an individual success performance.¹⁰

The good message from such research finding is that intelligent aspect became broader meaning rather than just an intellectual ability. Beside

⁷ See the National Education Act no. 20/2003 chapter 16: article 58-point 1.

⁸ See Musnandar, Opinions and Reader Forum on Soft Skills and Education, the Jakarta Post, March 17, 24, and February 1, 2012, July 23 and April19, 2011. See also Daniel Goleman (his books/articles from 1983 to 2002)

⁹ Star performer means to reach high achievement at their workplace, please see more explanation on Emotional Intelligence (New York: Bantam, 1995); Working with Emotional Intelligence (1998).

¹⁰ See Goleman on Emotional Intelligence, why it can matter more than IQ (New York, Bantam Books, 1995).

Goleman there are some experts who lifted also non IQ as a form of intelligence. One of them is Howard Gardner who introduce the EI roles in human performance achievement. Howard Gardner even posited that individuals have at least eight separate forms of intelligence, e.g logics-math, spatial, linguistic, bodily-kinesthetic, music, natural, personal, and existence intelligences.¹¹ Amongst education psychological experts Gardner is the psychologist that found about the theory of multiple intelligence. Whereas, Daniel Goleman, as a journalist, who popularized the term EI “in 1995 through his best-selling book” titled: “Emotional Intelligence: Why it can matter more than IQ”, stated that “EI itself is an ‘engine’ for SS, which means that the high potential of someone’s EI will enhance the ability of his or her SS.” “There is an inter-relation links between EI and SS”. EI cannot give any meaning unless it is transformed first into Emotional Competence (EC).” It consists a set of intra personal as well as inter-personal skills.

DISCUSSION OF RESEARCH RESULTS

In the latest research field has shown that there is a meaning and closely correlated to the result “between emotional competence and job performance.” The employee success is a top performer which is more than 80% attributed to EI, whereas the remaining contribution of not

less than 20% from IQ factor.¹² The soft skills are always connected with appropriate behavior; in terms of good student, good teacher or also of a good engineer or good employee, and so on. So that, SS comprise emotional competence (EC) in which this is used for more specific and focus in the areas of human performance rather than EI. Even though, such terminologies (SS, EI, EC) will always interchangeably each other and imply the similar meaning of such SS.

The SS performance is well-perceived when someone contact interactively with its social environment. From the research observation of Jean Piaget upon child-development has shown that child of two years old, will aware when there is a set of objects surrounding him and can be treated as tools of interaction. In this operational period the children will show SS in dealing with the objects. “The SS may become higher due to various social interactions.”

“During adolescence period, individuals face various social activities that need to be adjusted to.¹³” When individuals enter the workforce, the need of SS is becoming necessary. Then, SS comptences will undertake and complete their daily tasks well. There is a similar function between EI and SS. EI will be obtained any meaning after transforming first into the Emotional Competence (EC).

Furthermore, the “SS training program results can be of useless if these conditions below

¹¹ See “Gardner on Changing Minds: The Art and Science of Changing our Own and Other People’s Minds (Boston: Harvard Business School Press, 2004: p. 29-31); see also Howard Gardner on Intelligence Reframed: Multiple Intelligences for the Twenty-First Century (New York: Basic Books, 1999): Multiple Intelligences: The Theory in Practice (New York: Basic Books, 1993); Frames of Mind: The Theory of Multiple

Intelligence (New York: Basic Books, 1983/1993)”.
¹² See Stein J. Bachman, Campbell and Sitarenios on

Emotional Intelligence in the collection of debt. International Journal of Selection and Assessment, 8(3), 176-182; see also Daniel Goleman, Working with Emotional intelligence (New York: Bantam, 1998: 93-102)

¹³ See Piaget’s Theory of Moral Development, in Robert Slavin, Educational Psychology (USA, Allyn and Bacon 4th edition, 1994 p. 58-61)

happened, among them are authoritarian leaders, close, non transparent and unfair atmosphere, lack of empathy, less trustworthy and unclosed relationship amongst superior-subordinate and amongst employees.¹⁴ In field practices, soft skills and emotional intelligence are not seriously acquired by education practitioners particularly, teachers and school manager. The school curriculum, syllabus, teaching- learning process and exams are arranged for merely academic-hard skills. Despite based on research results the growing IQ scores cannot be as dynamic as EI does or the increasing IQ scores are slower than EI capacity. This IQ score is determined on the progress of human age.

Soft Skills from Western and Islamic Perspectives

“What is meant by ‘worldview’, according to the perspective of Islam, worldview is the vision of reality and truth that appears before our mind’s eye revealing what existence is all about; for it is the world of existence in its totality that Islam is projecting. Thus by worldview we must mean *ru’yat al-Islam li al-wujud*.¹⁵” The same with religion or philosophy, Islam “has a worldview which projects its vision of reality and truth, and that shapes the spiritual, legal, ethical, and socio-political dimensions of Islam and its ideas and institutions. In Islam, all ethical human actions including skilled-knowledge should be based on clear and true intellectual and conceptual

understanding, grounded with a sincerity of intention”. Morality conducts in line with the appropriate knowledge. “The unitary nature of the worldview of Islam as reflected in the key concept of *tawhid*, directly implies that the various principles and values, the virtues (and the opposites), and human competence (such as hard and soft skills) are mutually interrelated and cannot be treated independently from the others.¹⁶”

There are some “similar aspects between the worldview of Western and Islam for instance, essence of universe created by God Almighty, some big sins, heaven life are accepted by either Western or Islam.” However, “there are more overlapping aspects among them such as the human virtue, its effort to seek knowledge, respect others,” maintain and protect the universe and the like. The only most different thing is, the Islamic Science principle is not only “based on empiric knowledge (science) and common sense when seeking the truth but both of them should be placed under the guidance of al Qur’an and Hadith.¹⁷”

Ideas and concept of human sciences especially about soft skills (SS) aspects mentioned at the beginning of this paper “derived from the thought of secular intellectuals who awed with logical and rational thinking”. “On the other hand, in Islamic view point, man has a dual nature; he is both body and soul”. “He is at once physical being and spirit”.

The acquisition process of “knowledge is not called education unless the knowledge required admits moral purpose, which is known as *adab* -

¹⁴ See Aries’ Opinion, *Need to change our paradigm on success* (published on the Jakarta Post, July 23, 2011).

¹⁵ Al-Attas, *Prolegomena to the Metaphysics of Islam: An Exposition of the Fundamental Elements of the Worldview of Islam* (Kuala Lumpur, ISTAC, 1995: p. 2)

¹⁶ See S.M.N al-Attas and Wan Mohd Nor bin Daud, *The ICLIF Leadership Competency Model (LCM): An Islamic Alternative* (Kuala Lumpur, ICLF, 2007: p.1-3).

¹⁷ See Wan Mohd Nor Wan Daud, *Rihlah Ilmiah* (Jakarta, INSISTS, 2012: p. 351-352).

the right behave that leaps from self-discipline founded upon wisdom”. “Simply understanding, *adab* is the "right action". There is an intrinsic relation between meaning and knowledge. Meaning is the acknowledgement of the area of anything in a system, it occurs if the relationship with other objects in the system becomes clarified and understood.”¹⁸ All things connection with places and system here concern to the Qur'anic conceptual scheme or systems elaborated into a worldview by custom and expressed it by religion. So, Muslim will conduct soft skills as *adab* or right action consists of recognition.

“Al Attas stated a man may be a great general, distinguished scholar, an efficient worker or first class pilot, a lawyer, an outstanding engineer, a renowned doctor or chartered accountant, but still remain a semi-educated ill-mannered, immoral, indiscipline, unrighteous or unjust man. Similarly, a man may be a very fine technician, a good poet, or his love of beauty may be highly delicate and sensitive, but he may, at the same time, be cruel or brutal or untruthful, unsocial individual. He (a man) could be highly selfish and deliberately ignore his duty toward others such as his neighbors or even towards his family, wife and children.¹⁹”

It is indicated in the Quran that the four root virtues shape noble behavior including soft skills for Muslims. Quoted from the God’s verse:

Translation: Believers are only those who believe in God and His Apostle; then they doubt

not and strive with their wealth and their lives in the way of God, they are the truthful ones. [Al-Hujurat (49): 15].

Other verse is said:

يٰۤاَيُّهَا الَّذِيْنَ اٰمَنُوْا اتَّقُوا اللهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَّاتَّقُوا اللهَ ۗ اِنَّ اللهَ هُوَ خَبِيْرٌۢ بِمَا تَعْمَلُوْنَ ﴿١٨﴾

Translation: O ye who believed! Fear Allah, and let every soul look to what (provision) he has sent forth for the morrow. Yeah, fear Allah, for Allah is well acquainted with (all) that ye do. (al Qur’an, Al Hasyr - 59: 18).

The Qur’anic verse (QS 59: 18) above implies that the believers should “improve their quality of life performance in the world”. The aforementioned verse indicate that from time to time Muslim behaviors should be better and much more better towards the highest values level of “taqwa” obey Allah, the Almighty. “*The word taqwa itself is not only included pious, piety, and self-restraint, but could be much deeper*”. “*It mixes together many feelings, such as believe in God, improve worships that can be closer to God and to elevate it for being God-consciousness*”. All “righteous deeds are solely devoted to Allah based on Islamic teachings which obtain from Al Qur’an”. Islam “teaches us on how people live in proper manner, as well as to be credible and responsible person”. If a Muslim does not shown bahaviour in line with Islamic values, then such a Muslim can be regarded as insulting the religion itself, as quote from the Quran (QS 61: 2): “*O ye who believe! Why say ye that which ye do not*”? This verse is followed with: “*Grievously hateful is it in the sight of Allah that ye say that which ye do not*” (QS 61: 3).

¹⁸ See Syed Muhammad Naquib al Attas & Wan Mohd Nor Wan Daud, *The ICLIF Leadership Competency Model (LCM): An Islamic Alternative* (Kuala Lumpur, ICLIF, 2007: p. 14)

¹⁹ See for the details the books authored by Syed Muhammad al-Naquib al-Attas, for instance *Aims and Objectives of Islamic Education*, 1979, p ix – 19.

In addition to that, “Muslims should have well soft skills based on the morality that has shown by the Prophet Muhammad . *Translation: “and surely thou hast sublime morals” (QS, 68:4).* Furthermore, it was known that “the Prophet Muhammad (S) came to the world as a messenger of Allah to enhance sublime morals of the people as he said “*surely Allah ordered me to improve the behavior of humankind”* (al Hadith). The true believer is the one who performs the best sublime moral”. “In Islam, sublime moral constitutes ‘fruit of Islamic tree’ which rooted faith (aqidah) and possess leaves of Islamic law (shariah)”.

Soft skills are “imperative things for improving not only outputs of direct instructional process but also the national educational system outcomes”. By implementing the “right soft skills which based on Sunnah and Quran, Muslim may reach a star performer in which Muslim will combine the results of between these world activities (ad-dunya) and the Islamic teaching obedience for the hereafter life (al-akhirah)”. In Islam, “human soft skills should be unified both in terms of al Qur’an and as Sunnah values of teaching as main sources of the truth”. Muslims should conduct “excellent performance in this world but at the same time they should put first their intention to reach the happiness in the hereafter life as the guidance of al Quran and Sunnah as the main inspiration”.

Proposed New Concept of Soft Skills

“The story about how Allah creates men to be *al-khalifah fil ardhi* (vicegerent of God on earth) was told in the Quran.²⁰” Thence, we

learn that man bestowed knowledge by Allah that might become *khalifah* on earth. Gaining good qualities in high degree to be necessity for man over other creatures in terms of performances. By obtaining human quality in both hard and soft competences people may have power to create success in many aspects of life.

Soft competence will form a “good man such as good student, good teacher, good leader”, and so on and so on. Based on Islamic teaching, a good man concept should refer to Qur’anic conceptual system and traditions (*hadith – sirah Nabawiyah*). The Islamization of knowledge implicates for accepting all knowledge and science as long as they do not contradict to Islamic values and can be transformed to fit into, the Islamic framework. Thence, soft skills could be transformed into Islamic worldview.

The education sector is the realm of interaction of teacher and students through the learning and teaching process. The students are expected to learn new behavior as determined in the aims of education. Education program will lead students to develop their human potential namely, intelligences and emotional intelligence (soft skills).

Unfortunately, in this Country soft skills development has not precisely mentioning in school curriculum. Whereas, the developing soft skills program in education is necessary “in order to improve the quality of education results”. The legislative umbrella “to implement soft skills in education is, actually already in place and mentioned in the Act no 20 year 2003 about the National Education System”.

²⁰ Surah al-Baqarah (2): 30-34

Eventually, the writer propose a formula 'IKI SAE ASI SAM'. This postulate derived from soft skills (SS) domain but it regards to the al Quran and Hadith as sources of inspiration. The Islamic teachings are comprehensive concepts in order to attain the noble behaviour of Muslims and can benefit to other people and its surrounding environment. However, these IKI SAE soft skills refer to virtues of Islamic precept.

CONCLUSION

In this closing notes the author "categorizes virtue of soft skills into specific attributes such as initiative, creative, innovative, sensitive, applicative and effective". In order to enhance "these six soft skills needed to provide well managed and best practices of education and social activity". Besides, to "create system with the appropriate laws, proper regulation and good examples from leaders (elites)". Building those "conducive climates mentioned above is the first requirement prior to have such six soft skills. On top of that, the six soft skills must be put it on under the guidance of Sunnah and Al - Qur'an".

The word initiative can be imagined as a power or an ability to move at first in energetic way "with a plan or task; enterprise and determination". "A beginning or introductory step; an opening move: took the initiative in trying to solve the problem or an individual's action that begins a process, often done without direct managerial influence."²¹ The word creative has a meaning to create

something from nothing, meanwhile the word innovative can be connotated with the progress of something has already been created or can be of modifying the existing one.

Moreover, a sensitive elucidates that someone may respond quickly but in prudential manner to external stimulus by understanding other people's feeling and its environment. The applicative is aimed for the work results of person in which to be applied or used practically. Meanwhile, "an effective relates to producing or capable of producing an intended result or having a striking effect, ready for service, work well as a means."²²

The description and conditions mentioned above are formulated by author into "single nice sentence of Javanese - Indonesian language" namely as "IKI SAE ASI SAM" (*stand for Inisiatif, Kreatif, Inovatif, Sensitif, Aplikatif, Efektif, Aktivitas, Sistem, Iklim kondusif, Sunnah Al Quran Menyatu*). In Malang dialect *iki sae asi sam!* means in English: "this is a good breastfed brother!". This is a proposed formula in order elevate human soft skills that delineates through "Pohon Rindang" (Shady Tree) of soft skills.

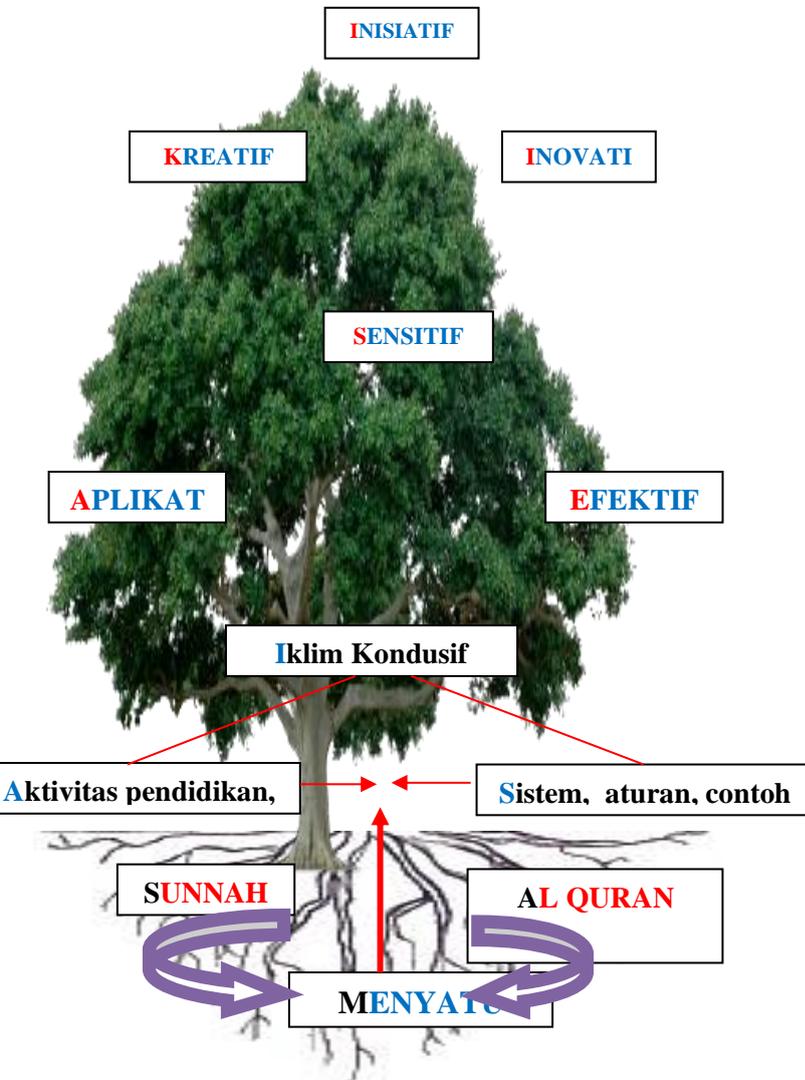
²¹ Read more: <http://www.businessdictionary.com/definition/initiative.html#ixzz1sFiCr8LZ> and also

<http://www.businessdictionary.com/definition/initiative.html>, April 24, 2012

²² Read <http://www.thefreedictionary.com/initiative>, April 24, 2012

**SOFT SKILLS SHADY TREE or
"POHON RINDANG" SOFT SKILLS**

Soft Skills in Islamic Perspective



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