

THE URGENCY OF INSTILLING SOFT SKILLS FOR STUDENTS IN THE ERA OF DISRUPTION THROUGH ORGANISATIONAL CULTURE

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Abstract

Based on the results of the 2020 population census released by the Central Statistics Agency at the end of January, and provides a picture of Indonesia's demographics that has changed a lot from the results of the previous census in 2010. As predicted and analysed by various groups, Indonesia is in a period called the demographic bonus. Interestingly, the 2020 census results show that the composition of the Indonesian population mostly comes from Generation Z or Gen Z (27.94 per cent), which is the generation born between 1997 and 2012. The millennial generation, which is predicted to be the motor of the current community movement, is slightly below Gen Z, which is 25.87 per cent of the total population of Indonesia. This means that the existence of Gen Z plays an important role and influences the development of Indonesia now and in the future. Gen Z, which is filled with teenagers and young adults, many of whom are still studying at universities. From the womb of the university, scholars are born who describe intellectual figures, scientists, and professionals in their respective fields. The most important thing here is actually not the quantity, but the quality of the College itself. A quality university not only produces smart and competitive scholars but must also contribute to improving the welfare of the nation through the knowledge and culture it develops. The problem that arises is that our campuses focus more on providing hard skills and intellectual intelligence. But there are things that are overlooked, namely the importance of teaching soft skills to students considering that these soft skills are also important things to encourage the success of a student and teenager for now and in the future. Based on this background, the author is interested in further research on the Urgency of planting soft skills for students in the era of disruption through organisational culture. This research uses a qualitative descriptive literature method. Based on this research, it is found that students and female students are not only sufficiently filled with knowledge but also need to be equipped with soft skills through acculturation in organisations in an educational institution so that their psychology is formed and becomes a tough and survivable person to face various kinds of situations and conditions faced.

Keywords: *Soft Skills, Organisational Culture*

A. Introduction

Based on the results of the 2020 population census released by the Central Statistics Agency at the end of January, and provides a picture of Indonesia's demographics that has changed a lot from the results of the previous census in 2010. As predicted and analysed by various groups, Indonesia is currently in a period called the demographic bonus. Interestingly, the 2020 census results show that the composition of the Indonesian population mostly comes from Generation Z or Gen Z (27.94 per cent), which is the generation born between 1997 and 2012. The millennial generation, which is predicted to be the motor of the current community movement, is slightly below Gen Z, which is 25.87 per cent of the total population of Indonesia. This means that the existence of Gen Z plays an important role and influences the development of Indonesia now and in the future (Aula, 2023).

The younger generation has an important position in the regeneration process that will welcome the baton of leadership of a country. The success of a nation's struggle will be reflected in its success in producing a qualified next generation that is able to raise the dignity of its nation in line with other nations in the world. Conversely, if the next generation is weak, immoral, and unable to bear the responsibility of revival, then the struggle of the previous generation will be meaningless. Because the younger generation will only be a lazy generation that is proud of its nation's past, but fragile in its time. Youth is the epitome of strength, power, vitality and energy. In general, it is a time when a person's physical, mental, intellectual and moral potential and abilities are at an optimal level of development and usability. Youth is a time when the mind and creative power show the ability to discover and create something in its best form. In accordance with the definition of *akil baligh*, youth is when a person reaches a position of complete maturity, which is ready to assume and accept even the most severe tasks and responsibilities. Thus, youth are burdened with the implementation of the law and are required to have the basic characteristics of youth that are always aggressive, dynamic, innovative and progressive. History has recorded in gold ink that without the work of young people in it. The spirit of heroism, the desire for power, the will to be free from the grip of colonial shackles always thrives in the flow of young blood. This can be studied in the documents of heroism and struggle from various countries. It is the youth who take part in the struggle of a nation, their passion drives the movement of the wheels of life of the community *Hari Moekti* in O.Solihin (Solihin, 2002)

Nowadays, people call this the era of disruption. Quoted from the book *Disruption and Adaptation: The demographic bonus to welcome the golden Indonesia 2045* by Armansyah Muamar Haqi, the theory of disruption was introduced by Clayton M. Christensen in 1997. According to Clayton, disruption is a major change that makes companies run not as usual, but changes in new ways based on technology. Disruption can be a change in the form of entrepreneurship from a conventional system to a new technology-based system (start-up) In the book written by Armansyah Muamar Haqi, so far, there are six points that can explain the term disruption, including the following:

1. Disruption is an innovation that emerges through a series of complex processes, starting from ideas, research, experimentation, manufacturing, and business model development.
2. Running a business using a new business model that is different from the old players/incumbents.
3. Not all disruption actors succeed in destroying the incumbent position in the disruption era.
4. Disruption does not require all incumbents to become disruptors. Incumbents can simply continue sustainable innovation for the purpose of adaptation to serve disruptors and a changing consumer culture.
5. Technology is not a disruptor, but an enabler, so other components are needed to support success.
6. Deflation and falling prices are symptoms that can be caused by disruption, because disruptors start low cost strategies (Saniyyah, 2023).

In this global era, changes occur very quickly. The changes that have occurred illustrate to us that the changing times are no longer linear. Therefore, our way of thinking needs to change. Linear thinking is no longer functional in the face of a world that is no longer linear. Systematic thinking requires creativity which demands creativity education. The increasing potency of emotional intelligence demands the realisation of an education system capable of developing emotional and spiritual maturity. The challenges in the information age demand an appropriate and rapid response from various parties. No exception is the response from universities, which number more than 3000 institutions. The existence of universities is a sign of the level of civilisation of a nation. A civilised nation tends to develop various institutions that are able to explore, develop, transfer and apply the knowledge needed to advance the nation. In this case, universities are placed as institutions that have the most important position. Higher education, knowledge development, and nation building form an inseparable chain (Sonhadji, 2013).

According to Babun Suharto (Suharto, 2014) From the womb of higher education, scholars are born who describe intellectual figures, scientists, and professionals in their respective fields. The most important thing here is actually not the quantity, but the quality of the College itself. A quality university not only produces smart and competitive scholars but must also contribute to improving the welfare of the nation through the knowledge and culture it develops. The problem that arises is that our campuses focus more on providing hard skills and intellectual intelligence. But there are things that are overlooked, namely the importance of teaching soft skills to students considering that these soft skills are also important things to encourage the success of a student and teenager for now and in the future. Based on this background, the author is interested in further research on the Urgency of planting soft skills for students in the era of disruption through organisational culture. The research method that the author uses is descriptive qualitative literature review.

B. Theory Review

1) Every i Soft Skill

Soft Skills are personal attributes or can also be called interpersonal skills needed in work. Soft skills are abilities that are needed by any job. Examples are communication skills, time management, motivation, emotional intelligence, and others (Devi Lianovanda, 2023).

Every young professional needs qualified soft skills to be able to compete in the world of work. This is because academic grades and hard skills alone are not enough. The millennial generation must have a strong spirit of competition, so without soft skills they can lose competitiveness with others. The following are the soft skills that must be possessed by a young professional, among others: Critical thinking, communication, accessing, analysing, synthesising information, curiosity, creativity, and innovation, leadership, adaptation, cooperation and collaboration, public speaking, time management, networking, initiative, proactivity, growth mindset, negotiation, self-care, empathy, self-confidence, resilience, delegation, tolerance (Mutia Isnirahayu, 2023).



Figure 1: Soft Skills

2) Organisational Culture

Organisational culture is a shared value system that exists in an organisation, which determines the level of how members perform activities to achieve organisational goals. Organisational culture is also defined as a set of values that guide human resources in dealing with external problems and efforts to adjust integration into the organisation, so that each member must understand the existing values and understand how they should act and behave. Organisational culture is characterised by the sharing or sharing of the same values and beliefs with all members of the organisation. For example, sharing the same values and beliefs through uniforms. But accepting and wearing a uniform is not enough. The wearing of uniforms should bring a sense of nation, be a means of control and shape the image of the organisation. Thus, the value of uniform clothing is embedded into the basics this is stated (Chotimah & Fathurrohman, 2014)

Edgar Schein (Schein, 2010) suggests that organisational culture can be divided into two dimensions, namely: The dimension of external environment; in which there are five essential things, namely: (a) mission and strategy; (b) goals; (c) means to achieve goals; (d) measurement; and (e) correction. The internal integration dimension in which there are six main aspects, namely (a) common language; (b) group boundaries for inclusion and exclusion; (c) distributing power and status; (d) developing norms of intimacy, friendship, and love; (e) reward and punishment; and (f) explaining and explainable: ideology and religion.

Every organisation has a different definition of organisational culture. According to Robbins (Robbins, 2001), organisational culture is a shared value system in an organisation that determines the level of how employees perform activities to achieve organisational goals. Organisational culture is also defined as a set of values that guide human resources in dealing with external problems and efforts to adjust to integration into the company, so that each member of the organisation must understand the existing values and understand how they should act and behave. All human resources must be able to properly understand their organisational culture, because this understanding is closely related to every activity carried out, both strategic and tactical planning and planning

implementation activities, where each of these activities must be based on organisational culture.



Figure 2: Organisational culture

3) Functions Of Organisational Culture

In terms of function, organisational culture has several functions. First, culture has a differentiating role. This means that work culture creates a clear distinction between one organisation and another. Second, organisational culture brings a sense of identity for members of the organisation. Third, organisational culture facilitates commitment to something broader than individual self-interest. Fourth, the organisation's culture increases the stability of the social system (Robbins, 2001).

In relation to the social aspect, culture serves as a social glue that helps unite the organisation by providing appropriate standards for what employees should say and do. Finally, culture serves as a meaning-making and control mechanism that guides and shapes the attitudes and behaviour of employees (Gordon JR, 1991). A cohesive or effective organisational culture is reflected in trust, open communication, leadership that gets input, and is supported by subordinates, group problem solving, work independence, and information exchange Anderson and Kryprianou (Edy Sutrisno, 2013). Nelson and Qiuck in (Edy Sutrisno, 2013) suggest a feeling of identity and increase organisational commitment, a tool for organising members, reinforcing values in the organisation, and a control mechanism over behaviour.

A strong culture lays down beliefs, behaviours, and ways of doing things, without question. Therefore, rooted in tradition, culture reflects what is done, not what will happen (Pastin, 1986). Thus, the function of work culture is as a social glue in uniting members in achieving organisational goals in the form of provisions or values that must be said and done by employees. It can also function as a control over employee behaviour.

4) Socialisation Of Organisational Culture

Gibson (Gibson, 1994) views socialisation as an activity undertaken by organisations to integrate organisational and individual goals. In this sense, there are two interests or goals, namely individual and organisational interests. In other words, the socialisation process will be successful if there is participation from employees and organisational support in the process.

In general, socialisation involves two issues, namely macro and micro. Macro issues relate to the work that employees will face and micro issues relate to organisational policies, structures and culture. The success of the organisational culture socialisation process will depend on two main things Susanto in (Edy Sutrisno, 2013), namely:

1. The degree of success in getting the conformity of values owned by new employees to the organisation.
2. The socialisation method chosen by top management in its implementation.

C. Result and Discussion

Education and anthropology experts agree that culture is the basis for the formation of human personality, from culture can be formed a person's identity, community identity and even the identity of educational institutions. In educational institutions in general, there is a culture that is very embedded in the order of implementing education which makes educational innovation very fast, the culture is in the form of religious values, philosophy, ethics and aesthetics that continue to be carried out. Organisational culture, especially in an institution, plays an important role. Because it will make the institution flexible, flexible and elastic, as a culture that will never experience stagnation and will be very perfect if combined with religion sourced from divine revelation. Education is a process of humanisation that seeks to develop and internalise the potential and human values in individuals in order to become a mature person who is able to internally perceive himself and externally able to respond and communicate with his world. In this regard, an education system must be oriented to actively develop human values and potential and anticipatively provide provisions for individuals so that they can live in their world later (Chotimah & Fathurrohman, 2014). So the

organisational culture in an educational institution, including in this case the Higher Education, is important to be conditioned in order to form the personality of students, especially related to the cultivation of soft skills.

One of the important soft skills is time management. We take an example Every human being has 24 hours a day. Some can utilise it well and some cannot. Nowadays we see that time seems to pass so quickly. A year feels like a month, a week feels like a day, and a day feels like an hour. If we can't manage our time effectively, then there will be a lot of time wasted without meaningful productivity. Understanding how to manage time effectively is a must for high-performing professionals. This knowledge gives him a comprehensive and integral perspective on the optimal use of time by ourselves to achieve the contributive goals we have made (Bambang Triyawan, 2021).

There are several things that need to be considered by leaders in socialising soft skills to shape individuals through organisational culture, namely:

1. Leaders must always encourage employees to implement their organisational culture in every important event, especially rituals.
2. Organisational leaders must set an example, especially in a paternalistic environment that places a leader as the central figure.

Then the values in soft skills such as critical thinking, communication, accessing, analysing, synthesising information, curiosity, creativity, and innovation, leadership, adaptation, cooperation and collaboration, public speaking, time management, networking, initiative, proactivity, growth mindset, negotiation, self-care, empathy, confidence, resilience, delegation, tolerance need to be socialised and implemented in assignments and activities on campus.

Students are sharpened and equipped to think critically so that they can become problem solvers in the community for existing problems. In class assignments and campus organisations, students are trained to be good at communicating with various related parties. Students are also trained to be good at accessing, analysing and synthesising information because many successful people are people who are quick to get information and opportunities. However, every information mask is not then swallowed raw but also filtered first because in this information era sometimes there is a lot of hoax news scattered. Creative and innovative students need to be honed, especially in the era of economic knowledge (science-based economy) creativity and innovation are needed because many successful people today are creative people. The leadership spirit of students also needs to be honed so that when they have graduated from campus if they get the opportunity to become leaders in any organisation they are ready. Students also need to be equipped with how to be good at adapting because sometimes after graduating

from campus students are faced with new work situations, new organisations, new friends so they must be good at adapting in order to do their tasks well after the adaptation. In addition to adapting, how students are equipped to be good at working together or collaborating because to realise the big goals of these students will not be able to walk alone but must collaborate with others. Students must also be equipped with good public speaking because many successful people are people who are good at public speaking and good at mobilising the masses. Students must also be equipped with how they must build good networking and network cooperation with the work community they are engaged in. Because it could be that students get opportunities, information and assistance from their network. Students also need to be equipped with how to manage their time because many people are successful because they are disciplined in the world of work. On campus, student initiative must also be honed because sometimes students face difficult conditions that are deadlocked so that if the initiative is running the student will take the initiative to find solutions and solutions to the problems faced. On campus, students must also be encouraged to be proactive in participating in campus activities because this proactivity is the substance of the Arabic mahfudzot "Alharokatu barokah" (Motion is a blessing) or "Harrik yadak unzil alaika rizqo" (Move your hand then I will send down blessings to you). Because by being proactive and active in various campus activities, students after graduating from campus become people who are enthusiastic about working and fighting activities in the community. Students must also be equipped with a growth mindset (thinking that wants to continue to develop) with this growth mindset students are not happy with stagnant conditions and status quo but continue to want to develop and progress. Negotiation is important for students so that they are good at communicating their ideas to others. self care, empathy, concern and being able to feel for others also need to be provided to students so that they can also be responsive to defend and fight for the du'afa' and mustad'afin and marginalised groups. self-confidence needs to be instilled in students because no matter how smart the student is and how much knowledge he gets while on campus will not mean much if he does not have the confidence and courage to convey his knowledge, resilience, delegation is about how when a student has become a leader which tasks he must do himself and which tasks must be delegated to his colleagues this is important because not all tasks we can do alone .., tolerance needs to be taught to students because pluralism in national and international relations is a necessity.

D. Conclusion

From the previous discussion, we can conclude that instilling soft skills to students is something important, especially if then the values in these soft skills become an organisational culture in Higher Education, it will be able to shape the personality of students, especially when these students have graduated from campus and entered the world of work and struggle in society.

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