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## **The effect of the project-based learning model on the soft skill of vocational school students**

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**Abstract.** This study aims to analyze the project-based learning model on the soft skills of SMK students. The Project-Based Learning model requires students to have skills in solving a problem. The approach used in this research is quantitative using ex-post facto research, the type of correlation research. The sample used for the study was 170 students. The results of the study found a significant influence between the Project-Based Learning Model in the Network Infrastructure Administration Subject on students' communication skills, discipline, responsibility, creativity, and collaboration. Through the Project-Based Learning model, teachers are advised to often train students to complete tasks that can improve students' soft skills in other subjects.

**Keywords.** Project-Based Learning, Soft Skill, SMK

### **Introduction**

Entering the 21st century, all information in all corners of the world can be obtained very quickly. Science and Technology are also developing very rapidly, this also results in global challenges and competition faced by every country, including Indonesia. In such circumstances, it is necessary to have ready and qualified human resources to face these global challenges. Everyone is required to have good skills or skills, both hard skills and soft skills, to be able to compete and compete with the outside world.

Vocational High School (SMK) is a formal education that is in great demand because the learning process provides training in various skill programs (Fajaryati, 2012). Vocational High School as an education-oriented to the world of work is one of the vocational education programs to produce world-class human resources (Azizah, 2012; Fajaryati, 2012). Graduates are directed as graduates who are ready to work, smart, and have competitive and comparative advantages, and also have a strong character as professional workers. The skills mentioned above can be mastered through learning in the classroom. The learning in question, of course, requires careful preparation and design, namely by using an appropriate learning model (Aji, 2020; Danny, 2017). One of the learning models is the Project-Based Learning model.

The Project-Based Learning model emphasizes project activities in learning, which involves students being active in providing input or opinions and having skills in overcoming problems carried out in groups, which will eventually produce a work (Foster & Yaoyuneyong,

2016). Therefore, the Project-Based Learning model is an alternative that can be used in forming four skills in the 21st century for students, because the Project-Based Learning model requires students to have skills in solving a problem. Through all the series of activities contained in the Project-Based Learning model, it is hoped that students will be able to master the four skills in the 21st century. This should be responded to well by teachers considering that technological advances are currently developing very rapidly. Teachers are the dominant factor that has a very big role in preparing students to master the four skills in the 21st century in facing these global challenges (Arikunto, 2014; Danny, 2017; Daryanto, 2013).

One way to realize the success of teaching and learning activities is by selecting the right learning model. One of the learning models that can improve group member cooperation and communication skills both in groups and individually is the Project-Based Learning model. As the Project-Based Learning model was developed based on the constructivist understanding of learning, the application of this model can support students to build their knowledge in the context of their own experience. This research applies to learning by involving projects for students to work on in groups. The project will provide information about students' knowledge in applying the knowledge, abilities, and skills of students to be able to communicate, be disciplined, be responsible, develop creativity, and the ability to work together in a group.

### **Literature Review**

#### ***Project-Based Learning Model***

A model has a broad meaning in a strategy, method, and technique. A learning model is a form of learning that is depicted from beginning to end which is presented specifically by the teacher. Various kinds of learning models can be applied in the learning process, and one of these learning models is Project-Based Learning. Project-Based Learning is a model that can create productive learning, which means that students are expected to produce work as teacher assessment material (Belwal et al., 2020). The Project-Based Learning model can stimulate motivation, process, and improve students' soft skills and hard skills by using problems related to certain subjects that exist in real situations. This Project-Based Learning model provides opportunities for students to play an active role such as problem-solving, decision-makers, researchers, and improving communication skills (Toledano-O'Farrill, 2019). This Project-Based Learning model emphasizes more on learning activities that are a relatively long duration of time, student-centered, and integrated with practicum activities (Alhouti, 2020).

Project-Based Learning is a learning approach that requires comprehensive learning where the student learning environment (class) is designed so that students can investigate authentic problems, including deepening the material of a subject matter and carrying out other meaningful tasks. This approach introduces students to work independently in shaping their learning and accumulating it in a real product.

#### ***E-Learning***

The idea of e-learning is not new in global education. Emastering is a form of mastering that takes advantage of the possibilities of recording and language exchange. The era of recording use and language exchange has been used as a useful resource for mastering and as a device for mastering systems. Zhao et al. , 2009 '. In the mastering system, faculty members and college students play an active role in determining the achievement of e-learning (Waight & Stewart, 2005). To enjoy that fulfillment, faculty and college students need to have the need and potential to take advantage of the Age of Record. E-learning can be completed anytime, anywhere. In the age of records, e-learning can provide coaching entities and master commands

that can be accessed anytime, anywhere. E-learning is a type within today's coaching and mastering systems.

E-learning is related to mastering. It is supported on the internet and can be done in the classroom as an aid to traditional coaching. Access to e-learning looks like this: Completed both domestically and in the classroom, in addition to this, all sports can be done online and in digital classrooms where the implementation of elegance is no longer directly physical (anonymous, 2015). E-learning is a mastering system that makes it easier for college students to analyze Internet usage through a scholarship holder's mastering system (Ettinger et al., 2006). Therefore, college students can gain visualizations through e-learning, making it easier to analyze new problems. Therefore, learning to use e-learning is an important part of academic mastering.

### ***E-Learning Platform***

Since the COVID 19 pandemic, the government has introduced social distances, initially implemented only in schools, and then influenced educational and learning activities that have transformed into home learning through online or online learning. Online learning depends on the skills of each school (Dewi, 2020). Online learning can be performed on various applications such as WhatsApp, Google Classroom, Zoom-Meeting, or TV (Gupta & Pathania, 2021).

You can use various features of the e-learning application to communicate between teachers, parents and students. As digital learning evolves through the development of technology, teachers can choose from a variety of platforms for online learning, allowing parents to monitor their children's learning activities during the COVID 19 pandemic.

### ***Middle School Student Soft Skill***

Soft skills are skills that are related to how sensitive you are to your surroundings. Soft skills are skills that do not exist in all humans and can develop with knowledge of what is in all humans, how they live and predict the problems they face at that time (Ayodele et al., 2020).

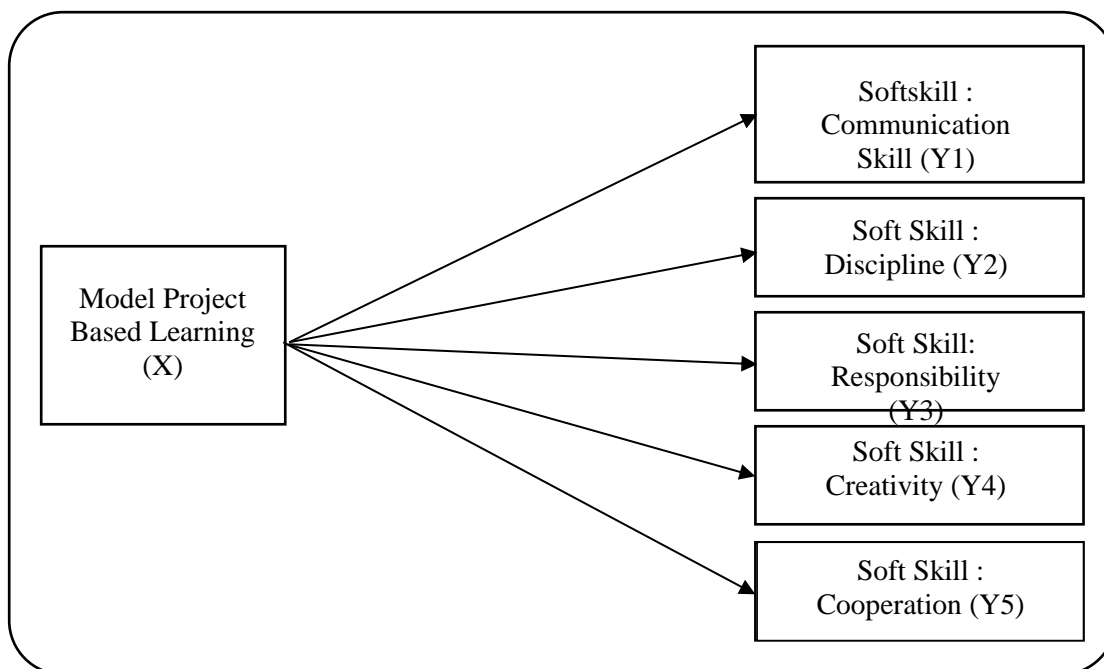
In general, soft skills can be divided into two categories: in-person skills and interpersonal skills (Rao, 2014). In-person skills include self-awareness (self-awareness, self-assessment, personality traits and preferences, emotional awareness) and self-ability (improvement, self-control, reliability, time / source control, positivity, conscience) ( Ahmad et al., 2017; Succi & Wieandt, 2019). Interpersonal skills, on the other hand, include social awareness (political awareness, fostering others, use of diversity, service orientation, empathy) and social skills (leadership, influence, communication, conflict management, cooperation, teamwork,). Synergistic effect) is included (De Villiers, 2010).

**Table 1. Skills required in the job market**

Ability	Score	Soft Skills Classification	Urgency Ranking
Communication	4,69	Soft Skills	1
Honesty/Integrity	4,59	Soft Skills	2
Cooperate	4,54	Soft Skills	3
Interpersonal	4,50	Soft Skills	4
Good work ethic	4,46	Soft Skills	5
Motivation/initiative	4,42	Soft Skills	6

Able to adapt	4,41	Soft Skills	7
Analytical	4,36	Cognitive Hard Skills	8
Computer	4,21	Psychomotor Hard Skills	9
Organization	4,05	Soft Skills	10
Detail orientation	4,00	Soft Skills	11
Leadership	3,97	Soft Skills	12
Self-confident	3,95	Soft Skills	13
Polite/ethical	3,82	Soft Skills	14
Wise	3,75	Soft Skills	15
Achievement index			
>3.00	3,68	Soft Skills	16
Creative	3,59	Soft Skills	17
Humorous	3,25	Soft Skills	18
Entrepreneurship Ability	3,23	Soft Skills	19

### Framework



Students who do not play an active role and those who are not trained in learning are teachers' jobs: how can students be actively trained in learning? Teachers are creative in developing learning models and providing learning so that students can play an active role, increase creativity, increase self-confidence and enthusiasm for learning, and enhance students' soft skills. is needed. Based on this, researchers investigated the impact of project-based learning models on the soft skills of vocational students. Project-based learning models are expected to have a positive impact on student soft skills such as communication skills, discipline, responsibility, creativity and cooperation. The hypothesis of this study is:

H1 = There is a partial effect between the Project-Based Learning Model and the communication skills of SMK students.

- H2 = There is a partial effect between the Project-Based Learning Model and the Discipline of SMK students.
- H3 = There is a partial effect between the Project-Based Learning Model and the Responsibilities of Vocational High School students.
- H4 = There is a partial effect between the Project-Based Learning Model p with the creativity of SMK students.
- H5 = There is a partial effect between the Project-Based Learning Model and the Cooperation Ability of SMK students.

### Research Methods

This study uses a quantitative approach. The purpose of this study is to investigate the effect of the variable X (project-based learning model on Y (soft skills). This study uses a follow-up survey type correlation survey. Was all students of the XII grade of ability. TKJ SMKN 1 Boyolangu ability of 2020/2021 total 71 students and all students of SMKS Sore Tulungagung TKJ class XII 2020/2021 professional ability Infrastructure management, a total of 119 people received the target network, was used for the study of 170 students.

### Results and Discussion

Analytical prerequisite tests can be divided into several types: data normality tests, data uniformity tests, and data linearity tests. The comprehension and analysis prerequisite tests used in this study are:

#### 1. Normality test

**Table 2. Normality Test Results of Project-Based Learning Model Variables (X) Against Communication Ability Variables (Y1)**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		170
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	1.7739040
		1
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.058
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

b. Calculated from data.

Table 2. The results of the Normality Test of Variable X against Variable Y1 show the significant value of Asymp. Sig. (2-tailed) is 0.200 greater than 0.05. So based on the decision-making in the Kolmogorov Smirnov normality test above, it can be concluded that the data is normally distributed.

**Table 3. Normality Test Results of Project-Based Learning Model Variables (X) Against Discipline Variables (Y2)**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		170
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	1.9933228
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.035
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

b. Calculated from data.

Table 3 Normality Test Results of Project-Based Learning Model (X) on Variable Y2 shows the significant value of Asymp. Sig. (2-tailed) is 0.200 greater than 0.05. So based on the decision-making in the Kolmogorov Smirnov normality test above, it can be concluded that the data is normally distributed.

**Table 4. Normality Test Results of Project-Based Learning Model Variables (X) Against Responsibility Variables (Y3)**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		170
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	1.9365839
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.033
Test Statistic		.063
Asymp. Sig. (2-tailed)		.100

a. Test distribution is Normal.

b. Calculated from data.

Table 4 Normality Test Results of Project-Based Learning (X) Model Variables Against Y3 variable shows the significant value of Asymp. Sig. (2-tailed) is 0.100 greater than 0.05. So based on the decision-making in the Kolmogorov Smirnov normality test above, it can be concluded that the data is normally distributed.

**Table 5. Normality Test Results for Variable X Against Variable Y4**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		170
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	2.0360710
		0
Most Extreme Differences	Absolute	.055
	Positive	.055
	Negative	-.038
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

b. Calculated from data.

Table 5 Normality Test Results of Project-Based Learning Model (X) on Variable Y4 shows the significant value of Asymp. Sig. (2-tailed) is 0.200 greater than 0.05. So based on the decision-making in the Kolmogorov Smirnov normality test above, it can be concluded that the data is normally distributed.

**Table 6. Normality Test Results of Variable X Against Variable Y5**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		170
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.8844979
		4
Most Extreme Differences	Absolute	.064
	Positive	.064
	Negative	-.043
Test Statistic		.064
Asymp. Sig. (2-tailed)		.083

a. Test distribution is Normal.

b. Calculated from data.

Table 6 Normality Test Results of project-Based Learning (X) Model Variables Against Y5 Variable shows the significant value of Asymp. Sig. (2-tailed) is 0.083 greater than 0.05. So based on the decision-making in the Kolmogorov Smirnov normality test above, it can be concluded that the data is normally distributed.

## 2. Linearity Test

### 2.1. Linearity Test on Variable X against Variables Y1, Y2, Y3, Y4 and Y5

**Table 7. Linearity Test Results on variable X to variables Y1, Y2, Y3, Y4, Y5**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y1 * X	Between Groups	(Combined)	48.304	8	6.038	1.891	.065
		Linearity	30.490	1	30.490	9.551	.002
		Deviation from Linearity	17.814	7	2.545	.797	.591
	Within Groups		513.984	161	3.192		
	Total		562.288	169			
Y2 * X	Between Groups	(Combined)	60.827	8	7.603	2.005	.049
		Linearity	33.183	1	33.183	8.750	.004
		Deviation from Linearity	27.644	7	3.949	1.041	.404
	Within Groups		610.585	161	3.792		
	Total		671.412	169			
Y3 * X	Between Groups	(Combined)	58.165	8	7.271	1.932	.059
		Linearity	30.166	1	30.166	8.017	.005
		Deviation from Linearity	27.999	7	4.000	1.063	.390
	Within Groups		605.812	161	3.763		
	Total		663.976	169			
Y4 * X	Between Groups	(Combined)	65.590	8	8.199	1.984	.052
		Linearity	30.196	1	30.196	7.308	.008
		Deviation from	35.394	7	5.056	1.224	.293
	Within Groups						



		Linearity					
	Within Groups		665.210	161	4.132		
	Total		730.800	169			
Y5 * X	Between Groups	(Combined)	46.161	8	5.770	1.588	.132
		Linearity	30.978	1	30.978	8.526	.004
		Deviation from Linearity	15.184	7	2.169	.597	.758
	Within Groups		584.992	161	3.633		
	Total		631.153	169			

Based on Table 7, the results of the linearity test above are known that:

- 1). sig value. Deviation from linearity on the Y1 variable is  $0.591 > 0.05$ , which means that the X variable has a linear relationship with the Y1 variable.
- 2). sig value. Deviation from linearity on the Y2 variable is  $0.404 > 0.05$ , which means that the X variable has a linear relationship with the Y2 variable.
- 3). sig value. Deviation from linearity on the Y3 variable is  $0.390 > 0.05$ , which means that the X variable has a linear relationship with the Y3 variable.
- 4). sig value. Deviation from linearity on the Y4 variable is  $0.293 > 0.05$ , which means that the X variable has a linear relationship with the Y4 variable.
- 5). sig value. Deviation from linearity on the Y4 variable is  $0.758 > 0.05$ , which means that the X variable has a linear relationship with the Y5 variable.

### 3. Heteroscedasticity Test

This heteroscedasticity test uses the geysers test method and is carried out five times, the first is variable X with variable Y1, the second is variable X with variable Y2, the third is variable X with variable Y3, the fourth is variable X with variable Y4, and the fifth is variable X with the variable Y5. A basic return value of sig. is 0.05. The results obtained  $> 0.05$ , it can be concluded that there is no heteroscedasticity problem.

### Partial Effect Significance of t-test)

The purpose of t-test is to find out the influence between the independent variable (X) alone (partial) and the dependent variable (Y). The results of t-test can be seen in the coefficient table in the sig column. as follows :

**1. Results of t-test of variable X to variable Y1**

**Table 8 t-test results for variable X to variable Y1**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.841	1.326		11.189	.000
	X	.214	.069	.233	3.104	.002

a. Dependent Variable: Y1

Based on the results of the t-test calculations from Table 8 that the X variable gets a  $t_{count}$  value of 3.014 and a significance value of 0.002 < 0.05, it can be concluded that the X variable partially affects the Y1 variable.

**2. Results of t-test of variable X to variable Y2**

**Table 9 t-test results for variable X to variable Y2**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.787	1.453		10.177	.000
	X	.223	.076	.222	2.955	.004

a. Dependent Variable: Y2

Based on the results of the T-test calculations from Table 9 that the X variable gets a  $t_{count}$  value of 2,955 and a significance value of 0.004 < 0.05, it can be concluded that the X variable partially affects the Y2 variable.

**3. Results of t-test of variable X to variable Y3**

**Table 10 Results of t-test for variable X to variable Y3**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.939	1.448		10.317	.000
	X	.213	.075	.213	2.828	.005

a. Dependent Variable: Y3

Source: Processed primary data (2021)

Based on the results of the t-test calculations in Table 10 that the X variable gets a  $t_{count}$  value of 2.828 and a significance value of 0.005 less than 0.05, it can be concluded that the X variable partially affects the Y3 variable.

#### 4. The results of the t-test of the X variable on the Y4 . variable

**Table 11 Results of t-test for variable X to variable Y4**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error			
1	(Constant)	15.325	1.522		10.066	.000
	X	.213	.079	.203	2.691	.008

a. Dependent Variable: Y4

Based on the results of the t-test calculations in Table 11 that the X variable gets a  $t_{count}$  value of 2.691 and a significance value of 0.008 < 0.05, it can be concluded that the X variable partially affects the Y4 variable.

#### 5. Results of t-test of variable X to variable Y5

**Table 12 T-test results for variable X to variable Y5**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error			
1	(Constant)	14.802	1.409		10.505	.000
	X	.216	.073	.222	2.945	.004

a. Dependent Variable: Y5

Based on the results of the t-test calculations in Table 12 that the X variable gets a  $t_{count}$  value of 2,945 and a significance value of 0.004 less than 0.05, it can be concluded that the X variable partially affects the Y5 variable.

### Discussion

#### The Effect of Project Based Learning Model on Communication Ability (Y1)

Theoretically, the results of testing these variables relate to the use of appropriate learning models that can improve students' communication skills. The results of testing these variables have a positive effect, indicating that respondents believe that project-based learning models have a positive impact on improving students' soft skills in terms of communication skills. The project-based learning model provides students with a great opportunity to improve their communication skills. In the early stages of a project-based learning model, the

introduction of a project-based learning implementation plan, teachers teach students the basic concepts of the materials provided to them and instruct them to identify the first big picture of the project. To do. This process allows students to develop their own ideas by combining their factual knowledge in relation to the concepts discussed. As a result, students tend to actively engage in good communication with group members, both in collecting and communicating ideas. At this stage, students began practicing communication skills in groups.

### **The Effect of Project Based Learning Model on Discipline (Y2)**

In the second phase of the project-based learning model, creating a project implementation plan, students are instructed to create a well-organized project plan. These results show that an organized project planning process designed by students guides students in project work and focuses them on tasks that are completed on time according to the project plan by the final stages of the project. I am. This can promote student discipline.

### **The Effect of Project Based Learning Model on Responsibility (Y3)**

Based on the results of tests performed on the variable project-based learning (X) model, it can be said that variable Y2 has a positive effect or that variable X affects variable Y3. A test for an X variable with a tcount value of 10.317 and a significance value of 0.005 less than 0.05 can conclude that the X variable partially affects the Y3 variable. Therefore, from these results, we can conclude that H1 is acceptable.

In the product manufacturing phase of a project-based learning model, improving student collaboration within a group can be very helpful, especially when it comes to productive collaboration and sharing of responsibilities. Therefore, this phase increases the contribution of each group member to the work of the project.

### **The Effect of Project Based Learning Model on Creativity (Y4)**

Improving student creativity is influenced by the use of project-based learning models built into network infrastructure management project activities to identify direct issues and create project-based learning styles to increase students. By doing so, we can provide students with motivation and a learning experience creativity in understanding learning concepts. According to the materials provided. A factor that creates student creativity in a project-based learning model that encourages students to become more active is the fun of listening to friends' explanations that present group member results and analysis. Student creativity is very important to improve, as it is very important for someone to deal with uncertainty and reduce it in the future.

### **The Effect of Project Based Learning Model on Cooperation Ability (Y5)**

A project-based learning model enhances your ability to collaborate. For everyday problems where students have to work together in a variety of activities, depending on the project. From these activities, students gain a collaborative experience shaping their behavior. The benefits of a project-based learning model are learning that trains collaboration, improves student skills and abilities in learning, and enables students to become more active, work in groups, and apply knowledge.

From the results of the data collection, the results of the total questionnaire responses given to the students as respondents, and the results of the above data analysis, it can be concluded that the students of SMKN 1 Boyolangu and SMKS class XII TKJ. Sore Tulungagung believes that a project-based learning model is one of the learning models. It is

suitable for use in the field of network infrastructure management. The purpose of improving students' soft skills. You can improve your soft skills by using a project-based learning model based on e-learning.

### Conclusion

The effectiveness of project-based learning models on network infrastructure management issues is the result of innovation from previous research. From the results of the calculations, analyzes, and discussions performed, the research hypothesis is accepted and concluded to be d, responsibility, creativity, and collaboration.

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