

DOI : <https://doi.org/10.24123/jbt.v4i2.2916>

Three-in –One Live-In Program: Building University Students' Soft Skills

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Abstract

This study aimed to answer the following questions: “what are the dominant soft-skills owned by the students of Business English study program”; “what are the most difficult soft-skills for the students during the implementation of three-in-one live-in program?”. This study used a qualitative descriptive survey approach. Moreover, the data analysis used content analysis techniques. Source of data of this study were 21 university students whose majoring in Business English study program from batch 2016 1nd 2017. The findings were that dominant soft skills was adaptation (average score was 3.9), while discipline and communication were the two most difficult soft-skills. (average score was 3.7 for each). This paper contributes to the implementation of soft skills within the higher education program called 3-in-1 live-in by directly involving students and the lecturers in the field continually.

Key-words: three-in-one live-in program, soft-skills

Introduction

It is undeniable that soft-skills and working world are interrelated. Nowadays, the fresh graduate is not only required having technical skills or hard-skill, but she or he must have soft- skills. The applicant to be should have communication skill and have a good interpersonal relationship so that s/he can be involved in team working. Soft-skills in working world is able to support technical skill or hard skills. Those who have technical skill and professional skill would not be perfect without soft-skills. The capabilities of communication, interpersonal, and teamwork are the skills needed by employers in interacting among others in working environment. In other words, hard-skills are not sufficient for those who are looking for a job in any company. Therefore, Business English Study program of X University initiated the program containing both soft-skills and hard-skills, that is, three-in-one live-in for four days (from 9 July to 14 July 2018) located in *Kampung Inggris*, Pare, Kediri. It is named three-in-one because there are three soft-skills required for students at the university in general. The three soft skills are adaptation, discipline, integrity (ADI for abbreviation). Further, one more soft skill added to the implementation of this program, that is, communication.

In accordance with the name of the program, the students should live in *Kampung Inggris* for four days. They did not only interact with local people but they had to practice their English by communicating and teaching small classes as well. Practicing English outside the campus can be said as the implementation of learning beyond the classroom. The students were challenged to teach English in some English courses in *Kampung Inggris*. The students were divided into several

groups, one group consists of three students and they had to join an English class in turns as there were five sessions in one day.

Previously some studies show that student's social field work had influenced their social skills and their characters and use quantitative study (Akhyadi, 2004; Perdana, Halilullah & Nurmalisa, 2013; Widodo, 2009). Therefore, this study attempts to use qualitative study and observation. Moreover, the study provides insight that the students evaluated not only their hard skill, in this case their teaching method, but also their soft skills (adaption, discipline, integrity, and communication)

Literature Review

Traditionally speaking, skill frequently refers to technical ability of employer to be, such as ability of using a tool, processing data, operating computer , or acquire a certain knowledge. This kind of ability is called hard skills or technical capability. Hard skills, that is frequently called technical capability is very needed by workers to do a series of main jobs to achieve a goal of the jobs.

Not only hard skills, a company needs employers who have soft skill. Zehr (1998) stated that the movement of the industrial economy in the information industry community and the office economy has implications for current work that emphasizes integrity, communication and flexibility. The increasingly fierce competition in the industrial world requires employees who not only have hard skills but also soft skills. Some studies provided insights that indicated the soft skill has a significant role on working world. Even, it is highly expected that higher education graduates to posses high level of discipline specific skills synthesized with communication skill. (Andrews & Higson, 2008; Carvalho & Junior, 2015; Nabi & Purcell, 2003; Tucker, Sojka, Barone & Mc Cathy, 2000)

Method

This study was qualitative survey study. The subject of this study were 21 students of Business English study program from batch 2016 and 2017 who had three-in-one live-in program during four days three nights in *Kampung Inggris*, Kediri. The study used questionnaire as the instrument and interview. The questionnaire was in the evaluation form consisted of data: name of the tutor of English course or the name of the owner of boarding house and date. There were five criteria of assessment. The worst is not good-- it equals 1, then score of 2 indicated the students is less good, while 3 showed good enough, score of 4 meant good, the best score was 5 meaning very good. The evaluation for the English tutor was filled as soon as the teaching task of student accomplished, whereas the evaluation for the landlord or the landlady was filled daily. The lecturers randomly interviewed the tutor of English course and the third day of live-in they interviewed the owner of boarding house.

Participants

The participants of the program were twenty-one students of Business English study program from batch 2016 and 2017. During this program there were four lecturers accompanying the students. They were as observers and facilitators. Besides, there was a village chief (*Kepala Dusun*) who was contributed a lot pre-, during and post the implementation of the three-in-one live-in program. He had helped the committee to manage the participants including making a schedule and made effort to make a coordination with English course owners.

Procedure

There are two kind of procedures in this study. First is the procedure of the live-in program. This procedure involved two kinds of coordination. One is internal coordination. First, the head of the Business English program pointed a coordinator of live-in program. Then, the writer as the coordinator of the program formed a committee of three-in-one live-in program involving some students and a lecture as a vice coordinator (henceforth is called the live-in committee). Second, the head of Business English program announced the three-in-one live-in program to the students of batch 2016 and 2017 by sending the formal letter to their parents and did a pre-departure briefing to *Kampung Inggris*, where the live-in program held. It was noted to know that this program was free of charge, both the parents and the students did not pay any cent. Next, the live-in committee had some coordinations to prepare every single thing needed in this program. After everything well-prepared, the students of Business English program batch 2016 and batch 2017 accompanied by four lecturers went to *Kampung Inggris* by bus.

The other one is external coordination. The coordinator sent a formal letter to the head of *Tulungrejo* village , where *Kampung Inggris* is located. Its purpose is to announce and to ask permission to stay for couple of days. Then, after the head of the village agreed, the committee made a survey including looking for accommodation for students and coordinating with the village chief who contributed a lot in this program. After everything well-prepared, the students of Business English program batch 2016 and batch 2017 accompanied by four lecturers went to *Kampung Inggris* by bus. The next step was the implementation of three-in-one live-in program. The last was evaluation from and to participants of the program.

The other was the procedure of this study. There were seven steps in doing content analysis as stated by Hayes (2000). The first was preparing data to be analyzed. The second was identifying specific information on items that appear relevant to the topic being studied. The third was categorizing data based on the themes that appear in it. The fourth was examining these themes and formulating their definitions. The fifth was reexamining the categories of themes that appear and matching the data. The sixth was use existing materials to create a construct that can contain the names of categorizations and definitions of data that support them. The last was choosing relevant data to describe each theme.

In this study, the first step was preparing data to be analyzed, then identifying the information that was relevant to this study. The data of this study were the requirements fulfilled by the participants of the live-in program. They are the components of soft skills: adaptation, discipline, integrity and communication. Afterwards, doing categorization based on theme that frequently arouse from the data. The results of this data categorization later become themes that are formulated with existing theories.

Data Collection

The technique of data collection was distributing questionnaires to four parties, they are, the tutors of English course or English community, the owners of boarding house, the lecturers as the observers, and the students themselves.

Data Analysis

The data analysis used content analysis technique. This analysis is carried out to group data into categories based on similarities and differences and also based on the meaning contained in each data (Reynolds and Gutman, 1988).

Finding and Discussion

The following was rundown of the three-in-one live-in program in *Kampung Inggris, Pare, Kediri*

| Day,date/month/year | Activities | Time | Venue | PIC |
|------------------------|---|------------------------|--|---|
| Monday, 9 July 2018 | Gathering at Campus | 06.30 AM | Ngagel Campus | Committe |
| | Leaving for Kampung Inggris | 7 AM | | |
| | Opening ceremony | 10 AM | TulungrejoVillag e Head office | Head of program, Head of Tulungrejo village |
| | Introducing the respective village and landlord and landlady to the participants of the program | 10.30 AM | | Coordinator |
| | Having lunch break and praying | 12 AM | | |
| | Briefing from Chief of | 1 PM | Base camp of 3- | Chief of |
| | <i>Tegalsari</i> village | | in-1 live in on Jalan Asparaga no. 19, Tegalsari, Tulungrejo, Pare, Kediri | <i>Tegalsari</i> village and committee |
| | Making a preparation for the second day to practice soft-skills and communication in English community and English courses | 2 PM | | |
| | Taking the participants to their boarding houses | 4 PM | Boarding house (male and female were separated) | |
| | Having dinner | 6 PM | Base camp of 3- in-1 live in | Chief of Tegalsari village and committee |
| | Making a preparation for the second day to practice soft-skills and communication in English community and English courses | 7 PM until finished | | |
| | | | | |

| | | | | |
|--------------------------|--|---|---|--|
| Tuesday, 10 July 2018 | Having breakfast | 7 AM | Base camp of 3-in-1 live in | Chief of Tegalsari village and committee |
| | The implementation of soft-skills and communication | 8 AM until finished | English courses and English Community in Pare | |
| | Having lunch | 12 AM | Base camp of 3-in-1 live-in | |
| | Doing the implementation of soft-skills and communication | 2 PM until finished (time was adjusted) | English courses and English Community in Pare | |
| | Having dinner | 6 PM | Base camp of 3-in-1 live in | |
| | Reflecting + evaluating • Sharing • FGD | 7 PM – finished | | |
| Wednesday, 11 July 2018 | Having breakfast | 7 AM | Base camp of 3-in-1 live in | Chief of Tegalsari village and committee |
| | Making the implementation of soft-skills and communication | 8 AM until finished | English courses and English Community in Pare | |
| | Having lunch | 12 AM | Base camp of 3-in-1 live in | |
| | | | | |
| | Making the implementation of soft-skills and communication | 2 PM – finished (time adjusted) | English courses and English Community in Pare | |
| | Having dinner | 6 PM | Base camp of 3-in-1 live in | |
| | Reflecting + evaluating • Sharing • FGD | 7 PM until finished | | |
| | | | | Committee |

| | | | | |
|---------------------------|---|---------------------|---|---|
| Thursday, 12 July 2018 | Having breakfast | 7 AM | Base camp of 3- in-1 live in | Chief of Tegalsari village and committee |
| | Exploring Nature and Tour Guide Learning | 07.30 AM - 11 AM | Tegowangi Temple and Surowono Temple | Committee |
| | Having shower and closing preparation | 11AM-12 AM | Base camp of 3- in-1 live in | |
| | Lunch and closing ceremony <ul style="list-style-type: none"> • Appreciation and impressive messages • Submissions tokens to the village officials and landlord/ landlady • Awards for the best participant of the program • Taking pictures | 12 AM | Tulungrejo Villag e Head office | |
| | Back to Surabaya | 3 PM | | |

Based on the run down above, it seemed that the program had a quite tight schedule. Further, some of the participants had psychological shock as they had to adapt with new environment that was different at all from their home. It included their daily activities, neighborhood and facilities. For example, they get used to sleep and get up as they like; however, they had to change their

life- style within four days three nights. They had to share bed with others and had to be in turns to take a meal. In shorts, the program made them leave the comfort zone.

There were four evaluations. The first evaluator was the lecturers as the observers. The four lecturers accompanying the students took a part to evaluate their students. One lecturer was responsible to supervise five students. The second evaluator was the tutor of English course or one of English community. The tutor observed how the participants of the program can get along with the students of the course. The students of the course mostly were not local people and so were the tutors. Mostly they came from other cities even other islands, such as Sumatra, Borneo, Celebes, etc. The dominant soft skills required in this case were adaptation and communication. The third evaluation was given by a landlady and a landlord- the owner of boarding houses.

Ideally speaking, the participants were required to show their good soft-skills anytime and anywhere they can be adaptive, discipline, integrative and communicative when they did on duties and they were gathering with peers. The three evaluations were given daily by lecturers, landlord and landlady and just-in-time by tutor when the participants took a part in English course. The last evaluation was given by participants of this program. At the end of the program the participants freely gave their opinion, comment and suggestion toward the three-in-one live-in program. They evaluated by filling the questionnaire in the form of google.doc.

The evaluation was not only in the written form, but the participants also got feedback from observers in this case the lecturers. Every evening after having dinner, all participants and the observers were gathering to have reflective and focus group discussion. The participants were a bit surprised when they saw their photos and videos played on the screen. The pictures were taken without their knowledge. By doing so, the focus group discussion was so lively and natural. Everybody should be open to accept critique from observers even from their peers. They could see the result of evaluation every evening and they had enthusiastically been waiting for the final score as there were some rewards for the best three participants who had the highest score.

The following was the recapitulation of the evaluation given by lecturers, tutors and landlord/landlady during three days in the form of table. The table showed that mostly the participants got satisfying score from day to day, and there were only two participants were “failed” as they did not pass the passing grade, that is, 3.5. Based on the table above dominant soft skills was adaptation (average score was 3.9), while discipline and communication were the least. (average score was 3.7 for each)

There were six questions in the evaluation of participants. First, the evaluation above shows that female participants are dominant than male ones. Second, the most of participants agreed that discipline and integrity were the most crucial soft skills. Next, they regarded that integrity was the most difficult soft skill to practice and discipline was less difficult than integrity. The reasons, furthermore, were that they did not get used to be discipline and being integrated needed a great effort, they needed longer time to get used to. Subsequently, the participants regarded that the three-in-one live-in program was beneficial for them. Some advantages were that live-in enabled them to adapt with new environment including place, people even peers, habit, neighborhood, moreover, they were challenged by tutoring new people in English. In short, the program created them to be independent and discipline creature. Above all, they can apply the skills, such as listening, speaking, grammar, writing, reading, cross culture, public relation and public speaking to the society. It gave them satisfaction.

Conclusion

Based on the evaluation, the most dominant soft skill acquired by the participants of three-in-one live-in program was adaptation, while the most difficult for participants were discipline and communication. Therefore, this finding was a good input for the university as an educational institution to merge soft skills in every subjects of curriculum

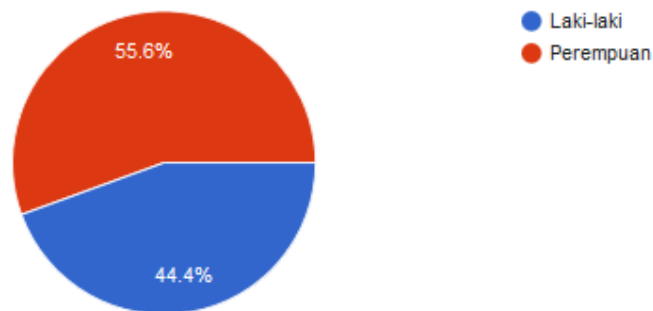
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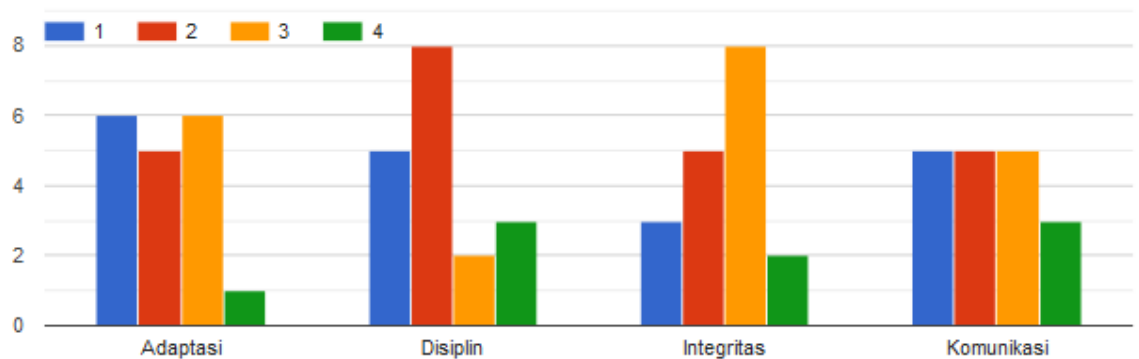
Appendices

Sex

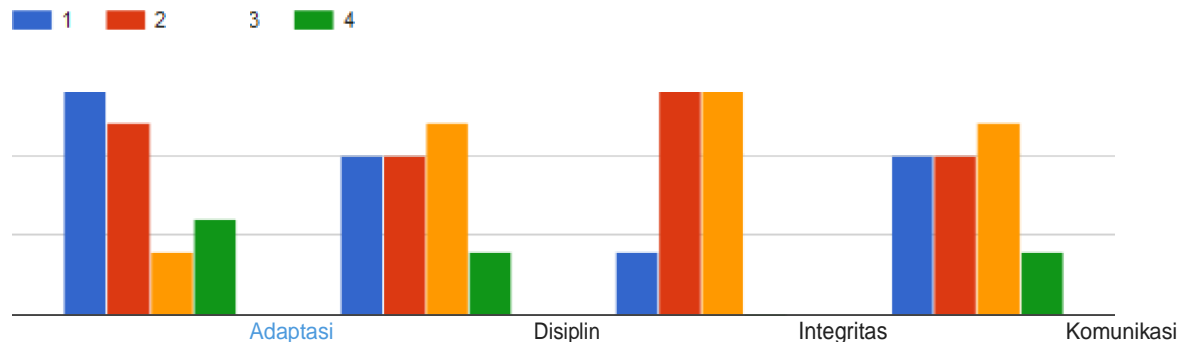
18 responses



1. Urutkan aspek softskill berikut dimulai dengan tingkatan yg paling penting menurutmu: Adaptasi, Disiplin, Integritas, Komunikasi



2. Urutkan aspek softskill berikut dimulai dari tingkatan yang paling susah diterapkan: adaptasi, disiplin, integritas, komunikasi



3. Sebutkan alasan mengapa softskill berikut susah diterapkan (sesuaikan dengan keadaanmu dan bisa menjawab lebih dari):

Karna disiplin perlu pembiasaan

*

Sebenarnya adaptasi itu bukanlah hal yg sulit, namun I dang saya tidak bisa optimal diadaptasi sesuai dgn keadaan di lapangan maupun keadaan saya saat itu

Karena tidak cocok dengan teman 1 kelompok walaupun dasar materinya sama namun mereka punya strategi eksekusi yang sangat berbeda.

Seoener nya cukup mudah menurut saya, tetapi di karenakan tidak ada nya pengalaman praktek langsung sebelum nya jadi terkesan susah

Seperti biasanya, menjadi disiplin pada diri sendiri dan menerapkan nya pada kehidupan sehari hari tidaklah mudah

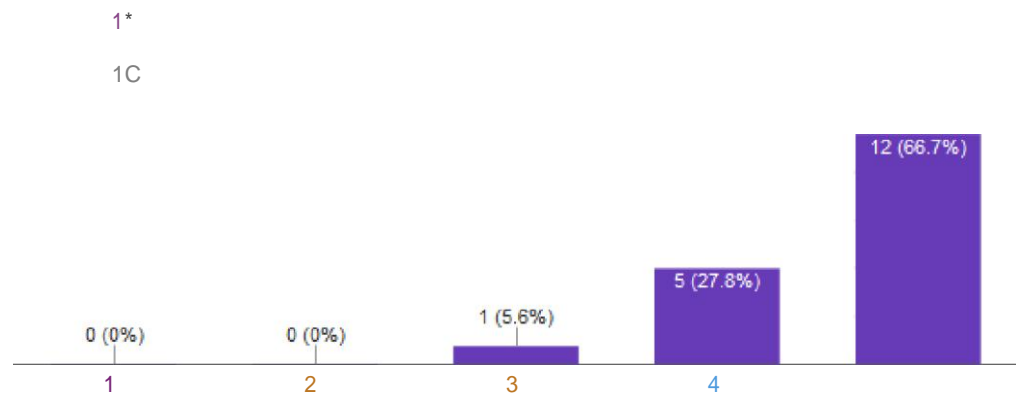
Karena ingin menambah lagi ilmu pengetahuan dan belajar komunikasi

Dikarenakan beradaptasi dengan lingkungan yang baru dan melakukan komunikasi yang baik serta mudah diterima oleh masyarakat membutuhkan kepercayaan diri yang tinggi serta gaya bicara yang sebisa mungkin dapat menarik keinginan masyarakat di lingkungan yang baru itu untuk mengenai dan memperhatikan tujuan yang hendak disampaikan.

Jika suatu individu menempati suatu tempat baru, akan sangat sulit jika tidak dapat beradaptasi dan berkomunikasi dgn baik. Beberapa aspek lain seperti disiplin akan dapat menyesuaikan dengan lingkungan.

v

4. Apakah acara live in ini bermanfaat



5. Sebutkan manfaat kegiatan Live in bagimu:

18 responses

Mampu beradaptasi untuk belajar dengan cara yang sederhana

Belajar mengajar, disiplin, komunikasi, dan soft skill lainnya

Belajar adaptasi dengan lingkungan baru

Saya dapat bertemu dengan orang-orang baru yang menyenangkan, belajar hal baru dan melakukan hal baru yang belum pernah saya lakukan sebelumnya, dan terutama kegiatan ini semakin mengakrabkan kami dengan kakak kelas dan menyadari pentingnya kebersamaan

Bisa mengenal kegiatan penduduk

1. Mempunyai pengalaman baru
2. Lebih kenal dan dekat dengan teman tiap semester
3. Mengasah kemampuan speaking
4. Menjadi lebih peka terhadap lingkungan sekitar

Memahami berbagai cara berkomunikasi yang baik serta tepat tujuan

belajar untuk menjadi lebih mandiri dan disiplin, serta mendapatkan banyak pengalaman yang seru

memberi pengalaman mengajar/ menjadi tutor, meningkatkan kemandirian, mempererat kebersamaan

4. Sebutkan manfaat kegiatan Live in bagimu

Bersosialisasi, dan memahami pendidikan bahasa Inggris

*

1. Membangun rasa percaya diri
2. Meningkatkan kedisiplinan
3. Meningkatkan komunikasi yang baik
4. Belajar berkoordinasi dgn partner
5. Menambah pengetahuan dari sis 'a' disana

Membantu membangun strategi mengajar, public speaking, dan mengerti perbedaan cara mengajar tiap courses

Saya jadi tahu trik baru dalam mengajar dan berbagi ilmu, saya jadi tahu kalau mengajar memang Tidak mudah dan sangat melelahkan. Semua itu membutuhkan skill, tekak, dan ketekunan.

Menemukan hal baru dan tentunya pengalaman yang baru dari segi apapun

- Meningkatkan ilmu pengetahuan
- Dapat mempelajari berbagai macam kegiatan

Kegiatan ini sangat membantu Saya dalam melakukan komunikasi maupun belajar beradaptasi dengan lingkungan sekitar.

- berkomunikasi dengan orang baru

•

5. Sebutkan manfaat kegiatan Live in bagimu:

- berkomunikasi dengan orang baru
- membangun atmosfir yang baik untuk masyarakat
- beradaptasi dengan lingkungan baru
- membangun sebuah disiplin sesuai dengan lingkungan
- banyak lagi

^

memiliki lingkungan baru, menerapkan kemampuan diri kita, menghilangkan stress

Mampu beradaptasi untuk Pelajar dengan cara yang sederhana

Belajar mengajar, disiplin, komunikasi, dan soft skill lainnya

Belajar adaptasi dengan lingkungan baru

Saya dapat bertemu dengan orang-orang baru yang menyenangkan, Pelajar hal baru dan melakukan hal baru yang belum pernah saya lakukan sebelumnya, dan terutama kegiatan ini semakin mengakrabkan kami dengan Laka kelas dan menyadari pentingnya kebersamaan

Bisa mengenal kegiatan penduduk

1. Mempunyai pengalaman baru
2. Lebih kenal dan dekat dengan teman tiap semester
3. Mengasah kemampuan speaking

5. Sebutkan manfaat kegiatan Live in bagimu:

Mampu beradaptasi untuk belajar dengan cara yang sederhana

Belajar mengajar, disiplin, komunikasi. dan soft skill lainnya

Belajar adaptasi dengan lingkungan baru

Saya dapat bertemu dengan orang-orang baru yang menyenangkan, belajar hal baru dan melakukan hal baru yang belum pernah saya lakukan sebelumnya, dan terutama kegiatan ini semakin mengakrabkan kami dengan kakak kelas dan menyadari pentingnya kebersamaan

Bisa mengenal kegiatan penduduk

1. Mempunyai pengalaman baru
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Memahami berbagai cara berkomunikasi yang baik serta tepat tujuan

belajar untuk menjadi lebih mandiri dan disiplin, serta mendapatkan banyak pengalaman yang seru

memberi pengalaman mengajar./ menjadi tutor, meningkatkan kemandirian, mempererat kebersamaan

6. Apakah ilmu yang diperoleh selama kuliah dapat diterapkan dalam kegiatan live-in ini?
Ya/Tidak (Jika Ya sebutkan Mata kuliahnya)

Ya. Speaking

Ya, speaking, grammar, listening, writing, reading

Iya, seperti speaking itu yang paling utama

Speaking, and Grammar.

Ya: lebih kepada semua subject menurut saya

Ya. Speaking, listening and reading

Ya

-grammar

-speaking

- cross culture

Ya. Speaking

Ya, dapat.

Speaking (berbicara satu arah), public relation (berbicara dpan

publik), Business negotiation (dalam mengajar) Ya, speaking. Grammar.

grammar'.

6. Apakah ilmu yang diperoleh selama kuliah dapat diterapkan dalam kegiatan live-in ini? Ya/Tidak (Jika Ya sebutkan Mata kuliahnya)

-cross culture
Ya Speaking

Ya dapat
Speaking (berbicara satu arah), public relation (berbicara dpan publik), business negotiation (dlm mengajar)

Ya, speaking. Grammar.

Komunikasi (speaking)

Tidak, hal yang dapat kita terapkan adalah sesuatu yang berberituk keberanian, kesiapan, pembelajaran dan hal- hal di lMar perkuliahan

Ya, tentang prounciat ion

Ya, speaking, reading, listening

Ya (Speaking, Business Crossculture, Listening, B.Indonesia)

ya, Speaking dan softskill

speaking

7. Adakah matakuliah yang dapat membantumu pada program live-in tetapi belum ada dalam kurikulum prodi? Ya/Tidak (Jika Ya sebutkan Mata kuliahnya)

Pronounciation

Tidak saya rasa

Sudah ada tapi mungkin waktunya kurang seperti misalnya materi drilling vocabulary pada mata kuliah speaking

Ya
-speaking
-grammar
-cross culture

MungLin

Ya. Vocab

Public speaking

Tidak Tahu

ada, pronounciation

8. Jika ada acara live in lagi apakah Anda bersedia mengikutinya? Ya/Tidak (Sertakan alasan anda)

Ya, saya senang mencari pengalaman, dan belajar langsung pada praktek nya

°Yaa, karena saya ingin mendapatkan lebih banyak ilmu lagi disana dan membangun rasa percaya diri saya

Ya. Karena membantu beradaptasi dengan h al-h al baru dan menyenangkan

Ya, karena saya ingin tahu sampai sejauh mana ilmu dan skill yang sudah saya dapatkan tersebut bisa saya bagi kepada mereka

Iya. Kam a pembelajaran di lu ar kampus sungguh menyenangkan dan memiliki banyak manfaat

Ya, Karena dapat membantu dan meningkatkan skill uNuk kita dan juga teman dari tempat kediri yang sedang les inggris

Ya Karena injelasanmembatasayadaammemperluasjaringankomunikasi maupunmengasah kemampuan dalam berkomunikasi serta memudahkan saya dalam belajar beradaptasi dengan lingkungan sekitar

Ya, sangat. Karena saya dapat mengasah kemampuan soft dan hardskill saya. Hal itu erat kaitanya dengan kebiasaan dirumah dan di kampus. Saat disiplin atau adaptasi di ruma1'kampus dpt di terapkan pd hal baru, saya baru merasa bahwa ternyata apa yg sy pelajari di rumah maupun di kampus sangat berguna.

Ya, tapi tidak mungkin kayaknya

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DOI: <https://doi.org/10.24123/jbt.v4i2>

PUBLISHED: 2020-12-24



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e-ISSN 2597-4157

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