Research Article

Analysis of Soft Skills on Self-Efficacy in Matriculation College Students through Hermeneutic Method

Noraihan Ismail[1]* and Suppiah a/l Nachiappan[2]

1   Affiliation [2]; suppiah@fpm.upsi.edu.my
*Correspondence: pnnoraihan@gmail.com

Abstract: This study analyzes the mastery of soft skills and its effect on students' self-efficacy at Matriculation College, Ministry of Education Malaysia. The sample of this study involved twelve students of the Pahang Matriculation College, located in the district of Gambang. This study was conducted to examine student empowerment in soft skills and its effect on students' self-efficacy in Matriculation College, Ministry of Education, Malaysia. The method of this study uses the answer texts written by the respondents as data and transcribed into the text of the study. The text of the study was later analyzed using the Hermeneutical Method. This study demonstrates the importance of the mastery of soft skills and the effect of self-efficacy on the students, as well as the linkages in the mastery of soft skills to the student's self-efficacy. The findings showed that students with a weak foundation in the mastery of soft skills had a positive impact by taking the subject of Dynamic Skill at Matriculation College and successfully enhancing the mastery of their soft skills. The mastery of these soft skills has also had a positive impact on their self-efficacy. The implications of this study are the administration of colleges and lecturers need to empower students in compulsory subjects offered college matriculation to improve student self-efficacy and to create a balanced human capital of the nation.

About the Authors

The researcher was a lecturer at the Pahang Matriculation College, Ministry of Education Malaysia. The researcher is a lecturer of the Dynamic Skill Unit is the former head of the Dynamics Unit. He has an educational background in the field of Bachelor of Education and Counseling and continues his Bachelor's degree in Psychology Education. Career fields referring to the mastery of the Soft Skills for pre-university students led the researcher to choose this field to be the subject of his research.

Public Interest Statement

Human capital constraint perfect according to Huzili, Azman and Muhammad Shukri (2008), in the 9th Malaysia Plan, the Mission of national human capital development is to create excellence in the field of knowledge, mastery, self-esteem, praise, Patriotic thinking, competitive and global. Soft skills mastery is ethics complement to teens to be a balanced human capital. The formation of human capital and balanced is essential to address the challenges in a world of flexibility these days. The phenomenon of anticipation of Government work and employment opportunities that are easy on the market the Malaysian career no longer suitable for practitioners today.

1. Introduction

Soft skills are skills that include generic skills such as communication skills, critical thinking and problem solving, teamwork, continuous learning and information management, moral and ethical professionalism, social responsibility, entrepreneurship and leadership. The diversity of these skills must be mastered by the students to meet the demands of various sectors of care within and outside the country. Students with soft skills will have a positive self-efficacy to be balanced and competitive human capital. Students who are equipped with soft skills packages will be more skilled and competitive in the employment sector and thus become the first-ever human capital that can contribute towards the advancement of the organization and the nation's development. The absorption of soft skills in these subjects gives exposure to all students and further develops students to master the Soft Skills in them all. The development of this soft skill is expected to improve the student's self-efficacy in a more positive direction. In the Dynamic Skill syllabus at the matriculation college. The three main components taught to students, the first compiler taught on the subjects of Dynamics is self-management, interpersonal skills and nationality and nationality. The Dynamic Syllabus Skills will give students exposure about self-management as well as developers interpersonal skills such as being characterized and teamwork.

The findings of the study by the National Institute of Higher Education Research (2003), in the "Problem-Based Learner Problem Study" find that most grads have no maturity in terms of career immaturity. They rely heavily on public sector employment and cannot create their own employment opportunities. This proves that graduate graduates lack the skills in critical thinking skills and creativity in making their living decisions. Students' weakness in skills such as communication skills is a major constraint to them to continue their lives in the future.

According to Siti Nor Hakimu (2015) & Zanaton et al., (2012), communication skills are an exchange of information from whistleblowers either verbal or non-verbal to whistleblowers. This method that is always used is through verbal, involving two-way process in addition to received message feedback in a particular language. This means that this skill is very important for all students to achieve perfection in terms of appearance and self-esteem. Appearance and self-esteem can be seen from one's style of conversation. Students with high confidence can communicate effectively when dealing with others. Unlike a student who has no high self-esteem. They are difficult to communicate or even express opinions or give a view to others.

Nur Iwani, Mohamad Hisyam (2013) stated that according to the Ministry of Human Resources 2001, employees pursuing vocational skills training from various training centers were low on the job market because they could not meet some important aspects of the job creation. One of those aspects is the skill to effectively communicate in one team. According to this study, teamwork skills involve the ability of students to develop good relationships with others and communicate information effectively to others. These teens or youth is only provided with academic skills but are not subject to ethical or moral skills. This cannot produce the perfect human capital in today's global world. Self-efficacy beliefs were pioneered by Bandura (1997). According to Zalifah (2014), Social Cognitive Theory states self-efficacy is the individual's belief in its ability to coordinate and implement the necessary actions in line with the level of capability it possesses for the desired outcome. Bandura (1982, 1997; 2003) defines Self-efficacy as an individual's belief in his or her ability to perform a task to achieve success according to the defined standards. Such beliefs will encourage individuals to design and organize actions to deal with the situations they will face. Larson (1996) defines self-efficacy as a liaison between one's knowledge of his ability to do something with the real thing he will do. According to Wilson, P. & G. C. I. Tan. (2004) , self-efficacy is the ability to develop thought control and affect the individuals' handling of relationships, managing

leadership and addressing conflicts in life and work (Rorlinda Binti Yusof (2009); Adeyemo & Ogunyemi (2006), Bandura 1993).

2. Materials and Methods

Hermeneutical method is a method that uses text as a material for interprets. Suppiah (2016), defining the Hermeneutical Method is a process of interpreting texts. The word Hermeneutic comes from two Greek words meaning "interpretation". This method is a qualitative method that emphasizes socio-cultural and historical influences in revealing the implicit meaning of the text. According to Loganathan (1992), this method is a science that speaks of human behavior through the methodology of the current world context. Hermeneutical science is considered an inquiry that investigates and uncovers the mystery hidden behind human behavior. Gadamer (1992) states that there are five characteristics of Hermeneutic approaches that are first, aimed at understanding of explanations. Second, recognizing the real situation during the interpretation. Third, recognizing the role of language and events in history in interpretation and the fourth is the inquiry as one form of conversation. The last feature is comfortable with blur. This study is based on a research design that uses Hermeneutic analysis as a methodology used to interpret texts through written open questions in writing to students and to analyze the mastery of student's soft skills towards their self-efficacy at the Pahang Matriculation College. In conclusion Hermeneutical method is to find understanding by giving explanation.

2.1. Result

2.1.1 Analysis Interpretation Harness Soft Skills among Students of Pahang Matriculation College.

2.1.1. Student Response to Soft Skills

2.1.2. The Level of Mastery in Soft Skills

2.1.3. Interpretation to Soft Skills that is derived from Dynamics Skills

2.1.4. The Effects of Dynamics Skills Learning on Students' Soft Skills Mastery

2.1.5. About the Most Powerful Soft Skills in Dynamics Skills

2.1.6. The Importance of Soft Skills among Students

Table 1. Analysis Interpretation Harness Soft Skills among Students of Pahang Matriculation College.

Element	Questions	Findings	%
	Analysis Interpretation Harness Soft Skills Among Students Of Pahang Matriculation College.		
Soft Skills	**Questions 1**	Generic skills	23.5 %
	Students ' Impressions Of Soft	Add Value	35.3%
	Skills	Self-Repair	17.6%
		Important aspects	17.6%
		Practical	6.0%
			17
	Questions 2	Weak	8.3%
		Unfavorable	16.7%

The Level Of Mastery In The Soft Skills	Satisfactory	25.0%
	Not perfect	8.3%
	Less well established	8.3%
	Average	16.7%
	Not mastered	16.7%
		12
Questions 3 Interpretation Of Soft Skills Available From Skill Dynamics	Effective Communication	35.5%
	Balanced development	3.2%
	Improve yourself	9.7%
	Add General knowledge	3.2%
	Moral Ethics Skills	16.1%
	Self-Motivation	3.2%
	Critical and creative thinking	3.2%
	Decision Making Skills	6.5%
	Spiritual knowledge	12.9%
	Strengthening the self	9.7%
		31
Questions 4 The Effect Of Learning Skills Dynamics Of Student Mastery Of Soft Skills	Average	8.3%
	Highest then	8.3%
	Better	12.9%
	Completely	12.9%
	Empathy	16.7%
		12
Questions 5 The interpretation about the soft skills of the most dominated in Skills Dynamics	Moral Ethics	64.7%
	Communication	23.5%
	Teamwork	11.8%
		17

The Importance Of Soft Skills In Pahang Matriculation Students.

Questions 6 The Importance Of Soft Skills Among Students	Build relationships	33.3%
	Current needs	26.7%
	The beneficiary countries	6.7%
	Individual Advantage	13.3%
	Balanced Human	20.0%
		15

2.2. Analysis Interpretation Harness Analysis Interpretation Harness Self Efficacy Of College Students Matriculation Pahang.

2.2.1. Response to Self-Efficacy among Students

2.2.2. Student Self Efficacy Level before Taking the Subject of Dynamics Skills

2.2.3. Student Self Efficacy Level after Taking Dynamics Skills

2.2.4. Student's Self Efficacy Level after Taking the Subject of Dynamics Skills

2.2.5. The importance of Self Efficacy in Student Life

2.2.6. Views on KI Impact on Self-Efficiency among Students in Pahang Matriculation College.

Table 1. Analysis Interpretation Harness Analysis Interpretation Harness Self Efficacy of College Students Matriculation Pahang.

Analysis Interpretation Harness Self Efficacy Of College Students Matriculation Pahang			
Self-Efficacy	**Questions 7** The notion Of Self Efficacy among students	Build self-confidence	9.5%
		The ability of the individual	23.8%
		Goals	38.1%
		Trust yourself	14.3%
		Your perception of yourself	4.8%
		Self-Knowledge	4.8%
		Self-Motivation	4.8%
			21
	Questions 8 The Level Of Self Efficacy Of Students Before Taking The Subject Skills Dynamics	Poor/Weak	26.7%
		Simple	20.0%
		Less dominate	26.7%
		Not fixed	13.3%
		Lackluster	13.3%
			15
	Questions 9 The Level Of Self Efficacy Of Students After Taking Skill Dynamics	Rising	33.3
		Positive change	8.3%
		More robust	41.7%
		Improved	8.3%
		Satisfying	8.3%
			12
	Questions 10 The Level Of Self Efficacy Of Students After Taking The Subject Skills Dynamics	Very important	75.0%
		Well	16.7%
		Can be sharpened and improved,	8.3%
			12
	Questions 11 Importance Level Of Efficiency Self In The Lives Of Students	Face life	29.4%
		Complete the tasks	29.4%
		Avoiding failure in life	5.9%
		Confidence in Themselves	11.8%
		Improving Skills	5.9%
		Increase The Capacity Of The Individual	5.9%
		Goal Setting	11.8%
			17

Analysis Of The Effect Of The Interpretation Of Self Efficacy of Soft Skills Among
Students In Pahang Matriculation College.

Questions 12		
Views On The Effect Of Soft	Give confidence	40.0%
Skills Against Self Efficacy In	Positive effects on the Self Efficacies	28.0%
Pahang Matriculation College	Critical and Creative Thinking	20.0%
Students.	Decision making	12.0%
		25

3. Discussion

The researchers found that the mastery of soft skills among Pahang matriculation college students was low and medium level. Almost everyone agrees that they lack the ability to master the soft skills and some do not even understand what the skills are. Similarly with self-efficacy, most students agree that their self-efficacy is low. The mastery of this soft skill is related to one's self-efficacy.

3.1. Soft Skills in Subject Must Be Used in Students of Pahang Matriculation College

Researchers found that students' mastery of soft skills was weak and modest. There are also some students mistaken about the definition of soft skills and their meanings. Students' understanding can be seen from explanations made by most students. They consider these soft skills only a few elements. The most important element used by students is communication, ethics and moral skills as well as leadership. Mastery students are limited to some of the skills they feel are important in their lives. Unfortunately there are still many other skills that they should have mastered so that the ideal human capital formation can be realized.

The findings from the study show that students now look positive towards the mastery of soft skills. Yet even though they are mind-conscious of the importance of soft skills, their level of control is less encouraging. A weak and modest level of domination will be a problem for the creation of a global human capital. The development of science and technology now requires all fields to move in tandem with that development. Therefore, the human capital required now is an individual who can adapt to any current situation. Academic proficiency simply cannot guarantee their future because in today's world parents are concerned with the education and achievement of their children. Parents are willing to spend and spend on their children's education. The academic achievement of students can be said to be very good compared to the 80s and early 90s. Therefore, academic achievement cannot guarantee the future of the youth today.

The value added required by the students is the skills elements such as soft skills. Absorption of compulsory subjects in the matriculation college, Ministry of Education Malaysia is a step in helping students to master this soft skills. Most students agree this mandatory subject is a platform for them to hone their skills and explore this soft skill. They also agree that mandatory subjects are the major contributors to increasing their level of control over these skills. The activities carried out in compulsory subjects such as organizing, presentation, forums, public speaking and so forth have a positive impact on students in the Pahang Matriculation College.

But there are also students who stated that although they were applied with the elements of their soft skills, their level of control was still at a moderate level and had a slight increase. The constraints seen by the mastery of this soft skill are less effective because of several factors:

1. Time.
2. Required subject.
3. Limited student involvement.

4. Management and lecturers.

Although there are some constraints in delivering a compulsory subject but the role of the student itself is to play an important role in their mastery of this soft skill. The researchers found that all students responded positively to the importance of their soft skills. Most of them agree that this soft skills is very important in the life of a student in the field of education and then in the work environment. Such teenagers' awareness can be considered as a positive initiative in generating global and ideal human capital.

3.2. Self Effect in Subjects Must Be Used In Students of Pahang Matriculation College

Researchers find that a large number of students have a good perception of self-efficacy. However, the stage of their self-efficacy control is average weak and less masterful of self-efficacy itself. Some of the students do not understand the meaning of self-efficacy. Understanding self-efficacy is very important in an individual. Less exposure to self-efficacy is a major cause of students having no good level of self-efficacy. Self-efficacy can affect their goals and their lives. Students' confidence in themselves is a key factor for students in determining their goals and efforts. High self-esteem is able to carry out the vision and mission of an individual. This is because confidence in yourself can give an individual motivation to the individual. According to psychologists like Bandura and Maslow, motivation is a very important impetus in the life of a human being. Internal motivation is a stronger impulse than external motivation which is usually more material and temporary.

The role of compulsory subjects is also acknowledged by the students on the improvement of their self-efficacy. Once they follow the mandatory subjects of all students it is thought their self-efficacy improves and develops positively. They also acknowledge that self-efficacy is an important part of a student's life.

3.2. Soft Skills Can Impact On Self-Efficacy in the Pahang Matriculation College Students

All respondents agreed that soft skills affects individual self-efficacy. This student expressing the mastery of soft skills is very helpful in improving their individual efficacy. The mastery of soft skills especially communication skills, makes them more confident in many situations. Strong conviction makes them more daring to deal with lay people. They can also overcome nervous problems and are not confident when dealing with people. This belief that makes their trust in themselves improves. This results in better efficacy.

Likewise with some mastery of other skills in soft skills such as ethical and moral skills as well as leadership. Improved ethical and moral skills make them more comfortable in a new environment. This comfort makes their self-efficacy better. They have also been able to cope with various situations in the future. Leadership may be in the soul of all human beings. However, effective leadership types and features are difficult to implement. This causes negative feelings to arise in the student. Exposure to work skills within a group and effective leadership helps them to become a considerate leader. Therefore, the level of confidence and more positive attitude will arise in their souls. This makes their self-efficacy better.

4. Conclusion

This study is based on the study on the mastery of soft skills and its effect on self-efficacy among students of Matriculation College of Ministry of Education which is implemented using Hermeneutik Method. The focus of attention is given to the mastery of the individual's soft skills and self-efficacy in compulsory subjects. Soft skills are also seen as a result of the self-efficacy of matriculation college students, Ministry of Education Malaysia. In addition, proposals are also identified from this study, the Ministry of Education, Matriculation Division of Ministry of Education, matriculation colleges, lecturers, students, parents and related organizations. Further recommendations are also made to enhance the soft skills of

self-efficacy among Matriculation College students of the Ministry of Education Malaysia. In addition, further studies are also expected to be made to other matriculation colleges. The number of respondents is also expected to be increased to obtain more accurate results and higher percentages using the Hermeneutical Method.

9. References

Ainon Mohd & Abdullah Hassan, (2006) Belajar *Berfikir*: PTS Professional

Ahmad Esa, Jailani Md. Yunus & Noraini Kaprawi.(2005), Persepsi Penyarah Terhadap Penerapan Kemahiran Kepimpinan Menerusi Kokurikulum Di Politeknik. *Jurnal Pendidikan Volume 7*: Fakuti Pendidikan Teknikal Uniiversiti Tun Hussein Onn Malaysia

Abd Rahim Abd Rashid. (2002), *Pengajaran Dan Pembelajaran Sains Sosial: Teori Dan Amalan*. Kuala Lumpur: Penerbit Universiti Malaya

Asmah bt. Hj. Ahmad. (1989), Pedagogi *1*. Selangor: Longman Malaysia Sdn. Bhd.

Anderson, J. R. (1983). *The Architecture of Cognition*. Cambridge, MA: Harvard University Press.

Ahmad Esa, Suhaili Padil & Asri Selamat. (2013). Pendidikan kemahiran Insaniah dalam Proses Pengajaran dan Pembelajaran pada Program Kejuruteraan di Politeknik Malaysia. *Jurnal Kajian Pendidikan, 3(2) Desember 2013.*

Anderson, R. C. (1989). The Role of Education in the Academic Discipline in Teacher Preparation. In A. E. Woolfolk (Ed.), *Research Perspectives on the Graduate Preparation of Teachers* (pp. 88-107). Englewood Cliff, NJ: Prentice Hall.

Azman bin Kanil. (2000), *Keberkesanan Kaedah Kuliah dalam Pengajaran dan Pembelajaran*. Sabah: Jabatan Ilmu Pendidikan, Maktab Perguruan Keningau.

Berk, L.E., 1989. *Child development*. Boston: Allyn and Bacon

E. Thorndike (2009). *Connectionism*. Atas talian http://tip.psychology.org/thorn.html

Ee Ah Meng (1990). *Pedagogi: Satu Pengenalan, Edisi 2.* Petaling Jaya: Fajar Bakti.

Ee Ah Meng (1997). *Pedagogi 1: Kurikulum dan Pengurusan Bilik Darjah*. Petaling Jaya: Fajar Bakti.

Ee Ah Meng (1990). *Pedagogi 2: Pelaksanaan Pengajaran*. Petaling Jaya: Fajar Bakti.

Esa, Ahmad Mustafa dan Mohamad Zaid (2010). *Kemahiran Insaniah: Kajian di Institusi-institusi Pengajian*. Batu Pahat: Penerbit UTHM.

Jas Laile Suzana Jaafar, 2008. *Pengenalan Kepada Psikologi Kanak-Kanak Dan Remaja*. Selangor: Arah Pendidikan Sdn. Bhd.

Kilpatrick, J. (2005). Personal Communication, *Knowledge and belief*.

Mohd Zaki Kamsah, Mohd Salleh Abu & Wahid Razzaly (2008). *Prosiding SKIKS*. Atas talian: 08.http://eprints.uthm.edu.my/2314/1/penerapan_kemahiran_insaniah_(ki)_kepada_pelajar_ dalam.pdf

Nur Iwani Azmi dan Mohammad Hisyam Mohd Hashim, (2013). Penerapan Kemahiran Insaniah Dalam Pelaksanaan Pendidikan Asas Vokasional: Tranformasi Sistem Pendidikan Di Malaysia. *Persidangan Pendidikan (Peyelidikan dan Inovasi) dalam Pendidikan dan Latihan Teknikal dan Vokasional*.

Noor Azlan Ahmad Zanzali. (2003, September). Implementing the Intended Mathematics Curriculum: Teachers Belienve about the Meaning and Relevance of Problem Solving. *Paper Presented At The International Conference:* The Decidable And The Undecidable In Mathematics Education, Brno, Czech Republic.

Pinkowska, M. (2011). Evaluation of scientific and practice approaches to soft skills requirements in the ICT project management. *IBIMA Business review*.

Sidek Mohd Noah, (2005). *Pengujian & Penilaian dalam Kaunseling: Teori & Aplika*si. Serdang: Penerbit Universiti Putra Malaysia.

Suppiah Nachiappan, (2016). *Kaedah Hermeneutik, Kaedah Interpretasi teks Secara Kualitatif*: Penerbit Universiti Pendidikan Sultan Idris.

Tang Keow & Zainab Ali. (2014). Kepimpinan Kemahiran Insaniah dan Pengurusan Kurikulum di Sekolah Berprestasi Tinggi. *Jurnal Pendidikan Malaysia 3(1), 77-82.*

Umi Nadiha Mohd Nor, Zamri Mahamod & Jamaludin Badusah. (2011). Penerapan Kemahiran Generik Dalam Pengajaran Guru Bahasa Melayu sekolah Menengah. *Jurnal Pendidikan Bahasa Melayu*.

Wilson, P. & G. C. I. Tan. (2004). Singapore teachers' personal and general effi cacy for teaching primary social studies. *International Research in Geographical and Environmental Education, 13(3), 209-222*.

Wohlhunter, K. A. (1996). *Decision Making a Mathematics Reform Context: Factors Influencing Geometry Teachers Planning and Interactive Decisions*. Unpublished Dissertation, Oregon State University (UMI 9700679).

Zalifah Sidek (2014). Tahap Efikasi Kendiri dalam Pengurusan Bilik Darjah dalam Kalangan Guru-guru Pelatih Institut Pendidikan Guru (IPG) Zon Selatan.*Tesis Master.*Fakulti Pendidikan Universiti Kebangsaan Malaysia.