

# The Effect of Soft Skills, Competence and Human Relations Skills on Principal Leadership

**Marihot Manullang**

*University Of Simalungun, North Sumatera,*

*Email : Marihotmanullang555@gmail.com*

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## **ABSTRACT**

The ability to manage an individual's time, to plan and to assign priorities, the ability to think critically, to solve problems and fix decision, or the ability to create a good working relationship through networks are just a few of several soft skills that a person needs to have in order to serve efficiently in the workplace. This research aims to investigate the effect of soft skills on principal leadership. To investigate the effect of competence on principal leadership. To investigate the effect of Human Relationship Skills on principal leadership. To investigate the effect of Soft Skills, Competence and Human Relationship Skills on principal leadership.

The population in this research is all SMA (General Secondary School)/SMK (Vocational Secondary School) principals amounting to 93 civil servants composed of several divisions, while the samples of 75 people were taken using total sampling method. In data analysis technique, Linear Regression technique was used, Classical Assumptions Test, Parameter Estimates, Hypothesis Testing and Coefficient of Determination ( $R^2$ ).

The study leads to the results that soft skill has an effect on principal leadership. This means that improving soft skills will develop principal leadership. Competence has no effect on principal leadership. With the decline of competencies followed by the decline of principal leadership, Human Relationship Skills on Principal leadership. With the existence of improvement of Human Relationship Skills followed by increasing the leadership of the Principal and no influence of Soft Skills, Kompetensi and Human Relationship Skills against the leadership of the head of the school.

**Keywords:** Soft Skills, Competency, Human Relationship Skills, Principal Leadership

## **INTRODUCTION**

In an organizational development, reforms are indispensable in the context of creation and image which eventually lead to building a sustainable relationship. In carrying out his duties, a leader should not only prioritize rationality in taking action, but also need to possess soft skills in running his/her organization. Soft skills have been tested as a requirement for success. Professionals in this increasingly complex, dynamic and changing market competition must possess the capability to manage every individual in an internal life and others' attitude in certain contexts. The ability to manage an individual's time, to plan and to assign priorities, the ability to think critically, to solve problems and fix decision, or the ability to create a good

working relationship through networks are just a few of several soft skills that a person needs to have in order to serve efficiently in the workplace. Goswami (2013), puts forth that Soft Skills is a phrase that seems simple but has a significant impact on the success or a failure of a person. It is personal attribute soft skills that help improve performance of an individual, interaction, and career prospects. How good an individual's interaction has an effect on career success. "If you want a job, possess technical skills. If you want to have a career, own the skills of others. Elena Spirovska Tevdovska (2015) states that Soft Skill is character, attitudes and behavior, instead of talent or knowledge. Soft skill is intangible, non-technical, special skills of an individual that determine the one's strength as a leader, facilitator, mediator and negotiator "(Robles, 2012). In addition to applying the Soft Skills, human capacity also needs more skills such as skills in building cooperation, performing mutual relationship and group discussion, performing significant relationships between human capacity and effectiveness of their organization. Human relationship skill is important since it helps people work together and socialize. This skill is sometimes called as people skills. Human relations skills is highly determined by personality and appearance. Rotemberg (1994), puts forth this skill belongs to those people who tend to have feeling for those who work with them. Human understanding towards receiving the same priority and understanding towards human relations, interaction, and communication is a basic material in educational leadership. This is aimed at maximizing human relations and communication within education domain including persuasive principles, public information management, effective communication strategy and personal effectiveness with staff and community, understanding the basics of human relations, strengthening emotional intelligence, motivating oneself, and using effective communication. Namvaran (2013). Each and every more skilled leader must be effective. Therefore, to strengthen human capacity and interaction with other people, a leader's effectiveness might be upgraded through skills training, and those with more expertise should be appointed in the management. A leader's success in managing his/her organization depends on his/her capability in creating a sound human relations climate, leaders need to understand his/her staff as human beings with social and emotional needs. Suciu (2014) expresses that the 21st century competencies can be grouped into five major categories: analytical skills, interpersonal skill, execution skills, information processing skill and capacity for change. A leader must be able to distinguish between characteristics of an organization and characteristics of other organizations. Dynamic and effective leadership is the most essential potential and is one in a million, but it does not necessarily mean that a leader has no capacity to become a dynamic and effective leader. By understanding leadership theories, one will be able to enhance the understanding towards himself, discovering the potential weaknesses or strength within himself and will be able to enhance the understanding on how he/she should treat subordinates. From the above explanation, phenomenon in the field shows that principal leadership in its application, has not been able to carry out soft skill activities, human relation skills and competencies and the level of his leadership is still below standard, as observed in Simalungun Regency until 2016, where a total of 93 school principals who lead private and state General Secondary Schools/Vocational Secondary Schools. (Simalungun Regional Central Bureau of Statistics,2017). The role of Principal still needs to be improved so that he is able to bring the success for surrounding

region and his school. Accordingly, to support this, it is necessary to conduct research on the role of general Secondary School and vocational Secondary School principals in Simalungun regency with respect to soft skills, competence, human relation skills and his leadership.

## **LITERATURE REVIEW**

### **Soft Skills**

Skills are values attached to an individual or is often known as soft skills aspects. This skill can also be called as non-technical skills that would have similar important role with the academic skills. According to Elfindri et. al (2011), soft skills is defined as life skills and competence, be it for oneself, group or society, and for the Creator. With soft skills, the existence of a person is more sensed within a community. This skills include communication skills, emotional skills, language skills, groups skills, ethics and moral skill, polite and spiritual skills. Elfindri et al (2011) argues that soft skills are: All qualities that make hard skills functioning properly. Soft skills can determine the direction of utilization of hard skills. If someone possesses good soft skills, then the knowledge and skills might lead him to prosperity and comfort for himself and his environment. On the contrary, if a person does not have good soft skills, hard skills can be detrimental to himself and others. According to Mulyono (2011), soft skills is the complement of hard skills. Sailah (2008), expresses that soft skills is the skill of a person in building relationship with others (including with himself). In the meantime, Soft Skills Attributes include values embraced, motivation and behavior, characters and attitudes. An individual's soft skills attribute with different levels is influenced by the habit of thinking, speech, act and attitude. But this attribute is subject to change if that individual is willing to change by getting used to evolutions. From these definitions, it is inferred that soft skills are basically the ability attached to an individual, but can be maximally developed and needed in the employment world as a supplement to hard skills. The existence of between hard skills and soft skills should be balanced, concomitant, and parallel. According to Jhon Doe (2001) there are 23 Personal Soft Skills indicator, namely: Personal Effectiveness, Flexibility, Management, Creativity/Innovation, Futuristic thinking, Leadership, Persuasion, Goal orientation, Continuous learning, Decision-making, Negotiation, Written communication, Employee development/ Coaching, Problem solving, Teamwork, Presenting, Diplomacy, Conflict management, Empathy, customer service, Planning/Organizing,. Interpersonal skills, self-management.

### **COMPETENCE**

Wibowo (2012) defines competence as: "An ability to carry out a work based on skills and knowledge and supported by working attitude required by the job." Competency is the ability to work with an integration of knowledge, competences, skills and personal values based on experience and learning in performing the task professionally and effectively and efficiently. Competency indicator, Hutapea and Thoha (2008) set forth that there are three main components which form competencies, as follows :

Knowledge, Skill, Attitude. While principal's competency indicator in accordance with Regulation of the Minister of National Education No. 13 2007, stipulating that : Personality competence includes having the integrity of a strong personality as a leader, having a strong

desire in self development as a principal, standing an open attention in performing main duties and functions, able to control himself in facing problems at work as a principal, having talent and interest as a leader in education : Managerial competence includes preparing school plans, able to develop school organization, leading teachers and staff, able to communicate vision, mission, objectives, goals and strategic programs to the entire school teachers and staff, able to manage school facilities and infrastructure and able to manage relationship between schools - community. Entrepreneurial competence includes creating innovation for school development, striving towards achieving the success of school, having strong motivation. Supervision competence includes being able to perform supervision according to specified procedure and techniques and able to perform monitoring and evaluation and reporting education program in accordance with appropriate procedures, Social Competence includes : Being skilled in working with others based on mutual benefit principles and bring benefits to schools, being able to participate in social activities, having social sensitivity towards other group or people.

### **HUMAN RELATION SKILLS**

It is not easy to define exactly "Human Relations" in Indonesian as an equivalence of its English version. Some translate it as "hubungan manusia" (human relations) and some translate it as "hubungan antar manusia" (relationship among human beings). Indeed, in translation, human relations is the relationship amongst human beings to create conducive atmosphere. Human relations is inseparable from communication. Good communication happens when there is good feedbacks, instruction and transparency. Mutual respect for one another and customer loyalty will grow a good relationship among human beings. (Onong Uchjana Effendy,2007). Human Relation is a harmonious relationship, created as a result of awareness and willingness to incorporate individual's desire to address common interests. Therefore, Human Relation among all stakeholders in a company will get the work that fall under the individual or mutual responsibility done effectively, which eventually leads to increased job satisfaction felt by individuals who work in that organization (Hasibuan, 2012). According to Onong Uchjana Effendy (2007), Human Relation is defined as human relations instead of human relations. But the term Human Relation here does not reflect regular relationship like normal communication, not only constitute conveying messages by a person to others, but also the relationship between those who communicate it contains deep psyche elements. To measure Human Relation, indicators adopted from Istijanto (2010) are referred to. Relationship with colleagues, is a strong bond built between fellow co-workers and members of the organization, relationship with supervisor, is a strong bond between juniors and seniors, client relationship is a working bond built between company internal employees with client's company, relationship with community is a working bond built with surrounding community. According to Yuningsih (2011), Human Relation functions as: Preventing misunderstanding between leaders and subordinates, developing cooperation between leaders and their subordinates, establishing teamwork effectively, mobilizing individuals in a group towards achieving a goal.

## **LEADERSHIP**

Yuki (2010) puts forward that leadership is a process to influence others to understand and agree about what needs to be done and how the task can be done effectively and the process of facilitating individuals and groups efforts in achieving a common goal". Soekarso (2011) states that leadership is an art of persuading subordinates to complete their tasks with confidence spirit. Northouse, P.G. (2007), defines leadership as a process where individuals affect a group to achieve organizational goal. According to Gibson (2007), leadership is "an effort to use leadership style to influence and in no force motivate individuals to achieve a goal". In the meantime, Tjiptono and Ms. Anastasia (2003) state that leadership is the process of social influence where the leader seeks voluntary participation of his subordinates in an effort to achieve organizational goal. Leadership is an important part of management, but different from management. Leadership is a ability possessed by a person to influence others to work towards achieving aims and objectives. Management does not only include leadership but also other functions such as planning, organizing, supervising and evaluation. Leadership in general definition indicates a process of activities with respect to leading, guiding, controlling attitude, feelings, and behavior to others under his supervision. Principal leadership indicators, according to Heck, et al (1991) (in Mulyasa,2012), apply participatory leadership approach especially in a decision making process, preparing time to communicate openly with their teachers, students, and school community, require teachers and school community to meet norms of learning with high discipline, holding meeting on a regular, periodic and sustainable basis with school committee, teachers and school community to talk about things that need attention, to guide and direct teachers in solving working problem and is willing to provide assistance proportionally and professionally, to allocate funds required to ensure the implementation of learning program in accordance with priorities and tis allocation, to provide support for teachers to foster students discipline, to take notice of students' and teachers' and other staff's needs, to display example attitude and behavior that serve as an exemplar or model for teachers, students and school community, to ensure students' and teachers' and staff's needs as the center of policy.

## **HYPOTHESIS**

this research has the following hypothesis :

- Soft Skills has an effect on leadership in Principal Leadership in Simalungun Regency.
- Competence has an effect on leadership in Principal Leadership in Simalungun Regency.
- Human Relations Skill has an effect on leadership in Principal Leadership in Simalungun Regency.
- Soft Skills, Competence, Human Relation Skill mutually have effects on leadership in Principal Leadership in Simalungun Regency.

## **RESEARCH METHODOLOGY**

### **Type of Research**

This research applies descriptive quantitative method.

### **Population and Samples**

Population in this research is the entire General Secondary School/Vocational Secondary School in Simalungun Regency totalling 93 people. Based on that, we determine the sample using simple random sampling technique, For that, we referred to Slovin's formula ( Sugiyono, 2007) in collecting the sample as follows:

$$\begin{aligned} N &= N/(1+Ne^2) \\ &= 93/1+93(0.05)^2 \\ &= 75 \end{aligned}$$

The calculation above leads to the results that the sample obtained in this research comprised of General Secondary School Principals/Vocational Secondary School Principals in Simalungun Regency totalling 75 people serving as the subject in this research.

### **Data Collection Technique**

1. Direct Observation
2. Questionnaires
3. Literature Review
4. Documentation

### **Data measurement instrument**

This research provides answer alternatives with ordinal scale of 5 levels (1,2,3,4,5), where the score on each question is used for the purpose of statistical analysis as follows :

- a. For respondent who answered "strongly agree", gets a score of 5
- b. For respondent who answered "agree", gets a score of 4
- c. For respondent who answered "neutral", gets a score of 3
- d. For respondent who answered "disagree", gets a score of 2
- e. For respondent who answered "Strongly disagree", gets a score of 1

### **Data Analysis Methods**

1. Classical Assumption Test
  - a. Normality Test
  - b. Multicolonearity test.
  - c. Heteroscedasticity test.
  - d. Autocorrelation test.
2. Simple Linear Regression Analysis Data analysis method used in this research is as follows : The model of data analysis in this research is mutliple linear regression analysis which is used to investigate the impact of independent variables which consists of two or more ( $X_1, X_2, X_3$ ) variables on dependent variables ( $Y$ ). To measure the effect of

independent variables on dependent variables, multiple linear regression analysis using SPSS software version 21.0.

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

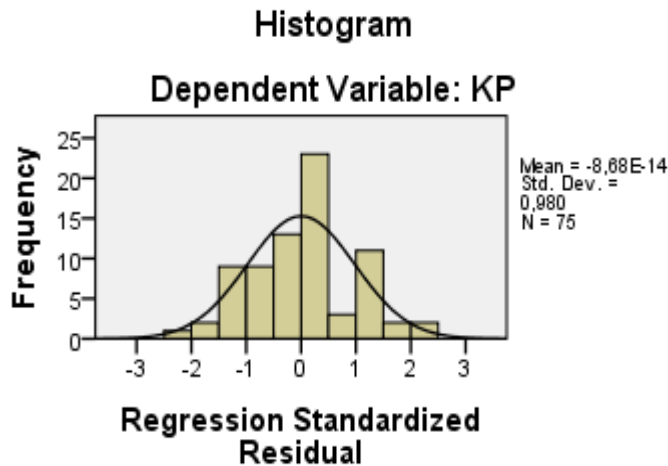
**RESULTS AND DISCUSSION**

This section elaborates calculation results of each variable in details and this research along with the measurement instrument.

**1. Classical Assumption Test**

**a. Normality**

Data normality test is performed to examine whether regression model of dependent and independent variables are normally distributed or not. If the data spread across diagonal lines and follow the direction of diagonal lines, then regression model meets normality assumption.



**Picture 1. Normality**

The figure above indicates that regression model has met the assumption previously mentioned, thus the data in this regression model tend to be normal.



Data Normality test with Kolmogorov - Smirnov's method is as follows:

**One-Sample Kolmogorov-Smirnov Test**

		Residual Unstandardized
N		75
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	,10465524
	Absolute	,106
Most Extreme Subsequently	Positive	,106
	Negative	-,089
Kolmogorov-Smirnov Z		,917
Asymp. Sig. (2-tailed)		,370

a. Test distribution is normal.

b. Calculated from data.

The value of Kolmogorov - Smirnov test is significant on 0.05 (since  $p = 0.370 > 0.05$ ), thus the residuals are normally distributed

**b. Multicollinearity**

Multicollinearity is used to test whether the regression model shows a strong correlation between independent variables. The method used to assess it is by seeing *Variance Inflation Factor (VIF)* value that does not exceed 4 or 5.

**Table 1.**  
**Multicollinearity**

Model	Correlations				Collinearity Statistics	
	B	Zero-order	Partial	Part 5	Tolerance	VIF
(Constant)	,447					
SSK	,129	,887	,999	,171	,362	2.759
<sup>1</sup> K	-,045	,980	-,270	,003	,014	70.407
HR	2.051	,985	,995	,094	,014	69.038

a. Dependent variables: KP

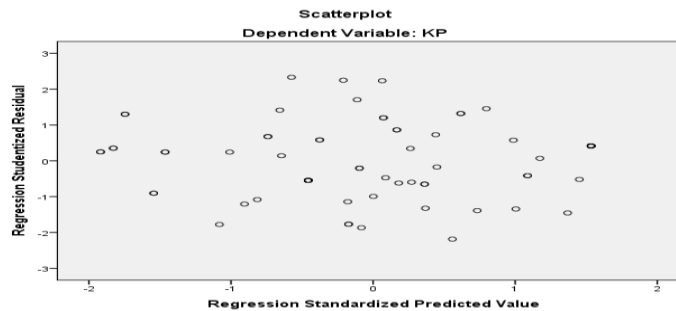


The three independent variables, X1 has VIF value within pre-determined tolerance limit (does not exceed 4 or 5), thus no multicollinearity occurs in independent variables in this research. However, X2 and X3 have VIF values that exceed the pre-determined tolerance limit (exceed 4 or 5), thus multicollinearity occurs in independent variables in this research.

**c. Heteroscedasticity**

Heteroscedasticity is used to test whether in the regression model, variance irregularities of residuals are found from another observation. If residual variations from an observation to other observations remain the same, it's called homocedasticity, but if the variance are different, it's called heteroscedasticity. A good model is where heteroscedasticity does not occur.

The basis of decision making is : if specific patterns, such as existing points, formed a specific pattern, then heteroscedasticity occurs. If there is a clear pattern and the points are spread below and on top of 0 on Y axis, then heteroscedasticity does not occur.



**Picture 2. Scatterplot**

The above figure shows that the points are spread randomly and do not form a clear /regular pattern, spread out on top and below 0 on Y axis. Thus, "heteroscedasticity does not occur" on regression model.

## 2. Multiple Linear Regression Analysis

Below are results of regression analysis from the processed data :

**Table 2.**  
**Multiple Linear Regression**

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	,447	,103		4.351	,000
	SSK	,129	,001	,285	157.192	,000
	K	-,045	,019	-,022	-2.360	,021
	HR	2.051	,024	,780	86.102	,000

a. Dependent variables: KP

Based on the above table, results from the process of using SPSS software program as the calculation are as follows :

$$Y = 0,447 + 0,129X1 - 0,045X2 + 2,051X3$$

Regression equation above can be interpreted as every time variation of X value increases by 1 time (100%), variation of Y value will increase/decrease by b (increases if b value is positive or decreases if b value is negative). From the above equation, it is interpreted that:

- a) If the value of Soft Skills increases by 100% then the value of leadership will increase by 0,129 times, which means that the improvement of soft skills will increase leadership.
- b) If the value of competence decreases by 100% then the value of leadership will decrease by 0,045, which means that competence will decrease leadership
- c) If the value of Human Relationship skills increases by 100%, then the value of audit quality will increase by 0,220, which means that increased motivation will improve audit quality.

### 3. Hypothesis Testing

#### a. F Test

Regression equation mutually lead to the following results :

**Table 3.**  
**Results of simultaneous multiple regression analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8958.763	3	2986.254	280198.272	,000 <sup>b</sup>
	Residual	,757	71	,011		
	Total	8959.520	74			

a. Dependent variables: KP

b. Predictors: (Constant), HR, SSK, K

From the results of data processing above, the value of Fcount = 280198,272, with probability value of sig is 0,000 < 0,050. Thus, it is concluded that soft skills, competence and human relationship skills have significant effect on leadership.

#### b. T Test

The purpose of conducting t test is to see whether there is a significant relationship or not in the relationship between X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub> and Y. based on table IV.7 above.

a. Soft Skill Variable (X<sub>1</sub>)

**Ho : Soft Skill has an effect on Leadership**

The test results revealed that **Soft Skills variable has t value** of =157,192 with significance value of =0,000 < 0.05. Thus, it means that the significance value of 0,000 is smaller than 0.05 which indicate that **Soft Skills** has a significant effect on leadership, thus Ho is accepted.

b. Competence Variable (X<sub>2</sub>)

**Ho : Competence has an effect on Leadership**

The test results revealed that independent variable has T value of =-2,360 with the significance value of =0,021 > 0.05 thus it means that the significance value of 0,021 is smaller than 0.05 which means that competence **does not** have a significant effect on leadership, thus Ho is rejected.

c. Human Relationship Skill Variable (X<sub>3</sub>)

**Ho : Human Relationship Skill has an effect on Leadership**

The test results revealed that motivation variable has a t value of = 86,102 with significance value of =0,000 < 0.05. Thus it means that significance value of 0,000 is smaller than 0.05 and it incidates that **Human Relationship Skill** has a significant effect on **leadership**, thus Ho is accepted.

#### 4. Coefficient of Determination (R-Square)

Coefficient of Determination is used to investigate the extent of effects of these independent variables on its dependent variables. The value of coefficient of determination is determined by the value of *adjusted R square*.

**Table IV4. Coefficient of Determination**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1,000 <sup>a</sup>	1.000	1.000	,103

a. Predictors: (Constant), HR, SSK, K

b. Dependent Variable: KP

From the results of data processing above, it can be seen that the value of R-Square (from Adjusted R Square) is 1,000, this means that 100 % Leadership is absolutely determined by the variations of Soft Skills, competence and Human Relationship Skills values.

### DISCUSSIONS

#### 1. The Effect of Soft Skills on Principal Leadership

Based on research results above of the effect of **Soft Skills on Principal leadership**, it revealed that the  $t_{count} > t_{table}$  where  $t = 157,192 > 1.99300$  with significance value of  $= 0,000 < 0.05$ , and  $t_{count}$  located in the acceptance of  $H_0$  which leads the  $H_0$  to be accepted, this indicates that Soft Skills has an effect on Principal Leadership. This means that improved Soft Skills will develop principal leadership.

#### 2. The effect of competence on Principal Leadership

Based on the findings of this research, **competence has an effect on Principal Leadership**  $t_{count} \leq t_{table}$  where  $-2,360 \leq 1.99300$  with significance value of  $= 0,000 < 0.05$ , and  $t_{count}$  located in the rejection of  $H_0$  and  $H_0$  is subsequently rejected, this indicates that **competence has no effect** on Principal Leadership. Decreased competence is followed by decreased principal leadership.

#### 3. The effect of Human Relationship Skills on Principal Leadership

Based on findings of this research regarding the effect of **Human Relationship Skill on Principal Leadership**  $t_{count} > t_{table}$  where  $86,102 > 1.99300$  table with significance value of  $= 0,000 < 0.05$  located in the rejection of  $H_0$  thus making  $H_0$  is accepted, this indicates that Human Relationship Skill has an effect on Principal Leadership. Increased Human Relationship Skills is followed by increased Principal Leadership

#### **4. The effect of Soft Skills, Competence and Human Relationship Skills on Principal Leadership**

Soft Skills, Competence and Human Relationship Skill simultaneously affect Principal Leadership in this research as has been clearly proven, where based on the results F test, it revealed that  $F_{\text{count}} \geq F_{\text{table}}$  namely  $280198,272 \geq 2,74$  with significance of  $0.013 < 0.05$  while  $F_{\text{table}}$  value is based on N with a significant level of 5 % viz.  $dk = n-k-1$  subsequently  $75-4-1 = 70$  is 2,74. Since  $F_{\text{count}}$  is greater than  $F_{\text{table}}$ , then  $H_0$  is accepted which means that Soft Skills, Competence and Human Relationship Skills have an effect on Principal Leadership.

### **CONCLUSIONS**

From the results of analysis previously discussed, the following conclusions are drawn :

1. There is an effect of Soft Skills on Principal Leadership. This means that improved Soft Skills will develop principal leadership. The effect of Soft skills on the principal's leadership will determine the readiness and readiness of the principal to undertake the strategy of leading the soft skills integration in accordance with the soft skill principles in involving all aspects involved in the school in order to apply the soft skills values in the learning process life teaching in schools
2. There is no effect of competence on Principal Leadership. This means that low competence will negatively affect Principal Leadership. Although there is no effect of competence on the principal's leadership but competence is a necessary basis for continuing leadership activities within the school setting. Therefore, the competence of a principal leader should be oriented towards improving school quality in science and school organization
3. There is an effect of Human Relationship Skills on Principal Leadership. This means that increased Human Relationship Skill will positively affect Principal Leadership and human relationships, is needed, so it seems, established communication and smooth cooperation in all aspects of interests that exist in school. Relationships between human beings are not only done by a school principal, however, all aspects support school operational activities. The better the interpersonal relationship that is done by the principal, then automatically goals, vision and mission of school activities can be realized.
4. There is an effect of Soft Skills, Competence and Human Relationship Skills on Principal Leadership, all aspects of the three variables, the principal must have it. This is because, the principal plays an important role in the wheel aktifitas school. If the school can grow and advance, then a principal must struggle and hold the aspect of the three variables.

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