



INTEGRATION OF COMMUNICATION AND TEAMWORK SOFTSKILLS IN EVENT MANAGEMENT COURSES

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ABSTRACT

The study aimed to find out the development of soft skills in practical courses especially determine the integration of communication and teamwork softskill in event management courses. The research was a descriptive study with a quantitative approach. The subjects were 45 students of office administration education, FE UNY that was taking the course of event management for the 2019/2020 academic year. The paired sample t-test was used in the Hypothesis test. The results showed that the integration of soft skills in the event management course was in a good category as showed the improvements. The improvements were: 1) there was significant communication softskills for students after the integration in the event management course by t-count at -3,437 less than t-table of 2,018; 2) there was significant teamwork soft skills for students after integration in the event management courses with t-count at -2.069 less than t-table of 2.018

Keywords: communications, teamwork

1. INTRODUCTION

Efforts to improve the quality and expertise of graduates must follow the needs of the world of business and industry which are manifested in the requirements for the recruitment process, such as soft skills. Soft skills are abilities that are not seen by everyone, but they are very much needed as an indicator of professional success at work. Prof. Musilar Khasim in Kompasiana (Ruli, 2014) states that soft skills may be manifested into managerial skills, communication, leadership, and discipline. Ruli, in Kompasiana (2014) wrote a research by Harvard University ended up on a conclusion of factor for success that success is determined by many factor. Besides the hard skill, ability to manage, either oneself or others, also determine a success. And, research found out that success is determined by, both soft skills (80%) and hard skills (20%). In 2002, National Association of Colleges and Employers (NACE) conducted a survey to 457 leaders about 20 important qualities of a person to success in the United States. The top three rankings are the ability to work in a team, communication skills, and honesty or integrity. Meanwhile, Achievement Index is on 17 of the list that is considered important for a graduate. According to Ruli Mustafa in Kompasiana.com, the more important qualities than achievemebt index are the ability to communicate and present, work in teams and interpersonal relationships, self-confidence, motivation, and initiative. However, Although communication skills training is strengthened in most curricula around the world, then arises big problems in implementation, such as a lacking coherent framework, limited-time of training, un-integrated of the curriculum and hardly contextual, and no determined formal training or teaching strategy. In addition, evidence on communication skills training is less or contradict [1].

Yogyakarta State University (YSU)/ Universitas Negeri Yogyakarta (UNY) as a higher education institution has an educational strategy, namely "Educational Innovation for Indonesia" in improving the quality of the students' soft skills. Improving the quality students' soft skills is part of effort to prepare students to meet the requirements of the world of work. The duty and action is also taken by the Study Program of Office Administration Education that is one of the Study Programs at the Faculty of Economics,

Yogyakarta State University (FE UNY). The study program takes part in preparing graduates to be ready to compete and meet the standard requirements of the world of work through developing students' soft skills. The Study Program guides students for approximately 6 (six) semesters to gain knowledge to face the world of work, either through theoretical or practical courses and completed through student organization activities, such as the Student Association of Office Administration Education and lecturer/laboratory assistants.

Table 1. The courses provided by the Study Program of Office Administration Education in developing the students' soft skills on a percentage

Courses provided by Study Program of Office Administration Education in developing the students' soft skills on percentage	
Description	Percentage (%) softskills credits
Computer Applications	2,9%
Entrepreneurship	5,7%
Event Management	51,4%
Micro Teaching	11,4%
Office Simulation	14,3%
Presentation Techniques	14,3%
Total	100% ^s

Source: Recapitulation Data

Based on data it is known that there are 6 (six) courses that develop the soft skills of the Office Administration Study Program students, which are dominated by practice courses and from the data it is known that event management courses get the highest percentage in developing student soft skills with a score of 51.4%. and the literacy of communication skills and the strength of students' teamwork. The Event Management course is taken in the third semester. This course is a project-based practical course where students directly practice managing an event. Managing an event requires good soft skills such as managerial skills. According to Populova et al, mananging skills consist of technical, conceptual, commnication, interpersonal [2]

The success and goal of this course depend on the soft skills possessed by students in the designed projects or events. The role of managerial leadership is to present a successful event, that refer to a certain effect enable an activate communication between teams [3]. Event management courses are important to students because it is a practical course that explores soft skills of students, and increase the event business. Supported by [4] states the MICE (Meeting, Incentive, Conference, Exhibition) is a breakthrough to improve the insight and advance of tourism in Indonesian due to it is considered to have a 7-fold greater advantage than leisure tourism. This research will focus on communication and teamwork softskills.

2. LITERATURE REVIEW

2.1 Communication

The term of communication may define as the act of information transfer from one to another. Communication may use many forms, such as written (e.g. using printed or digital media), vocal, non-verbal (e.g. using body language or gestures), and visual (e.g. using charts or graphs). An effective communication skill is the ability to express oneself clearly and concisely. And, a person with good communication skills is possible in determining the behavior of other, avoiding and resolving conflicts, compromising to an agreement, and adapting to new and slightly different situations. Then, communication is a two-way means, and being a good listener is vital. Essential life skills, such good communication skills is needed in a world that heavily relies on sharing the information. Whether it is about being elected as president of a school club or about to have a dream job, communication will always help you get closer to your goals and aspirations. Person with good communication skill can share clearly their ideas and thoughts to others in a sense way and easy to understand. Effective communication is necessary for a team to ensure all work in a team to complete a group project. Communication skills are important skills that greatly determine a person's performance in society, organizations, and the workplace [5]. Effective communication may be influenced by nonverbal communication, especially in oral communication [6]. In business, communication skills can determine a satisfied and a disappointed customer. Communication is also a giving and sharing a simultaneously meaning through symbolic interactions [7]. Communication begins when a information or message is transferred from the sender (speaker, writer) to the receiver (listener, reader) through an instrument or medium, and is followed by the receiver and giving feedback (coding and interpreting the information) [7]. The presence of the internet (social media) has changed individual interaction and communication patterns. The form of individual interaction is no longer physical but "interfaces", namely interactions represented by devices (communication technology) [8]. Based on this definition, the communication elements consist the person who gives information, i.e. information and feedback by the receiver. The repetition of this process lead to creation the development of knowledge. A student needs to take advantage of the occasion to develop communication skills broader and more complete that could lead to be ready to enter into a passionate carrier. Students need to try to increase communication skills to be successful in their profession [7].

Students have benefited through increased oral communication self-efficacy. Meanwhile, female students also have benefited through increased self-confidence and competence in interpersonal communication. As the result, they become better prepared for the world of work and have a good feeling as it did meaningful things for someone else [9].

The communication skills, that are also taught in medical schools (patient-doctor communication), could be used by teacher in enhancing students' reflective abilities. This includes the things like making a safe and comfort space through recognition and explanation; explore perspectives and show curiosity, both past and present experiences through open-ended questions; being empathetic to their non-judgmental and challenges; joint decision-making process to seek the best plan, and summarize events and plans [10]. [11] state that students are aware the urgent of communication skills for a successful profession and career as an accountant. But, they often feel their talents are indeed underdeveloped, especially writing skills and language proficiency in French (used as a business language in Tunisia). Understanding the competencies required for entry-level internal communication positions will help to improve curriculum design to be better prepare students for their careers [12].

2.2 Teamwork

A teamwork is an important factor of success in a workplace. Today, the work in a team ability is one of the most important skills in job market. Employers are prefer employee who can share and contribute their ideas, but, at the same time, they need employee who can work in a team aiming develop and create plans and projects. An important first step to develop leadership skills is being an effective member of a team and learning the value of teamwork. The younger generation gains experience through learning to rely on others and themselves. And, it is an urgent factor in developing a mentality of productive teamwork. Students, that have highly developed communication skills and interpersonal, followed by decision-making skills and adaptation. In contrast, there is a significant correlation between the acquisition skill of teamwork and extracurricular activities [13]. Student involvement in teamwork is aided by the use of team surveys to help students to explicitly make connections with common skills in supporting the effective teamwork and questionnaires in establishing the norms among team. The strategies of teaching, that used in developing higher levels of awareness among students, higly contribute the team skills development [14]. Also, it should be noted that the current pandemic affects student teamwork. In teamwork, students in online meetings have lower positive attitudes than students in face-to-face meeting. In contrast, students with online meeting have higher levels of teamwork self-efficacy than students in face-to-face meeting. Then, students, that have poor positive attitudes towards teamwork on online meeting, might not be explained by a lack of skills, involvement, or teamwork [15]. Meanwhile, Tang [16] states, generally, believed that personality traits determine academic achievement and ability to work in a team. Beigi and Shirmohammadi[17] found out the Iranian students' perceptions of their facilities and evaluation of teamwork, affect their attitudes to teamwork. Positive attitdue of teamwork was strengthened moderately when students have low attention to physical facilities and evaluate and supported their activities of teamwork. Additional analysis showed that male students have slightly better attitudes on teamwork compare to female students. Meanwhile, cooperative learning has a positive and significant effect on five dimensions of Teamwork Competence: planning, conflict management, goal, collective success, and problem-solving [18]. The study of Volkov [19] identified a best practice approach that should be adopted by higher education practitioners in designing the teamwork assessments. And, it also gives international and national significance and helping fellow teachers in their practice.

Most authors agree that teamwork and cooperative learning have many positive benefits of pedagogical such as learn how to handle conflict situations, encourage students to deep learning, advance their negotiation skills, and improve communication skills [20]. Students gain higher awareness of the importance of teamwork and particularly communication skills, evidenced by the summary of meetings wrote by the student and reviewed by teaching staff, and interviews conducted to measure the performance and assistance in a poor mentoring team. The ideal context of the representation construction of careers among students in higher education is shared meaning among peer-groups. An international experience provide a possibility to reflect on the importance of teamwork as agents of blended into community and "vocalization" of excellence for students in higher education [21]. In the academic arena, faculty and staff have the opportunity to help students recognize their potential to achieve goals and make a positive impact on team efforts. Knowledge sharing within teams is the best way of capacity building. Team competition is a viable solution to prepare students in research and development companies for the future [22].

3. RESEARCH METHOD

The study used primary and secondary data. Questionnaires was used to collect the primary data. This questionnaire is the development of research by Hadiyanto et al [23]. While secondary data were also constructed using literature studies. This research was descriptive research with a quantitative approach. The subjects were 45 students of the Study Program of Office Administration Education, Faculty of Economic, UNY who took the course of event management for the 2019/2020 academic year. Data collection techniques were a questionnaire. The instrument trial was conducted on 57 students of the Study Program of Dance Education, Faculty of Art and Language, UNY. Product Moment correlation was used for the instrument validity test. Meanwhile, Cronbach's alpha formula was used for the reliability test. The data analysis techniques were editing, tabulating, editing, and concluding. The problem statement of the research was; how to integrate communication soft skills and strength the teamwork in the event management courses.

4. RESULTS

4.1 Finding Description of Research Data

The data were presented in a description to determine the integration of communication and teamwork soft skills in event management courses. The statistical data of respondents were distributed as follows:

Table 2. Data of Distributed questionnaire

Description	Distributed questionnaire	Returned questionnaire	Analyzed questionnaire
Before taking event management course	46	45	45
After taking event management course	46	46	45

Source: primary data processed

The data from returned questionnaire and considering the paired sample t-test that the data must be in pairs, then, 1 (one) item questionnaire that does not have a pair did not be processed in the analytical test.

The demographics of the respondents included gender, age, and experience following the organization. A summary of the respondents' characteristics was presented in table 3.

Table 3. Demographics of respondents

Description	Characteristics	Number (person)	Percentage (%)
Gender	Female	40	89%
	Male	5	11%
Age	18 years	2	4%
	19 years	21	47%
	20 years	22	49%
Organizational experience	Have	39	87%
	No	6	13%

Source: primary data processed

In table 3, the demographics of respondents were dominated by female students and followed by male respondents. The age of respondents was in the range of 18 to 20 years. And, the majority of respondents have organizational experience.

4.2 Requirements Analysis

The normality test aims to test whether the dependent and independent variable data have a normal distribution or not. And, good data have a normal data distribution. One-Sample Kolmogorov Smirnov Test method can use to test the normality of data. If the statistically significant value > level of significant = 0.050, then the data was normal.

Table 4. Normality Test Result Good Soft Skills Possessed by Students

Skills	Before taking event management (Sig.)	After taking event management (Sig.)	Description
Communication	0,233	0,170	Normal
Strength of Teamwork	0,322	0,343	Normal

Source: primary data processed

The analysis of the normality test on the seven soft skills, both before and after taking the event management course, concluded that the significant value is higher than the data requirement analysis for normally distributed data of > 0.050. And, the data was feasible to continue to further analysis.

A homogeneity test is used to show that two or more groups of sample data come from homogeneous populations. The data was homogenous if the significance level was $\alpha = 0.050$. The homogeneity test result was presented in table 5:

Table 5. Homogeneity Test Result Good Soft Skills Possessed by Students

Skills	Sig.	Description
Communication	0,147	Homogen
Strength of Teamwork	0,353	Homogen

Source: primary data processed

The results of the homogeneity test obtained the probability value of F-statistics > level of significant = 0.05. Then, the data met the assumption of homogeneity. In short, the research population was homogeneous.

4.3 Hypothesis test

To test the Hypothesis, it used Paired t-test. Hypothesis test used to find out the integration of soft skills and event management. The hypothesis was:

H_0 : there is no difference in the improvement of communication soft skills and the strength of teamwork integrated into the event management course at the Study Program of Office Administration Education, FE UNY for the 2019/2020 academic year

H_a : there is a difference in the improvement of communication soft skills and the strength of teamwork integrated into the event management course at the Study Program of Office Administration Education, FE UNY for the 2019/2020 academic year.

The following description is the results of the paired t-test for each soft skill:

- a. Data collection (questionnaire) for communication skills, respondents treated with the same treatment. Respondents were students of the Study Program of Office Administration Education at FE UNY in 2018 who were taking event management courses. The result of the paired sample t-test was presented in table 6.

Table 6. Paired Sample Statistics Communication Skills

N=45	Mean	Std. Deviation	Std. Error Mean
Communication skills before	21,911	2,898	0,432
Communication skills after	23,333	2,022	0,301

Source: primary data processed

Table 6 showed the summary results of descriptive statistics from the two data samples, namely communication skills before and after taking the event management course. The mean value of communication skills before taking the event management course was 21,911, and increased to 23.333 after taking the event management course. The standard deviation before and after taking the event management course was 2.898 and 2.022. The standard error mean described the sample distribution of 0.432 and 0.301.

Table 7. Paired Samples Correlations Communication Skills

N=45	Correlation	Sig
Communication Skills before and after	0,408	0,005

Source: primary data processed

Table 7 showed a correlation or relationship between the two data, namely communication skills before and after the event management course. Correlation analysis is used to analyse the collected quantitative data from research methods, such as polls and surveys, aiming to identify any significant connections, patterns, or trends between the two or more variable. The determination value of paired sample test is, if the significance value is < 0.050, then there is a correlation or relationship between two data or samples. The significance value was 0.005 or less than 0.050. It concluded that there is a correlation or relationship between the data of communication skills after and before the event management course.

Table 8. Paired Sample Test Communication Skills

Variable	Mean	t-count	Sig. (2-tailed)
Communication	-1,422	-3,437	0,001
Df = 44			

Source: primary data processed

The results of paired sample t-test on communication skills showed the mean values were negative at -1.422. Also, the t-count value on communication skills was -3.437 with a t-table of 2.018. So, the t-count was significant as it was less than the t-table.

The conclusion was supported by the probability value or p-value paired sample t-test of 0.001 with a significance level (α) = 0.050. Then, H_0 was rejected. This means, there is a difference but no significant, between the mean value before and after treatment.

Data collection (questionnaire) for teamwork strength skills, respondents treated with the same treatment. Respondents were students of the Study Program of Office Administration Education at FE UNY in 2018 who were taking event management courses. The result of the paired sample t-test was presented in table 9.

Table 9. Paired Sample Statistics Teamwork Skills

N=45	Mean	Std. Deviation	Std. Error Mean
Teamwork strength skills before	28,755	2,732	0,407
Teamwork strength skills after	29,533	2,282	0,340

Source: primary data processed

Table 10 showed the summary results of descriptive statistics from the two data samples, namely Teamwork strength skills before and after taking the event management course. The mean of communication skills before taking the event management course was 28,755 and increased to 29.533 after taking the event management course. The standard deviation before and after taking the event management course was 2.732 and 2.282. The standard error mean described the sample distribution of 0.407 and 0.340.

Table 10. Paired Samples Correlations Teamwork skills

N=45	Correlation	Sig.
Teamwork strength skills before and after	0,506	0,000

Source: primary data processed

Table X showed a correlation or relationship between the two data, namely Teamwork strength skills before and after the event management course. The determination value of paired sample test is, if the significance value is < 0.050, then there is a correlation or relationship between two data or samples. The significance value was 0.000 or less than 0.050. In short, there is a correlation or relationship between the data of Teamwork strength skills before and after the event management course.

Table 11. Paired Sample Test Teamwork skills

Variabel	Mean	t-hitung	Sig. (2-tailed)
Teamwork strength skills	-0,777	-2.069	0,44
Df = 44			

Source: primary data processed

The results of paired sample t-test on Teamwork strength skills showed the mean values was negative at -0.777. Also, the t-count value on Teamwork strength skills was -2.069 with a t-table of 2.018. So, the t-count was significant as it was less than the t-table. The conclusion was supported by the probability value or p-value paired sample t-test of 0.044 with a significant level (α) = 0.050. Then, H_0 was rejected. Means, there is a difference but not significant, between the mean value before and after treatment.

5. DISCUSSION & CONCLUSION

5.1 Discussion

Majid et al.[24] proposed fourteen soft skills that must be identified and built for students in higher education institutions, including time management, persuasion skills, leadership skills, negotiation skills, teamwork spirit, positive works attitude, problem-solving, conflict management, communication skills, creative problem solving, personal effectiveness, strategic thinking, passion towards work and willingness to learn. The Research on Integration of communication and teamwork softskills in the Event Management Course at the Study Program of Office Administration Education, FE UNY, had 45 respondents that were dominated by 89% female and 11% male students. Respondents ages were between 18 to 20 years old, and the majority already have organizational experience.

5.1.1 Communication soft skills

An observer toward activity on campuses today would probably lead them to believe that most students engage in stimulating and sometimes disturbing debates about major issues. In fact, a significant change occur among students in recent year. Much of the change has been made by the gap between educational institutions and students. The communication barrier become the

gap, between the young and the old, and one to another. Criticism have argued on everything. Some of them stated that the gap is expanding and widening, and be a major barrier of interaction and communication among student.

Although the relevance of this analysis is inconclusive, it should be noted that a communication gap greatly affect the educational program quality. The first appears is considered as a serious dialogue among students, but in closer inspection, it may become an insulting alienation. It may be ironic that student activists may find a more sympathetic audience among their parents, whose values they practice among their peers.

Several studies on communication skills evaluated the effect of various interventions on the communication skills of nursing students in clinical education. Uhm, et al [25] used different scenarios and role-play in improving communication skills among senior students of nursing in pediatrics practicum. The study showed that the intervention has successfully improved the communication skills of students [25]. The integrated methods supported the conclusion that mix of family-centered care in a clinical nursing education can improve communication skills in practice in specialized place, such as occurred on undergraduate pediatric nursing students [26]. Another research found out that training of communication skills is the right program to increase the satisfaction and confidence of Japanese nursing students in using communication skills in a practice of health care. The article also claimed that the program and similar programs were beneficial for the safety of nursing practice education [27].

Also, the research found out the students' communication skills in the control group, who were trained and educated under a clinical nursing educator, improved during pediatric practicum. However, a research [28] conclude that no changes in health behavior in the control group of nursing students who were trained with a lecture approach. For the same research, the clinical skills of nursing students in the control group did not show significant differences, both before and after the treatment. In another research, clinical stress factors did not change significantly, both before and after-intervention in the control group. The research may highlight the fact that traditional clinical training integrated with student-centered approaches, such as coaching and peer support, can further enhance the clinical caring skills of nursing students. The differences, between this study and other similar studies, may lie in the sample and clinical setting. In this particular study, clinical environment in the pediatric ward and students were from undergraduate nursing. In this case, students take more experience at the end of the course. Then, they may have better in comparing and contrasting the methods of clinical training or experiences of teaching.

In short, the finding demonstrate a positive aspect of peer-support in gaining the communication skills of undergraduate students in a pediatric clinical setting. Thus, peer-support is an effective approach in teaching practical skills in the practice of pediatric nursing. However, additional research are needed to evaluate the perceived outcomes of the integration. The study examines learning experiences, and the perceptions of clinical educators on clinical peer-partnerships also needed to have further research.

Based on the previous research, found out that the need to improve the students' communication skills is very important. The study program of office administration education, FE UNY, provides a space and opportunity to integrate practical courses with communication soft skills and the strength of teamwork as an effort to improve communication skills. The event management practice course is an appropriate course to teach soft skills. This research aimed to find out the integration of soft skills in event management courses that have never been done before. The results showed that the mean value of students' communication skills increased after taking the event management course, from 21.911 to 23.333. The correlation results between the two data, namely communication skills before and after taking the event management course have a significance value of 0.005, where the value was less than 0.050. It concluded that there was a correlation or relationship between the data of communication skills before and after taking the event management course. The results paired sample t-test on communication skills showed the negative mean value at -1.422. And, the t-count on communication skills was -3.437 with a t-table of 2.018. So, the t-count was not significant as it is less than the t-table. The conclusion is supported by the p-value paired sample t-test of 0.001 with a significance level (α) = 0.050, then H_0 is rejected. Based on the results, means that there was a difference but no significant between the mean value before and after treatment. Not significant in communication skills was caused by the reason of communication skills have not been implemented properly in the event management course, such students feel afraid to communicate with people outside the event organizer members, especially upward communication in vertical communication. Students were also afraid to argue and refute the opinions of lecturers or other parties toward an event, that they considered as older and have a lot of experience. The attitude can hinder the development of student's communication skills because students were not able to express the wishes of the event organizer for the event they are hosting.

5.1.2 Soft skills of teamwork strength

Obtaining an efficient teamwork skills is an urgent part of coursework in higher education as a standard graduation and essential skill for a work. Both educators and employers encourage teamwork as an important skill needed for a professional job [29];[30]. An effort to build a teamwork skills is urgent in the field engineering education, where students must have skills to work in a team, that aim in improving in engineering problem-solving skills [31];[32].

While learning with a goal on developing teamwork skills are essential in event management which evaluate teamwork projects can be challenging. A challenge in evaluate projects of teamwork usually lies in the difficulty to assess contributions of each

individual toward the team project achievements Friess and Goupee [33] because a lack and poor objective evidence [34]. Marking a team product might be the easiest way to solve the problem. But, through this approach, the score of everyone in the group would have the same, without evaluate their contribution to the project. In other words, it does not consider the issue of 'free rides' or 'social loafing' which have been identified as one of the most important negative student behaviors in teamwork [35]. Research also shows that students are more likely to receive individual grades than a score for teamwork [36]. Therefore, it needs an individualize group marks efficiently and fairly which is quite easy and simple for students [37]. The scoring is very important in the event management course where the teamwork result is usually a single product.

In effort to minimize the social loafing, peer-evaluation is recommended as a reliable pedagogical intervention [35];[37];[38]. Peer-evaluation refers to students formally evaluating performance of their team members [39]. An assessment practice of student-centered allows assessors or raters to implement inputs provided by student in the process of assessment. This is an important step because this activity leads to the teamwork that is usually conducted outside the classroom without any guidance of assessor from an academics background. And students that involved in the teamwork, have a deeper understanding of the team. And then, student assessments on the team can be a more accurate evaluation of contribution on each member to the teamwork success [36]. Analyzing the data in Social Interdependence Theory[40] showed that the process of peer assessment enhances teamwork of team members, and it could improve students' experience in a teamwork and their involvement with the course. Moreover, in a study [41] on collaboration among students in the engineering program, before peer assessment, 24% students appreciated the teamwork aspect. And, after peer assessment, the score increased to 34%. The last, peer assessment process reduces complaints about free-riding from 26% to 7%.

The need to improve students' collaboration skills is also very necessary besides communication skills. This research aimed to find out the integration of soft skills in event management courses, namely communication and teamwork skills. The integration of soft skills in the event management course at the Study Program of Office Administration Education, FE UNY, is the ability of teamwork. The mean of the two data samples, namely the skills of teamwork before taking and after taking the event management course, increased from 28.755 to 29.533. The result of the correlation or relationship between two data or samples has a significance value of 0.000, where this value is less than 0.00. It concluded that there is a correlation or relationship between data on teamwork strength skills before and after the event management course. In contrast, the mean value of paired sample t-test on teamwork strength skills was negative at -0.777. The t-count value on communication skills was -2.069 with t-table of 2.018. So, the t-count was not significant because the t-count value is less than the t-table. The p-value paired sample t-test of teamwork skills was 0.044 with a significant level (α) = 0.050, then H_0 was rejected. Based on the results, it means that there is a difference but not significant between the mean value before and after treatment. Teamwork strength skills were not significant because the skills have not been implemented properly in event management courses, such as students not being able to adapt to the event organizer group well. Also, it was influenced by the event organizer's working period of approximately four months which causes students to be less able to understand the state of the team.

5.2 Conclusion

Based on the finding and discussion, concluded that there was a correlation between soft skills and event management courses. Softskill correlated with event management courses if a significant value was <0.050. The following was the correlation value of each soft skill:

- a. Communication soft skills correlated with event management courses as they have a significant value of 0.005, less than <0.050. So, there was a correlation between communication skills and event management courses. The mean values of communication skills increased from 21.911 to 23.333 after taking the event management course. However, the increase was not significant as the t-count at -3.437 was less than the t-table of 2.018. Not significant in communication skills was caused by the reason of communication skills have not been implemented properly in the event management course, such students feel afraid to communicate with people outside the event organizer members, especially upward communication in vertical communication. Students were also afraid to argue and refute the opinions of lecturers or other parties toward an event, that they considered as older and have a lot of experience. The attitude can hinder the development of student's communication skills because students were not able to express the wishes of the event organizer for the event they are hosting.
- b. The strength of teamwork soft skills correlated with event management courses as they have a significant value of 0.000, less than <0.050. So, there was a correlation between strength of teamwork soft skills and event management courses. The mean values of strength of teamwork soft skills skills increased from 28.755 to 29.533 after taking the event management course. However, the increase was not significant as the t-count at -2.069 was less than the t-table of 2.018. Teamwork strength skills were not significant because the skills have not been implemented properly in event management courses, such as students not being able to adapt to the event organizer group well. Also, it was influenced by the event organizer's working period of approximately four months which causes students to be less able to understand the state of the team.

5.2.1 Implication

This study showed the differences between increasing communication soft skills and the strength of teamwork in the event management course in the Study Program of Office Administration Education, FE UNY in 2018. The increase was seen from the mean values before and after the treatment (taking an event management course), but the increasing value was not significant. The insignificance in improving communication soft skills and teamwork strength was caused by students have not implemented soft skills well in managing an event. This proves that students need media to implement soft skills. For example, through course that aims the students' soft skills can increase significantly. But, based on the results of the integration on each indicator of soft skill, both communication skills, and teamwork strength was good. Based on the conclusions, the study showed a soft skills improvement in the integration of soft skills of communication and the strength of teamwork in event management courses.

5.2.2 Limitations

This research is limited to soft skills of communication and the strength of teamwork which is integrated with the event management course. Meanwhile, many other soft skills can be added, such as life-long learning and information management, entrepreneur skills, leadership skills, thinking skills and problem-solving skills, ethics, morals and professionalism. In addition, this study is only limited to one academic year population, not compared between event management groups.

5.2.3 Suggestion

It is hoped to develop soft skills. After the theory, practical activities need also to be held as a medium for implementing the theory. In addition, project-based learning models, such as event management courses, should be applied to other courses because students' soft skills are implemented and developed through project-based learning. For further researchers, it is expected to research the integration of soft skills in other project-based courses as a medium for implementing soft skills.

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