



## Edutainment of Soft Skills Materials in Non-Classroom Learning to Improve Achievement and Independence in Vocational Schools

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**Abstract.** *This study aims to explore the application of the Edutainment method in learning soft skills through non-classroom activities in vocational schools, and its impact on student achievement and independence. In an era of increasingly competitive globalization, soft skills such as communication, teamwork, leadership, and self-management are the keys to success in the world of work. By combining educational and entertainment aspects, the Edutainment method is expected to be able to increase student learning motivation and engagement. This study uses a qualitative approach with a descriptive method to analyze data obtained from interviews, observations, and documentation at SMKN 1 Gunung Kijang. The results show that this method is effective in developing students' soft skills, despite obstacles in its implementation, such as limited resources and infrastructure. The proposed solution includes increasing teacher training and parental involvement in supporting soft skills-based extracurricular activities. Overall, the Edutainment method has been proven to be able to increase students' independence and achievement, while also preparing them to compete in the world of work.*

**Keywords:** *Edutainment, Soft Skills, Non-Classroom Learning, Student Independence, Student Achievement, Vocational School.*

### 1. INTRODUCTION

In the era of globalization and rapid technological development, the need for highly skilled human resources is increasing (Wahyudi et al., 2023) In addition to hard skills, soft skills such as communication, teamwork, leadership, and self-management are very important (Nuryanto & Badaruddin, 2019) Currently, having soft skills is very important to achieve success in the personal and professional realms (Kristiawan, 2024) Graduates who only rely on technical knowledge often find it difficult to compete in a competitive world of work (Susianita & Riani, 2024).

The provision of soft skills education to students is expected to be able to have the ability to communicate and socialize with their environment. A person's soft skills cannot be seen with the naked eye but can be felt as a person's personal success, for example the ability to work properly, be responsible, be disciplined in time, self-motivation and so on. To strengthen soft skills education, it is necessary to balance between academic and non-academic education (Putra & Pratiwi, 2005).

A survey conducted by the National Association of College and Employee (NACE) in 2002 successfully identified 19 types of skills that are required by the job market. This ability is shown in accordance with the score value and urgency of the ranking (Muslihati et al., 2023) The results of the identification show that of the 19 abilities required by the job market, the classification of soft skills is more dominant as many as 17 abilities that a person must have

with communication skills as the highest score and at the top of urgency, then followed by the cognitive classification of hard skills as many as two abilities and the last is the psychomotor classification of hard skills as many as one ability (Ananto, 2021).

The survey conducted by NACE was further strengthened by the emergence of Thomas Alva Edison's theory that a person's success is 99% of the results of the effort made and 1% of the genius of the intellect (Muslihati et al., 2023) Emotional intelligence expert Daniel Goleman strengthens Thomas' theory that 80% of a person's success is due to his soft skills and 20% is influenced by his hard skills (Apandi, 2015).

In the realm of education, the development of soft skills is not a new thing because Law Number 20 of 2003 concerning the National Education System, Chapter I, Article 1 Paragraph 1 provides a very clear foundation on this matter (Undang-Undang No 20, 2003). But in reality, many educational institutions still focus on developing hard skills, while soft skills are often neglected (Mc Laughlin et al., 2020) In fact, learning in Indonesia prioritizes the hard skills component rather than the soft skills dimension (Aly, 2017) A study states the need for educational institutions to focus on developing these interpersonal skills to better prepare students for real-world challenges (Hanifah & Hakim, 2023).

Vocational High School (SMK: *Sekolah Menengah Kejuruan*) is one of the institutions that prepares all its graduates to have knowledge and skills that can be immediately entered and accepted in the world of work. Research and facts in the field show that soft skills have an important role in determining a person's success at work. Hard skills are the minimum requirements for a person to enter the workforce, while soft skills will determine self-development at work. Therefore, it is a challenge for the world of education, including vocational schools, to integrate these two types of components both in learning and designed in school culture.

Problems found in the field such as students who have problems with soft skills, lack of student fighting power, low communication skills and a mindful attitude show the weakness of soft skills, especially in vocational schools that are projected to be ready to enter the world of work, in fact the highest contributor to the unemployment rate due to the soft skill gap of vocational school graduates who are not in accordance with the demands of the business world and the industrial world (Du-Di: *dunia usaha dan dunia industri*) (Sulastri & Herawati, 2021). Statistical data shows concern that there are still many vocational school graduates who are unemployed (50% of vocational school graduates immediately get a job, 1-2% are entrepreneurs and the side is unemployed) (Nugraha, 2024) This data can be a reference for

vocational education institutions to continue to strive to improve the quality of their graduates with balanced knowledge and skills.

Facts in the field show that the soft skills of vocational school students are not optimal. This is shown by the average soft skill score of students during the 3-year period of training (2013/2014 to 2015/2016) of 78.02. This data shows that students' soft skills are in the sufficient category. This condition requires the attention of teachers to improve it through the learning process, until they graduate from vocational schools to be competitive (Rasto. Fani, 2016).

Non-classroom learning, such as workshops, seminars, collaborative projects, and extracurricular activities, offers solutions to address this gap. Activities outside the classroom, such as sports, arts, and clubs, play an important role in improving students' soft skills, problem-solving skills, and adaptability (Wafroturrohman & Sulistiyawati, 2019) Collaborative learning is effective in improving students' social skills. By integrating this approach into the curriculum, schools can help students develop the skills necessary to succeed in the real world, both in academic and professional contexts (Suryani, 2016) Inviting students to undertake expeditions or field research, such as environmental studies or archaeology, can help them develop invaluable observation, analysis, and reporting skills (NA, 2020) Through practical experience and real-life situations, non-classroom learning allows students to practice and internalize soft skills that are essential for their success in the world of work.

The skills needed by DU/DI as a requirement for prospective workers are not only hard skills, but also personality skills (soft skills). Soft skills are skills that are invisible to the eye, but the impact can be felt (Mawardi, 2019) For example, communication skills, honesty, and cooperation. Soft skills are one of the factors that affect job readiness. Therefore, students' job readiness depends on how well they develop their soft skills (Khoiroh & Prajanti, 2019) Soft skills also play a greater role in the success or success of a person's work than hard skills, which is 82% and the rest are hard skills. Thus, vocational school graduates who master soft skills will find it easier to win the competition in entering the world of work because they will be faster to adapt, so that they will eventually be able to achieve success in their careers (Senjaya et al., 2019).

There is still no balance between practical skills and the ability to master the material of the students. The students had difficulty explaining what they were practicing. In addition, when the learning process takes place, the students are still not actively involved. Conditions like this require us to pay serious attention to improve the ability of students to master the

concepts or materials in the learning (Hanafiah, 2012) In fact, it is not uncommon when the learning process takes place, there are still students who are excited about their own world such as using mobile phones, talking to their peers and other activities that have nothing to do with learning.

Based on these conditions, innovative learning methods are needed so that students can be actively involved and enthusiastic in participating in the learning process. A subject can be mastered more easily by students who actively participate in their education (Abdullah, 2017) In order for students to feel happy and actively involved in the learning process, the solution offered is to use the edutainment learning method. This method is expected so that students can enjoy the learning process.

Edutainment comes from the words education and entertainment. Education means education, while entertainment means entertainment. In terms of language, edutainment is an entertaining or fun education. In terms of terminology, edutainment is a learning process that is designed in such a way that educational and entertainment content can be combined harmoniously to create fun learning (Shodiqin, 2016) In this case, fun learning is usually done with humor, games, role plays, and demonstrations. Learning can also be done in other ways, as long as students can go through the learning process happily (Sagala, 2012)

Various studies have shown that graduates who rely solely on technical knowledge often have difficulty navigating workplace dynamics (Mc Laughlin et al., 2020) For example, a study found that employers place soft skills as an equally important factor in the recruitment process (Robles, 2012) 85% of career success is associated with soft skills, emphasizing the need for educational institutions to prioritize these skills (Muhmin, 2018). Soft skills such as communication, teamwork, and adaptability have a great influence on career success. Hard skills alone are not enough to achieve success in a competitive world of work (Detyane, 2023).

This study aims to explore the Edutainment method on soft skills materials through non-classroom learning and evaluate its impact on the competitiveness of graduates in the job market. By understanding effective strategies in integrating soft skills development into non-classroom curricula, educational institutions can improve the quality of their graduates and meet the industry's need for a competent and work-ready workforce. Thus, this research is expected to make a meaningful contribution in improving the job readiness of graduates and supporting the development of an education system that is more responsive to industry needs.

## 2. METHODS

A qualitative research approach will be used to conduct investigations on this topic. Research that aims to understand the phenomena experienced by the research subject is known as qualitative research. Because qualitative research is carried out using various scientific techniques in a natural setting, this research is also often referred to as a naturalistic research method (Sugiyono, 2020).

In addition to open data collection—which is based on common questions—and analysis of participant information, qualitative research can include the process of collecting, interpreting, and reporting data simultaneously and jointly (Creswell & Poth, 2017) This type of qualitative research is analyzed and presented in scientific publications and journal articles, which are often standard analytical models.

The type of research used is qualitative descriptive research. The descriptive method is a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present (Nazir, 2005) The purpose of descriptive research is to make a systematic, factual and accurate description, description or painting regarding the facts, properties and relationships between the phenomena being investigated. The informants involved in this study are: (1) Teachers or Educators, (2) Students or Students, (3) Principals or Leaders of Education Units and (4) Parents or Guardians of Participants.

There are 2 teachers who teach at SMKN 1 Gunung Kijang, especially those who have applied or plan to apply the SAVI method in learning. They can provide information on technical and practical barriers, as well as the effectiveness of the SAVI method from a teaching point of view. Students involved in learning use the SAVI method as many as 2 people. They can provide perspective on obstacles in the learning process and how these methods help or do not help them in understanding the material. The principal or deputy principal who is responsible for curriculum development and extracurricular activities (Vice Principal of SMKN 1 Gunung Kijang). They can provide views on institutional support for the implementation of the SAVI method, as well as possible organizational or structural constraints. Parents can provide an external perspective on how they see the SAVI method impacting their children, both in terms of academic and non-academic development (2 guardians).

### **3. RESULTS AND DISCUSSION**

This study examines the effectiveness of the implementation of the Edutainment Method with the SAVI (Somatic, Auditory, Visual, Intellectual) approach in developing students' soft skills at SMKN 1 Gunung Kijang, with a special focus on extracurricular activities. Data collected through interviews with various informants provide in-depth insights into various aspects of the implementation of this method, including the obstacles faced and proposed solutions.

The teacher of SMKN 1 Gunung Kijang revealed that the application of the SAVI method has shown an increase in student engagement and motivation to learn. The first teacher highlighted how movement-based activities and discussions have strengthened students' teamwork and communication skills. However, he also acknowledged that there are limited resources that hinder the optimal application of this method, including limited time and lack of facilities. The second teacher added that inconsistencies in the application of these methods are often caused by the lack of adequate training for teachers, leading to variations in the quality of teaching provided.

Students gave mostly positive feedback on the use of the SAVI method in extracurricular learning. They enjoy more interactive and fun learning, which makes it easier to understand the subject matter and improves soft skills such as communication and problem-solving. However, some students expressed a need for more activities that allow for freedom of expression and more orientation to help new students adapt to this learning style.

The Vice Principal emphasized the school's commitment to the SAVI method, stating that the school is working to overcome infrastructure and budget constraints through cooperation with external parties. He also noted the need to increase parents' understanding of the benefits of soft skills education through extracurricular activities, which is expected to increase support from home.

Guardians admitted to seeing positive changes in their children since the implementation of this method. However, they also expressed concerns about the time their children spend at school and the logistics related to after-school activities. As a solution, some parents suggested providing better information about the schedule and results of extracurricular activities as well as increasing flexibility in their implementation.

The overall data obtained shows that the Edutainment method with the SAVI approach has significant potential to improve students' soft skills, which is crucial for their success in the world of work. However, the full effectiveness of this method is hampered by several factors, including infrastructure readiness, teacher training, and support from parents. Each of these

barriers requires a structured and sustainable solution to ensure that this learning approach can be implemented successfully and provide maximum benefits to students.

### **The Role of the Edutainment Method with the SAVI Approach to Soft Skills Materials through Extracurricular**

The application of the Edutainment method with the Somatic, Auditory, Visual, and Intellectual (SAVI) approach at SMKN 1 Gunung Kijang has significantly contributed to the development of soft skills that support the improvement of graduates' competitiveness in the world of work. This method, as supported by (Nena et al., 2018) emphasizes the importance of learning through movement, hearing, observation, and problem-solving, which helps students to be actively involved in the learning process.

From the results of the interviews, Teacher 1 and Teacher 2 acknowledged that the SAVI method facilitates greater student engagement and develops important skills such as communication, teamwork, and adaptability. This is in line with research that shows that learning that combines entertainment with education—or 'edutainment'—provides an engaging platform for students to absorb knowledge while enjoying the learning process, which ultimately strengthens interpersonal skills and critical thinking skills (Agustia, 2019)

According to the Vice Principal, the integration of soft skills into the curriculum through the SAVI method is expected to prepare students not only with technical knowledge but also with adequate interpersonal skills. The modern work industry requires employees who are not only technically competent but also able to collaborate, communicate effectively, and adapt to changes in the work environment (Wahyudi et al., 2023) This emphasizes the importance of preparing students with broader skills that include non-technical elements of professional expertise. These results are consistent with the findings of previous research that underscore the importance of an interactive and fun learning approach in improving students' interpersonal skills (Fitriani, 2019).

Student 1 and Student 2 highlighted that SAVI-based extracurricular activities gave them the confidence and skills necessary to work in a team and communicate effectively. SAVI's approach gives them the freedom to explore and express themselves in a variety of formats, which are important in developing critical thinking and adaptability—two elements that are critical in a dynamic world of work (Lana et al., 2021).

A study by (Muslihati et al., 2023) found that strengthening soft skills in vocational school students through extracurricular activities significantly improved thinking, problem-solving, communication, and cooperation skills. This finding is in accordance with the

observation in this study where students of SMKN 1 Gunung Kijang showed an improvement in similar skills through extracurricular activities using the SAVI method. Research by (Fitrianingsih, 2015) also supports this finding, which shows that the development of soft skills models through extracurricular activities is effective in improving students' job readiness. The EDYS (Education Development for Young Soft Skills) model developed in the study reflects similar results to this study, where the SAVI method successfully improves students' non-technical skills that are crucial for success in the world of work.

Another study suggests that 85% of career success is attributed to soft skills, emphasizing the need for educational institutions to prioritize the development of these skills. The results of this study show that the Edutainment method with the SAVI approach can be an effective means to meet these needs (Robles, 2012). In the local context, a study by (Hanifah & Hakim, 2023) on the need for educational institutions to focus on developing these interpersonal skills to prepare students for real-world challenges, also supports the findings in this study. The SAVI method at SMKN 1 Gunung Kijang shows how a soft skills-oriented learning approach can effectively improve students' readiness for the world of work.

This study shows how edutainment theory and SAVI approach can be integrated in educational practice to produce impactful results. The implementation of this theory in a real educational setting at SMKN 1 Gunung Kijang provides concrete evidence that a fun and interactive approach to learning not only enriches students' learning experience, but also significantly prepares them for success outside of school.

Overall, the relationship between the results of this study and previous studies shows consistency in the literature that education that focuses on developing soft skills through innovative methods such as SAVI is the key to improving the competitiveness of vocational school graduates in the world of work. It also emphasizes the importance of continuously implementing and evaluating learning methodologies that can facilitate active and continuous learning among students.

Overall, the Edutainment method with the SAVI approach has proven its effectiveness in improving students' soft skills, which directly contributes to improving their competitiveness in the world of work. Following the theory by (Goleman, 1995) which states that 80% of success in the workplace is determined by soft skills, SMKN 1 Gunung Kijang is on the right track to improve students' job readiness through this innovative learning approach.

### **Obstacles in the Application of the Edutainment Method with the SAVI Approach**

The application of the Edutainment method with the SAVI approach at SMKN 1 Gunung Kijang has encountered several significant obstacles that affect its effectiveness in



developing students' soft skills through extracurricular activities. The results of interviews with the informants show that these challenges range from limited infrastructure and resources to the need for more in-depth teacher training.

### **Limited Resources and Infrastructure**

Teacher 1 and Teacher 2 consistently mentioned that resource limitations are one of the main obstacles in the effective application of the SAVI method. They emphasized that the lack of facilities and supporting equipment limits their ability to carry out SAVI-based activities effectively. According to (Robles, 2012) adequate infrastructure is the key to effective learning implementation, especially when it requires the integration of various learning modalities such as somatic, auditory, visual, and intellectual.

### **The Need for More In-Depth Teacher Training**

Shortcomings in teacher training, as revealed by Teacher 2, are also a major obstacle. This leads to inconsistencies in the application of methods, which reduces the effectiveness of learning. (Freire, 2020) emphasizes the importance of teacher training in new learning approaches to ensure that they can facilitate learning effectively, adapting their teaching methods to the learning needs of students.

### **Parent Participation and Understanding**

The Vice Principal admitted that another challenge is the level of understanding and participation of parents that is not optimal. Parental involvement in their children's education is key to improving learning effectiveness. This is in accordance with research that shows that parental support plays a vital role in the success of children's education (Misriatul Aulia et al., 2022)

### **Student Adjustment to Learning Methods**

Student 1 and Student 2 showed that there were difficulties in adjusting to the SAVI-oriented learning method. (Goleman, 1995) revealed that changes in learning methods require adaptation time from students, and without sufficient support, students may not get the full benefits of the method.

**Based on the obstacles identified, several solutions have been proposed by the informants to address these challenges:**

- **Increased Investment in Resources and Infrastructure:** This includes the acquisition of tools and materials that support SAVI-based activities, as well as the development of adequate facilities to support extracurricular activities.

- **Structured Teacher Training:** Conduct regular workshops and training sessions for teachers on how to effectively implement the SAVI method in their teaching.
- **Improving Communication with Parents:** Conducting orientation sessions and workshops for parents on the benefits of the Edutainment method and the SAVI approach in soft skills development.
- **Better Student Orientation Program:** Provides more information and support to new students entering the program to help them adapt innovative learning methods.

The obstacles in the implementation of the Edutainment method with the SAVI approach at SMKN 1 Gunung Kijang illustrate the gap between theory and practice that often occurs in education. Overcoming these barriers requires a coordinated effort between all stakeholders, including teachers, school administration, parents, and students. By overcoming these challenges, SMKN 1 Gunung Kijang can be more effective in preparing its students for the challenges of the modern world of work.

### **Solution for Applying the Edutainment Method with the SAVI Approach**

The application of the Edutainment method with the SAVI approach at SMKN 1 Gunung Kijang has faced several obstacles, but the various solutions proposed by the informants show the potential to overcome these challenges. These solutions involve increasing resources, teacher training, parent involvement, and student adaptation support, all of which are rooted in relevant educational and psychological theories.

### **Improving Resources and Infrastructure**

Teacher 1 emphasized the importance of increasing resources and infrastructure to support the implementation of the SAVI method. Investments in resources such as technology, materials for somatic-based activities, and appropriate classrooms are crucial. Adequate technology and infrastructure enable the implementation of innovative learning approaches and support effective learning (Ertmer & Ottenbreit-Leftwich, 2010)

### **Structured Teacher Training**

Teacher 2 stated that structured and continuous training for teachers is important to ensure that they can effectively use the SAVI method. Effective teacher training should include continuous professional development and opportunities for reflective practice, which helps teachers integrate new methods in their teaching (Hammerness, 2005).

### **Improved Communication with Parents**

The Vice Principal spoke about the importance of improving communication with parents. Parents need to understand the benefits of soft skills education and how the SAVI

method supports this development. Effective parental involvement requires two-way communication between school and home, which supports the success of a child's education (Epstein, 2018).

### **Better Student Orientation Program**

From the student's perspective, as expressed by Student 1 and Student 2, an orientation program that introduces them to the SAVI method can help in their adaptation. A good orientation helps students understand and adapt to new learning approaches, which in turn increases their engagement and success in school (Schwartz & Tinto, 1987)

The theories that support these solutions emphasize the importance of resources, training, communication, and support as essential elements in the implementation of effective learning strategies. Integrating the SAVI approach with adequate support will not only overcome existing barriers but also maximize the potential of this method in the development of students' soft skills.

## **4. CONCLUSION**

Data analysis shows that the application of the SAVI method in learning at SMKN 1 Gunung Kijang faces various obstacles, both in terms of teacher readiness, time constraints, infrastructure, and student participation. However, solutions in the form of teacher training, time optimization, facility improvement, and a differentiated approach in learning can help overcome these obstacles. The effective application of the SAVI method can improve the development of students' soft skills and prepare them better to compete in the world of work.

This study evaluates the effectiveness of the Edutainment Method with the SAVI (Somatic, Auditory, Visual, Intellectual) approach in the development of soft skills of students of SMKN 1 Gunung Kijang. The results of the study show that this approach is effective in improving soft skills that are important for competitiveness in the world of work. By integrating these methods in extracurricular activities, students gain a more interactive and enjoyable learning experience, which contributes significantly to the improvement of their interpersonal competencies such as communication, teamwork, and adaptability.

The application of the Edutainment Method with the SAVI approach faces several obstacles, including limited time, resources, and active participation from all elements of the school. However, creative solutions such as teacher training in the SAVI approach and curriculum modification have helped overcome these obstacles. The positive results of this

study confirm the importance of innovative learning methods in preparing students for the needs of the modern world of work.

Overall, this study provides evidence that the integration of soft skills through fun and interactive learning methods, such as Edutainment with the SAVI approach, is the key to improving the job readiness of vocational students. This paves the way for educational institutions to adopt a similar approach in order to prepare graduates who are not only technically competent but also able to navigate and succeed in a dynamic and globally oriented work environment.

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