



Philosophy Education as a Means of Developing Student Soft Skills

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Abstrak

Pendidikan tinggi merupakan salah satu tahapan penting dalam mempersiapkan mahasiswa untuk memasuki dunia kerja. Selain menuntut kemampuan akademik yang tinggi, dunia kerja juga mengharapkan para lulusan untuk memiliki *soft skills* yang mumpuni. Tujuan studi ini untuk menganalisa pendidikan filsafat sebagai sarana pengembangan *soft skills* mahasiswa. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, *display* data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengajaran filsafat yang inovatif dan kreatif dapat memotivasi mahasiswa, sementara kebutuhan dan minat mahasiswa perlu dipertimbangkan dalam pengajaran. Dosen memiliki peran penting dalam membimbing dan memfasilitasi diskusi dan debat di kelas, sehingga mahasiswa dapat mengembangkan kemampuan berpikir kritis, berargumentasi dengan baik, berbicara di depan umum, empati, dan kerjasama.

Kata Kunci: Pendidikan, Filsafat, Soft Skill, Mahasiswa

Abstract

Higher education is one of the important stages in preparing students to enter the world of work. In addition to demanding high academic abilities, the world of work also expects graduates to have qualified soft skills. The purpose of this study is to analyse philosophy education as a means of developing students' soft skills. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display, and conclusion drawing. The results showed that innovative and creative philosophy teaching can motivate students, while students' needs and interests need to be considered in teaching. Lecturers have an important role in guiding and facilitating discussions and debates in class, so that students can develop critical thinking skills, good argumentation, public speaking, empathy, and cooperation.

Keywords: Education, Philosophy, Soft Skills, Students

Introduction

Higher education is one of the important stages in preparing students to enter the world of work [1]; [2] and [3]. In addition to demanding high academic abilities, the world of work also expects graduates to have qualified skills (soft skills), such as the ability to communicate, adapt to new environments, collaborate, and the ability to think critically and creatively [4] and [5]. However, there are still many students who have difficulty in developing these skills. This is due to various factors, such as lack of opportunities to practice, lack of understanding of the importance of these skills, and lack of confidence.

Philosophy education can be one of the means to develop students' soft skills [6]. Philosophy education helps students in developing critical, reflective, and analytical thinking skills [7] and [8]. In addition, philosophy education also teaches students about ethics and values that are important in life [9]; [10] and [11]. Through philosophy education, students can learn and practice skills such as arguing well, asking the right questions, developing a critical outlook and being open to different perspectives, and considering the ethical implications of their actions [12].

Therefore, research on "Philosophy Education as a Means of Developing Students' Soft Skills" can provide useful information for higher education institutions in improving the quality of their education. In addition, this research can also provide benefits for students in improving their skills needed in the world of work.

Method

This study's researchers can save time and effort by avoiding data collection in the field by instead reading the relevant literature. Using keywords related to this subject, articles on pedagogy, students, and "soft skills" were collected from the internet and the back issues of scholarly journals. A reliable reference list does not require the writers to use only specific online resources like Emerald Insight, Research Gate, or Elsevier journal portals. The writers restricted their keyword search to the

article's primary topics—education, philosophy, and students' soft skills—in order to maintain concentration. Journals, articles, and publications from 2014 up to the present were included in the search. We used keyword searches on several online databases to find the references we needed. However, only those articles, journals, and publications that are most relevant to philosophy education and its role in cultivating students' soft skills will be used in any way. There are 26 supplementary sources in this piece.

In this investigation, researchers adopted a qualitative methodology. One of the ways of data gathering was listening to and recording pertinent information, which was then followed by data reduction, data presentation, and conclusion drawing to provide a full image of the literature research that was created. In order for the data to yield useful insights and make it easier to draw conclusions, we simplified, categorized, and eliminated irrelevant data during the data reduction phase. It's important to analyze the data through the reduction stage because of the sheer volume and complexity of the data. In this elimination phase, we determined which pieces of information were most useful in achieving our objective. Initially, we gathered 42 references. After this preliminary procedure, however, it expanded to include 26 sources. The data was then displayed. Following on from data reduction, this phase involves systematically arranging data for straightforward interpretation and drawing of conclusions. The data presented here is narrative in structure. (in the form of field notes). It will be simpler to organize and structure the data according to a pattern of relationships if we present it in this way. At last, it's time to make some inferences from the information. This is the last stage of the qualitative data analysis process, and it refers back to the initial goals of the research. In this stage, we attempt to draw inferences and develop remedies based on the obtained data by spotting trends, patterns, and outliers. The sources we rely on are trustworthy, so we can draw reliable judgments. This is an effort to arrive at a reasonable conclusion in the hopes that it may facilitate better comprehension.

Result and Discussion

Philosophy education can be an effective means to develop students' soft skills. Soft skills themselves refer to non-technical skills such as communication skills, teamwork, leadership, creativity, and adaptability [13]; [14] and [15]. Philosophy education can help students develop these skills through the application of philosophical principles in everyday life.

Philosophy education can help students develop critical and analytical thinking skills. In philosophical thinking, students are taught to question existing beliefs and views, and consider valid arguments [16] and [17]. This ability will help students to solve problems logically and creatively, and analyse situations from different perspectives. In addition, philosophy education can also help students develop effective communication skills. In philosophical discussions, students are taught to listen carefully and respond well to different views [18]. These skills will help students communicate with people from different backgrounds, as well as help build good relationships in a work environment.

Furthermore, philosophy can also help students develop teamwork skills [19] and [20]. In philosophical discussions, students are taught to work together to achieve a common goal. This ability will help students overcome conflicts and build harmonious relationships within the team. Not only that, philosophy education can also help students develop leadership skills. In philosophical discussions, students are taught to lead discussions and guide groups in achieving common goals. This ability will help students to lead a team effectively, as well as inspire others to achieve common goals.

It is interesting to discuss more about philosophy education. It is well known that philosophy education can help students develop soft skills which are very important in today's work environment. Soft skills such as critical thinking, effective communication, teamwork, leadership, and creativity are highly sought after by companies and organisations in their search for qualified employees [21]; [22] and [23]. Therefore, philosophy education can help students in preparing themselves for a

successful career. However, there are some challenges in implementing philosophy education as a means of developing students' soft skills. One of the challenges is the lack of understanding of philosophy among students and lecturers. Some students and lecturers may feel that philosophy is not relevant to their daily lives, making it difficult to motivate them to learn it.

In addition, teaching philosophy also requires a different approach compared to the teaching methods commonly used in lectures. Teaching philosophy requires deep discussion and reflection on abstract concepts, which can be difficult for some students who are not used to this approach [24]; [25] and [26]. Therefore, creative and innovative teaching approaches are needed to teach philosophy in a way that is interesting and easily understood by students. On the other hand, it is also important to pay attention to students' needs and interests in teaching philosophy. Lecturers must understand the needs and interests of students, and be able to adapt the teaching of philosophy to meet these needs. In this case, lecturers should be able to create a comfortable and open environment for discussion and reflection, and motivate students to study philosophy in a fun and interesting way.

In facing this challenge, lecturers and educational institutions can take several steps to improve the teaching of philosophy as a means of developing students' soft skills. Some of these steps include:

1. Increase understanding of the importance of philosophy education among students and lecturers.
2. Develop innovative and creative approaches to teaching philosophy to motivate students.
3. Tailor the teaching of philosophy to the needs and interests of students.
4. Create an open and comfortable environment for discussion and reflection on philosophical concepts.
5. Integrate philosophy education into the education curriculum, so that students can learn it in a structured and sustainable manner.

By taking these steps, it is hoped that philosophy education can be an effective means of developing students' soft skills, so that they are ready to face challenges in an increasingly complex and dynamic work environment.

For example, teaching philosophy can be done through the use of technology, such as online learning, simulation, and the use of multimedia. In addition, teaching philosophy can also be integrated with other disciplines, such as psychology, sociology, and management, so as to provide a more comprehensive understanding of philosophical concepts related to these disciplines.

In teaching philosophy, it is important to provide space for students to discuss and debate the abstract concepts learnt. Discussions and debates can help students to develop critical thinking skills, argue well, and improve their public speaking skills. In addition, by discussing and debating, students can also learn to understand other people's points of view, thus improving their empathy skills and developing co-operation. In this case, lecturers have a very important role in guiding and facilitating discussions and debates in class. Lecturers must be able to create a safe and open environment for discussion, and motivate students to actively participate in discussions and debates. Lecturers must also be able to provide constructive feedback and assist students in developing critical thinking skills and good argumentation.

Overall, philosophy education can be an effective means to develop students' soft skills, such as critical thinking, good argumentation, public speaking, empathy, and co-operation. In facing the challenges of teaching philosophy, lecturers and educational institutions need to take an innovative and creative approach in teaching, and pay attention to the needs and interests of students. Thus, it is hoped that students can get the maximum benefit from philosophy education and be ready to face challenges in an increasingly complex and dynamic work environment.

Conclusion

Based on the above discussion, it can be concluded that philosophy education can be an effective means to develop students' soft skills.

Innovative and creative philosophy teaching can motivate students, while students' needs and interests need to be considered in teaching. Lecturers have an important role in guiding and facilitating discussions and debates in class, so that students can develop critical thinking skills, good argumentation, public speaking, empathy, and cooperation.

Therefore, suggestions to improve the effectiveness of philosophy teaching as a means of developing students' soft skills include: first, developing innovative and creative philosophy teaching approaches to motivate students. Second, tailoring philosophy teaching to students' needs and interests. Third, creating an open and comfortable environment for discussion and reflection on philosophical concepts. Fourth, integrating philosophy education into the education curriculum, so that students can learn it in a structured and sustainable manner. Fifth, providing space for students to discuss and debate the abstract concepts learnt. Finally, guide and facilitate discussions and debates in class, as well as provide constructive feedback to help students develop critical thinking skills and good argumentation.

By carrying out the suggestions above, it is hoped that philosophy education can provide maximum benefits for students in developing their soft skills, so that they can become better individuals and be ready to face challenges in an increasingly complex and dynamic work environment.

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