THE RELATIONSHIP BETWEEN *SOFT SKILLS* AND DAILY *PERFORMANCE VALUES OF PROBLEM BASED LEARNING* OF STUDENTS OF THE FACULTY OF MEDICINE, SWADAYA UNIVERSITY GUNUNG JATI

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]
Faculty of Medicine, Swadaya Gunung Jati University
Email: alfiyyah.004@gmail.com

ABSTRACT
Soft skills are an important attribute in medical practice. PBL is one of the learning methods used by the UGJ Faculty of Medicine, where the assessment process and rubric have adapted soft skills. It is important to know whether there is a relationship between soft skills and the daily PBL performance scores of FK UGJ students. Knowing the relationship between soft skills and the daily PBL performance value of FK UGJ students. This study uses descriptive studies, including analytical observational research, primary data in the form of questionnaires, and secondary data in the form of an archive of PBL performance values. 95.4% (228) of the 239 respondents had sufficient problem-solving soft skills, 97.9% (234) of the 239 respondents had sufficient initiative soft skills, 94.6% (226) of the 239 respondents had sufficient soft skills of integrity, 92.1% (220) of the 239 respondents had sufficient communication soft skills, 88.3% (211) of the 239 respondents had sufficient teamwork soft skills. PBL performance values show quite wide variations. Most students score between 35.0 - 40.0. The results of the research show that there is a significant relationship between the five aspects of soft skills and the daily PBL performance scores of FK UGJ students. There is a significant relationship between the five aspects of soft skills and the daily PBL performance scores of FK UGJ students

Keywords: Soft skills, Problem Based Learning, medical students, academic grade

Introduction

Problem Based Learning (PBL) method is method of learning that uses complex, real-world problems to trigger learning as step early in collecting and integrating new knowledge (Betakore & Boiliu, 2022). PBL is marked with existing groups, small and collaborative. Participants educate work in a team learn the small one, then communicate and integrate information , finding , evaluating and using sources proper learning. Learning process with approach This done with present problem real critical and challenging (Darwati & Purana, 2021).

Problem can taken from problem patient, problem health, problems service, system references, and epidemiology disease. Problem This will bring up skills think critical and science related medicine. Then student do discussion, doing study in a way related independent with case, they can look for from various source knowledge. Then, students serve the solution they find and carry out the reasoning process analytics. In the next step, students connect each

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

solution with expected findings from the assessment until evaluation (WK, 2020).

PBL has adopted in a way wide in various field and context education and is said to be as one of the methodology Study effective teaching (Suryanti & Supeni, 2019). The PBL approach is efforts to involve participant educate in a way active in the learning process in order to have ability *hard skills* and soft skills (Betakore & Boiliu, 2022. With the PBL learning model , participants educate given Lots space and time so that they assisted to develop their *soft skills* . [5] Data on one of them research conducted by Desiderius Metan and Wiwik Ira Handayani shows 17 of the 20 skills needed in the job market are aspect *soft skills , and* top 7 rankings occupied by aspects *soft skills* too. Based on fact this is it why soft skills are so important given in the educational process .

Soft skills are ability beyond ability technical and academic , which is more prioritize on ability *intrapersonal* or capable ability arrange himself yourself and your abilities *interpersonal* namely ability to socialize (Ulum & Fauzi, 2023). Element *Soft* skills include : *communicative skills, critical thinking, problem solving skills, team work, life long learning, information management skills, entrepreneurship skills, ethics, moral and professional, leadership skills. Emotional awareness, influence, conflict management, cooperation, synergy* (Ulum & Fauzi, 2023) (Prasetio & Utari, 2020).

Other research conducted by England, America and Canada, found 23 attributes *soft skills* that dominate employment. The 23 attributes the sorted based on priority interest that is initiative, ethics/integrity, thinking critical, will learning, commitment, motivation, enthusiasm, can reliable, communication oral, creative, ability analysis, can overcome stress, resolve problem, can summarizing, competent, flexible, teamwork, independent, listening, resilient, arguing logical, management time, and management self. All of the above skills are very necessary for students to have. through various training *soft skills* (TYP, 2023).

A research conducted by Bagus Purbandaru Sakti explains the Influence of *soft skills* in PBL on academic students Faculty UNISMUH Makassar Medical School obtained the conclusion that *soft skills* in PBL for students class of 2011 show an influence on academic value (BPS, 2015). Based on background back above, goal study This is to know connection *soft skills* with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati. In the research this , component *soft* skills studied covering initiative, integrity, communication, and *teamwork* that can represent to be assessed, because it is by criteria aspect involvement in discussions and aspects behavior in the rubric PBL assessment

Research methods

This study uses a study descriptive including study observational by using primary data using a questionnaire that will given to students, and secondary data in the form of archive mark PBL *performance* of students who will requested to part academic medicine. The research was conducted to student pre- clinical stages semesters 2, 4, and 6 at the Faculty Swadaya University of Medicine Mount Jati. Election sample using method *Stratified Random Sampling*. This research analyzed with univariate and bivariate tests using the *Spearman test* to compare every variable that is connection *soft skills problem solving*, initiative, integrity, communication and *teamwork* with mark daily *performance* of PBL of FK UGJ students .

Results and Discussion

Characteristics of the type sex student Faculty University Medicine Self-reliance Mount Jati .

Table 1. Gender

Gender	Number (n)	Percentage (%)
Man	74	31
Woman	165	69
Total	239	100.0

Based on table 1 , description based on proportion percentage of each type sex is of the total of 239 students who became respondents , there were 74 students men , who make up 31% of the population sample . Percentage This show that amount student males in the population This more low compared to with student women who number as many as 165 students and constitutes 69% of population . Percentage This show that amount student women in the population This more tall compared to with student man .

Table 2. Semester

Semester	Number (n)	Percentage (%)
2	75	31.6
4	87	68.4
6	77	0
Total	239	100.0

From table 2 we can see known that semester 4 is a semester with amount Respondent the most (37%) while semester 2 is the semester with amount the fewest respondents (31%).

Table 3. Overview of *Soft Skill* Aspects *Problem Solving*

Problem Solving Aspects	Frequency	Percentage (%)
Not enough	11	4.6
Enough	228	95.4
Total	239	100.0

Based on table 3 distribution category *soft skills* in aspects *problem solving* , from a total of 239 respondents, only 11 respondents or around 4.6% show ability *problem solving* is lacking. Meanwhile, the majority Respondent as many as 228 people or around 95.4% are in the category enough. This indicates that part of the the Respondent's own ability sufficient *problem-solving.*

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

Table 4. Overview of *Soft Skill* aspects initiative

Aspect Initiate	Frequency	Percentage (%)
Not enough	5	2.1
Enough	234	97.9
Total	239	100.0

Based on table 4 distribution category *soft skills* in aspects initiative, from a total of 239 respondents, only 5 respondents or around 2.1% which shows ability lack of initiative. On the contrary, the majority respondents, namely 234 people or around 97.9% are in the category enough. This is show that part big Respondent own ability enough initiative.

Table 5. Overview of *Soft Skill* aspects integrity

Aspect Initiate	Frequency	Percentage (%)
Not enough	13	5.4
Enough	226	94.6
Total	239	100.0

Based on table 5 distribution category *soft skills* in aspects integrity , from a total of 239 respondents , only 13 respondents or around 5.4% which shows ability lack of integrity , whereas majority respondents , namely 226 people or around 94.6% are in the category enough . This is show that part big Respondent own ability sufficient integrity .

Table 6. Overview of *Soft Skill* aspects Communication

Aspect Initiate	Frequency	Percentage (%)
Not enough	19	7.9
Enough	220	92.1
Total	239	100.0

Based on table 6 distribution category *soft skills* in aspects communication , from a total of 239 respondents , only 19 respondents or around 7.9% which shows ability lack of communication , whereas majority respondents , namely 220 people or around 92.1% are in the category enough . This is show that part big Respondent own ability sufficient communication .

Table 7. Overview of *Soft Skill* aspects *Teamwork*

Aspect Initiate	Frequency	Percentage (%)
Not enough	28	11.7
Enough	211	88.3
Total	239	100.0

Based on Table 7, distribution category *soft skills* in aspects *teamwork*, from a total of 239 respondents, 28 respondents, or around 11.7%, showed ability *teamwork* is lacking; the majority of respondents, namely 211 people or around 88.3%, are in the category enough. This is show that part big Respondent own ability sufficient *teamwork* .

Table *8*. *Daily* **Performance** *Values* Problem Based Learning (PBL)

Nilai *Performance* PBL	Frekuensi	Persentase (%)
19.0	1	0,4
29.0	1	0,4
29.5	1	0,4
30.0	2	0,8
31.0	1	0,4
32.0	1	0,4
32.5	1	0,4
33.0	4	1,7
33.5	3	1,3
34.0	6	2,5
34.5	5	2,1
35.0	3	1,3
35.5	11	4,6
36.0	15	6,3
36.5	9	3.8
37.0	11	4.6
37.5	17	7.1
38.0	13	5.4
38.5	16	6.7
39.0	26	10.9
39.5	11	4.6
40.0	21	8.8
40.5	16	6.7
41.0	15	6.3
41.5	7	2.9
42.0	6	2.5
42.5	7	2.9
43.0	4	1.7
44.0	3	1.3
45.0	1	0.4
46.0	1	0.4

Based on table 8 distribution mark PBL (*Problem Based Learning*) *performance* of students, the highest score obtained by students was 39.0 with 26 respondents (10.9%). Other values are also sufficient dominant is 40 with 21 respondents (8.8%) and 37.5 with 17 respondents (7.1%). Some mark such as 35.5; 37.0 and 39.5 were each achieved by 11 respondents (4.6%). The lowest values in the distribution This is 19.0; 29.0; and 29.5, respectively only achieved by 1

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

respondent (0.4%). Instead , value highest recorded is 92 and only achieved by 1 respondent (0.4%). By overall , distribution mark show enough variation wide , with part big student to obtain mark between 35.0 to 40.0.

Table 9. Correlative test results *spearman* relationship between *problem solving* with mark PBL daily *performance* on students Faculty Swadaya University of Medicine Mount Jati

	Uji Korelatif		Kemampuan *Problem Solving*	Nilai *Performance* Harian PBL
	Kemampuan *Problem Solving*	Koefisien Korelasi	1.000	.288**
		Sig. (2-tailed)	.	.000
		N	239	239
Spearman's rho	Nilai *Performance* Harian PBL	Koefisien Korelasi	.288**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

Based on Table 9 above, there is a p value of 0.000, which indicates that the correlation between ability *soft skill* aspect *problem solving* with mark *daily performance* PBL is meaningful. Correlation value *Spearman's* value of 0.288 indicates a strong, weak correlation with correlation positive, meaning the second variable is one way between variable X and variable Y, where the more One variable so well, the higher the value variable. Calculation results with analysis computer deliver results, value *p-value* (0.000) < α = (0.05)).

Thus, it can be concluded that H_0 was rejected, and H w_{as} accepted. The conclusion is that there is a connection between the ability *to solve problems using* soft skills and the daily *performance* of students.nt PBL Faculty Swadaya University of Medicine Mount Jati.

Table 10. Correlative test results *show a strong* relationship between initiative and mark PBL daily *performance* on students Faculty Swadaya University of Medicine Mount Jati.

	Uji Korelatif		Kemampuan Inisiatif	Nilai *Performance* Harian PBL
	Kemampuan Inisiatif	Koefisien Korelasi	1.000	.228**
		Sig. (2-tailed)	.	.000
		N	239	239
Spearman's rho	Nilai *Performance* Harian PBL	Koefisien Korelasi	.228**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

Based on table 10 above is obtained p value of 0.000 which indicates that correlation between the ability *soft skill* aspect initiative with mark PBL daily *performance* is meaningful. Correlation value *Spearman's* value of 0.228 indicates a strong weak correlation with correlation positive, meaning the second variable is one way between variable X and variable Y, where the more One variable so will, the more great value variable. Calculation results with analysis computer deliver results, value *p-value* (0.000) < α = (0.05)).

Thus , it can be concluded that H_0 rejected and H $_a$ accepted . The conclusion is there is existence connection between ability *soft skill* aspect initiative with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati.

Table 11. Correlative test results *spearman* relationship between integrity with mark PBL daily *performance* on students Faculty Swadaya University of Medicine Mount Jati.

Uji Korelatif		Kemampuan Integritas		Nilai Performance Harian PBL
Spearman 's rho	Kemampuan Integritas	Koefisien Korelasi	1.000	.220**
		Sig. (2-tailed)	.	.001
		N	239	239
	Nilai Performance Harian PBL	Koefisien Korelasi	.220**	1.000
		Sig. (2-tailed)	.001	.
		N	239	239

Based on table 11 above is obtained p value 0.001 which indicates that correlation between ability *soft skill* aspect integrity with mark PBL daily *performance* is meaningful . Correlation value *Spearman's* value of 0.220 indicates strength weak correlation with correlation positive , meaning second variable one way between variable X and variable Y, where the more big mark One variable so will the more great value variable others . Calculation results with analysis computer deliver results, value *p-value* (0.001) < α = (0.05)). So , you can concluded that H $_0$ rejected and H $_a$ accepted . The conclusion is there is existence connection between ability *soft skill* aspect integrity with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati.

Table 12. Correlative test results *spearman* relationship between communication with mark PBL daily *performance* on students Faculty Swadaya University of Medicine Mount Jati.

Uji Korelatif		Kemampuan Komunikasi		Nilai Performance Harian PBL
Spearman 's rho	Kemampuan komunikasi	Koefisien Korelasi	1.000	.373**
		Sig. (2-tailed)	.	.000
		N	239	239
	Nilai Performance Harian PBL	Koefisien Korelasi	.373**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

Based on table 12 above is obtained p value of 0.000 which indicates that correlation between ability *soft skill* aspect communication with mark PBL daily *performance* is meaningful. Correlation value *Spearman's* value of 0.373 indicates strength weak correlation with correlation positive, meaning second variable one way between variable X and variable Y, where the more big mark One variable so will the more great value variable others. Calculation results with analysis computer deliver results, value *p-value* (0.000) < α = (0.05)). So, you can concluded that H $_0$ rejected and H $_a$ accepted. The conclusion is there is existence connection between ability *soft skill* aspect communication with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati.

Table 13. Correlative test results *spearman* relationship between *teamwork* with mark PBL

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

daily *performance* on students Faculty Swadaya University of Medicine Mount Jati.

Uji Korelatif		Kemampuan teamwork		Nilai Performance Harian PBL
Spearman's rho	Kemampuan teamwork	Koefisien Korelasi	1.000	.290**
		Sig. (2-tailed)	.	.000
		N	239	239
	Nilai Performance Harian PBL	Koefisien Korelasi	.290**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

Based on table 13 above is obtained p value of 0.000 which indicates that correlation between ability *soft skill* aspect *teamwork* with mark PBL daily *performance* is meaningful. Correlation value *Spearman's* value of 0.290 indicates strength weak correlation with correlation positive, meaning second variable one way between variable X and variable Y, where the more big mark One variable so will the more great value variable others . Calculation results with analysis computer deliver results, value *p-value* (0.000) < α = (0.05)). So, you can concluded that H $_0$ rejected and H $_a$ accepted.

In conclusion is there is existence connection between ability *soft skill* aspect *teamwork* with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati.

Discussion

This research conducted in 2024 at the Faculty Swadaya University of Medicine Mount Jati, Cirebon. Total samples as many as 239 students were taken from semesters 2, 4, and 6. Election sample using method *stratified random sampling* . This study aims to find out soft skill relationship with mark daily *performance* of student PBL Faculty Swadaya University of Medicine Mount Jati. Types of data used in the study This are primary data and secondary data. For primary data using a google form questionnaire. For the instrument *soft skills* initiative, integrity , communication and *teamwork* adapt from study previously. Meanwhile, for *soft skills, problem solving* is component new *soft skills* added by researchers now. Instruments *Soft skill problem solving* has undergone validity and reliability testing , with the results of the validity of r count > r table, which means that all statements is valid. The results of the validity test on the instrument *soft skills* , based on mark significance on 5 question items *soft problem solving skills* are obtained mark significance < 0.05 which means the data is valid and can be used in research . The results of the reliability test on the instrument *soft skill problem solving* shows mark *Cronbach's alpha* is 0.728 so that can concluded that question item the reliable. Meanwhile, for secondary data, archives are used. mark daily *performance of* PBL students. Most of them Respondent classified as as student with level sufficient skills / soft *skills*.

a. **Discussion *soft skill* aspect *problem solving***

Soft skills aspects *problem solving* for students in semesters 2, 4, and 6 stages academic education doctors at FK UGJ partly big majority respondents (95.4%) results show that Respondent own *soft skill problem solving* is sufficient. *Problem-solving skills are one of the skills that are high (higher order thinking skills)* are complex. Other studies explain that *problem solving skills* are skills that every person must have student. Student naturally often experience problem or problem both related with problem personal and also problem his studies. Someone who has problem will try look for solution to solve ongoing problem faced him . In solving and

facing it process is needed or skills think differently every individual . Some research results prove that mastery of *problem-solving skills* is influential in thinking critically, thinking creatively, and motivating Study students, as well as skills student social (Bariyyah, 2021).

The result of the analysis of these *problem-solving skills* is in line with the Contents of the book *Student Guide to Historical Thinking*, works by *Ricard Paul* and *Linda Elder*, who emphasize the importance think critically for the young generation who aims to see various phenomena and reality . It is obligatory for the young generation, especially students, to always respond to various problems that exist within oneself themselves and society in accordance with competence and field mastered knowledge to identifying problems , synthesizing, analyzing, and being able to provide solutions.

Based on understanding from the Contents book, *Soft problem-solving skills* are important to have because with those *skills,* students can identify problems and determine step What to do as a solution to solve them.

b. Discussion *soft skill* aspect initiative

Soft skills aspects initiative students in semesters 2, 4, and 6 academic education doctors at FK UGJ partly big majority respondents (97.9%) results show that Respondent own *soft skills* sufficient initiative . In the study others also obtained soft skills initiative results good for the majority of 81.1% of respondents . Initiative learning is very important owned Because can cause meaningfulness in learning . If students Study with his initiative Alone so attention student the will focused on the process and results of learning (Putra et al., 2023).

In addition, students will feel free to learn , no depend on and have self - confidence myself . According to Savitri & Hadi (2015, p.314), students who have the initiative Study Alone will try to finish a problemsso problems cause No protracted. On the contrary , lack initiative result in somebody tend to be quiet, waiting command, lack of desire to complete problems faced, as well as misunderstanding with new system (Putra et al., 2023).

A person who is developing his initiative is someone who is active with intentionally to develop , relate with activity someone , understand opportunities to grow and with intentionally and consciously change method thinking in life. This is in accordance with opinion *Gauthier, Frasson, & Van Lehn* (2000, p.219) who put forward that initiative student can interpreted as answer students to ask questions which is not answer from questions asked by the teacher . It can be concluded that students who have initiative Study tend active in the learning process (Putra et al., 2023).

c. Discussion *soft skill* aspect integrity

Soft skills aspects integrity students in semesters 2, 4, and 6 academic education doctors at FK UGJ partly big majority respondents (94.6%) results show that Respondent own sufficient integrity *soft skills* . In the research others also obtained soft skill integrity results good in the majority of 83.8% of respondents . Integrity academic is commitment to values academics which are manifested in behaviors that include honesty, trust, respect, fairness and sense of responsibility responsibility in carrying out demands academic. Integrity Academics are very important and need to be developed by everyone under educational institutions (Yusoff et al.,

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

2020).

Based on guide behavior professional doctors and students medicine formulated by the *General Medical Council* can seen that values professionalism doctors and students medical No different far . Some expected behavior can formed within oneself student medical including honesty , caring , justice , responsibility answer , trust ; thing this is in accordance with principles integrity academics as stated by *The International Center for Academic Integrity* (Yusoff et al., 2020)*.*

d. Discussion *soft skill* aspect communication

Soft skills aspects communication students in semesters 2, 4, and 6 academic education doctors at FK UGJ partly big majority respondents (92.1%) results show that Respondent own sufficient soft communication *skills* . In the study others also obtained *soft skills* communication results good for the majority of 83.8% of respondents . Other studies also explain presence communication is source strength main on a team or organization . Communication make dynamic a cooperation system in a team (Hamsal et al., 2023).

In the 21st century , students who are able endure is the usual communicate with various way , good verbally or non verbal . Students required to understand , process , and create effective communication in various form and content in a way oral and written. Students given opportunity to use his abilities to express his ideas , when discuss with friends or lecturers. [37]

This research in line with research conducted by Choudary A in *Teaching communications skills to medical students: Introducing the fine art of medical practice,* states that to plant habit skills good communication during years - years learning will help student medicine and candidates practitioner . Training skills communication during year learning is investment positive for health society in the future that is more good . Lecture regular about effective communication should be included in the curriculum faculty medicine . [41]

Effective communication become factor important in creating effective work team . A team that has effective communication capable communicate with clear and structured . This is help member team to understand task they with more Good and avoid possible errors happen Because lack of communication. Bad communication can cause confusion and misunderstanding, which reduces the productivity team (Soliman & Zaky, 2017).

e. Discussion *soft skill* aspect *teamwork*

Soft skills aspects *teamwork* of students in semesters 2, 4, and 6 stages academic education doctors at FK UGJ partly big majority respondents (88.3%) results show that Respondent own sufficient soft communication *skills*. In the study others also obtained *soft skills* communication results good for the majority of 83.1% of respondents. Cooperation can walk with Good when all members team participate active, have same goal, knowing the duties and limitations of each member, have good communication, agree rule base work, able look for solution together, willing share knowledge and skills (Darmayani et al., 2023).

A number of literature health confirm that professional health must have ability to collaborate and work in a team. Ability the is a key strategy to improve service health, improve performance in various aspect service health, as well as increase security and satisfaction

patients. For practitioners health, working in a team will reduce workload and increase job satisfaction. Therefore, teamwork skills must be trained from previously, namely from stage academic. Zeitun to summarize a number of research that proves that team work satisfaction correlated with performance team. But in his writing There is also research that proves that that satisfaction No correlated with performance team, but study This find that team work satisfaction correlated positive towards the learning process . [44]

In line with study previously conducted by Huda Marlina Wati, the results obtained stated that that has obtained average team work satisfaction score student is in the range of 3.85 to 3.93. In general general score the approaching 4 which means students satisfied with team work experience they during studying in the Medical Study Program . Compared with having to finish task alone , student more choose to work together team Because will lower workload , having friends to discuss as well as can develop ability interpersonal (Wati et al., n.d.).

Internal factors that influence team work satisfaction student part big started from character individual member team others, especially attitude and knowledge member team. Individual will feel satisfied with the team he owns when have colleagues who behave positive towards teamwork, having adequate knowledge to do the job task as well as capable cooperate and foster connection good in team. On the contrary when have colleague the team that behaves negative so will cause team work process become No fun. External factors that influence team work satisfaction student related with policy institutions in designing the learning process based on team, including objective learning, types assigned tasks, formation process team, number members in the team, procedures implementation and assessment (Wati et al., n.d.).

f. Discussion mark daily *performance Problem Based Learning* (PBL)

Daily *performance* values of PBL students in semesters 2, 4, and 6 stages academic Medical Education FK UGJ partly large (10.9%) results show mark *performance* is sufficient that is is at a score of 26-39. Muhibbin Syah's theory states that performance Study rates the success of students in studying material lessons expressed in form scores obtained from the test results about a number of material lessons. Achievement Study according to Zaiful Rosyid (2019) who followed from Sutratinah Tirtonagoro to mean performance Study is evaluation from activity learning expressed in the form symbols, numbers, letters, or sentences that describe learning outcomes students (Sriatun et al., 2024).

Based on understanding from theory the show that performance Study or in research This in the form of mark PBL daily *performance,* used for business student reach the success achieved from the results of activities Study

g. Discussion connection *soft skill* aspect *problem solving* with mark PBL daily *performance*

Soft skills aspects *problem solving* as one of the variables in research This get significant results when seen

the relationship with mark daily PBL *performance using the Spearman test* (p-value = 0.288). In the study This There is connection between *soft skill* aspect *problem solving* with mark daily *performance* of PBL of FK UGJ students .

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

Problem solving skills are skills cognitive nature complex that can it is said as the most intelligent ability one can have human beings. In solving problem faced, one individual No only just need to think, but also need to think creative to be able to finish problem those. Individuals will do related steps with cognitive processes so that the problems faced can completed with good.

Problem solving as A ability/skill own a number of aspect main. The first aspect that is build and maintain understanding together. Where in the process of solving A problem, students required able to build, observe, and maintain understanding together with each other share information, discussion, and mutual complete information important things needed to solve problems faced. Aspects second that is take appropriate action to complete problem. Where in the aspect This explain about actions right on target to complete root problems. Students required to do deliberation, discussion and argumentation.

Aspects the main thing in this *problem solving soft skill* is in accordance with component evaluation PBL daily *performance values* are: aspect involvement in discussion in the form of *sharing* opinions and arguments.

This can explain why can there be meaningful relationship between *soft skill problem solving* with mark PBL daily *performance*.

This is also in line with research conducted by Oskah Dakhi which also stated that *problem solving* can increase creativity and achievement Study students. One of the factors that cause improvement creativity student is a learning model used in the learning process. The application of the *Cooperative Problem Solving* model makes student participate in a way active moment discuss together member his group Because Students are required to find the concept themselves. In the application of the *Cooperative Problem Solving* model, students faced with various various problems to solve through discussion group. Students are required to create ideas individually. fast related with settlement existing problems. Through discussion said, students together with his group friends will look for various alternative breakdown problem. Through the settlement process problem said, students can develop his creativity.

Problem solving skills are based on ability with the process of identifying problem, looking for solution alternatives, and implement solution best in a relatively new situation. *Problem solving skills* are skills that every person must have students. Some research results prove that mastery *problem solving skills* no only influential to performance academic students , but also influential to ability think critical (Wechsler et al., 2018; Changwong et al., 2018; Ulger , 2018), the ability think creative (Kashani-Vahid et al., 2017; Tambunan, 2019; Puccio, 2017), motivation Study students (Araiza-Alba et al., 2021; Georgiou & Kyza, 2018, intelligence emotions (Drigas & Papoutsi, 2018) as well as skills social students (Stoeffler et al., 2020).

In the research others that also support the research results by current researchers are research by Weni The results obtained from the Aedi octopus are improvement grades on the test performance Study mathematics Informatics Engineering Study Program students, Pamulang University with approach *problem solving*.

In the current study, besides because conformity aspect *soft skill problem solving* with component evaluation PBL daily *performance value, also* said There is connection between *soft skill problem solving* with mark PBL daily *performance* because majority Respondent has own

level similarity understanding from points statements in the questionnaire about *soft skills problem solving* and approving will importance *soft skill problem solving* in achieving mark good daily PBL *performance* .

h. Discussion connection *soft skill* aspect initiative with mark PBL daily *performance*

Soft skills aspects initiative as one of the variables in research This get significant results when seen the relationship with mark daily PBL *performance using the Spearman test* (p-value = 0.228). In the study This There is connection between *soft skill* aspect initiative with mark daily *performance* of PBL of FK UGJ students.

Spencer mentioned that initiative is important thing Because initiative move something without requested, improve work results, avoid error, and found or create new opportunities. People who take the initiative tall will act with fast at the moment they see something that needs to be done , they will act more proactive than reactive. Initiative learning is very important owned Because can cause meaningfulness in learning. Students who have initiative Study tend active in the learning process (Putra et al., 2023). A number of characteristics initiative that is own dedication enthusiastic in a way active in implementing tasks and capture questions asked as well as tend give more answers many. This is in accordance with one of the rubric evaluation *performance* during PBL, namely aspect involvement in discussion in the form of activity. This is can explain Why *soft skill* initiative This relate with mark PBL daily *performance*.

This is also in line with research conducted by Bagus Purbandaru Sakti Aji who also stated that there is influence between *soft skill* initiative with performance academic student class of 2011 and 2012, but not in the 2013 class. From the research previous to put forward that There is relationships that influence between *soft skills* towards mark academic . In research This there is difference *soft skill* initiative in the 2011, 2012, and 2013 classes. Due to difference amount PBL activities that have been followed Where class of 2013 has higher frequency A little due to just following a number of just block.

In the current research , it is also said There is connection between *soft skill* initiative with mark PBL daily *performance* because majority Respondent has own level similarity understanding from points statements in the questionnaire about *soft skills* initiative and agree will importance *soft skills* initiative in achieving mark good daily PBL *performance*.

i. Discussion connection *soft skill* aspect integrity with mark PBL daily *performance*

Soft skills aspects integrity as one of the variables in research This get significant results when seen the relationship with mark daily PBL *performance using the Spearman test* (p-value = 0.220). In the study This There is connection between *soft skill* aspect integrity with mark daily *performance* of PBL of FK UGJ students.

Integrity academic is commitment to values academics which are manifested in behaviors, one of which is covering respect (*respect*). Integrity Academics are very important and need to be developed by everyone under institution education. Appreciate is a respect to self yourself and to others, meaning value diversity opinion and utilize opportunity to get new knowledge in discussion. The attitude shown is applicable polite, accepting other people's opinions, respect rules, no interrupt when other people give ideas, and value other people's work. Respect will

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

create environment dynamic and productive learning that is environment learning that drives students to be active as well as want to to argue with still honor opinion others (Yusoff et al., 2020). This is in accordance with one of the rubric evaluation *performance* during PBL , namely aspect behavior. This is can explain Why there is meaningful relationship between *soft skills* integrity denfan mark PBL daily *performance*.

This matter in line with study previously carried out by Bagus Purbandaru Sakti Aji who also stated that there is influence between *soft skills* integrity with performance academic student class of 2011, but in the classes of 2012 and 2013 it showed that No There is influence *soft skills* integrity to mark academic students. Differences This show that in the 2011 batch , *soft skills* of integrity in PBL had an influence to mark academic while in the 2012 and 2013 classes there were none influential. Because the average value academic 2012 and 2013 sufficient and lacking. Integrity show consistency between action with mark truth with all power to identify problems in PBL. Factors that influence *soft skills* integrity in PBL including present appropriate time in PBL sessions, organizing main ideas with details in a logical order, seriousness follow PBL, work on PBL assignment, following Instructions chairman group.

At the stage preclinical student medicine is also required understand one of the draft from professionalism that is knowledge integrity academic . Knowledge integrity academic is one of the part important from the academic process that must be owned every individual . Knowledge integrity academic is A knowledge about mark honesty that is held students in undergoing his education . Integrity academic is the main thing from culture academic , where matter This felt as A form compliance to mark honesty prevailing in the environment academic said , with existence compliance the No No Possible If there is violations that occurred in it , violations mark honesty Alone relate backwards with performance academic.

Knowledge integrity academic is one of the factors that can influence performance academic students . Students who are able apply the values contained in knowledge integrity academic with Good so will apply it to the learning process that is being carried out so that reach performance good academic . However If values knowledge integrity the No applied with good and considered as pressure academic so will arise burden on self somebody the exceed the abilities possessed , and if left alone will push action negative one of them is fraud academic , so that matter This will affect performance academic.

This research is also in line with research that has been done by Faizatul Happy Birthday Alrosyad whose research results state show there is connection significant between knowledge integrity academic with performance academic . In research that connects between knowledge integrity academic and performance academic state that students who uphold honesty However performance academic low can due to from difficulty understand material learning as well as style Study different students each individual.

In the current research , it is also said There is connection between *soft skills* integrity with mark PBL daily *performance* because majority Respondent has own level similarity understanding from points statements in the questionnaire about *soft skills* integrity and agree will importance *soft skills* integrity in achieving mark good daily PBL *performance*.

j. Discussion connection *soft skill* aspect communication with mark PBL daily *performance*

Soft skills aspects communication as one of the variables in research This get significant results when seen the relationship with mark daily PBL *performance using the Spearman test* (p-value = 0.373). In the study This There is connection between *soft skill* aspect *communication* with mark daily *performance* of PBL of FK UGJ students . Communication is a activities carried out in a way conscious, deliberate and in accordance with objective or desire from the perpetrator. Activities communication will in progress Good if the communicating parties have the same equal attention to Topic the message communicated (Hamsal et al., 2023). This is in accordance with one of the rubric evaluation *performance* during PBL, namely aspect behavior skills communicate. This can explain Why *soft skills* communication relate with mark PBL daily *performance*.

This is also in line with research conducted by Bagus Purbandaru Sakti Aji who also stated that there is influence between *soft skills* communication with performance academic students. Respondents who have *soft skills* communication Good as many as 87.1% of respondents who have a temporary GPA Enough with ability *soft skills* communication Good as many as 9.7% of people, respondents who have a temporary GPA not enough with *soft skills* communication not enough as much as 4%. Communication show stages development and implementation breakdown PBL problems, training listening *skills* effective to receive information accurate so that potential add knowledge academic, as well as produce notes with style that is acceptable to the student's personality.

In the current research, it is also said that There is a connection between soft skills communication and good daily PBL performance because the majority of Respondents have a similar understanding of the points statements in the questionnaire regarding soft skills communication and agree with the importance of soft skills communication in achieving good daily PBL *performance*.

k. Discussion connection *soft skill* aspect *teamwork* with mark PBL daily *performance*

Soft skills aspects *teamwork* as one of the variables in research. This gets significant results when the relationship with mark daily PBL *performance using the Spearman test* (p-value = 0.290). In the study, There is a connection between the soft skill aspect of teamwork and the daily *performance* of PBL of FK UGJ students. Collaboration and cooperation can ensure each person's productivity increases. With collaboration can make approach more education Good with make student work together to achieve objective learning (Vebriana & Rukmini, n.d.). This is by one of the rubric evaluation *performance* during PBL, namely aspect involvement in discussion in the form of collaboration. This can explain Why related *teamwork soft skills* with mark PBL daily *performance*.

This matter in line with research conducted by Bagus Purbandaru Sakti Aji who also stated that there is influence between *soft skill teamwork* with performance academic student class of 2011, but in the classes of 2012 and 2013 it showed that No There is influence *soft skills teamwork* towards mark academic students. Differences This show that in the 2011 class, *soft skills teamwork* in PBL had an influence to mark academic while in the 2012 and 2013 classes there were none influential. Cooperation shows business student with member tutorial group to achieve objectives in PBL. There are factors that can influence cooperation is participate

Alfiyyah Cevy Fadhila[1], Catur Setiya Sulistiyana[2], Ouve Rahadiani Permana[3]

active in PBL, students support effective group, discussion, learning about PBL study with member group, understand method thinking in the PBL process, collaboration, and understanding roles and responsibilities answer from part cooperation in PBL.

In the current research, it is also said There is connection between *soft skill teamwork* with mark PBL daily *performance* because majority Respondent has own level similarity understanding from points statements in the questionnaire regarding soft skills of communication and agreeing will importance *soft skills teamwork* in achieving mark good daily PBL *performance*.

Conclusion

1. There is connection Which meaningful between *soft skills problem solving with* daily PBL *performance* values of students of the Faculty Medicine, Swdaya Gunung Jati University (Correlation coefficient) 0.288).
2. There is a significant relationship between initiative *soft skills and* mark *performance* student Faculty Medical University Mountain Power Teak (Correlation coefficient) 0.228).
3. There is connection Which meaningful between *soft skills* integrity with mark *performance* student Faculty Medical University Self-reliance Mountain Teak (Correlation coefficient 0.220).
4. There is connection which means between *soft skills* communication with mark *performance* student Faculty Medical University Self-reliance Mountain Teak (Correlation coefficient 0.373).
5. There is connection Which meaningful between *soft skills teamwork* with mark *performance* student Faculty Medical University Self-reliance Mountain Teak (Correlation coefficient 0.290)

Reference

Bariyyah, K. (2021). Problem solving skills: esssential skills challenges for the 21st century graduates. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *7*(1), 71–80.

Betakore, Y., & Boiliu, F. M. (2022). *EDUKATIF: JURNAL ILMU PENDIDIKAN*.

BPS, A. (2015). The influence of soft skills in PBL on students' academic grades faculty medical UNISMUH, Makassar. *Block Caving – A Viable Alternate*, *21*(1), 1–9.

Darmayani, I. G. A. S., Manuaba, I. B. A. P., Yani, M. V. W., Wiguna, I. G. W. W., Kusuma, I. K. W. A., & Supadmanaba, I. G. P. (2023). Perception and readiness of medical students and teaching staff to implement interprofessional education. *Bali Medical Journal*, *12*(1), 545–549.

Darwati, I. M., & Purana, I. M. (2021). Problem Based Learning (PBL): Suatu model pembelajaran untuk mengembangkan cara berpikir kritis peserta didik. *Widya Accarya*, *12*(1), 61–69.

Hamsal, H., Hendriani, S., & Sukri, A. (2023). Soft Skill Komunikasi Pada Pemberdayaan Sumber Daya Manusia. *Management Studies and Entrepreneurship Journal (MSEJ)*, *4*(3), 2281–2296.

Prasetio, T., & Utari, D. R. (2020). Analisis soft skill mahasiswa melalui tindakan kelas pada mata kuliah berbasis e-learning. *Seri Prosiding Seminar Nasional Dinamika Informatika*, *4*(1).

Putra, A., Rahmat, U., Anwika, Y. M., Yusmanto, Y., Fajarwati, S. R., Oktiwanti, L., Gani, I., Aini, S., & Mutakim, J. (2023). *Bunga Rampai: Model-Model Pemberdayaan Masyarakat Berbasis Kearifan Lokal Studi Komparasi Pembelajaran dan Pengembangan Masyarakat*.

Soliman, M., & Zaky, A. H. M. (2017). The Mediating Role of IT Governance Effectiveness between ITG and Financial/Non-Financial Performance: Empirical Research on Egyptian Banking Sector. *Non-Financial Performance: Empirical Research on Egyptian Banking Sector (February 7, 2017)*.

Sriatun, S., Sugiono, S., Kurniasih, N. B., & Hendrizal, H. (2024). The Essence of Education. *Education Achievement: Journal of Science and Research*, 440–445.

Suryanti, H. H. S., & Supeni, S. (2019). A Problem Based Learning (PBL) Model in Developing Students' Soft Skills Aspect. *International Journal of Higher Education*, *8*(8), 62–69.

TYP, C. M. Y. M. (2023). *Training self management administrator group talent interest program studies psychology, faculty health community, university Island Sandalwood*. *12*(71), 11–20.

Ulum, M., & Fauzi, A. (2023). Behaviorism Theory and Its Implications for Learning. *Journal of Insan Mulia Education*, *1*(2), 53–57.

Vebriana, G., & Rukmini, E. (n.d.). Teamwork skills pada peer consultant writing center dan mahasiswa pengguna jasanya. *Berkala Ilmu Perpustakaan Dan Informasi*, *17*(2), 154–167.

Wati, H. M., Mustika, R., & Widaty, S. (n.d.). *KEPUASAN KERJA TIM MAHASISWA PADA PROSES PEMBELAJARAN TAHAP AKADEMIK DI PROGRAM STUDI KEDOKTERAN UNIVERSITAS ABDURRAB*.

WK, M. T. (2020). *The Influence of Problem Based Learning (PBL) on process clinical reasoning in student nursing*. *5*(1).

Yusoff, N. H., Chan, G. K. L., & Zulkepli, N. A. (2020). Knowledge and academic integrity breach among Malaysian university students. *Universal Journal of Educational Research*, *8*(12B), 8376–8382.