



Developing Organizational Values in Islamic Higher Education: Islamic Soft Skills

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Received: 09/30/2022; **Accepted:** 03/02/2023; **Published:** 05/02/2023

Abstract: In the era of globalization, students face complex career problems regarding the importance of soft skills. This study aimed to identify and explore soft skills that constitute organizational values. It involved distributing 156 questionnaires to 783 Islamic students using SPSS 23 factor analysis, with organizational value instruments spread across twenty-four soft skills. The instruments used were unique and complete owing to the inclusion of distinctive and universal values for Islamic higher institutions. Despite the lack of similar research, students have been shown to play an important role in their success, as they implement programs, services, and curricula that govern their college experience. This study attempted to fill the gap by proposing an exploration and identification of instruments to measure organizational values in an Islamic university. The results reflected the need for student development programs in higher institutions to focus on Islamic soft skills and organizational values that positively impact students.

Keywords: *Organizational Values, Soft Skill, Islamic Colleges, Technical Skill, Cognitive Skill*

Introduction

Before surviving with agriculture and shipping, humans relied on war and rhetoric. The current industrial revolution has resulted in a reduced need for self-employed and rural-based workers but has increased the demand for specially skilled factory workers in urban areas. This has led to enhanced formal education and training programs (Tannahill 2009) that produce hard or technical skills, also known as cognitive skills (Kautz et al. 2014).

Modern society relies heavily on written tests to evaluate people, students, and schools and even assess the performance of entire countries. These achievement/cognitive tests play an important role in various countries. For instance, school dropouts in the United States can take a seven-and-a-half-hour test, namely, the General Education Development (GED) exam, to obtain secondary school-level diplomas (Kautz et al. 2014). In Indonesia, there are package A, B, and C programs to obtain elementary school, junior high school, and high school certifications, respectively. All of these activities produce technical or cognitive skills.

According to Kautz et al. (2014), achievement tests were originally designed to measure the general knowledge of students, which is useful both in and out of school. General knowledge enables students to tackle the next stage of life as part of the workforce. Emerging evidence shows that good organizations, which combine academic and socioemotional support as well

as bridge the boundaries between academic and student affairs, can increase the success rate of higher education (Holcombe and Kezar 2021). Through good organizational values, students adopt soft skills, such as communication, collaboration, teamwork, critical thinking, problem-solving skills, leadership, responsibility, decision-making, flexibility, adaptability, time management, self-direction, and entrepreneurship capabilities, that promote their development (Ricchiardi and Emanuel 2018).

However, the high scores obtained are not congruent with students' achievement in the professional world. Many organizations devote large budgets to bridging the gap between student-controlled skills and the standards of expertise that they set. For instance, Hay Group found that the underperformance of managers in the UK industry costs companies £220 million annually. This failure of managers has been identified as the biggest obstacle to organizational progress and success. The causative factors include a lack of management skills and improvement training, alongside poor interpersonal relationships, delegation, communication, time management, and group dynamic abilities, known as soft skills (Garwood 2012).

Additionally, Seetha (2014) found that over 60 percent of employees perceived that managers lacked the required communication and interpersonal skills in a Workforce Solution Group survey at St Louis Community College in the United States. The survey also discovered that most of the new employees who were college graduates demonstrated poor critical thinking skills, low creativity, inadequate problem-solving abilities, as well as low writing skills. This shows that colleges or universities need to reconsider the future success of their graduates through career development programs, as a means of increasing the institution's performance. One of the solutions is soft skill development. The development of soft skills in university is very important because it helps to better prepare students to face the challenges of the workforce (Almeida and Morais 2021).

Sabri (2014) revealed that success in work (career) is determined by technical as well as non-technical skills, also known as "soft skills," which need to be identified, explored, and developed in students. According to Nitonde (2014), they are interpersonal and intrapersonal skills that are needed to achieve a successful life. They are useful in all aspects, particularly making the right decisions, communicating effectively, developing self-management talents, and leading a healthy and productive life. As many as seventy-five soft skills can be developed, ten of which are related to accountability, trustworthiness, teamwork, commitment, creativity, justice, morality, leadership, innovative spirit, and persuasion (Nitonde 2014). Social skills enable active participation in society, alongside the capacity to respect others and obey the law, and their comprehension and possession contribute to students' future.

Echoing this opinion, Acero, Castrillón, and León (2022) stated that engineers and other professionals are also eager to develop soft skills because of their success in developing industry, and hence university programs must include soft skills training in their study plans to reduce the gap between industry demand and university education. Research also shows that the understanding, acquisition, and mastery of religious values are also important in Islamic universities (Muluk et al. 2019).

According to Dewiyani Sunarto (2015), interpersonal skills refer to an individual's self-management and optimal work development abilities. This implies managing relationships

with others for optimal job development. Moreover, both types of soft skills are needed and should be improved by every individual to promote career development. A study on organizational values by Kollenscher, Popper, and Ronen (2018) found many positive impacts on soft skills, particularly leadership, such as (i) creating direction, manifested in thinking, planning, and implementation at the strategic level, known as strategic leadership; (ii) motivating people to perform tasks, particularly manifested in personal leadership, which deals with the psychological aspects of employees and influences their aspirations; (iii) structuring the capabilities needed to implement a task, embodied in the processes needed to improve organizational performance, known as architectural leadership. These three leadership categories complement and reinforce each other, thereby creating greater value.

Organizational values are useful as a way of life for all members of an establishment and are the product of applied values, which form the basis for organizational structures and routines (Greenwood and Hinings 1988, 1996; Oliver 1992). The conformity of organizational values is a matter of legitimacy, where the match with the larger social system can help gain support and access resources to facilitate the survival of organizational members (Ashforth and Gibbs 1990; Parsons 1956). These values are also key elements in managing employees and teams to achieve common goals.

Previous research confirmed that a company's mission and values can affect the achievement of the organization and its employees (Dermol and Širca 2018). Moreover, deficiencies in organizational values should not be ignored. Bloomberg (2018) and Ngang, Nethanomsak, and Ariratana (2015) noted the existence of a gap between the skills possessed by graduates and the expertise needed in the world of work, which can be bridged by teaching soft skills to students. Holcombe and Kezar (2021) noted that there was little research on the importance of organizational values to the campus community, specifically the faculty and staff. These groups play an important role in student success, in that they implement the programs, services, and curriculum that govern their college experience. This study attempted to fill the gap by exploring and identifying instruments to measure organizational values in an Islamic university. The results obtained may help in evaluating and identifying the values that have been designed and implemented or applied by organizations to produce Islamic soft skills (Kollenscher, Popper, and Ronen 2018). The disparity in expertise with respect to actual professional capabilities can be bridged by identifying organizational values possessed by students. Hence, organizational value comes from perceptions developed for the students, and this study evaluated the activities performed to produce soft skills that coincide with the vision and mission of companies. It focused on exploring and developing the organizational instruments to identify organizational values in institutions using "Islamic soft skills."

This study aims to fill this gap by proposing an exploratory effort and developing an organizational value instrument to measure organizational values in an Islamic university. It is hoped that the work on organizational values will increase awareness of the Islamic values that students can use to develop their soft skills and future careers.

Literature Review

Organizational Value

Values have been one of the main research topics explored by various disciplines over the years (Sagnak 2004). They influence individual employee behavior as well as constitute the culture and guide the activities in organizations. Organizational values have been at the center of concepts, such as culture (Pasquale 1986; Schein 2004) and organizational identity (Gioia, Schultz, and Corley 2000; Scott and Lane 2000) and have been linked to other areas of research, including strategy (Bansal 2003; Carlisle and Baden-Fuller 2004), change (Burnes and Jackson 2011; Kabanoff, Waldersee, and Cohen 1995), and leadership (Cha and Edmondson 2006; Stadler and Hinterhuber 2005). Interest in organizational values has increased significantly, particularly since the introduction of similar concepts, such as culture and attitudes (Hofstede 1998). Additionally, they have long been recognized as a potentially significant influence on leadership (Cha and Edmondson 2006). Organizational values are considered the criteria for determining and evaluating employee qualifications and play an important role in many activities, such as identity, culture, individual–organizational harmony, and outreach (Bourne and Jenkins 2013). No education is free of values, as they serve to guide educators in regard to the right, wrong, priority, and important aspects of teaching.

Furthermore, organizational values are different but related to individual, cultural, and social values. They include forms that reflect the individual values of the founders, “shared” values of group members, alongside those associated with the organization, embedded in structures and processes that represent collective concern and confidence regarding its effective functioning and have been approved and supported by senior managers (Bourne and Jenkins 2013). Previous research has shown that organizational values facilitate the achievement of competitive advantage. They are actual values used daily, felt and experienced by employees in their workplace, and associated with the organization, as they also reflect decision patterns (Bourne and Jenkins 2013; Craft 2018).

Teaching Soft Skills at College

According to Klaus (2007), soft skills are keywords that exist in every field of work and industry. The term refers to skills, such as communication, teamwork, leadership, time management, empathy, emotional intelligence, and other kinds of interaction. According to Sethi and Seth (2013), soft skills refer to personality traits, attributes, and high work commitment, which make applicants superior to their peers. They complement hard skills, which are an essential part of individual work success. Individuals with high technical skills but an inability to sell ideas, cooperate, and complete work on time exhibit poor personality development. Research has proven the importance of soft skills in organizations and the lack thereof by most employees (Mitchell, Skinner, and White 2010).

Rao (2018) defined soft skills as non-technical and independent abstract reasoning, which involves interpersonal and intrapersonal skills to enhance the mastery of performance areas in certain contexts. Kautz et al. (2014) referred to them as non-cognitive skills,

comprising awareness, self-control, trust, attention, self-esteem, independence, resistance to adversity, openness to experience, empathy, humility, tolerance of diverse opinions, the ability to be productively involved in society and valued in the labor market, schools, and in the community. Ibrahim and Boerhannoeddin (2017) described soft skills as a varying collection of qualities, habits, personalities/traits, attitudes, and social virtues possessed by individuals and necessary for everyday and work life. This was corroborated by the work of Robles (2012), which identified traits, attitudes, and behaviors rather than technical talent or knowledge. Hence, soft skills are intangible, non-technical, and personality-specific skills that help ensure one's strength in leadership, facilitation, mediation, and negotiation. In addition, Acero, Castrillón, and León (2022) used ten categories to develop soft skills in the mechanical engineering study program of the University of Pamplona, Colombia. These were responsibility, integrity, humility, critical thinking, communication, negotiation, action coordination, emotional competence, leadership, and entrepreneurship.

Ling, Ofori, and Low (2000) explained the importance of soft skills by referring to contextual performance theory, which states that besides technical competence, many other activities indirectly related to the implementation of a task contribute to the development and achievement of organizational goals. These activities are called contextual activities and include 1) performing tasks enthusiastically and diligently (conscientiousness); 2) voluntarily conducting tasks that are not one's main responsibility or having good initiative; 3) helping and cooperating with other people (social skills); 4) following rules and procedures, including respect for superiors (controllability); 5) supporting organizational goals and loyalty (commitment). Ling, Ofori, and Low (2000) stated that contextual activities are similar to individual soft skills. The study mentioned fourteen attributes of six soft skills needed by building design and construction workers, namely 1) five attributes of conscientiousness; 2) one attribute of initiative; 3) three attributes of controllability; 4) one attribute of social skills; 5) four attributes of commitment.

It employed foreign and local construction architects and engineers (AE) in Singapore who were experienced in building design and found that the soft skills sought by contractors in selecting prospective building consultants operationally consisted of fourteen important attributes. Additionally, the study outlined the importance and relevance of contextual performance, which is an activity performed by individuals when interacting with people in an organization using communication skills, coordination, compliance with instructions, and working beyond their required work obligations. This corresponded to the findings of Ibrahim and Boerhannoeddin (2017), which reported an effect of soft skills and training methodologies on employee performance. Trung and Swierczek (2009) also found that interactive learning approaches, relevant extracurricular activities, appropriate learning facilities, and varied teaching methods facilitate development and delivery. Although employers will seek out graduates with problem-solving, interpersonal, information processing, and written communication capabilities, many of these skills are ignored by colleges/universities. This implies that soft skill development that contributes to graduate competencies is inconsistent with the needs of employers (Yao and Tuliao 2019)

The collaboration between Galloway et al. (2017) and USAID in a report entitled “Measuring Soft Skills & Life Skills in International Youth Development Programs: A Review and Inventory of Tools” mentioned ten soft skills that young people must possess today. They are social skills, critical thinking, self-control, positive self-concepts, communication, diligence and dependability, self-innovation, teamwork, responsibility, and positive attitudes. Galloway et al. (2017) also recommended several steps for preparing a soft skills measurement instrument: 1) soft skills assessment should be developed from universal tools but specifically designed for programs according to the age, culture, and language of the target group. 2) The measurement instrument for soft skills contains at least three important factors, namely, positive self-concept, self-control, and high-order thinking or critical thinking skills, which must reveal other abilities, such as communication, social skills, empathy, goal orientation, positive attitude, and responsibility. 3) Instruments should be easy to administer and should use understandable language to facilitate the analysis and data reporting.

Soft skills are an important component of the Indonesian Qualifications Framework (IQF), which was recently introduced by the Indonesian government. All education and training institutions in the country must apply the IQF in their learning process. The issuance of Presidential Regulation number 8 of 2012 concerning the IQF was also required to bridge the distance between the education and industrial worlds. Article 1 (1) of the regulation states that the IQF is a competency qualification ranking framework that can juxtapose, equalize, and integrate the fields of education as well as work training and experience to recognize competencies according to job structures in various sectors. As a result, most universities in Indonesia have improved their learning process and included the development and measurement of soft skills in their curricula (Ginting 2016). IQF consists of nine levels, namely, levels one to three grouped into operator positions, four to six as technician or analyst positions, and seven to nine grouped into expert positions. The regulatory attachments explained that every educational institution graduate must have general and specific abilities relevant to their field.

Abilities included in the general description group reflect values and attitudes, such as a) devotion to God Almighty; b) displaying good morals, ethics, and personality in completing their duties; c) playing a role as citizens who are proud of their homeland as well as support world peace; d) collaborating and displaying social sensitivity and high concern for society and the environment; e) respecting the diversity of cultures, views, beliefs, and religions as well as the original opinions/findings of others; and f) upholding law enforcement and prioritizing the interests of the nation and community.

The description of abilities listed in the attachment to Presidential Regulation Number 8 of 2012 can only be achieved when educational institutions impart hard and soft skills. This can be implemented by integrating soft and hard skills material in the school curriculum as well as conducting various supplementary activities. Therefore, this regulation stipulates that the learning process and materials must contain technical skills and expertise (hard skills) as well as soft skills, such as character, personality, work attitudes, ethics, and morals (Ginting 2016).

Teaching Soft Skills and Successful Careers

Mitra (2016) recognized attitude as a very important attribute and noted that soft skills symbolize an individual. The study also added that the most important personal attributes at present are ethics, integrity, values, and trust. A person who possesses the desired hard skills but lacks these attributes will be considered unsuitable by company management. Currently, most employers choose to hire undergraduate-level certificate holders because they possess the necessary academic qualifications and job skills demanded by work environments (Kaur and Singh 2008). In the current increasingly competitive job market, work-related, non-technical, or non-academic skills generate considerable interest for job recruiters (Mansour and Dean 2016). Hence, universities and higher education institutions are taking this request seriously and seeking new ways to increase the employability of their graduates (Nusrat and Sultana 2019).

Soft skills have developed into the main competencies needed in the workforce. Currently, technical skills are insufficient without effective interpersonal communication and collaboration skills, which are considered more important in tackling business competition. Teamwork, leadership, and communication are the major soft skills that constitute the basic elements of individual and organizational success (Ngang, Nethanomsak, and Ariratana 2015). The current business situation, leadership skills, communication, entrepreneurship, critical thinking, and teamwork are the main factors involved in selection and promotion. Furthermore, European and American employers are inclined toward employees who possess behavioral skills rather than technical knowledge and expertise. They prefer good communication skills, independence, and superior presentation skills, which enable adequate information and knowledge transfer. Ngang, Nethanomsak, and Ariratana (2015) mentioned eight soft skills that individuals need, namely 1) collaboration, 2) interpersonal negotiation, 3) conflict resolution, 4) adaptability and flexibility, 5) communication, 6) creative thinking, 7) inclusion, and 8) ability to lead and guide.

However, the need for soft skills is not limited to industry, because most of the communication, interpersonal, time management, and teamwork competencies are general and important to all employees. For example, interpersonal skills are essential in the service industry, where understanding and respecting customers is crucial, whereas time management is important for organizations driven by deadlines. Soft skills are also related to the level of a person's emotional intelligence and consequently affect success in work. They are aimed at developing individual personalities and characters, as well as forming the basis of a person's emotional intelligence (Raman et al. 2015).

Bloomberg (2018) reported that academics in the USA provide their alumni with the technical or hard skills needed in the workforce. As technology and new business models develop, adaptation to new skills is encouraged. Adaptability and problem-solving skills are becoming more important for students, professionals, and executives. A Bloomberg survey conducted on hundred large company managers and academics, in the USA made several interesting findings: 1) Most of the respondents stated that new employees are not prepared to

work at high levels owing to a lack of soft skills. 2) Many organizations do not have formal plans or adequate funding to prepare employees for the effects of technological change. 3) The business and academic worlds do not collaborate actively and effectively to prepare students for employment and improve the skills of company workers. The survey also found that the unpreparedness of university graduates to enter the workforce was not caused by a lack of hard skills. Almost 90 percent of the company respondents and 88 percent of academics surveyed found that the recruited employees possessed sufficient hard skills but poor soft skills. Consequently, Bloomberg identified five skills as being the most important: 1) teamwork, 2) critical thinking, 3) agility and adaptability, 4) ethical judgment, and 5) decision-making. University graduates are currently required to have the special qualities and skills necessary to promote the successful formation of new capabilities. Educational institutions also need to closely monitor the acquisition of specialized professional skills and knowledge as well as quality of their students. This will promote the provision of effective and high-quality education and meet the demands of employers in the labor market (Litvinova et al. 2020). Additionally, Majid and Andayani (2011) found that business management students in Singapore believed that soft skills affected their employment success but did not sufficiently influence their learning achievement. Five soft skills that students considered important were also discovered, namely, teamwork and collaboration, decision-making, problem-solving, time management, and critical thinking. This study recommends increasing the measurement of students' soft skills in order to enhance their perspective and understanding of the workforce.

Methodology

Data and Sampling Techniques

This study used a population of students from the Faculty of Economics at an Islamic University in Semarang, Indonesia. The consideration of using the faculty as the population is that it has used organizational values based on Islamic values. Questionnaires were distributed to students of the economics faculty consisting of accounting and management. About 805 questionnaires were distributed, but 783 returned and met the requirements for analysis, indicating a response rate of 92.12 percent, which is still quite high and justifies the use of the research material.

Data Collection Techniques

The purpose of this study is to introduce Islamic values with the basic theory of organizational value. This study was conceptualized to develop and explore the Islamic values contained and then tested in a group to obtain research results on how important Islamic values are in an Islamic university. Researchers use soft skills and career dimensions to support organization value research with a sample of students from management and accounting study programs. After defining the instrument used, the researcher then develops a measurement scale in the form of a questionnaire to produce valid research answers.

To develop a scale for measuring Islamic values, the researcher referred to the following principles of good questionnaire design: (1) the language used must be clear to the respondent; and (2) cultural characteristics, factors, and education level are also considered

to avoid misperceptions or misunderstandings of respondents. This is to anticipate wrong or biased answers. Next, the researcher delivers the questionnaire to the selected respondents and asks for responses from respondents by filling out the questionnaire. The questionnaire was distributed using Google Forms. Before that, the researchers also ensure that the respondent's data will be kept confidential.

Development of the Research Instrument

This study was compiled by developing an instrument for measuring soft skills following the values developed by the Islamic university in Semarang, namely, trust, cooperation, leadership, fairness, and innovation. The five values are the result of a series of workshops and seminars involving the Islamic academic community in Semarang, education experts, practitioners, and other related figures. A total of twenty-six soft skills were compiled from these values, as shown in Table 1:

Table 1: Value Design and Soft Skills

#	Values	Value Description	Soft skills	Examples of Behavior
1	Trust	Perform responsibilities appropriately based on faith in Allah and concern for the environment	1) Trust 2) responsibility 3) honesty 4) commitment 5) discipline 6) integrity	<ul style="list-style-type: none"> • Can be trusted in words and actions • Take responsibility for the actions taken • Strong commitment to completing work
2	Cooperation	Help, give, and appreciate to achieve common goals	7) Communication 8) teamwork 9) tolerance 10) empathy 11) love	<ul style="list-style-type: none"> • Maintain harmony • Establish friendship • Help sincerely
3	Fairness	Act proportionally according to the principle of truth	12) The truth of Islam 13) harmony 14) <i>Musawat</i> (non-discriminative) 15) <i>Hanif</i> (obedience) 16) <i>Istiqomah</i> (consistence)	<ul style="list-style-type: none"> • Fulfill rights and obligations. • Understand first before deciding. • Comply with applicable regulations.
4	Leadership	Directing oneself and others with a visionary role model and attitude	17) Role model 18) decision-making 19) wisdom 20) humility 21) responsiveness 22) preventing evil	<ul style="list-style-type: none"> • Being a role model for kindness • Inviting to kindness • Appreciating every opinion
5	Innovation	Making creative updates to achieve benefits	23) Creativity 24) Dynamic 25) Productive 26) Possessing digital skills	<ul style="list-style-type: none"> • Creating new works • Providing useful work • Optimizing technology in performing tasks

Source: Alifah et al,

The five dimensions that include the 26 soft skills are further outlined in the 156 question items. Each question used a 5-point scale, with “1” indicating that the statement “really does not describe me” (STM) and “5” signifying “really describes me” (SM).

Analysis

This study used factor analysis with the help of SPSS 23 because this study is designed to identify indicators that are included in the five values of Islamic university in Semarang. Factor analysis is a form of multivariate statistical analysis whose general purpose is to find one or more variables or concepts that are believed to be the underlying sources of a set of real variables (Malhotra 2004).

Results

Demographics

The sample of this study comprised 783 students, 346 of whom were from the Accounting Program and 437 from the Management Department. There were 244 males and 539 females, 372 students from semester three, 192 from semester five, 185 from semester six, and 33 from semester seven. Furthermore, 308 students were aged under 20 years, 435 were 20–22 years, and 40 above 22 years.

Evaluation of the Measurement Model

A total of 156 variables were examined in this study, and the factor analysis using Bartlett’s test of sphericity obtained a significance level of 0.00, indicating its appropriateness. The Kaiser–Meyer–Olkin (KMO) value obtained was 0.891, which met the adequacy size of the sample and exceeded the provisions of above 0.5. Furthermore, they were tested with MSA (Measure of Sampling Adequacy), where two variables had scores below 0.5 and were excluded, whereas 154 variables met the requirements for the factor analysis. A sum of twenty-four factors also had eigenvalues above 1, and their cumulative variance was 65.384 percent. This implied that twenty-four factors were capable of explaining 65.384 percent of the variability of the 156 original variables.

These factors were rotated using the Varimax method and named according to the variables, which were ranked based on the order of the largest loading factor. The order of the loading factor from the largest indicated the magnitude of the correlation between a variable and the factor. The order of the twenty-four factors and the variables are summarized in Table 2:

Table 2: Factor Grouping

<i>Factor</i>	<i>Eigen Values</i>	<i>% Variance</i>	<i>Name of Factor</i>	<i>Variables Covered</i>	<i>Loading Factors</i>
1	18.265	19.226	Empathy And Love	1. Helping friends who experience disaster	0.770
				2. Accompanying friends in trouble	0.752
				3. Giving feedback to friends who are in trouble	0.699
				4. Listening to friends' complaints	0.656
				5. Appreciating the expression of other people's feelings	0.593
				6. Helping friends who need lecture notes	0.534
				7. Providing alms for those in need	0.508
				8. Visiting a sick friend	0.493
2	5.683	5.982	Digital Capabilities	1. Routinely using information technology to work on college assignments	0.819
				2. Using information technology to improve academic performance	0.803
				3. Feeling more productive with information technology	0.771
				4. Feeling helped by information technology in solving college problems	0.763
				5. Feeling helped by information technology in obtaining new knowledge	0.746
				6. Routinely using technology-based information for learning activities	0.620
3	4.684	4.931	Being A Role Model and Productive	1. Become an example for students involved in extracurricular activities	0.788
				2. Become a leader / organizational activist	0.766
				3. Participate in various student activities	0.720
				4. Active writing in newsletters/newspapers or blogs	0.582

<i>Factor</i>	<i>Eigen Values</i>	<i>% Variance</i>	<i>Name of Factor</i>	<i>Variables Covered</i>	<i>Loading Factors</i>
				5. Become an outstanding student	0.574
				6. Produce scientific work	0.521
				7. Become an inspiration for other students in completing coursework	0.517
				8. Set an example for others	0.462
4	3.164	3.331	Dynamic	1. Annoyed by surrounding changes	0.754
				2. Fretting when placed in a new situation	0.754
				3. Less comfortable with changing conditions	0.690
				4. Often avoiding difficult situations	0.672
				5. Avoiding risks to enhance comfort	0.670
				6. Uncomfortable with new thoughts	-0.670
				7. More comfortable avoiding competition even when positive	0.641
				8. Confusion in handling problems	0.620
				9. Feeling nervous when work does not go as planned	0.538
5	2.705	2.847	Commitment and Discipline	1. Attending lectures according to the set schedule	0.676
				2. Collecting assignments on time	0.620
				3. Excited to attend lectures	0.615
				4. Attending lectures on time	0.613
				5. Engaging in group agreements	0.589
				6. Following directions from lecturer	0.579
6	2.580	2.715	Preventing Evil	1. Reminding friends to avoid rowdiness in class	0.703
				2. Scolding gossiping friends	0.675
				3. Admonishing cheating friends	0.665
				4. Reprimanding friends who throw garbage haphazardly	0.616
				5. Refusing to write friends' names on reports because they	0.597

<i>Factor</i>	<i>Eigen Values</i>	<i>% Variance</i>	<i>Name of Factor</i>	<i>Variables Covered</i>	<i>Loading Factors</i>
				did not participate in group assignments	
				6. Encouraging lazy friends to attend college	0.586
7	2.135	2.247	Responsiveness	1. Promptly assisting friends in need	0.697
				2. Having the freedom to help others	0.691
				3. Responsiveness to other people's difficulties	0.659
				4. Willingness to immediately help people in need	0.589
				5. Recognizing the strengths of friends in a group	0.491
8	1.914	2.015	The Truth of Islam	1. Believing that Allah sees all actions	0.748
				2. Involving God in all matters	0.718
				3. Following the Holy Qur'an and the Sunnah of the Prophet	0.685
				4. Believing in the truth of God's teachings though they may be against personal interests	0.509
				5. Making the Prophet Muhammad a role model	0.485
9	1.748	1.840	Amanah	1. Avoiding overcharging for tuition fees from parents exceeding the study program provisions	0.755
				2. Not disappointing friends while performing tasks	-0.741
				3. Remembering to complete college assignments	0.691
				4. Recognizing the work of others as one's own	-0.582
				5. Considering cheating when having difficulties in an exam	0.559
				6. Assuring peace to friends while performing group assignments	0.457

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10	1.635	1.721	Musawat (Non-Discriminative)	1. Respecting people regardless of religious group	0.697
				2. Giving everyone the same treatment	0.642
				3. Friends' origins are considered insignificant	0.625
				4. Hanging out with friends from various groups	0.556
11	1.561	1.644	Hanif (Obedience)	1. Paying tuition fees on time	0.713
				2. Following the lecturer's orders	0.690
				3. Wearing Muslim Shar'i clothes according to religious teachings	0.682
12	1.531	1.611	Harmony	1. Peacefully resolving conflicts	0.696
				2. Prioritizing common interests	0.643
				3. Conducting deliberations during group decision-making	0.598
13	1.451	1.528	Trust	1. Trusted by friends during various activities	0.721
				2. Appreciated by friends during every activity	0.667
				3. Often given the role or authority to perform activities	0.580
14	1.382	1.455	Implementing Islamic Learning Society	1. Praying five times in congregations	0.664
				2. Praying before and after studying	0.633
				3. Wearing Muslim Shar'i clothes according to Islamic teachings	0.484
				4. Praying on time	0.461
15	1.341	1.412	Tawadlu	1. Not expecting compliments	0.780
				2. Keeping a low profile	0.735
16	1.312	1.381	Decision-Making	1. Having a GPA target each semester	0.540
				2. Setting a target time for graduating from college	0.510

<i>Factor</i>	<i>Eigen Values</i>	<i>% Variance</i>	<i>Name of Factor</i>	<i>Variables Covered</i>	<i>Loading Factors</i>
17	1.262	1.329	Productive	1. Working hard at various learning activities	0.714
				2. Taking work seriously	0.632
18	1.205	1.269	Communication	1. Daring to be the group spokesperson	0.713
				2. Asking questions during lectures	.546
19	1.178	1.240	Dynamic	1. Enjoys trying new things while working	0.643
				2. Loves to do new things	0.635
20	1.125	1.184	Honesty	1. Tolerates small lies	0.735
				2. Avoids situations that may tarnish one's attitude	0.597
21	1.122	1.181	Creative	1. Engaging in activities, though risky	0.680
				2. Participating in useful tasks regardless of being ridiculed	0.513
22	1.089	1.146	Responsibility	1. Daring to admit to mistakes	0.735
				2. Returns borrowed books	0.611
23	1.025	1.079	Wise	1. Understands and obeys rules	0.828
24	1.016	1.069	Integrity	1. Upholds rules	0.831
Total		65.384			

Source: Alifah et al,

In Table 2, only ninety-four of the 156 variables were included in twenty-four factors, whereas sixty-two were excluded from the model because the MSA value was below 0.5 or the loading value was less than 0.44. This indicates only ninety-four soft skills variables spread over twenty-four factors describe the perceptions of the Islamic university students in Semarang. The twenty-four factors were named according to the variables involved. As explained earlier, the Islamic university in Semarang has created five values, namely 1) trust, 2) cooperation, 3) fairness, 4) leadership, and 5) innovation.

Based on the findings presented in Table 2, the sequence of five values along with the soft skills and indicators can be described in Table 3:

Table 3: The Five Values of Islamic University in Semarang

Factor (Soft Skills)	Total of Final Items	<i>Five Loading Factors</i> Values of Islamic university in Semarang				
		Cooperatio n	Innovatio n	Leadershi p	Trus t	Fairness
Empathy	5	0.694				
Love	3	0.511				
Tolerance	1	0.556				
Communication	2	0.629				
Digital Skills	6		0.750			
Productive	5		0.633			
Dynamic	6		0.696			
Creative	6		0.623			
Role Model	6			0.6506		
Preventing Evil	6			0.640		
<i>Tawadlu</i> (humble)	3			0.668		
Responsiveness	5			0.615		
Decision-Making	2			0.525		
Wise	1			0.828		
Commitment	5				0.595	
Discipline	4				0.611	
Honest	4				0.661	
Trust	5				0.633	
Responsible	3				0.659	
Integrity	1				0.706	
Truth of Islam	4					0.665
<i>Musawat</i> (non-discriminative)	3					0.654
Hanif (obedience)	3					0.695
Harmony	4					0.599

Source: Alifah et al,

Discussion

This study on organization values found that it can increase awareness of the importance of developing soft skills for university students to develop future careers. This agrees with the view of Almeida and Morais (2021), namely, that the development of soft skills in university is one way to prepare students to face the challenges of the workforce. It also agrees with the opinion of Acero, Castrillón, and León (2022), namely, that the development of soft skills would reduce the gap between industry requirements and the skills of professionals.

This study attempted to explore and develop instruments to measure organizational values in an Islamic university in Semarang, Indonesia, using a sample of students. The university declared five organizational values: 1) trust, 2) cooperation, 3) fairness, 4) leadership, and 5) innovation. However, the study demonstrated that the sequence of these five values differs from the perceptions of the Faculty of Economics students, which are ranked as 1) cooperation, 2) innovation, 3) leadership, 4) trust, and 5) fairness. This difference in sequence can be used to help managers of various organizations understand that the values taught to students conflict with their expectations.

Cooperation, as the first value in the sequence, is defined as helping, giving, and appreciating in order to achieve common goals. The most important soft skill factor is “empathy,” manifested by helping friends experiencing a disaster, accompanying friends in trouble, providing input to friends facing difficulties, listening to complaints, and respecting the expressions of other people’s feelings. The second soft skill factor is “love” and compassion, demonstrated by helping friends who need lecture notes, giving alms to the needy, and visiting sick friends.

The second value, according to the students, is innovation, involving digital, productive, dynamic, and creative abilities as soft skills. Digital ability is defined as the capacity of students to use information technology to perform class assignments, improve academic performance, and enhance productivity. It also includes feeling helped by information technology in solving academic problems and gaining new knowledge as well as routinely using technology-based information for learning activities. Productive soft skills are manifested in various student activities, writing in bulletin/newspapers or blogs, striving to learn, and taking assignments seriously.

Leadership, as the third-ranked value, is exhibited by exemplary soft skills, preventing evil, *tawadlu* (humble/low profile), responsiveness, decision-making, and wisdom. The soft skill of being role models is shown by leading extracurricular activities, being activists in organizations, and becoming outstanding students. Preventing evil includes reprimanding noisy, gossiping, and cheating friends. Conversely, the *tawadlu* soft skills are manifested by acknowledging the strengths of friends in a group, not expecting praise, and keeping a low profile.

The fourth is the *Amanah* (trust) value, expressed by the soft skills of commitment, discipline, honesty, trust, responsibility, and integrity. Commitment means attending lectures according to the set schedule, enthusiasm during lectures, and seriousness while participating in group assignments. Discipline is demonstrated by submitting assignments on time, taking overdue lectures, following lecturers’ directions in class, as well as praying before and after learning.

The last of the students’ perceived values was fairness, manifested by the truth of Islam, *Musawat* (non-discrimination), *Hanif* (obedience), and harmony. The truth of Islam entails believing that Allah sees all actions, as well as involving Him in all matters, upholding the Holy Qur’an and the Prophet’s Sunnah, and believing in the truth of Allah’s teachings even when against personal interests. *Musawat* signifies respecting people across religious groups

and rendering equal treatment without discrimination. *Hanif* (obedience) is realized by paying tuition fees on time, following lecturers' orders, and wearing Shar'i clothing according to religious teachings. Finally, the soft skills of harmony include resolving conflicts peacefully, prioritizing common interests, deliberating during group decision-making, and praying on time.

The instruments from the analysis were unique and complete owing to the inclusion of universal and distinctive values peculiar to Islamic universities. This perfectly suits the vision, mission, and overall educational goals of the Islamic university in Semarang. Although the sequence of values it proclaimed differed from those of the students' perceptions, the soft skills contained were similar. Consequently, its application is very important to enable students to become the *khoiro ummah* (best) generation after graduation.

Practical Implications and Recommendations

The results suggest practical lessons for university students, namely, that development programs should pay attention to soft skills that coincide with organizational values. The educational curriculum must be prepared by considering the soft skills needed by students. This research is in line with the view of Ricchiardi and Emanuel (2018), namely, that through good organizational values, students adopt soft skills, such as communication, collaboration, teamwork, critical thinking, problem-solving skills, leadership, responsibility, decision-making, flexibility, adaptability, time management, self-direction, and entrepreneurial skills, which will aid their development. This implies changes to the content and learning methods, including the planning, implementation, monitoring, and evaluation stages, to ensure their adaptation to the existing soft skills.

The development of curricular and extracurricular programs for students at higher education institutions must refer to the mastery of various soft skills recognized by major stakeholders or students, following the identification of organizational values. Implemented programs can be evaluated for their achievement levels, using the instruments of this study, as well as other variables, such as lecturers' teaching assessments, cumulative achievement indexes, and so on.

Furthermore, the findings can be a reference for students to know and develop preferred Islamic soft skills, as students' personalities and career choices differ. Therefore, the results obtained using student respondents will produce positive results, because the target group can choose and determine the importance of soft skills and organizational values.

This study explores and develops organizational values for students to support soft skills and future careers. Hence, when looking at the vision, mission, and results of organizational values, it is good not only for students at the Islamic university in Semarang but also for other students because the two aspects that are focused on organizational values are important for students who will become future leaders.

Conclusion and Limitations

This study obtained unique results, because they were obtained from students, for whom they are intended. According to students, soft skills are required in the world of education, and the existence of organizational values can help prepare their career paths. The five soft skills obtained from the results were 1) cooperation, 2) innovation, 3) leadership, 4) trust, and 5) fairness. Forming organizational values that promote Islamic soft skills has a positive impact on students. In addition, the instruments used in this analysis were unique and complete because they included Islamic as well as universal values. This corresponds to the vision, mission, and overall educational goals of Islamic universities. Although the order of values announced by the Islamic university in Semarang differed from the students' perceptions, the soft skills entailed were similar. The application of soft skills in Islamic universities is considered important because it will equip students to become *khoiro ummah* or the best generation after graduation.

This study was conducted through proper scientific procedures to ensure the results can be accounted for academically yet had certain limitations: 1) the samples were limited, although large numbers are required by instrument development research. 2) The distribution of items for each factor was uneven. Although this risk is commonly found in using an exploratory factor analysis model, where obtaining a balanced number of items between factors is difficult, future research may consider a confirmatory factor analysis model, using these results as the basis for determining the desired number of factors.

This study has not included emotional intelligence, which is also very influential in determining student career paths in the future. Future research needs to include elements of emotional intelligence in measuring student soft skills.

Informed Consent

The authors have obtained informed consent from all participants.

Conflict of Interest

The authors declare that there is no conflict of interest.

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