

ABSTRAK

Penelitian ini bertujuan menguji efektivitas *soft skills training* dan mengembangkan model teoritis efektivitas *soft skills training* dengan variabel independen: desain transfer, *perceived content validity*, dukungan sosial dan *framing* melalui variabel mediator motivasi training. Penelitian dilakukan dengan *the untretated control group design with pre test – post test*. Subyek adalah karyawan tetap di rumah sakit X, terbagi menjadi kelompok perlakuan, yang mengikuti sebuah program *soft skills training* yang sama dan kelompok kontrol. Data dikumpulkan dengan menggunakan metode pengamatan *rating scale* dan skala. Analisis data menggunakan *t-test* dan *Structural Equation Modelling*. Hasil penelitian menunjukkan *training* efektif untuk mengembangkan *soft skills*, dibuktikan dengan adanya perbedaan yang sangat signifikan antara *pre test* dan *post test 1*, dengan $p \text{ value} = 0.00 (< 0.005)$ dan tidak ada perbedaan antara *post test 1* dengan *post test 2* dengan $p \text{ value} = 0.315 (> 0.005)$ pada kelompok perlakuan. Pada kelompok kontrol ditemukan tidak ada perbedaan antara *pre test* dengan *post test 1*, maupun antara *post test 1* dengan *post test 2*. Model teoritis efektivitas *soft skill training* sesuai dengan data empiriknya, dengan $\chi^2 = 55,154$; $GFI = 0.965 (> 0.90)$; $AGFI = 0.935 (> 0.90)$; $CFI = 0.987 (> 0.90)$; $RMSEA = 0.035 (< 0.08)$. Hasil ini menjelaskan bahwa efektivitas *soft skills training* dipengaruhi oleh desain transfer, *perceived content validity*, dukungan sosial dan *framing* melalui mediator motivasi training.

Kata kunci: *soft skills*, efektivitas training, motivasi training, desain transfer, *perceived content validity*, dukungan sosial, *framing*.

ABSTRACT

This study aims to examine the effectiveness of soft skills training and develop theoretical models of effectiveness of soft skills training with independent variables: transfer design, perceived content validity, social support and framing through motivational training as mediator variables. The study was conducted with the untretated control group design with pre-post-test. Subjects are employees in hospital X, divided into: treatment groups, who follow a similar soft skills training program and a control group. Data is collected using rating scale obervation and scales. Data analysis using t-test and Structural Equation Modeling. The results showed that training effective to develop soft skills, evidenced by a very significant difference between pre test and post test 1, with p value = 0.00 (<0.005) and there was no difference between post test 1 and post test 2 with p value = 0.315 (>0.005) in the treatment group. In the control group found no difference between pre-test and post-test 1, and between post-test 1 and post-test 2. The theoretical model of the effectiveness of soft skills training in accordance to empirical data, with chi-square 55,154; GFI = 0.965 (>0.90); AGFI = 0.935 (>0.90); CFI = 0.987 (>0.90); RMSEA = 0.035 (<0.08). These results explain that the effectiveness of soft skills training is influenced by transfer design, perceived content validity, social support and framing through training motivation.

Key words: soft skills, soft skills training effectiveness, training motivation , transfer design, perceived content validity, social support, framing