

The Influence of Intracurricular Activities and Extracurricular Activities on Soft Skill Formation of Prospective Teachers in Students

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ABSTRACT: The purpose of this research is to: 1) analyze the effect of extracurricular activities on the soft skills of prospective teachers; 2) analyze the effect of extracurricular activities on the soft skills of prospective teachers; 3) analyze the effect of intracurricular and extracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung. This study uses a quantitative descriptive survey method on 62 PGSD students who were determined using a simple random sampling technique (probability sampling). Data collection techniques using the method of observation and questionnaires about soft skills. Data analysis used multiple regression analysis so that the results of the study found that: 1) there is a positive and significant influence between intracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, indicated by large $f_{\text{count}} (0.851) > f_{\text{table}} (0.30)$ and $t_{\text{count}} (24.041) > t_{\text{table}} (1.9708)$; 2) there is a positive and significant influence between extracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, indicated by large $r_{\text{count}} (0.865) > r_{\text{table}} (0.30)$ and $t_{\text{count}} (25.595) > t_{\text{table}} (1.9708)$; 3) there is a positive and significant influence between curricular, extracurricular, and co-curricular activities on soft skills teacher candidates at the PGSD study program at the Faculty of Teacher Training and Education, University of Lampung, as indicated by a large f_{count} , which is $367.225 > f_{\text{table}}$ of 2.646.

KEYWORDS: Soft Skills, Intracurricular, and Extracurricular.

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I. INTRODUCTION

Education higher is one level of education after passing through the elementary and secondary levels. Higher education studies according to disciplines which are divided into various majors. It's no longer like primary education or secondary education, which is still learning many subjects. However, in higher education, students study more specific disciplines according to one's interests.

Education higher will also produce graduates who are ready to face jobs. The knowledge gained from higher education can create graduates who are more competitive when competing. Therefore, with the development of the era, the public's interest in continuing education to a higher level is also increasing.

University of Lampung is one of the state universities in Indonesia. One of the faculties in it is the faculty of teacher training and education which aims to produce educators both from the Early Childhood Education level to the upper secondary level. One that will be criticized in this article is the PGSD (elementary school teacher education) study program. The PGSD Study Program has a vision to produce professional educators and become the 10 best PGSD Study Programs in Indonesia in 2020. From this vision, it can be translated that PGSD graduates will become elementary school teachers who must have good competence to become professionals.

Elementary school education study program students are prospective educators who will later become elementary school teachers, where elementary school is the first education that will be taken by children aged 7 to 12 years. As explained in the 9 year compulsory education program, which has been launched by the government since 1994 and is planned to be completed in 2008. The 9 year compulsory education program is a very important thing for the life of the nation. Because the program is closely related to efforts to improve the

quality of Indonesian people through education. Based on the 1989 national education law, which explains that the Government seeks to improve people living standards by requiring all Indonesian citizens aged 7-12 years and 12-15 years to complete basic education and junior secondary education studies. This is to reduce the risk of illiteracy in every citizen. Therefore, the government is trying to improve human quality through basic education.

Higher education in Indonesia apparently still provides a larger portion of the content of hard skills than is oriented towards learning soft skills. Soft skills are students abilities in team work, leadership, self-confidence, creativity, independence, communication, social interaction and others (Ishihara, 2012: 2).

One first education is taken from elementary school. Likewise, the formation of soft skills is also formed during elementary school. This means that before becoming an elementary school teacher, as a student teacher candidate, especially prospective elementary school teachers must have good soft skills. The formation of soft skills for students can be trained while in college. Training soft skills can also be reached through intracurricular activities and extracurricular activities on campus. This is so that when they actually become elementary school teachers, these students are ready so that there are no deviations that will affect their students.

The formation of soft skills in students can be done through formal and non-formal education. In the life of higher education, the formation of soft skills through formal education can be followed by students through daily learning activities in class. As for the formation of soft skills in non-formal education, one of them is by participating in extracurricular activities and intracurricular activities, namely as student organization activities in the campus environment. This will help students to improve their soft skills.

One of the factors forming soft skills in students is the awareness of students to take part in intracurricular and extracurricular activities. This means that there is a place other than education in the classroom that can shape soft skills and student behavior, where one of the places of introduction is intracurricular and extracurricular activities.

II. LITERATURE REVIEW

2.1 Soft Skills

Soft skills are skills and life skills, both for yourself, in groups, or in society, as well as with the creator. The rest by having soft skills will make one presence more felt in the community. Communication skills, emotional skills, language skills, group skills, have ethics and morals, manners, and spiritual skills (Elfindri, 2011: 67). Soft skills are a complement to hard skills. This type of skill is part of a persons intellectual intelligence, and is often used as a condition for obtaining certain positions or jobs (Mulyono, 2011: 99).

The professionalism of each teacher is determined by hard skills and soft skills. Both of these are demands that every teacher must have to become a successful teacher in his career. In hard skills, such as the level of education someone has does not guarantee they will become a successful worker (Trisnaningsih, dkk, 2019).

2.2 Intracurricular

Intracurricular is an activity of the learning process carried out in the classroom. This activity is carried out according to a plan that is based on the curriculum. These intracurricular activities are given to students in line with the curriculum components. Intracurricular activities are learning activities that are often carried out in the classroom with an orientation to increase academic ability (Mulyana, 2004: 162).

Intracurricular activities are the development of effective student organizations in schools, both in primary and secondary education, must be able to ensure student participation in the relevant school program, education program, community service program (Daryanto, 1998: 68).

2.3 Extracurricular

Extracurricular activities are curricular activities carried out by students outside of learning hours for intracurricular activities under the guidance and supervision of the education unit. The implementation of extracurricular activities has the aim that students can develop the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally in order to support the achievement of national education goals (Permendikbud Nomor 62 Tahun 2014).

III. RESEARCH METHODS

The design of this study aims to determine the soft skills of prospective teachers in students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung through data obtained quantitatively using questionnaire data collection techniques. This type of research uses descriptive quantitative research. The location of this research is the PGSD study program Department of Education, Faculty of Teacher Training and Education, University of Lampung which is located on the main campus of Bandar Lampung.

The population in this study were students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung who took part in intracurricular and extracurricular activities at the Main Campus of the Faculty of Teacher Training and Education, University of Lampung. The population in this study were 162 students. While the sample in this study used students who joined in intracurricular and extracurricular activities as many as 62 students. The sampling technique used in this research is simple random sampling (probability sampling). The variables in this study are intracurricular activities (X1), extracurricular activities (X2) and soft skills (Y).

The data collection tool uses soft skills instrument, which consists of 33 statement items. Each statement is given four alternative answers to the simplified Likert scale model with the following assessments: very appropriate is given a score of 4, appropriate is given a score of 3, inappropriate is given a score of 2, and very inappropriate is given a score of 1. The data obtained in this study are the results of field tests conducted on students who take part in intracurricular and extracurricular activities. The data were obtained using SPSS version 23 software and statistical multiple regression analysis

IV. RESULTS AND DISCUSSION

1. Description of the Characteristics of PGSD Students

The description of the characteristics of the respondents in this research shows the demographics of the respondents as seen from the number of organizations or SMEs that are followed, and the position in the organization. By knowing the demographics of the respondents, it is possible to know the characteristics of the respondents, in this case students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung, who participate in organizational activities.

Table 1. Based on Number of Organizations followed

Number of Organizations	Frequency	Percentage (%)
1-2 organization	15	24,2
3-4 organization	26	41,9
More than 4 organizations	21	33,9
Total	62	100,0

Source: Primary Data, 2021

The table above shows that judging from the number of organizations or SMEs that are participated in, the PGSD Study Program students of the Faculty of Teacher Training and Education, University of Lampung mostly follow 3-4 organizations, namely 26 people or 41.9%, who follow more than 4 organizations namely as many as 21 people or 33.9% and 15 people participating in 1-2 organizations or 24.2%. The data shows that most students join several organizations or SMEs at the same time.

Table 2. Based on Position in the Organization

Position level University	Frequency	Frequency (%)
Core Manager	13	21,0
Division Manager	15	24,2
Member	34	54,8
Total	62	100,0

Source: Primary Data, 2021

The table above shows that judging from the positions at the university level, the respondents who became the core management were 13 people or 21%, 15 people were division managers or 24.2%, and 34 people were members or 54.8 %. The data shows that most of the respondents positions in the organization are members.

1. Intracurricular

Intracurricular activities have an influence on the formation of student intrapersonal soft skills. Factors supporting the formation of student soft skills can be seen from the type of activity, the number of activities followed, the status of the activity and participation in the activity. The types of intracurricular activities that are followed by students of the PGSD Study Program, Department of Education, Faculty of Teacher Training and Education, University of Lampung have 4 levels. The intracurricular activities are university level activities,

faculty level activities, department level activities and study program level activities.

Based on an interview with the Vice Dean for Academic Affairs and the Vice Dean for Student Affairs, Faculty of Teacher Training and Education, University of Lampung on Monday, September 29, 2020, there are several organizations that are included in intracurricular activities, both university level organizations, faculties, departments and study programs. There are several types of activities included in the intracurricular activities, including university level such as religious activities such as Birohmah SMEs, Hindu Religion SMEs, Christian SMEs, Catholic SMEs and Buddhist SMEs. In addition, other university level intracurricular activities such as SMEs in Arts, SMEs in Sports and Scouts. As for the types of intracurricular activities at the faculty level, there are SMEs Forum for Islamic Development and Studies (FPPI), SMEs Arts and Scouts. At the department level there is a Student Association of Education Department and at the study program level there is a PGSD Communication Forum (Forkom).

However, not all students participate in all these intracurricular activities. The number of intracurricular activities attended by students of the PGSD Study Program, Faculty of Teacher Training and Education at the university level, there are 3 types of activities, namely activities of religious organizations, Scouts, and the Student Affairs Unit for the Arts (UKMBS), while the number of intracurricular activities participated by students at the faculty level is 1 namely religious activities in the form of the Islamic Development and Study Forum (FPPI). There are also intracurricular activities that operate under the department and study program of 1 type, namely the Student Association of the Department of Education (HIMAJIP) and the Communication Forum (Forkom) of PGSD Students.

In addition to several types of intracurricular activities participated in by students, student status and participation are also factors that form the soft skills of PGSD students. Student status in intracurricular activities is divided into 3, namely: a) core administrator; b) division manager; and c) members. While student participation in intracurricular activities is students who play an active role both as core administrators, division manager or as a member. Contribute to every activity, both big and small. Student participation is also not only as a member of the organization, but can also play an active role who has responsibility in every event held. As chairman, deputy chairman, secretary treasurer or member of the activity. Students who participate in an event are not only students who have responsibilities as core administrators, but can also be group members who are considered to have the ability to lead an activity, both large and small activities. The following is the percentage of soft skills scores on intracurricular activities.

Table 3. Percentage of Soft Skill Score on Intracurricular activities

Indicator Intrapersonal	Category	Total	Percentage (%)
1. Time Management / Discipline	Low : < 8,29	10	16,2
	Medium : 8,29 - 11,26	41	66,1
	High : > 11,26	11	17,7
	Total	62	100,0
2. Confidence	Low : < 19,54	4	6,5
	Medium : 19,54 - 25,56	46	74,2
	High : > 25,56	12	19,3
	Total	62	100,0
3. Decision Making Ability	Low : < 10,98	4	6,45
	Medium : 10,98 - 14,80	42	67,75
	High : > 14,80	16	25,8
	Total	62	100,0
4. Emotion Control	Low : < 11,13	10	16,2
	Medium : 11,13 - 14,97	36	58
	High : > 14,97	16	25,8
	Total	62	100,0
Interpersonal			
5. Cooperate	Low : < 8,39	8	13

	Medium : 8,39 - 11,45	42	67,7
	High : > 11,45	12	19,3
	Total	62	100,0
6. Adaptability	Low : < 11,28	4	6,4
	Medium : 11,28 - 15,14	54	87,1
	High : > 15,14	4	6,4
	Total	62	100,0
7. Communication Ability	Low : < 14,64	6	10
	Medium : 14,64 - 18,82	42	67,75
	High : > 18,82	14	22,5
	Total	62	100,0
8. Leadership	Low : < 8,64	10	16
	Medium : 8,64 - 11,49	44	71
	High : > 11,49	8	13
	Total	62	100,0

Source: Primary Data, 2021

2. Extracurricular

Extracurricular activities have an influence on the formation of students intrapersonal and interpersonal soft skills. The supporting factors for the formation of student soft skills can be seen from the type of student organization, student organization management, student involvement in every student organization activity and the status of student involvement in student organizations. The types of extracurricular activities that are followed by students of the PGSD Study Program, Department of Education, Faculty of Teacher Training and Education, University of Lampung have 2 levels. The extracurricular activities are university level activities and faculty level activities.

Based on an interview with the Vice Dean for Academic Affairs and the Deputy Dean for Student Affairs, Faculty of Teacher Training and Education, University of Lampung on Monday, September 29, 2020, there are several types of organizations included in extracurricular activities, both university and faculty level organizations. The university level includes the Student Executive Body (BEM) of the Student Representative Council (DPM), and several Student Activity Units including the Unila Campus Radio (RAKANILA), Zoom engaged in photography, Nature Lovers Student (MAPALA) Student Regiment (MENWA), Teknokra is engaged in the media, namely in the form of newspapers, Student Cooperatives (KOPMA), the Student Activity Unit of the Voluntary Corps (KSR) in collaboration with PMI and several sports activities, one of which is Holy Site Sports. While extracurricular organizations at the level of the Faculty of Teacher Training and Education are BEM and DPM. Majors and study programs do not have extracurricular organizations.

Extracurricular activities participated by students of the PGSD Study Program, Faculty of Teacher Training and Education at the university level include the Student Executive Board (BEM), Student Representative Council (DPM), and SMEs RAKANILA. Meanwhile, extracurricular organizations at the level of the Faculty of Teacher Training and Education are BEM and DPM. The status of student membership in extracurricular activities is divided into 3, namely: a) core management; b) division manager; c) members.

Meanwhile, student participation in intracurricular activities is students who play an active role both as core administrators, division managers and as members. Contribute to every activity, both big and small. Student participation is also not only as a member of the organization, but can also play an active role who has responsibility in every event held. As chairman, deputy chairman, secretary treasurer or member of the activity. Students who participate in an event are not only students who have responsibilities as core administrators, but can also be group members who are considered to have the ability to lead an activity, both large and small activities. The following is the percentage of soft skills scores in extracurricular activities.

Table 4. Soft Skill Score Percentage in Extracurricular Activities

Indicator	Category	Total	Percentage (%)
Intrapersonal			
1. Time Management /	Low : < 8,29	12	19,4

Discipline	Medium : 8,29 - 11,26	45	72,6
	High : > 11,26	5	8
	Total	62	100,0
2. Confidence	Low : < 19,54	12	19,3
	Medium : 19,54 - 25,56	42	67,7
	High : > 25,56	8	13
	Total	62	100,0
3. Decision Making Ability	Low : < 10,98	9	14,4
	Medium : 10,98 - 14,80	45	72,6
	High : > 14,80	8	13
	Total	62	100,0
4. Emotion Control	Low : < 11,13	10	16
	Medium : 11,13 - 14,97	44	71
	High : > 14,97	8	13
	Total	62	100,0
Interpersonal			
5. Cooperate	Low : < 8,39	6	9,7
	Medium : 8,39 - 11,45	50	80,7
	High : > 11,45	6	9,7
	Total	62	100,0
6. Adaptability	Low : < 11,28	9	14,5
	Medium : 11,28 - 15,14	48	77,4
	High : > 15,14	5	8,1
	Total	62	100,0
7. Communicating Ability	Low : < 14,64	9	14,5
	Medium : 14,64 - 18,82	43	69,3
	High : > 18,82	10	16,2
	Total	62	100,0
8. Leadership	Low : < 8,64	10	16,1
	Medium : 8,64 - 11,49	46	74,2
	High : > 11,49	6	9,7
	Total	62	100,0

Source: Primary Data, 2021

3. Soft skills

Soft skills are skills and life skills, both for themselves, groups, or society, as well as with their creators. Soft skills there are 2 indicators consisting of intrapersonal and interpersonal. Each indicator is further divided into several sub-indicators. There are 4 interpersonal indicators in this study, namely time management/discipline, decision making ability, emotional control and self-confidence. While the interpersonal indicators in this study there are 4 sub-indicators, namely working together, adaptability, communication skills, and leadership. The formation of soft skills is through intracurricular and extracurricular activities. Intracurricular activities and extracurricular activities have a significant influence on shaping one soft skills. Because in intracurricular activities and extracurricular activities, many things can form some indicators of soft skills in a person.

a. Intrapersonal Soft Skills

Intrapersonal soft skills are skills that come from within themselves. (Aribowo in Sailah, 2008: 18), Intrapersonal skills are a person skills in self regulation. Intrapersonal skills should be addressed first before someone starts to relate to other people.

Table 5. Percentage of Intrapersonal Softskills Score for PGSD Students

Indicator	Category	Total	Percentage (%)
Intrapersonal			
1. Time Management / Discipline	Low : < 8,29	11	17,7
	Medium : 8,29 - 11,26	45	72,6
	High : > 11,26	6	9,7
	Total	62	100,0
2. Confidence	Low : < 19,54	6	9,7
	Medium : 19,54 - 25,56	50	80,6
	High : > 25,56	6	9,7
	Total	62	100,0
3. Decision Making Ability	Low : < 10,98	5	8,1
	Medium : 10,98 - 14,80	45	72,6
	High : > 14,80	12	19,4
	Total	62	100,0
4. Emotion Control	Low : < 11,13	10	16,1
	Medium : 11,13 - 14,97	40	64,5
	High : > 14,97	12	19,4
	Total	62	100,0

Source: Primary Data, 2021

Based on table 5, it can be seen that intrapersonal soft skills in the low category are more dominant, namely in the sub-indicator of decision making ability of 8.1%, while intrapersonal softskills in the medium category is more dominant, namely self confidence 80.6% and the high category is more dominant, namely emotional control 19.4%.

b. Interpersonal Soft skills

Interpersonal soft skills are skills that are formed from various factors, such as environmental factors. Skills that are formed from the interaction between social beings in daily activities. Interpersonal skills as a collection of a person ability to interact effectively with others (Johnson, 2009). The term interpersonal skills also includes what are known as soft skills, namely: the ability to overcome conflict, negotiation, and cooperation which is important for every profession and position.

Table 6. PGSD Student Interpersonal Soft skill Score Percentage

Indicator	Category	Total	Percentage (%)
Interpersonal			
1. Cooperate	Low : < 8,39	7	11,3
	Medium : 8,39 - 11,45	46	74,2
	High : > 11,45	9	14,5
	Total	62	100,0
2. Adaptability	Low : < 11,28	5	8,1
	Medium : 11,28 - 15,14	55	88,7
	High : > 15,14	2	3,2
	Total	62	100,0

3. Communicating Ability	Low : < 14,64	7	11,3
	Medium : 14,64 - 18,82	43	69,4
	High : > 18,82	12	19,4
	Total	62	100,0
4. Leadership	Low : < 8,64	7	11,3
	Medium : 8,64 - 11,49	49	79,0
	High : > 11,49	6	9,7
	Total	62	100,0

Source: Primary Data, 2021

Based on the table above, it shows that interpersonal soft skills in the low category are more dominant, which is found in the adaptability sub-indicator of 8.1%, while intrapersonal soft skills in the medium category are more dominant, namely adaptability 88.7% and the high category is more dominant, namely the ability to communicate. ,4%.

V. DISCUSSION

1) Influence of Intracurricular on Soft Skills of PGSD Study Program Students, Faculty of Teacher Training and Education, University of Lampung

Through regression analysis using regression statistics, the results obtained that prove that intracurricular activities have an influence on intrapersonal and interpersonal soft skills of students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung who participate in intracurricular activities. This is evidenced by the results of the t-test which shows a significance value less than 0.05, so hypothesis 1 which states that intracurricular activities (X1) affect the intrapersonal and interpersonal soft skills (Y) of prospective teacher students in the PGSD study program, Faculty of Teacher Training and Science. Lampung University Education, accepted. This is indicated by the value of r_{count} (0.851) which is greater than r_{table} (0.30) and by the price of t_{count} (24.041) which is greater than t_{table} (1.9708). The correlation coefficient and the coefficient of determination are expressed by r and r^2 . The correlation coefficient shows a positive value of 0.851, meaning that student intracurricular has a positive influence on soft skills. The results of the analysis using the SPSS V.23 application showed an r^2 of 0.723. It states that intracurricular has an influence on soft skills by 72.3%.

This study shows that students with high intracurricular activities also have higher soft skills than students with lower intracurricular activities, and vice versa. So the intracurricular owned by students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung has a positive effect on soft skills.

2) The Effect of Extracurricular on Soft Skills of PGSD Study Program Students, Faculty of Teacher Training and Education, University of Lampung

Based on data analysis using statistical regression analysis, the results obtained that there is a significant influence between extracurricular activities on the formation of soft skills for prospective teachers in PGSD students, Faculty of Teacher Training and Education, University of Lampung. This is indicated by the value of r_{count} (0.865) which is greater than r_{table} (0.30) and by the price of t_{count} (25.595) which is greater than t_{table} (1.9708). The correlation coefficient and the coefficient of determination are expressed by r and r^2 . The correlation coefficient shows a positive value of 0.865, meaning that student extracurricular activities have a positive influence on soft skills. The results of the analysis using the SPSS V.23 application showed an r^2 of 0.748. It states that extracurricular has an influence on soft skills of 74.8%.

The link between extracurricular and soft skills can be seen clearly. The existence of extracurricular activities can provide expertise in each field. That is, extracurricular activities can form a person soft skills well. Because in organizational activities a person is required to be able to develop according to his expertise.

This means that extracurricular activities greatly affect the formation of students soft skills outside of intracurricular activities. Even the effect is very significant compared to intracurricular activities. Based on this research, it shows that students with high extracurricular activities also have higher soft skills. So extracurricular owned by students of the PGSD Study Program, Faculty of Teacher Training and Education, University of Lampung has a positive effect on soft skills.

3) Influence of intracurricular and extracurricular activities on Soft skills of PGSD Study Program Students, Faculty of Teacher Training and Education, University of Lampung

Through regression analysis using multiple regression statistics, the research results have a positive and significant effect. This can be seen from the student intracurricular coefficient (X1) of 0.569, which means that if the student intracurricular value increases by 1 point, the soft skill (Y) will increase by 0.569 points. The student extracurricular coefficient (X2) is 0.573, which means that if the student extracurricular value increases by 1 point, the soft skill (Y) will increase by 0.573 points. The results of the f-test state that f_{count} which is 367.225, is greater than f_{table} of 2.646. So it can be seen that intracurricular activities and extracurricular activities have a significant effect on soft skills. The correlation coefficient expressed by r indicates a price of 0.913. The variables of intracurricular activities and extracurricular activities have a positive effect, indicated by a positive r value. While the correlation coefficient (r^2) of 0.834 indicates that the intracurricular and extracurricular activities of students together have an effect on soft skills of 83.4%.

Soft skills are needed for prospective teachers so that later they can become teachers who can transmit good values to their students. In addition, soft skills also affect the maturity of students to carry out their roles as teachers. Soft Skills in the form of communication and presentation skills can support the teaching abilities of prospective teachers. Soft skills in the form of emotional intelligence can give birth to empathy, so that teachers are born who can maintain good relations with students and with other parties in the school environment. Discipline is also an aspect of soft skills that can improve the quality of prospective teachers.

VI. CONCLUSION

Based on the results of research regarding the Formation of Soft Skills for Prospective Teachers in PGSD Study Program Students, Faculty of Teacher Training and Education, University of Lampung, the following conclusions were obtained.

- 1) There is a positive and significant influence between intracurricular activities on the soft skills of prospective teachers in the PGSD study program students, Faculty of Teacher Training and Education, University of Lampung, indicated by large r_{count} (0.851) > r_{table} (0.30) and t_{count} (24.041) > t_{table} (1.9708).
- 2) There is a positive and significant effect between extracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, indicated by large r_{count} (0.865) > from r_{table} (0.30) and t_{count} (25.595) > t_{table} (1.9708).
- 3) There is a positive and significant influence between curricular, extracurricular, and co-curricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, which is indicated by a large f_{count} , which is 367.225 > f_{table} of 2.646.

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