



Analysis on the Effect of Hard Skills, Intrapersonal and Interpersonal Skills toward the Performance of Nurses (A Case Study on the Alumni of Husada Hospital Nursing Academy, Jakarta, Indonesia)

Andrianto Widjaja^a, Enni Juliani Saragih^b

^aLecturer Post graduate at Labora School of Management, Jakarta, Indonesia

^bLecturer of Husada Hospital Nursing Academy, Jakarta, Indonesia

Corresponding Author: Andrianto Widjaja

ABSTRACT: The object of this study is to learn the role of hard skills and soft skills in improving the performance of nurses. The samples of the study are the alumni of Husada Hospital Nursing Academy, Jakarta. Multiple Linear Regression Technique is being used as the method to analyze the data. The study results indicated that the research variables which are hard skills, interpersonal and intrapersonal skills, both partially and simultaneously have a significant effect on the performance of nurses. Moreover, it is also found that the intrapersonal skills variable has the most dominant effect on the performance of nurses.

KEYWORD: Hard Skills, Intrapersonal and Interpersonal Skills, Performance

Received 29 November, 2018; Accepted 17 December, 2018 © The Author(S) 2018.

Published With Open Access at Www.Questjournals.Org

I. INTRODUCTION

Increasingly tight competition in the health industry insists every hospital to improve its services quality. The quality improvement will occur when all of the human resources have professional competence, deep understanding on the product, being friendly, responsive and sensitive to the patient's needs, and able to communicate effectively. In general, the problem faced by various organizations, including hospital organizations, is the low competency of the managing staff. In the hospital industry, most of the services are provided by nurses, consequently, the quality of the hospital services is closely related to the quality of nurses (Ostmann & Biddle, (2012), in Purwoastuti et al. (2015)). It is also confirmed in Kusmiran study (2017) that the quality of health services will be determined by the quality of nurses' services which supported by the quality of nurses.

Nowadays, various companies and even hospital organizations are beginning to realize the importance of human resources quality which is not only seen from the hard skills or technical skills aspect but also from the soft skills aspect. The role of hard skills and soft skills should lead to the excellent services therefore it will build patient satisfaction and loyalty as the consumers (Winarno, 2010). Sudjarwanto (2016), in his study also concluded that there is an effect between the hard skills and soft skills of nurses on the services quality in a hospital. Meanwhile, the quality of the nurses' services has been challenged because it is increasingly marginalized by the modernization of the equipment and health technology (Watson, 2009). In 2014, the Washington State Human Resources Council reported a survey entitled "Employer Perspectives on Soft Skills". The survey was conducted on the employers throughout the United States, although the majority of respondents came from the West Side of the State. The respondents also represented a variety of industries, with the largest component of 19% was representing professional, technical and business Services. On the second position is the Health Care & Social Services industry which represents 15% of all respondents. One interesting finding from the study is that respondents agree that soft skills are very important. Even 18% of respondents stated that soft skills are "more important than technical skills", while 72% stated that soft skills are "as important as technical skills", and only 10% thought soft skills are "important, but less than technical skills."

Sailah (2008) in her book stated that the success in the world of work which is 80% is determined by soft skills and 20% is determined by technical skills. The need ratio for soft skills and hard skills in the world of work turns out to be inversely proportional with the education system curriculum in Indonesia, where soft skills

material is only given in amount of 10% approximately. Some time ago Robles (2012) has warned that in the era of information society, soft skills aspect is becoming increasingly important, such as integrity, communication and flexibility factors. The above statement is also in line with the study results of Harvard University in the United States (Arnata et al, 2014). The study results of NACE (National Association of Colleges and Employers) in 2005 concluded that in general, the labor users need 82% soft skills ability and 18% hard skills ability (Purwoastuti et al, 2015). International Association of Administrative Professionals (IAAP 2007) also reports that " sixty seven per cent of human resource managers would hire an applicant with strong soft skills whose technical abilities were lacking". Another study has concluded that the hard skills only contribute 15% to someone's success, while soft skills factor contributes up to 85% (John, 2009). It means, someone's success is not only determined by the knowledge and technical ability which are hard skills, but it is more affected by soft skills, namely the ability to manage themselves and others. Some of the findings above confirmed that hard skills should run together with soft skills. The question is whether the role of soft skills is also very dominant if it is related to the measures of nurses' performance in improving a hospital service. To answer this question, the authors conducted a study entitled "Analysis on the Effect of Hard Skills, Intrapersonal and Interpersonal Skills to the Performance of Nurses", where this study was conducted on the alumni of Husada Hospital Nursing Academy Jakarta.

Diploma III Study Program in Nursing of Husada Hospital Nursing Academy has conducted educational activities since 1989. The Vision of the Academy is to become a Diploma III Study Program in Nursing which produces graduates with noble character with the specialty of medical emergency nursing on adult through the implementation of "tri dharma" of higher education institutions. Until 2017, this study program has graduated 1857 alumni which spread across various health agencies. The quality of the graduates can be classified as good and the graduates are relatively absorbed quickly into the world of work. This is proven by the waiting period of the graduates to work is only less than 3 months. Apart from the hard skill ability, the institution also provided the students with soft skills education during the study process. Even in the last five years, the soft skills material has been included in the official curriculum of the Nursing Academy. The curriculum which being used has been adapted to the national curriculum and also pay attention to the inputs from the practitioners and academics, so that the graduates of the study program are expected to be in accordance with the demands of the job market.

The purpose of the study is to learn the role of hard skills and soft skills in improving the performance of nurses from the Alumni of Husada Hospital Nursing Academy. The detailed aims are as follows: (1) To learn and analyze the existence of significant effect of Hard skills on the Performance of Nurses, (2) To learn and analyze the existence of significant effect of Interpersonal Skills on the Performance of Nurses, (3) To learn and analyze the existence of significant effect of Intrapersonal Skills on the Performance of Nurses, and (4) To learn and analyze the existence of significant effect of Hard skills, Interpersonal and Intrapersonal skills simultaneously on the Performance of Nurses.

II. LITERATURE REVIEW

2.1. Performance

The performance of an employee can be defined as the result of the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to him (Ratnasari et al, 2014). Azwar's study (2013) concluded that employee performance is affected by a combination of hard skills and soft skills ability, which is a major factor in the services quality of a company. A lot of study in various industries which discovered that the employee performance was significantly affected by hard skills and soft skills (Islami, 2012; Widayanti, 2014; Wahyuni, 2016). Even in Zhang Study (2012), in the information technology industry, it is also discovered that the future IT professionals should be equipped both in hard skills and soft skills. It is reasonable because whatever the industry, the professionals should be able to communicate with end-users, to resolve conflicts, and to bring different functions together toward a common goal. Robbins Concept (2013) is used as the Performance indicator in this study, which involved indicators of quality, quantity, timeliness, effectiveness, independence and commitment to work.

2.2 Hard Skills

Binsaeed et al, (2017), stated that hard skills as the ability which can be specifically defined and can be measured and studied. Can also be referred to as core skills or technical skills, which are easily recognized by the employer or recruiter as they are mentioned on resume or curriculum vitae. Winarno (2010) described the three categories of hard skills: (1) knowledge, is something that directly known from the experience based on the five senses and processed by the good sense spontaneously; (2) skill, is the ability to do a job using certain tools and methods; (3) standard operation procedure, is a set of guidelines in an organization which is needed to achieve the organizational goals effectively and efficiently.

Meanwhile, Azwar (2013) stated that hard skills are the mastery of science, technology and related technical skills. But the ability of hard skills alone is not enough, even in a technology-intensive industry. Aasheim study (2009) has proved this, where 348 of IT managers were asked to rank the skills which they need. It turns out that soft skills get all the top ranks, while hard skills get the lower ranks, such as: knowledge of operating systems, hardware, databases, security, web development languages, telecommunication and networking. The study of Niazi et al (2016), tried to see impact of soft and hard skills on the selection decision of fresh graduates in industri Fast Moving Consumer Goods (FMCG) & Telecommunication. It turns out that the recruiters give more preference to soft skills than the hard skills. Companies value soft skills more than hard skills because they can be a better indicator of job performance, particularly in a service driven global economy. The study of Hendarman et al (2012) found the effect of hard skills on knowledge of workers performance, especially in the form of non-technical innovativeness. In this study, the Field concept in Winarno (2010) was used, hard skills can be categorized as follows: science, skills/technology, and standard operating procedure.

2.3 Soft Skills

In a simple way, Binsaeed et al (2017) defined the soft skills as a person's characteristic or ability that could empower anyone to interact effectively and harmoniously with others. This skill is a combination of personality traits, positive attributes, communication abilities collective with social charm and competencies. Meanwhile, Sean (2008) described the soft skills as “non-technical, intangible, personality specific skills” which determines an individual's strength as “a leader, listener and negotiator, or as a conflict mediator”. According to Sailah (2008), soft skills are a person's skills in dealing with others including themselves. The attributes of soft skills included adopted values, motivation, behavior, habits, character and attitude. In general, soft skills are divided into two parts, namely intrapersonal and interpersonal skills. Intrapersonal skills are a person's skills in controlling or managing themselves, while interpersonal skills are the skills which needed by someone in dealing with others. Marlow-Ferguson (2002), distinguished interpersonal and intrapersonal skills as follows: intrapersonal are the skills that are situated in the mind of an individual, but interpersonal skills relate to relationship or communication between people.

Gardner (in Arnata et al, 2014) stated that interpersonal intelligence is the ability to understand and be sensitive to the feelings, intentions, motivations, characters and temperaments of others, as well as the ability to establish relationships and communication with others. While intrapersonal intelligence is the ability to understand oneself and act adaptively. Vijayalakshmi (2016) in his study entitled "Soft skills-The Need of the Hour for Professional Competence: A Review on Interpersonal skills and Intrapersonal Skills Theories" tried to explain the importance of soft skills are as professional competencies. His study also tried to review various theories about interpersonal and intrapersonal skills. In his study with a title of "The Role of Soft Skills Moderation in improving the Quality of Hospital Services", Azwar (2013) confirmed that soft skills have a positive role in strengthening the relationship between organizational resources, especially human resources on the quality of services in hospital organization. Nealy (2005) stated that soft skills played an important role in employee performance, therefore the business people are encouraged to pay more attention to the soft skills development for their employees. John (2009), discovered that MBA students who are equipped with soft skills material are better than those who are not, it can be seen from several performance indicators such as: employability factors and overall personality development. In relation to the hospital industry, soft skills are very important especially for nurses (Purwoastuti et al, 2015) because: (1) Nurses have direct relationship to clients/patients, (2) Attitudes, ethics and characters are very important in the work of a nurses, (3) There are deep intra and interpersonal relationships.

2.3.1 Intrapersonal Skills

As mentioned above, soft skills or life skills can be distinguished on interpersonal and intrapersonal skills. In Kechagias (2011) it is stated that interpersonal skills related to a person's ability to interact with others. While intrapersonal skills are related to a person's character in developing their personality. Individuals who are strong in intrapersonal skills are good at being aware of their own emotional states, feelings and motivations and feel positive about what they are doing in their lives. Opinions above are in line with previous opinions which widely used as a reference for researchers. Tenedero (2001) stated that people who have intrapersonal intelligence are generally quiet, deliberate, works well done, manage their personal growth and search for identity, and have excellent control of their feelings and moods. Fitzsimons & Bargh (2004) defined intrapersonal skills as the capacity of individuals to guide themselves, in any way possible, toward important goal states. Slightly different with Ilkowska & Engle (2010) which described intrapersonal skills as the process by which one monitors, directs attention, maintains and modifies behaviours to approach a desirable goal. Intrapersonal skills can appear in the following skills (Sailah, 2008; Winarno, 2010): (1) transforming character, (2) transforming beliefs, (3) change management, (4) stress management, (5) time management, (6) creative thinking processes, (7) goal setting & life purpose, and (8) accelerated learning techniques.

Purwoastuti et al (2015) defined intrapersonal skills as the ability to govern oneself, which included: self awareness (self confident, self assessment, trait & preference, emotional awareness), and self skill (improvement, self control, trust, worthiness, time/ source management, proactivity, conscience. In general intrapersonal skills associated with him including: a high confidence (self confident), the ability to evaluate themselves (self assessment), and self awareness. The study of Ratnasari et al (2014) showed that self-confident will improve one's performance, especially if it is combined with good social skills (interpersonal skills). Meanwhile Kristina et al (2011) discovered the effect of intrapersonal skills on the performance of marketing staff, through the indicators of self-leadership and self-efficacy. In this study several indicators of intrapersonal skills were used based on the concepts of Prijosaksono and Sembel (2010), namely: time management, stress management, change management, transforming character, creative thinging, goal orientation, and accelerated learning technicque.

2.3.2 Interpersonal Skills

The concept of interpersonal skills has been introduced for a long time. Rungapadiachy (1999) described this concept in general as those skills which one needs in order to communicate effectively with another person or a group of people. Tenedero (2001) stated that interpersonal skills as a person's ability which has good social skills, the ability to establish relationships with others, so that they can work together with all kinds of people. They lead and influence others, mediate conflict and build consensus. Meanwhile, the study of Mohanty et al (1996) was successfully identified five factors which could affect the success of TQM implementation, and one of them was interpersonal factors. Then, Adeoti (2008) added three other factors specifically related to the health care sector, namely: employee involvement and funding, inventory of drugs, and IT personel quality. While Adeoti (2012) tried to investigate the impact of interpersonal factors on quality health delivery in selected government hospitals in Kwara state. In this study a questionnaire was developed which included 14 factors that represented interpersonal factors.

Interpersonal skills can be show in the form of the following skills (Sailah, 2008; Winarno, 2010): (1) communication skills, (2) relationship building, (3) motivation skills, (4) leadership skills, (5) self marketing skills, (6) negotiation skills, (7) presentation skills, and (8) public speaking skills. Interpersonal skills associated with other people and consist of the ability to communicate with others (social skills) and social awareness (Ratnasari et al, 2014; Purwoastuti et al, 2015). The study of Hendarman et al (2012) discovered the effect of interpersonal skills in the form of "information seeking" on the employee performance which was represented as technical-innovativeness. The study of Rejeki (2014) showed interpersonal skills as one of the factors which affected employee performance in a bank. Similar with Samsiah (2014) which used samples among educators. Walker (2012) with the title of his study "A case study: Interpersonal skills for future business leaders to achieve organizational performance goals", confirmed the relationship between interpersonal skills and the performance of the business people. Through the qualitative research using focus groups, it was discovered that interpersonal skills supported employee and manager relationship, and increased the workers productivity. To represent the Interpersonal Skills variable, this study used the indicator of Sailah (2008) version, the interpersonal skills included: motivation skills, leadership skills, negotiation skills, presentation skills, communication skills, relationship building, public speaking skills, and self-marketing skills.

2.4 Conceptual Framework and Hypothesis

In order to answer the study objectives, a study model was developed which involving variables such as Hard Skills, Intrapersonal and Interpersonal Skills, as the independent variable, and Performance as the dependent variable. The study variables above can be operationally defined as follows:

1. **Hard Skills Variable.** Hard Skills are the mastery of science, technology and technical skills which related to the field of science. Based on this definition, according to Field in Winarno (2010), hard skills can be categorized as follows:
 - a) Science, is something which is known directly from experience, based on the five senses, and is processed by the good sense spontaneously;
 - b) Skills/technology, is the ability to run a particular job that is in using equipment, and methods from a particular field, for example using computer programs, accounting and others.
 - c) Standard Operational Procedure, is a set of guidelines in an organization that explains the procedures for routine activities, SOP is needed by an organization to achieve the organizational goals effectively and efficiently.
2. **Variable Interpersonal Skills.** Interpersonal skills are person's skills which needed in dealing with others. According to Sailah (2008), interpersonal skills included:
 - a) Motivation skills, are the ability to provide motivation or encouragement to others;
 - b) Leadership skills, are the ability to achieve the results by empowering others;
 - c) Negotiation skills, namely the ability to facilitate an agreement between two or more parties;

- d) Presentation skills, are the ability to communicate the messages in front of many people;
 - e) Communication skills, are the ability to communicate with others;
 - f) Relationship building is the ability to build relationships;
 - g) Public speaking skills, are the ability to speak in public, and
 - h) Self-marketing skills, are the ability to market the products/services properly and appropriately.
3. Intrapersonal Skills Variable. Intrapersonal skills are person's skills in managing themselves. According to Prijosaksono and Sembel (2010), intrapersonal skills included:
- a) Time management is the ability to manage the time well in work efficiency;
 - b) Stress management is the ability to control oneself when the situation, people and events that occurred give excessive demands;
 - c) Change management is the ability to accommodate changes to be adapted to these changes;
 - d) Transforming character, is the ability to shape mindset, attitudes and behavior in order to build effective relationships with others;
 - e) Creative thinking is the ability to think in creating;
 - f) Goal orientation is the ability to focus the efforts to achieve the goals, missions or targets; and
 - g) Accelerated learning technique is a technique to learn quickly.
4. Performance Variable. Performance is the result of work in quality and quantity which achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. According to Robbins (2013), the measurement of employee performance included:
- a) Quality, is the desired result of an activity which is close to perfect in the sense of adjusting some ideal ways of the activity appearance, as well as fulfilling the objectives expected of an activity.
 - b) Quantity, is the amount produced which is expressed in the terms such as the number of units, the number of activity cycles completed.
 - c) Timeliness, is an activity which completed at the stated beginning, viewed from the point of coordination with the output result and maximizing the time available for other activities.
 - d) Effectiveness, is the ability of employees in the use of organizational resources (power, money, technology, raw materials) to be maximized with the intention of increasing the result of each unit in the use of resources.
 - e) Independence is an employee who able to carry out his work function without asking for help, guidance from another person or supervisor.
 - f) Commitment to work, is an employee who has work commitments with the institution and employee responsibilities towards the office.

Referring to the literature review and the study model that have been built, several hypotheses are developed as follows:

- First Hypothesis (H1) : Hard skills have a significant effect on the Performance of Nurses.
Second Hypothesis (H2) : Interpersonal Skills have a significant effect on the Performance of Nurses.
Third Hypothesis (H3) : Intrapersonal Skills have a significant effect on the Performance of Nurses.
Fourth Hypothesis (H4) : Hard skills, Interpersonal and Intrapersonal Skills simultaneously have a significant effect on the Performance of Nurses.

III. RESEARCH METHOD

This study is using a quantitative method with an explanatory approach which aims to explain the effect of several independent variables on the dependent variable. The population in this study is the alumni of Husada Hospital Nursing Academy Jakarta, which in the last 5 years totaled 456 people. The study is using the sample data where the sample size was taken in accordance with the Slovin formula as many as 82 people. Meanwhile the sampling technique is using the purposive sampling technique, which is the technique of determining the sample by considering certain criteria which in accordance with the study objectives. The criteria from the respondents to be sampled are:

1. The respondent is registered as the alumni of Husada Hospital Nursing Academy Jakarta.
2. The Graduates of the last 5 years, considering that the soft skills material has only been included in the official curriculum of the Nursing Academy since the last 5 years.
3. The respondent has worked in the Government or Private Hospitals.

As a study instrument a questionnaire has been designed which contained questions or statements which represents the indicators of the study variable. The scale used is Likert scale in the form of a scale of 1 to 5, containing answers: strongly agree, agree, simply agree, disagree, and strongly disagree.

After the questionnaire data is collected, then the research instrument is tested in the form of validity test and reliability test. If the data quality requirements are fulfilled, then the data analysis is conducted using the

multiple linear regression technique, to see the effect of several independent variables on the dependent variable. Whereas to answer the study objectives, it is necessary to test the hypotheses by using the F Test and t Test. The Equation of Multiple Linear Regression:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e,$$

where:

- Y : Performance Variable
- b₀ : Constant
- b₁.b_i: Regression Coefficient X_i
- X₁ : Hard Skills Variable
- X₂ : Interpersonal Skills Variable
- X₃ : Intrapersonal Skills Variable
- e : Disturbance error.

IV. RESEARCH FINDINGS AND DISCUSSION

Based on the results of the validity test and reliability test, it showed that all independent and dependent variables have fulfilled the requirements to be further analyzed. While the results of data processing with multiple linear regression technique obtained the results in accordance with the following table:

Table 4.1. Multiple Linear Regression Test Results

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.819 ^a	.671	.659	2.335		

ANOVA ^b						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	868.664	3	289.555	53.092	.000 ^a	
Residual	425.397	78	5.454			
Total	1294.061	81				

Coefficients ^b					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.591	1.782		1.454	.150
1 Var_X1	.259	.121	.238	2.139	.036
Var_X2	.227	.097	.297	2.352	.021
Var_X3	.259	.092	.346	2.831	.006

a. Predictors: (Constant), Var_X3, Var_X1, Var_X2

b. Dependent Variable: Var_Y

Source: Data processed, 2018.

From the table above, it can be interpreted as follows:

1. The value of R² is 0.671 or 67.1%, it means that the percentage of the effect contribution from the variables of Hard Skills (X₁), Interpersonal Skills (X₂), and Intrapersonal Skills (X₃) on the performance of nurses (Y) is 67.1%, while the remaining 32.9% is contributed by other variables which is not included in the study. This result shows that the competence of an employee, in this case a nurse, plays a major role in forming their performance. The competence in the form of hard skills and soft skills is a factor that can be controlled and developed by someone. While external factors which relatively uncontrollable by an employee, did not play a significant role in influencing a person's performance.
2. Hard Skills variable partially has a significant effect on the performance of nurses, where the significance value is 0.036 < 0.05. It means that the first hypothesis can be accepted. This result is in line with several previous studies conducted in various industries (Azwar, 2013; Islami, 2012; Wahyuni, 2016; Aimo Zhang, 2012; Hendarman et al, 2012). In general, those studies proved that the performance of an employee or a professional is significantly affected by the hard skills and soft skills that they have. Meanwhile in Sudjarwanto's (2016) study in a hospital also proved the effect of the hard skills and soft skills owned by nurses on the quality of services provided.
3. Interpersonal Skills variable partially has a significant effect on the performance of nurses, in which the significance value is 0.021 < 0.05. It means that the second hypothesis is accepted. Several studies in various

countries have proven that soft skills, both interpersonal and intrapersonal, have a major effect on one's performance. It has even greater role than hard skills (Sailah, 2008; Arnata et al, 2014; Purwoastuti et al, 2015; Watts & Watts, 2008; Aasheim, 2009; Nealy, 2005; Niazi et al, 2016). The results of the study confirmed that the interpersonal skills have a significant effect on the performance of nurses, it is also in line with the results of the similar study in various industries (Mohanty et al, 1996; Hendarman et al, 2012; Sri Rejeki, 2014; Samsiah, 2014). The interesting one is the Walker (2012) study which succeeded in emphasizing the relationship between interpersonal skills and the performance of the business people. Here, Walker discovered that interpersonal skills are actually supporting the relationship between employees and managers, which ultimately increased the employee's productivity.

4. Intrapersonal Skills Variable partially has a significant effect on the performance of nurses, in which the significance value is $0.006 < 0.05$. It means that the third hypothesis is accepted. Similar to interpersonal skills, intrapersonal skills also have a significant effect on the performance of nurses, this variable even appeared as the most powerful variable. Based on the study model which used and the processed sample data, it can be concluded that intrapersonal skills have stronger effect than interpersonal skills. The study of Kristina et al (2011) and Ratnasari et al (2014) provided similar result to the result of this study. The results of the first, second and third hypothesis testing, have proven that hard skills and soft skills (interpersonal and intrapersonal) have a significant effect on the performance of nurses. In fact, it can be concluded that the effect of soft skills is greater than hard skills.
5. The calculation result of F value is 53.092 with a significance value of $0.000 < 0.05$, it means that the variables of Hard Skills, Interpersonal Skills, and Intrapersonal Skills in parallel or simultaneously have a significant effect on the performance of nurses. It means that the fourth hypothesis can be accepted. The results of this hypothesis test showed that hard skills and soft skills affected the performance of nurses with a high level of significance. This result is in line with the results of previous studies (Sudjarwanto, 2016; Azwar, 2013; Wahyuni, 2016). The combination of these two elements is a guarantee for the performance of nurses, which eventually will give an impact on the service quality of a hospital.

V. CONCLUSION

The results of data analysis showed that all hypotheses are acceptable. The variables of the study, which are Hard skills, Interpersonal and Intrapersonal Skills, both partially and simultaneously have a significant effect on the performance of nurses. Moreover, it is also discovered that the Intrapersonal Skills variable has the most dominant effect on the performance of nurses, which in this case are the alumni of Husada Hospital Nursing Academy. In general, this study provided the results which in line with various previous studies conducted in various industries.

REFERENCES

- [1] Aasheim, C., Li, L., & Williams, S. 2009. Knowledge and skill requirements for entry-level information technology workers: A comparison of industry and academia. *Journal of Information Systems Educa-tion*, 20(3), 349-356.
- [2] Adeoti, J. O. 2008. Application of Total Quality Management to Health Care Delivery System in Kwara State. (Ph.D. Thesis).
- [3] Adeoti, Johnson Olabode and Adedoyin Ishola Lawal. 2012. The Impact of Interpersonal Factors on Quality Health Delivery in Kwara State Government Hospitas. *African Journal of Social Sciences*. Volume 2, Number 2, (2012) p. 34-40
- [4] Arnata, I Wayan., dan Sutarjo Surjoseputro. 2014. Evaluasi Soft Skill dalam Pembelajaran Mahasiswa Baru di Fakultas Teknologi Pertanian Universitas Udayana. *Jurnal Pendidikan dan Pembelajaran*. Volume 21, Nomer 1, April 2014. P: 1-9.
- [5] Azwar, Viviyanti. 2013. Peranan Moderasi Soft Skills dalam Meningkatkan Mutu Pelayanan Rumah Sakit. *Jurnal Kesehatan Masyarakat Nasional*. Vol. 7, No. 8, Maret 2013. P: 378-384.
- [6] Binsaeed, Rima H., Syeda Taj Unnisa, Lubna Javed Rizvi. 2017. The Big Impact of Soft Skills in Today's Workplace. *International Journal of Economics, Commerce, and Management*. Vol. V, Issue 1, January 2017. P: 456-463.
- [7] Fitzsimons, G. M., & Bargh, J. A. 2004. Automatic self-regulation. In R. F. Baumeister, & K. D. Vohs (Eds.). *Handbook of self-regulation: Research, theory, and applications*, Guilford Press. New York.
- [8] Hendarman, Achmad Fajar., and Jann Hidajat Tjakraatmadjab. 2012. Relationship among Soft Skills, Hard Skills, and Innovativeness of Knowledge Workers in the Knowledge Economy Era. *Procedia - Social and Behavioral Sciences*. 52 (2012). P: 35-44.
- [9] Ilkowska, M & Engle R. 2010. Trait and state differences in working memory capacity', In A. Gruszka, G. Matthews, & B. Szymura (Eds.), 'Handbook of individual differences in cognition: Attention, memory, and executive control', New York, Springer, pp. 295-320, doi:10. 1007/978-1-4419-1210-7_18.
- [10] Islami, Faizal A. 2012. Analisis Pengaruh Hard Skill, Soft Skill, Motivasi Terhadap Kinerja Tenaga Penjualan. *Jurnal Manajemen*. Vol 1 No 1.
- [11] John, Jessy. 2009. Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students. *Research Paper*. P:19-26.
- [12] Kechagias, K. 2011. Teaching and Assessing Soft Skills. Thessaloniki, 56760 Neapolis.
- [13] Kristina, Helena J., Laurence & Wisang Mahatmaja. 2011. Pengaruh Softskills (Intrapersonal Skills) Terhadap Kinerja Tenaga Pemasar Properti. *Inasea*. Vol.12 No. 1. April 2011. P: 44-54.
- [14] Kusmiran, Eny. 2017. Pelatihan Soft Skills Caring Meningkatkan Kualitas Pelayanan Keperawatan dan Kepuasan Pasien di Rumah Sakit Kota Bandung. *Jurnal Penelitian dan Pengembangan Pelayanan Kesehatan*. Vol. 1, No. 2, Desember 2017. P: 72-81.
- [15] Marlow-Ferguson. 2002. *World Education Encyclopedia*. Gale. Available:<http://go.galegroup.com/ps/i.do?&id=GALE%7C9780787676964&v=2.1&u=capetech&it=aboutBook&p=GURL&sw=w&cs=9780787676964>.

- [16] Mohanty RP, Santhi K, Haripriya C. 1996. A Model for Evaluating TQM Effectiveness in Health-Care Systems. *TQM Magazine*, 45. P: 14-17.
- [17] Nealy, C. 2005. Integrating Soft Skills Through Active Learning in The Management Classroom. *Journal of College Teaching & Learning*, 2(4). P: 1-6.
- [18] Niazi, Amna., Muhammad Ali, and Mariam Rehman. 2016. Impact of Soft and Hard Skills on the Selection Decision of Fresh Graduates: A Qualitative Study. *FAST-NU Research Journal*. Volume 2, Issue 1, January 2016. P: 15-20.
- [19] Prijosaksono, Ariwibowo., dan Roy Sembel. 2010. *Self Management Series: Control Your Live*. PT Elek Media Compotindo. Jakarta.
- [20] Purwoastuti, Endang., dan Elisabeth Siwi Walyani. 2015. *Perilaku dan Soft Skills Kesehatan*. Pustaka Baru Press. Yogyakarta.
- [21] Ratnasari, Siwi Dyah., and Agus Salim Andriansyah. 2014. Effect of Self Confident and Self Assessment for Performance with Social Skill as Moderating Variables. *IQSR Journal of Business and Management (IQSR-JBM)*. Volume 16, Issue 11. Ver.VI (Nov. 2014). P: 43-47.
- [22] Rejeki, Iin Sri. 2014. Pengaruh Motivasi, Disiplin, Keterampilan Interpersonal Terhadap Kinerja Karyawan PT. Bank BNI Syariah Cabang Surakarta. Naskah Publikasi. Fakultas Ekonomi dan Bisnis. Universitas Muhammadiyah Surakarta.
- [23] Rider, Linda., and Christopher Klaeyesen. 2015. *Employer Perspective on Soft Skills: 2014 Survey Report*. Washington State Human Resources Council.
- [24] Robbins, Stephen P., and Timothy A Judge. 2013. *Organizational Behavior*. Edition 15. Pearson Education. New Jersey.
- [25] Robles, Marcel M. 2012. Executive Perceptions of The Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly* 75 (4). P: 543-465.
- [26] Rungapadiachy, DM. 1999. *Interpersonal Communication and Psychology for Health Care Professionals: Theory and Practice*. Butterworth-Heinemann. Edinburgh.
- [27] Sailah, Illah. 2008. *Pengembangan Soft Skills di Perguruan Tinggi*. Tim Kerja Pengembangan Soft Skills. Direktorat Jenderal Pendidikan Tinggi. Jakarta.
- [28] Samsiah & Chairil M. Noor. 2014. Pengaruh Kompensasi dan Kecakapan Interpersonal Terhadap Kinerja Guru Pada MI di Bandung Barat (Penelitian pada Guru di MI Bunder, Tembongsari dan Citapen Kecamatan Cihampelas Kabupaten Bandung Barat). *Konferensi Nasional Ilmu Sosial & Teknologi (KNiST)*. Maret 2014. P: 228-235.
- [29] Sean, Hewitt. 2008. *Soft Skills for Success*. retrieved August 2008, from http://www.askmen.com/money/career_100/121_career.html.
- [30] Sudjarwanto. 2016. Analisis Pengaruh Hard Skill dan Soft Skill Terhadap Kualitas Layanan Perawat di Unit Rawat Inap RS PHC Surabaya. *Surya*. Vol. 08, No. 02, Agustus 2016. P: 13-17.
- [31] Tenedero, HS. 2001. *Creating an Enhanced Learning Environment through Individual Learning Styles*.
- [32] Vijayalakshmi, V. 2016. Soft Skills-The Need of the Hour for Professional Competence: A Review on Interpersonal Skills and Intrapersonal Skills Theories. *International Journal of Applied Engineering Research*. Volume 11, Number 4 (2016). P: 2859-2864.
- [33] Wahyuni. 2016. Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Pegawai Pada Dinas Pendidikan Provinsi Sulawesi Selatan. Skripsi. Fakultas Ekonomi dan Bisnis Islam. Universitas Islam Negeri Alauddin. Makassar.
- [34] Walker, Tracy Ann, D.M. 2012. *A Case Study: Interpersonal Skills for Future Business Leaders to Achieve Organizational Performance Goals*. Dissertation. University of Phoenix. United States-Arizona.
- [35] Washington State Human Resources Council. 2014. *Employer Perspectives on Soft Skills*.
- [36] Watson, J. 2009. *Assessing and Measuring Caring in Nursing and Health Sciences*. Springer Publishing Company, LLC. New York.
- [37] Widayanti. 2014. Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Karyawan (Studi pada PT. Telkom Kandatel Malang). *Jurnal Dinamika Dotcom. STMIK Pradnya Paramita Malang* Vol 3. No. 1.
- [38] Winarno, Slamet Heri. 2010. Pengembangan Soft Skill dan Hard Skill dalam Meningkatkan Kualitas Pelayanan. *Cakrawala*. Vol. X, No. 2, September 2010. P: 147-156.
- [39] Zhang, Aima. 2012. Peer Assessment of Soft Skills and Hard Skills. *Journal of Information Technology Education: Research*. Volume 11, 2012. P: 155-168.

Andrianto Widjaja "Analysis on The Effect of Hard Skills, Intrapersonal and Interpersonal Skills Toward the Performance of Nurses" *Quest Journals Journal of Research in Business and Management* , vol. 06, no. 05, 2018, pp 31-38