



The Urgency of Interpersonal Skills, Leadership and Self-Discipline for Vocational High School Students Majoring in Aesthetics and Hairdressing

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Abstrak

Soft skill, terutama keterampilan interpersonal, kepemimpinan, dan disiplin diri, sangat penting untuk mendukung keterampilan abad 21 bagi siswa Sekolah Menengah Kejuruan (SMK). Tujuan penelitian ini adalah untuk menganalisis sejauh mana pengaruh keterampilan interpersonal, kepemimpinan, dan disiplin diri terhadap kemampuan berpikir kritis siswa kelas 11 VHS di Departemen Estetika dan Tata Rambut (A&H). Penelitian ini merupakan penelitian korelasional yang dilakukan dengan menggunakan pendekatan kuantitatif. Sebanyak 141 siswa Departemen A&H dari lima sekolah menengah kejuruan di DIY dipilih sebagai sampel penelitian. Teknik pengambilan sampel yang digunakan adalah stratified random sampling. Instrumen penelitian terdiri dari kuesioner dengan skala Likert 4 poin. Data dianalisis menggunakan analisis regresi dan analisis SEM. Hasil penelitian menunjukkan bahwa keterampilan interpersonal, kepemimpinan, dan disiplin diri berpengaruh signifikan terhadap kemampuan berpikir kritis mahasiswa A&H Departemen. Hasil penelitian menunjukkan bahwa keterampilan interpersonal, seperti kemampuan berkomunikasi dan bekerja dalam tim, sangat penting bagi siswa karena pekerjaan di bidang estetika dan tata rambut sering melibatkan interaksi langsung dengan klien. Kemampuan kepemimpinan juga diperlukan, terutama ketika siswa harus memimpin proyek atau mengelola usaha sendiri. Implikasi penelitian ini terletak pada kurikulum, kurikulum perlu diperluas untuk tidak hanya fokus pada keterampilan teknis, tetapi juga memberikan porsi yang signifikan terhadap pengembangan soft skills, termasuk komunikasi efektif, manajemen tim, dan kepemimpinan.

Kata Kunci: Berpikir kritis, Keterampilan interpersonal, Kepemimpinan, Disiplin diri.

Abstract

Soft skills, especially interpersonal skills, leadership and self-discipline, are very important to support 21st century skills for Vocational High School (SMK) students. The purpose of this research is to analyze the extent of the influence of interpersonal skills, leadership, and self-discipline on the critical thinking abilities of grade 11 VHS students in the Department of Aesthetics and Hairdressing (A&H). This research is correlational research conducted using a quantitative approach. A total of 141 A&H Department students from five vocational high schools in DIY were selected as research samples. The sampling technique used was stratified random sampling. The research instrument consists of a questionnaire with a 4 point Likert scale. Data were analyzed using regression analysis and SEM analysis. The research results show that interpersonal skills, leadership and self-discipline have a significant effect on the critical thinking abilities of A&H Department students. The results showed that interpersonal skills, such as the ability to communicate and work in a team, are very important for students because jobs in the aesthetics and hairdressing fields often involve direct interaction with clients. Leadership skills are also needed, especially when students have to lead projects or manage their own businesses. The implications of this research lie in the curriculum, the curriculum needs to be expanded to not only focus on technical skills, but also provide a significant portion of the development of soft skills, including effective communication, team management and leadership.

Keywords: Critical thinking, Interpersonal skills, Leadership, Self-discipline

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1. INTRODUCTION

The beauty business is one of the businesses that is currently developing. Society has made beauty services a necessity (Armayanti & Suryanto, 2019; Walter & Salovich, 2020). In line with the rapid growth of the beauty business, it is necessary for therapists to develop their competence in providing services to customers. Customer satisfaction correlates with

the therapist's soft skills in providing beauty care services. The world of the beauty business not only requires intelligence and skills but also social intelligence because it really determines a person's success in working and having a career in this business. Excellent service is an important manner and politeness that can provide comfort to clients and attract client attention (Krskova et al., 2019; NoCoe, 2021; Widarto et al., 2019). Previous research shows that 77.14% of beauty service customers are satisfied with therapists who have a friendly attitude, can work together in a team, are skilled, emotionally stable, creative (think out of the box), able to make clients comfortable, have a strong desire. looking for something new and challenging, and have a strong desire to find inspiration. Likewise, previous research findings reveal that service quality, price and location also influence customer satisfaction with beauty services (Pierce et al., 2022; Putri & Lutfiati, 2016).

The concept of excellent service in the beauty business includes attitude, attention, action and anticipation. Attitude is characterized by customers being treated well by employees. Attention involves being attentive towards customers by providing the best advice based on the therapist's knowledge gained during training. This action is related to establishing good communication with customers. Anticipation is willing to provide guarantees if an error occurs in providing services, both beauty services and products. However, in reality, beauty salons are found to provide services outside the scope of a therapist, for example vitamin C injections without the supervision of an aesthetic doctor (Deal, 2020; Sari & Nurhayati, 2020). Because, there are two needs that reinforce each other. On the one hand, customers see the aesthetic factor, while from the beauty salon's point of view, it is an opportunity to make money. This practice is not recommended because injecting Vitamin C into the veins is not the domain of beauty therapists but the domain of paramedics. In addition, paramedics who practice in beauty clinics must also have relevant certificates or permits. In this global era, the influx of cosmetic products from abroad has an impact on developing countries. In fact, 58% of cosmetics users choose foreign brands, and only 42% choose domestic cosmetics brands (Devedzic et al., 2021; Nawanksari et al., 2020)

If a beauty therapist or stylist is not skilled at communicating, they cannot provide the best advice to their clients. Communication skills are part of interpersonal competence. The interpersonal competence of beauty therapists is very important in educating the public in recommending cosmetic products and making customers feel comfortable. A beauty stylist will be able to maintain her service business if she has a good attitude (Dores et al., 2020; Nawanksari et al., 2020; Safira et al., 2021), high self-confidence in the skills possessed and further supported by a competency certificate. A competency certificate provides assurance that the therapist is proficient in cognitive, psychomotor and affective aspects. Good service, honesty, dedication, responsibility and punctuality are factors that encourage consumers to make repeat orders. However, in reality, the beauty services industry lacks professional leadership in delegating tasks so that work can be completed on time (Hight et al., 2020; Rafki et al., 2019). The skills to manage oneself and build relationships with others are not innate, but are acquired through training, learning, and experience. The beauty business in the Special Region of Yogyakarta (DIY) is growing rapidly because this area has become a local and international tourist destination despite the impact of Covid-19. (Devedzic et al., 2021; Kusuma et al., 2019). To support the progress of the beauty business and reflect the educational landscape in Indonesia, the Department of Aesthetics and Hairdressing (A&H) is offered at several vocational schools, including schools in DIY. In ten regions of Indonesia, 82.05% of respondents were interested in continuing their education at vocational schools, 57.8% because of job opportunities, and 51.96% because of the various program choices offered at vocational schools. Although there is high interest in vocational schools due to the employment opportunities and variety of skills programs, existing curricula may not fully reflect the skills needs of the 21st century. Curricula that emphasize critical thinking and soft

skills need to be adapted and developed. To be a good learner amidst the rapid flow of information in the digital era, critical thinking skills are very important for vocational high school students. These increasingly complex life challenges must be balanced with the skills needed at the age of 21st century (Dores et al., 2020; Dykhne et al., 2019; Turiman et al., 2020).

21st century skills consist of communication, collaboration, creativity & innovation, critical thinking, and problem solving skills. To be a therapist or beauty stylist, apart from having a good attitude and appearance, you also have to have good knowledge. This is in line with findings which reveal that a beauty stylist must have good knowledge to provide comfort and attract clients to use their services (Forbes, 2020; Herdiati & Saputra, 2020). Likewise, other research findings emphasize that to become a beauty stylist you must master the latest products with the right application techniques. Knowledge of the world of beauty includes various types of hair and skin. Apart from practice, students must also master knowledge and attitudes, this is reflected in the basic competencies of knowledge and practice. Over time, students can prove that they can plumb the depths of real-world problems by applying 21st century skills to think critically, design innovative solutions, and become experts (Junedi et al., 2022; Thomassen & Stentoft, 2019). In the world of work, individuals who have interpersonal skills will be able to handle problems, solve problems, and overcome obstacles. In fact, even the smartest individual in class does not necessarily have good interpersonal skills because they may be shy, have difficulty socializing with friends, are individualistic, and lack self-confidence. This is important because jobs in the future require human resources who can hone critical thinking skills to solve problems (Tan et al., 2019; Turiman et al., 2020; Zahra et al., 2023).

Based on ideal conditions and real conditions in the field related to beauty business people, it is important for beauty stylists to have superior soft skills. These soft skills need to be instilled in their education. This research aims to determine the extent to which interpersonal skills, leadership and self-discipline play a role in influencing students' critical thinking skills. 11th VHS class students at the DIY A&H Department. This empirical data can be used to develop learning or training programs that emphasize the importance of interpersonal skills, leadership, and self-discipline in supporting critical thinking and 21st century skills. The novelty of this research lies in the integrative emphasis on development. Soft skills in the field of vocational education which has so far focused more on technical skills. This research provides a new perspective that success in the field of aesthetics and hairdressing is not only determined by technical skills in caring for or styling hair, but also by interpersonal skills, leadership and self-discipline. This is a focus that is relatively under-discussed in the context of aesthetics and hairdressing vocational education in Indonesia.

2. METHODS

This research is correlational research with a quantitative descriptive approach. The aim of this research is to test the extent of the relationship or correlation between variables. The relationships considered are interpersonal skills variables with critical thinking skills, leadership variables from extracurricular activities with critical thinking skills, self-discipline variables with critical thinking skills, and the relationship between interpersonal skills, leadership and self-discipline variables collectively with critical thinking skills. The research population consisted of DIY A&H Vocational School students from nine schools, while the sample consisted of 11th VHS class of students from five schools. The sampling technique used was stratified random sampling. The samples were obtained from 4 public schools and 1 private school: SMKN 1 Panjatan, Kulon Progo; Vocational School 1 Wonosari, Gunung Kidul; SMKN 2 Godean, Sleman; SMKN 1 Sewon, Bantul; and SMK YPKK 3 Sleman. The

sampling technique used was stratified random sampling. The research instrument consists of a questionnaire with a 4 point Likert scale. Data were analyzed using regression analysis and SEM analysis. The number of samples is presented in [Table 1](#).

Table 1. Number of Samples

No	School Example	Number of Students
1	Panjatan 1 Public Vocational School	28 students
2	Wonosari State Vocational School 1	33 students
3	State Vocational School 3 Godean	34 students
4	Sewon 1 Public Vocational School	29 students
5	YPKK 3 Vocational School, Sleman	17 students
Total		141 students

Table 2. Respondent Data

Variable	Category	Number (n)	Percentage (%)
Gender	Man	0	0
	Woman	141	100
Age	16 – 20 years	141	100
Extracurricular activities	Leadership	85	37
	Research	0	0
	Talents and interests	139	60
	Religion	5	2
	Other activities	1	1

Data collection is carried out using questionnaires or surveys. The research instrument used was a Google Form questionnaire using a Likert scale design with 4 answer choices, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The following is an overview of the questionnaire.

Table 3. Questionnaire Outline

Aspect	Indicator	Distribution	Code
Interpersonal skills (X1)	1. Understand the conflict/material in depth	1-4	IS1
	2. Ability to provide emotional support	5-8	IS2
	3. Capacity to make clear requests	9-11	IS3
	4. The capacity to open up	12-15	IS4
	5. Capacity for initiative	16-19	IS5
Leadership (X2)	1. Development, development of skills and creativity based on interests, talents and potential	20-24	PE1
	2. Social, training students to have a sense of responsibility	25-29	PE2
	3. Recreation, providing a sense of relaxation and enjoyment through extracurricular activities	30-33	PE3
	4. Career preparation, training critical thinking to find solutions	34-38	PE4
Self-discipline (X3)	1. Mentality or attitude	39-45	D1
	2. A good understanding of behavior that is constrained by social norms in one's	46-51	D2
			D3

Aspect	Indicator	Distribution	Code
	environment	52-57	
	3. Appropriate behavior in obeying the rules		
Critical thinking skills (Y)	1. Defining the problem	58-60	BK1
	2. Analyze	61-64	BK2
	3. Make conclusions	65-69	BK3
	4. Evaluate	70-73	BK4
	5. Organize yourself	74-77	BK5

Research begins with a clear problem formulation, followed by the development of a hypothesis stating the relationship between variables. Next, the researcher determines the population to be studied and selects a representative sample using appropriate sampling techniques, such as random sampling. After that, valid and reliable measurement instruments, such as questionnaires or tests, are used to measure the variables studied. The researcher then collected data from the sample with this instrument. The collected data was analyzed using correlational statistical techniques, such as Pearson Product Moment or Spearman Rank, to identify relationships between variables, as well as descriptive analysis to describe sample characteristics. The research results were interpreted by looking at the strength and direction of the relationship between variables, as well as their statistical significance. Finally, the researcher draws conclusions based on the results of the analysis and provides recommendations, as well as assessing whether the proposed hypothesis is acceptable or not. The validity of the instrument was tested by several experts in different fields, namely Vocational Education experts, Beauty Management experts, and Educational Evaluation experts. This research uses analysis requirements in the form of normality tests, linearity tests, and multicollinearity tests. The collected data was analyzed using linear regression analysis to determine the relationship between the independent variables and the dependent variable, in this case the influence of interpersonal skills, leadership and self-discipline on critical thinking skills.

3. RESULTS AND DISCUSSION

Result

The normality test was calculated computationally using the Kolmogorof Smirnov Test technique with a significance level of 5%. Based on data analysis, Asymp Sig (2-tailed) significance value of $0.200 > 0.05$ so it can be concluded that the data is normally distributed so that it meets the normality requirements of the regression model. After ensuring that the data was normally distributed, a linearity test was carried out. The results of the linearity test are presented in [Table 4](#).

Table 4. Linearity Test

Variable Relationships	N	F	Say	December
X1*Y	141	1.528	0,063	Linear
X2*Y	141	1.491	0,067	Linear
X3*Y	141	1.160	0,282	Linear

Linearity values X1Y, X2Y, and X3*Y in [Table 4](#) shows that all relationships between the independent and dependent variables are linear because the significance value is greater than 0.05. After ensuring that the variables X1, The multicollinearity test is carried out to find out whether there is a strong relationship or intercorrelation between the independent variables because a regression model is said to be good if there is no

intercorrelation between the independent variables. The results of the multicollinearity test are presented in Table 5.

Table 5. Multicollinearity Test

Variable	Notation	Tolerance	Variance Inflation Factors (VIF)	Notes
Interpersonal Skills	X1	0,520	1.923	There was no indication of multicollinearity
Leadership	X2	0,421	2.377	There was no indication of multicollinearity
Self Discipline	X3	0,408	2.453	There was no indication of multicollinearity

Table 5 shows that for each independent variable the TOL value is > 0.10 and the VIF value is < 10.00 . These results indicate that there are no symptoms of multicollinearity so that hypothesis testing can be carried out. Data on interpersonal relationship skills with critical thinking abilities 11th A&H Department class students obtained from a questionnaire consisting of 21 statements about interpersonal skills (X1) and 20 statements about critical thinking skills (Y). The results of the regression analysis, t value of 10.395 was obtained with a significance value of 0.000. The calculated t value is greater than the t table value of degrees of freedom (df) 140 and the significance value is $0.000 < 0.05$, so the first hypothesis is accepted or it can be concluded that interpersonal skills (X1) have a positive and significant effect on critical thinking skills (Y) of 11th DIY A&H Department class students.

Data on the relationship between leadership and critical thinking skills 11th A&H Department class students obtained from a questionnaire consisting of 19 statements about leadership (X2), and 20 statements about critical thinking skills (Y). The calculated t value was 10.295 with a significance value of 0.000. The calculated t value of 10.295 is greater than the t table value of 1.977 for degrees of freedom (df) 140 and a significance value of $0.000 < 0.05$. Therefore, the second hypothesis is accepted which shows that there is a significant positive relationship between leadership (X2) and critical thinking skills (Y) of 11th DIY A&H Department class students. Data on the relationship between self-discipline and critical thinking skills 11th students in the A&H Department class were obtained from a questionnaire consisting of 19 statements about self-discipline (X3) and 20 statements about critical thinking abilities (Y). The results of the analysis show the calculated t value is 14.334 with a significance value of 0.000. The calculated t value of 14.334 is greater than the t table value of 1.977 for degrees of freedom (df) 140 and a significance value of $0.000 < 0.05$. Therefore, the third hypothesis can be accepted. It can be concluded that there is a positive correlation between self-discipline (X3) and critical thinking ability (Y) of 11th DIY A&H Department class students. After understanding the influence of the independent variable on the dependent variable, further analysis was carried out to present the research results in depth. Structural Equation Modeling (SEM) is used to determine the main factors for each independent and dependent variable indicator. The results of SEM analysis in Figure 1.

The results of the SEM analysis show that all indicators of the independent variables have high values. The main factor of interpersonal skills 11th A&H Department class students, can be found in the fourth indicator with a value of 0.833. This means that openness in socializing is the most important aspect of interpersonal skills. Furthermore, the main leadership factor obtained from extracurricular activities is found in the second indicator with a value of 0.924. This implies that social spirit and responsibility are the impacts felt from extracurricular experiences. Furthermore, the main factor of discipline is found in the first indicator with a value of 0.884. This means that mental attitude is the most important aspect

of discipline. Then, the main factor of basic critical thinking skills is found in the third indicator with a value of 0.834. This means that providing inferences or conclusions is the most important aspect of critical thinking skills.

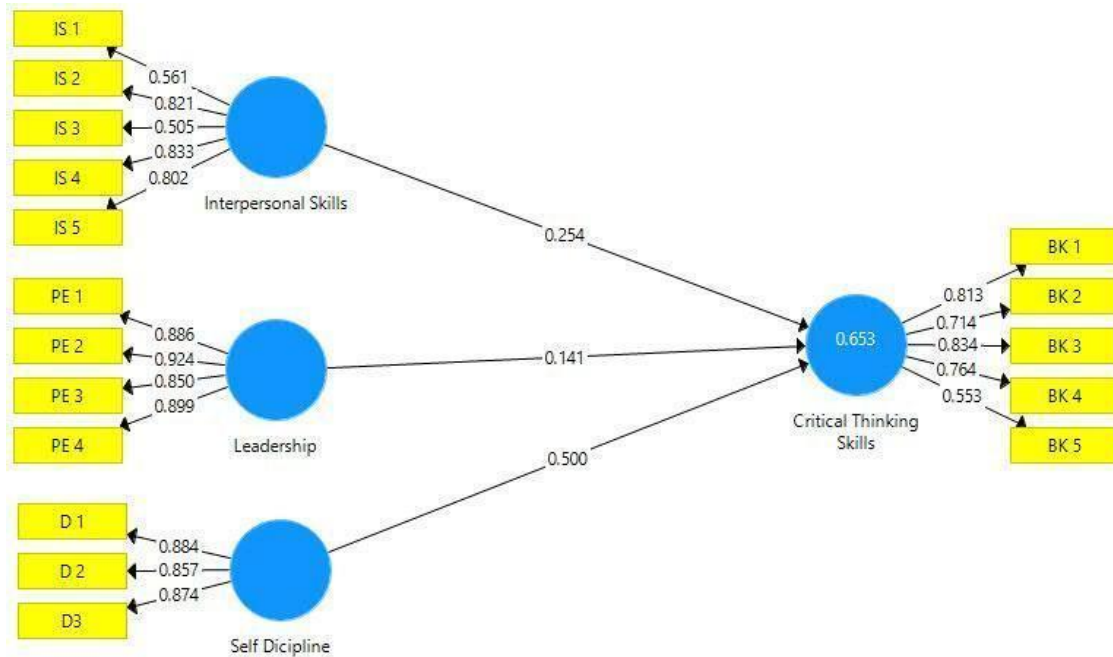


Figure 1. SEM Analysis Results

Discussions

The research results show that interpersonal skills have a significant influence on critical thinking skills 11th DIY A&H class students, which means interpersonal skills play an important role in honing critical thinking skills. This is in line with research findings which state that to improve critical thinking skills, interpersonal skills provide an effective impact in overcoming differences of opinion and exploring different points of view. Increasing students' critical thinking abilities is directly proportional to increasing problem solving abilities (Lismayani et al., 2020; Supiana et al., 2023). Interpersonal skills are also called social intelligence, so they influence the growth and development of teenagers in social skills and social ethics. Interpersonal skills are very necessary because they always involve interaction with other people to ensure the smooth running of daily activities (Krskova et al., 2019; Kusuma et al., 2019). Someone who has the ability to be open usually has many friends, is friendly in greeting other people, and gives other people the opportunity to get to know him. The ability to understand, respond and communicate the messages and intentions desired by other people is necessary to ensure that every action or activity carried out runs smoothly. In reality, social skills are very necessary in the world of work, so to improve oneself, it is necessary to develop a positive attitude, including openness skills, to improve thinking patterns so as to improve personal and organizational performance. Furthermore, there needs to be internal motivation to achieve certain goals in the social environment (Lismayani et al., 2020; Monica et al., 2020). The research results also show that leadership has a positive and significant influence on critical thinking skills. This means that leadership obtained from extracurricular activities also plays an important role in improving critical thinking skills. Extracurricular programs are part of the program for forming students' character qualities. Conceptually, students who are experienced in extracurricular activities or organizations will direct their thoughts in a more constructive and critical direction (Munajat, 2019; Nawanksari et al., 2020). Critical thinking skills were significantly higher in students

who had participated in organizations. Extracurricular activities influence social and emotional development as well as language development (Munajat, 2019; Pierce et al., 2022; Rafki et al., 2019). The real impact is the social factor where students work together in teams, have many friends, and have high social awareness, so that extracurricular activities have an impact on increasing student achievement in non-academic fields. Achievers and successful people usually engage in activities outside the classroom because they can learn about time management, develop friendships, and improve leadership (Putri & Lutfiati, 2016; Ren et al., 2023). Leadership qualities can stimulate students to have a sense of responsibility and care, become good listeners and skilled negotiators, and be able to express ideas. In this way, students can be responsible for their ideas, words and actions. Additionally, they can always consider the good and bad aspects when expressing opinions and criticism.

Likewise, self-discipline also has a positive and significant influence on critical thinking abilities. This means that self-discipline also plays an important role in improving critical thinking skills. A person who is oriented towards problem solving has a high level of self-discipline in solving problems. They don't like to procrastinate, always value time, and always try to pay attention to something even if it doesn't interest them. The character of self-discipline is characterized by student achievement, reduced number of student violations, high punctuality, and the cultural habit of queuing. (Rubenstein et al., 2023; Sadik, 2021). Self-discipline is a mental attitude that is reflected in actions in the form of obedience to applicable rules, norms and principles. Student discipline is one of the factors in increasing graduates' work readiness which combines five dimensions, namely focus, intention, responsibility, structure and time. Previous research found that students have views about self-discipline starting from observations of teachers and families, and they consider that self-discipline is important in their learning and social environment so that they can receive verbal warnings or punishment without violence. This is in line with research which states that there are two ways to administer punishment to maintain discipline, namely suspension and expulsion.

Critical thinking skills can also prevent uncontrolled rapid thinking (Safitri et al., 2019; Sakdiah, 2020). In the era of the 21st century, increasingly complex problems require the world of business and industry to have individuals who have the ability to think critically to solve problems and find solutions. Students need real teaching and support as a strategic approach in identifying problems. This can be achieved through the strategies of Elaboration (excavating/connecting information), Analysis (considering/analyzing certain components), and Manipulation (actively changing information) to integrate strategies into an integrated plan. Developing the ability to analyze complex problems requires self-confidence, example and interdisciplinary (Sari & Nurhayati, 2020; Schunk & DiBenedetto, 2020). This also needs to be supported by considering information input and distinguishing between strong evidence and mere opinion (Sadik, 2021; Schunk & DiBenedetto, 2020). In this way, problem solving does not seem subjective and the results can answer existing problems (evaluation). Factors that influence critical thinking skills can be divided into 2 categories: psychological factors (intellectual development, motivation, and anxiety) and physiological factors (physical condition, independent learning, interaction). Basically, interpersonal skills, leadership and self-discipline fall into the soft skills category. Hard skills will not have a positive impact if they are not supported by good soft skills. 21st century skills are intended to equip individuals to face increasingly complex challenges, requiring human resources who are competitive, skilled, and able to adapt to new technology. The workforce profile required by the industry is not only competent in hard skills, but also soft skills. The learning model is one solution that can be applied in an effort to produce a workforce that is competent in both aspects. There are 3 alternative learning models that combine hard skills and soft skills: schools that apply aspects of soft skills and hard skills; schools that apply soft skills and

apply hard skills during work practice at learning partners' workplaces; schools that apply soft skills and apply hard skills when applying for jobs at teaching factories. The implication of this research is the need to improve more holistic education and training programs in vocational schools.

First, the curriculum needs to be expanded to not only focus on technical skills, but also provide a significant portion of soft skills development, including effective communication, team management and leadership. This will better prepare students for the challenges of the working world where interaction with clients and the ability to lead a business are essential. In addition, schools and teachers need to encourage the application of stricter self-discipline in students' daily routines, both through practical assignments and continuous evaluation, to form a consistent professional attitude and high level of responsibility. This implication also calls for collaboration with the beauty and hairdressing industry, to provide students with hands-on experience through internships or job training that can strengthen interpersonal and leadership skills in real environments. Finally, in the long term, schools need to evaluate the effectiveness of teaching methods related to the development of these soft skills and make adjustments so that Aesthetics and Hairdressing Vocational School graduates have high competitiveness in the job market and are able to create independent career opportunities.

The limitations of this research lie in the limited scope of the sample, which may not fully represent all schools with similar majors in other regions. In addition, this research relies mostly on questionnaire data which can be influenced by students' subjective perceptions, so the potential for respondent bias is an obstacle. This research is also only correlational, so it cannot explain the cause-and-effect relationship between mastery of these skills and student success in the world of work. The influence of external factors, such as the quality of teaching or conditions of the educational environment, has also not been fully identified in this research. As a recommendation, future research is advised to expand the sample size by involving more schools from various regions so that the results can be more generalized. Additionally, the use of more comprehensive research methods, such as longitudinal studies, can provide a deeper understanding of how interpersonal, leadership, and self-discipline skills develop over time and contribute to career success. Researchers are also advised to combine qualitative methods, such as in-depth interviews with teachers and students, to enrich the data and reduce the potential bias of the questionnaire. Evaluation of external factors, such as teaching methods and internship experience, also needs to be considered to provide a more comprehensive picture of the development of these skills.

4. CONCLUSION

The research results show that interpersonal skills, leadership, and self-discipline have a significant influence on critical thinking skills. Individuals with good critical thinking skills can be sensitive to problems and think about solving them by looking at problems from various points of view, being good listeners, being firm in their beliefs, easily adapting to the surrounding environment, liking challenges, always questioning what they don't understand, and always look for wise ideas to solve problems, have good leadership skills, which can be developed through extracurricular experiences, so that you become an individual who is positive in thinking, learns new things, always puts forward ideas, and is optimistic about facing a future full of challenges; and be an individual who is oriented towards problem solving and has high self-discipline in solving problems.

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