Methods of Integrated Collaborative Active Learning Development and Implementation at Institut Manajemen Telkom

Globalization and business environment require people and professional who have hard skill and soft skill. Teaching method with a traditional pedagogic provide learning situation where lecturer as an active person. This study experiment a learning model where student as a subject collaborated with lecturer and integrated subject named ICAL (Integrated Collaborated Active Learning).

This research underlying on mix method design and data analysis using statistic descriptive and explanatory.Sample of experiment group are 35 first year studentswith pre test and post test in 4 of 5 subjects, compared with 35 students of control group. Analysis at 95% confidence interval (CI) for Civic Education (sig.0.000) (-10.6392 -6.53725), Critical Reading and Writing (sig.0.000) (-6.1387 -2.3318), Business Management (sig.0.016) (-3.3524 -0.3618), Mathematic Economic (sig.0.296) (-2.7451 0.8593) and Islamic Education (sig.0.012) with Z test (-4.558). Descriptions of student soft skills develop are: ethic, moral and professionals, communicative skill, critical thinking and problem solving skill.

The study result that ICAL method increase student academic achievement and soft skill.

Key Words: Active Learning, Collaborative, Integrated, Teaching Method

A. INTRODUCTION

Higher education in a globalization world era today have challenging of creating graduates whom are competent both of the hard skills and soft skills in terms of implementation in the future at a workplace. Thus the biggest challenging is to prepare an educational institution of learning teaching methods that students can be delivered into the learning process that would be able to integrate and collaborate with actively in terms of the subject courses are given at a lecturing session.

Nowadays, what are needed of a country are young peoples with high educated, being flexible and creative. Also the proactive-young people which can solve problems, making a decision, thinking critically, can communicate their ideas effectively and work efficiently within a team and a group of qualified and professional morals is needed. Just "knowing a science" is no longer enough to succeed in the dynamic world of evolving rapidly and increasingly complex, but the business world would have a "demand professional" which requires those with both of hard skills and soft skills that can be developed in line with needs of the information technology industry requires graduates to attain skills in interpersonal communication, teamwork, and conflict management (Aasheim, Li, & Williams, 2009).

It can be used as a discourse that higher education is no longer enough just to provide a good knowledge and understanding of the students should be able to give positive stimuli so that the students become more optimal competence. Increasing of flexibility in terms of developing the curriculum offers some opportunities for the faculty to develop the skills and knowledge students (Michael and Modell, 2003). It could be expected that this approach students can be actively involved in their learning process activities, making the learning experience more relevant, enjoyable and motivational independently (Schunk and Zimmerman, 2003).

In the higher education students are required to be graduates of an institution with a good grade at a specified period of time. However, it is not only the issue of using a high grade point parameter student's success in completing education. One effort that was made to achieve this goal is to increase academic achievement. Improving academic achievement are some factors that influence it, one of which is the learning method used in teaching faculty or submit material (Nonis and Hudson, 2006). In addition to providing teaching science, teachers also serve as educators to motivate students to make learning a fun, effective and efficient (Gillies, et.all, 2008). Running the role of a teacher will need to select the appropriate method of learning where to be implemented so that students feel compelled to attend classes and to increase understanding for the better.

Nevertheless, generally in the learning process, lectures are providing the learning materials using conventional methods or likely giving some materials continuously without involving the role of studenst and without giving an opportunity to the students to express their opinions, then students become less active in the learning process at the class (Whipple and Bruffe , 1987). Consequently, student's motivation would be decreased the power and impact of the achievement of self-competence. Cooperation and interaction at the classroom is very important in order to encourage the acquisition of learning skills, problem solving skills, and social relationships (Bennett & Dunne, 1994; Slavin, 1995; Susman, 1998). Based on that we need a method that can be encourage creativity and innovative active learning methods integrated system that would be able to enhance the self-competence of students. The output of this learning system will result in a broader social commitment within the institution that giving feature interdependency of positive experiences in higher education (McInnis & James, 1995; Pascarella & Terenzini, 1988). Also it will creating a well educated person who is ready to create jobs , and has the advantage of hard skills and soft skills to applied the next time they go into industry and society at larger population with variety differences.

Experimental research on active learning methods (integrated active learning) for higher education in business management courses so far not so much have been applied, particularly among higher education institutions in Indonesia.

Based on this background, the study is carried out to implement the learning method that proficiently create the students to learn more actively integrated and collaborated, because of the learning process is recommended for educational institutions as a means to promote a wider knowledge bases and general and interpersonal skills such as communication, problem solving and team work (Bean, 1996, Sutherland & Bonwell, 1996, Silberman, 1996).

B.   LITERATURE REVIEW

1.   Learning

Learning is defined as a change in a person caused by the experience (Driscoll, 2000; Hill, 2002; Schunk, 2004 in Slavin, 2011: 177). Progress in learning begins with the general principles in the application. These principles are (Michael and Modell, 2003):

(1) The basis of the study is to learn knowledge and skills.

(2) The existence of prior knowledge to be fixed the next process should Be mutually agreed.

(3) What (declaration) and how (procedure) differences of learning.

(4) Study of knowledge means to build models

(5) The practice and feedback are very important in the learning process.

(6) The ability and memory will facilitate knowledge between old and new Knowledge.

(7) The ability to build new knowledge is very important in learning.

(8) Special knowledge and skills ready to be transferred to establish new Domains of thinking

(9) Collaboration efforts will be more successful than the individual business

(10) Ability to explain either the teacher or a friend, a facility in learning.

Learning takes place through a variety of ways. A study obtained by the presence of a stimulus (stimuli) such as events or environmental conditions. Several events is clearly driven by certain stimuli, which one with the granting of reinforcement against to be a consequence of the desired behavior or unwanted. Using of the consequences pleasant and unpleasant to change behavior is called operant conditioning (operant conditioning) (Skinner in Slavin, 2011: 179).

The basic definition of learning is to help students develop their study skills lead to a higher level and is called having an important effect of a learning process or "meaningful learning". Meaningful learning makes the students with skills and knowledge that enable them to undergo the process of solving problems in life.
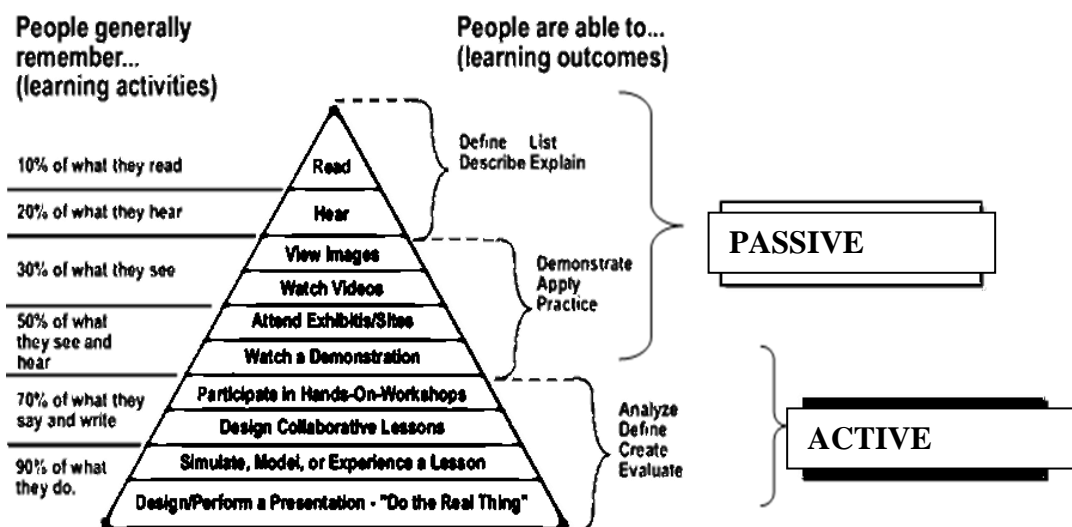
2. Active Learning

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Active learning is a process where students are involved in activities, such as reading, writing, discussing, or that promotes problem solving analysis, synthesis, and evaluation of the material given in class. On application students are required to have interactive relationship with the subject matter. In active learning activities going on speaking and listening, writing, reading and reflection that leads to the interpretation of the content of teaching, ideas and other matters related to the material being learned (Meyer and Jones, 1993). Active learning method has an optional to change the style of a traditional way of teaching-centered classroom into novel approaches to student-centered learning approach. It can be implemented to help students enter the world that is currently met by swift currents unexpected innovations that not even the experts predicted from a few years ago.

Building an active learning method is a challenging thing that must be followed by educators around the global world today. Generation of students in the new millennium era have a multitasking learning characteristics, short attention span, to obtain information that is non-linear (Pedro, 2006), is characterized by students who grew up with video games, cellular phones, and other digital media.

Lecturers should be able to attract students in a new way, as a form of developing a more creative approach to stimulate students (Simplicio, 2000). The gaps between the needs of students with the digital environment are affected of their expectations. Students expect learning approach that is being able to develop creativity and innovation (Selinger, Stewart-Sunday, Wynn, and Cevenini, 2008). The process is thought to enhance cognitive skills, as well as other skills such as critical thinking to resolve problems of each task based method of active learning (Bogart, 2009).

Dale (1946) who is giving representative graph that known as Dale's model of visual classification as a step of learning experinece, which people are remembering not only for what they see, what they heard, moreover what they say, write and do.

As described of the active learning piramide picture below:

Picture 2.1 Pyramide of active and passive learning experience by Edgar
Dale (1946) (Pereirry, 1970)

3. Integrated Collaborative Learning

The process of learning in higher education has been dominated by the classical pedagogical learning model which dominates of lecturers' knowledge and learning at the classroom. Along with the development of learning theory and the role of technology, educators began to change. One model of teaching offered by teachers is a model of collaborative learning (collaborative learning). These models were introduced mid-year 1980-1990 and were developed until now (Kagan, 1990, Myers, 1991). Two theories of learning are developed when it is cooperative learning and collaborative learning. Whipple and Bruffee are focuses on the development of collaborative learning. Collaborative learning model provides opportunities for students to participate actively in the learning process (Whipple, 1987). This model is different from the traditional teaching model commonly used in higher education since the creation of knowledge and the learning community here, student facilitators. Lecturers and students are equally involved in the process of teaching and not form a hierarchy between faculty and students. Collaborative learning model is ready to be applied in various forms of education with a variety of perspectives in which the main objective of this process is to achieve educational goals of each institution.

The learning process is based on the collaboration of the three domains of learning delivered by Benjamin Bloom (1956), known as Bloom's Taxonomy with active learning. The three domains of Bloom's learning domains, are namely as cognitive, affective, and psychomotoric.

Table 1. Bloom's Taxonomy

BLOOM'S TAXONOMY		
High Order Thinking	*Creating*	*Generating new ideas, products, or ways of viewing thingsi. Designing, constructing, planning, producing, inventing.*
	Evaluating	*Justifying a decision or course of action checking, hypothesizing, critiquing, esperimenting, judging.*
	Analysing	*Breaking information into parts to explore understanding and relationship comparing, organizing, deconstructing, interogating, finding*
	Applying	*Using information in another familiar situation. Implementing, caring out, using, executing.*
	Understanding	*Explaining ideas or concept. Interpreting, summarizing, paraphrasing, classifying, explaining.*
	Remembering	*Recalling information. Recognizing, listing, describing, retrieving, naming, finding.*

Quoted from: (Anderson and Krathwohl, 2001, pp. 4-5)

a. Dependent Variable

1) Academic Achievement

Various studies on academic achievement show the importance of academic achievement for studnts at college. It is considered very important because the process of learning in higher education more demanding of independency at learning process compare to students when they are at high school level. Learning that takes place in college learning strategies require students to be able to be a successful student (learner success). Students which are successful will be seen from the high academic achievement. In order to attain high academic achievement, many numerous studies conducted to develop appropriate learning as well

as identifying barriers faced by students in learning (Wintre et al). Some of these studies include: Research conducted by Cassidy and Eachus, 2000 states that students 'academic achievement in college students' ability to relate positively to assert themselves (self-report student proficiency), positively related into learning strategies (strategic learning) and belief systems academic (academic belief system).

1) *Soft Skill (Importance of Soft skills development in education)*

Jain (2009) states that soft skills are whole mix of generic skills. These skills were identified as the skills most needed by the workforce in today's technology era. Based on the research of seven soft skills that can be developed at university today, which are:

1. Communication Skills (Communicative skills).

2. Thinking and Problem Solving Skills (Thinking skills and problem solving skills).

3. Ability Work Team (Team work force)

4. Information management and lifelong learning (Life-long learning and Information Management)

5. Skills Entrepreneur (Entrepreneur skills)

6. Ethics, moral and professionalism (Ethics, morality and professionalism)

7. Leadership skills (Leadership skills)

The details of each of the skills that students should possess are:

No.	Soft Skills	(Mainly Sub-Skills)	(Additional Sub-Skills)
1.	Communicative Skills	Ability to deliver idea clearly, effectively and with confidence either orally or in writing Ability to practice active listening skill and respond. Ability to present clearly and confidently to the audience.	Ability to use technology during presentation. Ability to discuss and arrive at a consensus. Ability to communicate with individual from a different cultural background. Ability to expand one?s own communicative skill. Ability to use non-oral skills.
2.	Critical Thinking and Problem Solving Skills	Ability to identify and analyze problems in difficult situation and make justifiable evaluation. Ability to expand and improve thinking skills such as explanation, analysis and evaluate discussion. Ability to find ideas and look for alternative solutions.	Ability to think beyond.. Ability to make conclusion based on valid proof. Ability to withstand and give full responsibility. Ability to understand and accommodate oneself to the varied working environment.
3.	Team Work	Ability to build a good rapport, interact and work	Ability to give contribution to the planning and

		effectively with others.	*coordinate group work.*
		Ability to understand and play the role of a leader and follower alternatively.	*Responsible towards group decision.*
		Ability to recognize and respect other? Attitude, behavior and beliefs.	

No.	Soft Skills	(Mainly Sub-Skills)	(Additional Sub-Skills)
4.	Life-Long Learning & Information Management Skill	Ability to find and manage relevant information from various sources. Ability to receive new ideas performs autonomy learning.	Ability to develop an inquiry mind and seek knowledge.
5.	Entrepreneurship skill	Ability to identify job opportunities.	Ability to propose business opportunity. Ability to build, explore and seek business opportunities and job. Ability to be self-employed.
6.	Ethics, Moral & Professional	Ability to understand the economy crisis, environment and social cultural aspects professionally. Ability to analyze make problem solving decisions related to ethics.	Ability to practice ethical attitudes besides having the responsibility towards society.
7.	Leadership skill	Knowledge of the basic theories of leadership. Ability to lead a project.	Ability to understand and take turns as a leader and follower alternatively. Ability to supervise members of a group.

C. RESEARCH METHODOLOGY

This study involves one independent variable is manipulated; the independent variables were controlled (attributes) and two dependent variables. Independent variables are manipulated Integrated Collaborative learning models Active Learning with dependent variable was academic achievement (hard skills) and non-academic achievements (soft skills).

This study is expected to meet the requirements for testing the hypothesis. The results of treatment may reflect the treatment provided, and can be generalized to the population, then in control of the research conducted internal validity and external validity.

The procedures of this study are:

1. Experimental procedure

a. Planning phase

1) Determine Schools and departments that will be a place of research.

2) The study of curriculum subjects in Telecommunication Business Management Information (MBTI), which includes Business Management, Economics Mathematics, Critical Reading and Writing, Islamic Education and Citizenship Education.

3) Determine who is lecture as a course coordinator for each subject that experimented.

4) Initial observations, including direct classroom observation, unstructured interviews with faculty and students, this is done to determine the condition of the class, students and learning conditions commonly implemented.

5) Conducting the study of curriculum Objectives of each course.

6) Develop an implementation plan learning and research instrument

7) Perform the test instrument to the judgment of experts and lecturers. The instrument is used for the initial test and final test.

8) Implementing the judgement instruments observation sheet to psychologists.

9) Revise / refine the instrument as the feedback.

b. Implementation Phase

1) The study sample consisted of two classes (experimental and control).

2) The initial test for the experimental class and control class.

3) Provide treatment in the form of learning in the experimental class and control class. Class of experiments using an experimental method of integrated collaborative active learning in the learning activities in the classroom, while the control class using conventional methods.

4) The final test for the experimental class and the control class, which includes test hard skills and soft skills.

c. Final Stages

1) Processing data from preliminary tests, final tests and other instruments.

2) Analyze and discuss the research findings.

3) Drawing the conclusions.

4) For more details, plot studies conducted can be described in the following figure.

The research instrument is an instrument that applies to measure the natural and social phenomena specific that observed. Specifically these phenomena are called research variables (Sugiyono, 2011: 102). Instruments used in the study include the instrument initial test, the final test, observation of student activity sheets and faculty, along with the questionnaire.

1. Achievement test

In order to determine the students' test results made the research instrument, the instrument consisted of a few questions that are cognitive. The problems that

existing in the research instrument is adjusted based on the basic competencies and indicators contained in the lesson plan. Problem are shaped positive and negative statements with alternative answers using the Guttman scale, where answers are given only two choices "Agree" and "Disagree". Problem is given as a pretest and posttest. Pretest was given in order to determine the ability of early experimental and control groups, whereas the posttest given to see the progress and comparisons improved student academic achievement in the experimental group and the control. For the initial test and final test used different questions but one type. In addition, test results obtained from the study Mid Semester Examination score (UTS) and End Semester Examination (UAS) for each subject in the course.

2. The lesson observation sheet

Observation sheet is an instrument to obtain data. Sheet observations per independent variable in the form of a description filled by observers aim to find out information about the activities of the experimental group and control learning, both about the action taken lecturer, attitude and personality of the students so that they know about the situation and learning conditions. In the observation sheet, observers noted some important things that happened during the lesson that reflected the subsequent action learning. This is in accordance with the Sugiyono's opinion (2011: 145) which states that observational techniques are used when research regarding human behavior, work processes, natural phenomena and observable when respondents are not too large. Observation sheet used in this study to see the consistency of teacher activity in applying integrated collaborative active learning methods. Then there are students activity observation, whether the students involved in the learning session is done. This observation was made by one (1) observer for the experimental and control classes per subject.

3. Questionnaire

Questionnaire (Questionnaire) is a data collection technique done by giving a number of questions or a written statement to the respondent (Sugiyono, 2011:

142). Questionnaires are given to experimental and control class students to know their responses every lecturer teaching methods in the classroom. It can reveal the consistency of the implementation of this teaching method. In this study, the results of questionnaires about the learning experience are gained during one semester each course that obtained from Quality Section.

D. DISCUSSION

1. Implementation Collaboration and Integration Course Content Subjects within various subjects for students at the first semester of MBTI (Business Management Telecommunication and Informatics)

Implementation of active learning methods as intergative collaborative active learning (ICAL) on various subjects subjects in the first semester students of MBTI, it is as a learning tool in the creation of student that how learning to do, learning to live together that bring learning to know, learning to be achieved in accordance with the four pillars of education by UNESCO as a learning paradigm to create teaching and learning process with effectively. This method will encourage students becoming more active and participative in terms of learning activities that put the lecturer as a facilitator. Learning that takes place using this method encourages students engage other students to teach each other in many activities, such as reading, writing, discussing, or that promote problem solving analysis, synthesis, and evaluating of the material that given at the class. The active learning activities is going to be on speaking and listening, writing, reading and reflecting that leads to interpretate the content of teaching, ideas and other matters related into the material being learned (Meyer and Jones, 1993). Collaborating between lecturers and students in the relationships between lecturers and students where lecturers as position not only lecturing during a session but also a lecture as an educator as well as a facilitator of learning process that happens.

Collaborative learning model provides opportunities for students to participate actively in the learning process (Whipple, 1987). One form of lecture as facilitator is through an explanation of the arguments that have been presented stimulation to explore the student's knowledge and provides the students at the beginning of each lecture, where students have prepared and presenting the material before a lecturing session is begun.   It shows the students are trained to be aware and able to commit an action or acting productively in the cognitive, affective, and psychomotoric process because of physical, mental and emotional can be accommodated so as to achieve the expected goals. Learning these is helping the students to develop study skills lead to a higher level is is called having an important effect of a learning process or "meaningful learning". Meaningful learning makes students with skills and knowledge that enable them to undergo the process of solving problems in life. ICAL method encourages lectures to provide stimuli that students are being more active and can develop both hard skills and soft skills in the form of cards that some events clearly driven by certain stimuli, one of which exerts a form of consequence against to gain the desired behavior or unwanted behaviour. Use consequences pleasant and unpleasant to change behavior are called operant conditioning (operant conditioning) (Skinner in Slavin, 2011: 179).

ICAL as a learning teaching method, in terms of the implementation of integration among subjects related subjects here is a selection of cases of one course has associated with other courses, such as the Citizenship Education courses in any subject, analyzing the case should be viewed from different perspective of other subjects such as Business Management, Mathematics Economy, Critical Writing read something, and vice versa Islamic studies of each course. The learning process with this method encourages students to be more creative and not boring instead of being motivating for both early-and mid-lesson given stimuli in the form of ice breaking as encourage the student's energy.

Subject courses that integrated in the learning teaching methods have 5 courses, which are: Business Management, Islamic Studies, Critical Reading Writing, Citizenship Education and Business Mathematics.

A business Management course is given at the first half of the Business Management Telecommunication and Informatics (MBTI) and a group of core courses. Business Management is a subject with scientific competency and skills that required to be received by all students. Any smart business practice managers are seeking enhancing skills and abilities which should be concerned with knowledge and the application of management theory (Ghosal, 2005). Students who have completed a course should be able to understand the meaning, history, nature, principles and objectives, scope, process and business management functions. Furthermore, it is well understood that the role of business ethics, ethical business management, marketing and marketing management functioning, management, personnel management, entrepreneurship, operations management, financial management and management information systems.

The Indonesia's market industry has indicate the need of human resources with competency both of hard skills and soft skills. In terms of the implementation through knowledge management business is expected to be the main foundation for MBTI's students to explore and having best knowledge of the material that will eventually lead them to the destination selection of Business Management Telecommunication and Informatics (MBTI) which are ; Management of Business Informatics (MBI), Media Business Management (MBM), or Management Business Content (MBK).

Reading and writing critically is an implementation of the common basic subjects Indonesian language, which is given in colleges based on the Act (Act) No. 20 of 2003 on National Education System and Government Regulation (PP) No. 19 On Minimum Standards of Education. Law and the Regulation states that education held in Indonesia should be included moral content, manners, logic and language. Sekait to this fact, the courses should be held throughout the Indonesian education, including college.

In order to provide clear direction on the implementation of the course is the Director General of Higher Education has issued Decree No. 043 of 2006 concerning the implementation of the Signs-Signs Personality Development courses. By SK Higher hence the Indonesian subjects are compulsory for all

courses held at the college with the primary focus of academic writing and speaking competence. Indonesian educational goals through Critical Reading and Writing is a personality development course for students while improving academic reading and writing skills are further developing students' critical thinking skills. The ability to read and write critically further enhances academic skills and abilities produce a scientific paper. In this paper students can be measured scientific insights, skills and application skills such insight and the ability of the application of that knowledge.

Islamic studies is an education that aims of provision of different cognitive, affective, and psychomotor about the religious affiliation of students, in particular Islam, by providing the ability to carry out the teachings of Islam as a Moslem. Islamic Studies is developed by putting the values of religion and culture of the nation as a noble spirit in the management and learning. This is the evidenced among other things by integrating the insights of religious education in the curriculum.

The students as part of the Indonesian nation-educated who are studying are expected to have awareness of the spiritual foundation that is based on the true sources of law. Consciousness is expected to be elaborated in a responsible manner in order to anticipate the development of the business that going so fast and more dynamic. MBTI students as a part of the Indonesian nation-educated who are studying are expected to have more knowledge and adequate religious consciousness, being able to recognize the intrinsic value contained in terms of the teachings in Islam. Therefore, students should equip themselves to be able to act fast, precise, intelligent, insightful, yet still within the corridor that can be justified. This can increase the confidence in the ultimate truth of the content of the religion of Islam. Students after attending this course, should be able to understand that Islam is essentially Islamic values could underlie the thinking, attitudes and behaviors that would be reflected in everyday life and business.

In terms of looking at the formula referred to, Islamic Studies has a very big responsibility. Efforts to realize a lot of things that need attention, such as position itself Islamic Studies subjects in a public or private university. Islamic Studies

also ideally positioned religious education "lock" and functionally integrated with a variety of disciplines or fields of study. In fact Islamic Studies is often considered to be in position more "fringe" and alienated from other subject areas (Mastuhu, 1995). Islamic Studies material is another issue that needs attention. Ideally Islamic Studies's lecture material given by public or private university is rational aspects related to national development needs to be shared needs.

Education Citizenship (Civics) is one of the compulsory subjects in college according Invitation Act No 20 of 2003 on National Education System and embodied in the Decree of the Director General of Higher Education about signs-signs No.43/Dikti/2006 Implementation Personality Development Courses in Higher Education, for Civic Education is one area in which the mission of a national study on the intellectual life of the Indonesian people through the corridor "value-based education." According to Hermann (Budimansyah: 2010: 130) that "... the value is not cought Neither taught, it is learned". The substance of value is not solely taught but further digested value, in the sense captured, internalized, and standardized as part of the personal qualities of a person through the process of learning.

Citizenship education consists of how to develop the attitudes, skills to become good citizens through learning experiences, have the basic concepts of political science and be able to interact with everyday life. This is in line with the statement that the Citizenship Education learning oriented concept of "contextualized multiple intellengence" an open view of the need for a more creative learning management, active-participatory, meaningful and fun. The general objective Citizenship Education is basically how to make good citizens capable of supporting the nation and the state, especially in Indonesia to form citizens who are intelligent, civilized, and responsible for the survival of Indonesia in various aspects of the corresponding fields respectively.

Learning process on each course students are required to be active in the sense, students seeking discussion of cases that are tailored to lecture material inter-subject courses (integrated), and also peer group learning where lecturers as

facilitators and explain topics that can not be controlled by students. Dale (1946) which provides data representation graphics known as Dale's model of visual classification as a step in the learning experience, where people remember not only what they see, they hear, but also what they say, write and do it with 90% students can be captured as they do.

Building an active learning method is a challenge that must be followed by educators around the world today. Generation of students in the new millennium era which called as millenials generation which have some unique characteristic such as a multitasking learning characteristics, short attention span, to obtain information that is non-linear (Pedro, 2006). It is characterized by students who grew up with video games, cellular phones, and other digital media. Lecturers should be able to attract students in a new way, as a form of developing a more creative approach to stimulate students (Simplicio, 2000). In addition, integrated learning and active student learning supported by ICT-based media that is in the presentation using Prezi instead of ordinary power point and try the cases selected in video form. The gaps between the needs of students with the digital environment are affecting their expectations. Students expect learning approach that is able to develop creativity and innovation (Selinger, Stewart-Sunday, Wynn, and Cevenini, 2008). The process is thought to enhance cognitive skills, as well as other skills such as critical thinking to resolve problems of each task based method of active learning (Bogart, 2009).

2. Developing and Implementing Integrative Learning Collaborative and Active To Increase Hard Skill and Soft Skill for students at the first semester of MBTI (Business Management Telecommunication and Informatics)

Development and implementation of integrative learning, collaborative, and active in the first semester of MBTI students can improve students are hard skills

based on the pre-test and post test. The results of pre-test and post-test in the experimental group contained significant levels in 4 subjects except mathematics lecture economy mathematics. On the subject of business management significance level of 0.016, significance level Citizenship Education <0, 0001, Reading, Writing Critical significant at <0.0001 using paired sample t-test. Another case on the subject of Islamic Studies level of significance 0, 0001 using Wilcokson test because the data are not normally distributed, whereas in Mathematical Economics course is not significant at 0.295, not significant a change this is because during the experiment lasted lecturer and lecturer suboptimal integration pengampu the lecture. The significant levels of explanation can be seen in the table below:
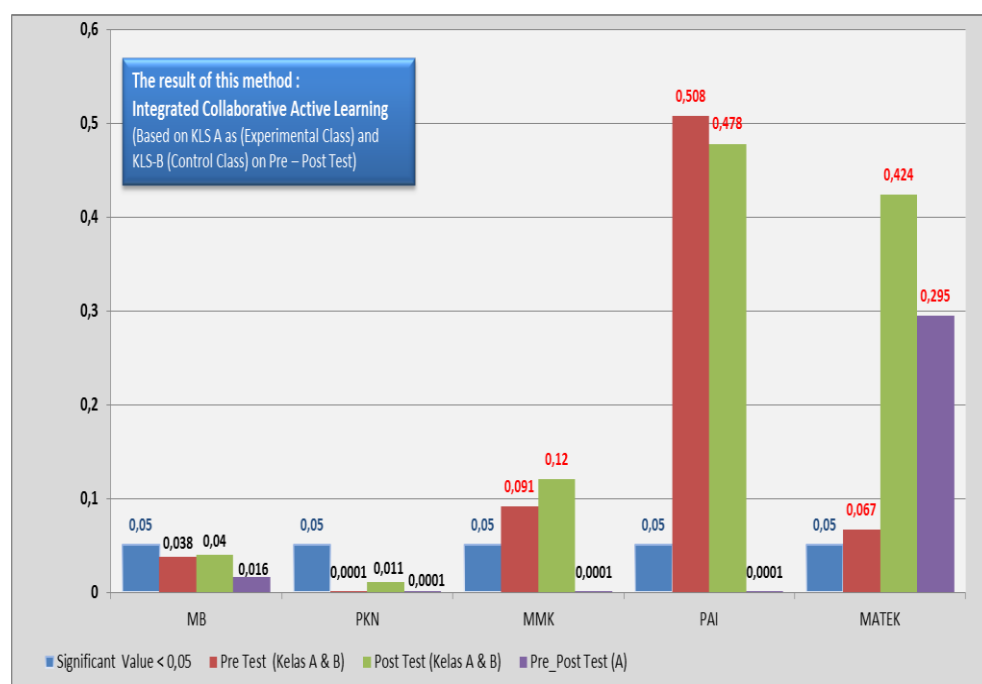
Learning process that takes place in college learning strategies require students to be able getting a successful student (learner success). It seems that successful students of high academic achievement. In order to attain high academic achievement numerous studies conducted to develop appropriate learning as well as identifying barriers faced by students in learning (Wintre et al). Some of these studies include: Research conducted by Cassidy and Eachus, 2000

states that students 'academic achievement in college students' ability to relate positively to assert themselves (self-report student proficiency), positively related to learning strategies (strategic learning) and belief systems academic (academic belief system).

The psychological characteristics of the soft skills that develop experimental class is Confidency, Critical, Active, extrovert and Practical. In terms of when the class has the characteristics of Passive Control, Less Learning Preparation and Introvert. However, the experimental class can still undeveloped characteristics are: Low Endurance, Defensive, Hyperactive, Reward Oriented, and Lack of Control. Characteristics undeveloped due to optimal treatment of reward and punishment are misunderstood by students. Jain (2009) states that soft skills are whole mix of generic skills. These skills were identified as the skills most needed by the workforce in today's technology era. Based on this study, there are seven soft skills that can be developed in universities today are: Communication Skills (Communicative skills), Thinking and Problem Solving Skills (Thinking skills and problem solving skills), a Group Work Capability (Team work force), and information management lifelong learning (Life-long learning and Information Management), and Entrepreneur Skills (Entrepreneural skills), ethics, moral and professionalism (Ethics, morality and professionalism), and lead Skills (Leadership skills).

E. CONCLUSION

The conclusion of the discussion are:

1) The learning process in collaboration between faculty and students as well as the integration between the subject's eyes kuiah will develop cognitive, affective and psychomotor simultaneously.
2) Learning Integration, Collaborative and Active Learning can develop hard skills and soft skills of students.

F. ADVICE

   As for suggestions that can give researchers is the development of integrated collaborative active learning method is ready for implementation in colleges with such terms below:

1) Well maintained facility in the campuss (ie: CCTV, Infocus, Props, etc).

2) Psychological Tests and Outbound at the first half to encourage students motivation.

3) Observer: Minimum S1 graduates Psychology, concurrently as a counselor and administrator observations, Minimum S2 (non-psychology)

4) Activities shall be the whole team = Evaluate each of the subjects that are is implemented weekly

5) Qualifying teachers should: Open mind person, Commitment to develop new ideas and impelementation, up to date, Role Model: Ethics and Moral and Weekly evaluations of team to Ensure and coordinating the implementation of the next week preparation until the end of the semester.

The implementation of this method is not limited to the terms of a rigid but adapted to the resource that is owned by their respective colleges.

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