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360-Degree Feedback: An Innovative Strategy to Measure Students' Soft Skills in the "Asistensi Mengajar" Program

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Abstract

Assessing soft skills in Indonesia's "Teaching Assistance/Asistensi Mengajar" (AM) program remains a challenge, as evaluations have typically focused on teaching performance and relied on self or supervising teacher assessments, overlooking the multidimensional and context-dependent nature of soft skills. This study addresses this gap by implementing a 360-degree feedback model to provide a more comprehensive evaluation of AM participants' soft skills. Four assessor groups were involved: college students (self-assessment), peers, supervising teachers, and vocational students. Using a descriptive-analytical quantitative design, data were collected from 330 respondents and analyzed with descriptive statistics, the Kruskal–Wallis test, and Dunn's post hoc test. The results showed that communication received the highest mean self-rating ($M = 4.28$, $SD = 0.60$), while adaptation received the lowest ($M = 3.85$, $SD = 0.58$). Significant perceptual gaps were found across assessor groups, particularly in adaptation, where students rated themselves lower than peers ($Z = 5.00$, $p < .001$, $r = .43$) and supervising teachers ($Z = 2.83$, $p = .019$, $r = .24$). Conversely, in communication, self-assessments were higher than those of vocational students ($Z = 5.12$, $p < .001$, $r = .45$). These findings demonstrate that assessor perspectives differ systematically, reflecting self-efficacy biases and relational expectations. Practically, the study provides empirical evidence that integrating 360-degree assessments into AM can identify hidden competency gaps and guide targeted training interventions, particularly in adaptation skills, while ensuring that student voices are formally included in program evaluation.

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INTRODUCTION

The development of the education sector today requires college students not only to excel in academic aspects, but also to master soft skills which are crucial aspects in facing the challenges of the professional world. Research shows that 85% of career success is determined by mastery of soft skills (Macqual et al., 2021), such as communication, leadership, cooperation, time management, and adaptability. Soft skills are defined as interpersonal and behavioral skills in the work environment (Tang et al., 2015). Soft skills are qualities needed by workers that are not related to technical knowledge, such as one's ability to interact with others and adaptability (Naibaho, 2021), that must be possessed in a dynamic and productive world of work (Wilhelm, 2002). Mastery of soft skills in college students increases self-

confidence, flexibility (Lawlor & Donnelly, 2010), and contribution to society (AlHouli & Al-Khayatt, 2020). Yet, assessing these competencies remains a global challenge due to their contextual and behavioral nature.

Internationally, innovative frameworks have emerged to address this gap. In Malaysia, Muhammad et al. (2018) developed rubric-based e-portfolios to assess pre-service teachers' soft skills through experiential learning projects. Their study highlighted the effectiveness of technology-enabled, formative assessments in tracking skill development over time. In New Zealand, Al-Sa'di et al. (2023) designed a self-assessment instrument to measure educators' soft skills before and during COVID-19, identifying adaptation and emotional robustness as critical competencies disrupted by pandemic-related challenges. These approaches contrast sharply with conventional summative evaluations, which often reduce complex competencies to checkbox metrics (Darling-Hammond, 2017). Although international evidence shows its effectiveness in improving teaching quality, Indonesia still lags behind in adopting such a comprehensive system.

The Teaching Assistance/Asistensi Mengajar (AM) program, a flagship initiative under Indonesia's Merdeka Belajar-Kampus Merdeka (MBKM) policy (Sibua et al., 2024), aims to develop students' pedagogical and soft skills through direct teaching assistance in schools. The main purpose of Asistensi Mengajar is to assist teachers or instructors by completing administrative tasks, adapting technology, and assisting the learning process to provide benefits for schools and students (Maduretno et al., 2024). AM constitutes a program aimed at enhancing students' competencies directly within educational units, enabling them to acquire intellectual richness and proficient skills (Sibua et al., 2024). Asistensi Mengajar provides an opportunity for college students to develop interpersonal skills, critical thinking skills, and professional attitudes through direct interaction with teachers, students, and the school environment. However, so far, the program evaluation still focuses on teaching competencies by college students themselves, supervising teachers, and peers. There is no assessment of soft skills, either self-assessment or by external assessors.

The evaluation of soft skills must include insights from various perspectives to obtain a more comprehensive understanding of an individual's interpersonal, communication, and moral abilities (Gibb, 2014). Single assessments tend to provide biased results and do not reflect complex realities. One evaluation approach that can be applied is 360-Degree Feedback, which is a multi-source evaluation model used to evaluate individual performance, especially soft skills and behavioral competencies (Ingols & Shapiro, 2014). While 360-degree feedback has demonstrated effectiveness in faculty development (Jones et al., 2019) and in-service teacher evaluation (Bacha et al., 2020), critical gaps remain in its application to pre-service teacher education, particularly regarding soft skills assessment in Indonesia. Existing studies predominantly focus on hard skills evaluation in high-resource settings and teaching performance metrics rather than behavioral competencies. This study addresses these limitations by adapting 360-feedback to measure soft skills in Indonesia's AM program. This study also involves vocational students as assessors. This innovation distinguishes this study from other studies, which usually treat students as passive recipients, even though they interact directly with teachers and are the first to gain learning experiences. Student assessment will provide a new perspective on the assessment of teachers' soft skills.

Based on Asistensi Mengajar Guidelines and Permendikbudristek Number 16 of 2022, the soft skills of educators are reflected in communication skills, adaptability, problem solving skills as well as integrity and positive attitudes. A teacher is expected to have the ability to communicate effectively. They must be able to convey their thoughts clearly and confidently, both orally and in writing. Teachers are also expected to be active listeners while providing

necessary feedback (Ngang et al., 2015). Adaptation skills are also crucial for teachers. Teachers are required to be able to adapt to curriculum developments and the teaching environment. Teachers who have high adaptation skills are able to manage emotions and deal with job pressures well (Ajisoko & Misbahudin, 2024). Teachers' problem solving skills encourage them to think solutively, creatively, innovatively and analytically (Cansoy & Turkoglu, 2017), including the ability to apply these thoughts. Teachers are expected to be able to identify and analyze complex situations, as well as provide justifiable solutions. Finally, teachers' integrity and positive attitudes support a moral and professional teaching and learning process. In the education process, teachers have a strategic role as educators, advisors, and role models (Simanjuntak & Naibaho, 2024), so it is important for teachers to demonstrate ethical and responsible behavior. Therefore, in this study, the four components above will be indicators of soft skills measured through questionnaires.

This research aims to implement a 360-Degree Feedback model to evaluate AM participants' soft skills across four indicators (communication, problem-solving, adaptation, and moral attitude), and identify perception gaps between self-assessments and external assessor (vocational students, peers, and supervising teachers) so as to provide a comprehensive understanding of the achievement of college student soft skills through the perspectives of various parties and provide strategic recommendations for educational institutions to improve the quality of the Asistensi Mengajar. Through this research, it is hoped that an evaluation model can be produced that not only measures soft skills holistically, but also supports the development of college student character in line with the Merdeka Belajar Kampus Merdeka policy. Focused on Accounting students at Malang State University, the research acknowledges limitations in generalizability while establishing a replicable framework for future studies across disciplines.

Theoritical Framework

This study is grounded in an integrated theoretical framework that combines the principles of 360-Degree Feedback and Social Cognitive Theory to comprehensively evaluate the soft skills of college students in the Asistensi Mengajar program. The 360 degree feedback provides a comprehensive evaluation of target objects, including the individual (self-evaluation), superiors, peers, subordinates and other evaluators, and supplies feedback to the target objects after evaluation (Cheng & Wu, 2020). In this research, the 360-Degree Feedback model provides a methodological framework for conducting comprehensive multi-source assessments of AM participants' soft skills. This feedback method is considered to offer more advantages compared with single-source evaluations, for instance, by providing new angles of judgment for individual behaviors or performances and mitigating the shortages of up-to-down, single-source evaluations (Jones et al., 2019). This aligns with the study's aim to capture the nuanced nature of soft skills from diverse viewpoints. Through 360 degree feedback, AM participants can acquire multidimensional evaluation feedback from their and others' angles, and even more precisely comprehend the abilities they are supposed to improve.

Social Cognitive Theory (SCT) proposed by Bandura (1986) provides a fundamental basis for understanding the mechanism of soft skills assessment from various perspectives. This theory emphasizes the the interplay among individuals, their environment, and their behaviour (Al-Sa'di et al., 2023). This theory provides the lens to understand the psychological and social dynamics influencing the assessment outcomes. The theory emphasizes the role of self-efficacy, environmental influences, and observational learning in shaping perceptions of competence. In the context of this study, SCT provides a theoretical framework for understanding how soft skills of AM participants are perceived and assessed differently by

various assessor. It helps explain the potential discrepancies between self-assessments and external assessment. Self-efficacy influences how participants assess their own capabilities (Wilde & Hsu, 2019). Individuals with high self-efficacy tend to evaluate themselves more positive, while individuals with low self-efficacy tend to evaluate themselves more negative. From the environmental perspective, the social and cultural context of the school where teaching takes place, such as the support of supervising teachers, classroom dynamics, and student characteristics, directly shapes how participants' soft skills are displayed and assessed by others. In terms of behavior, the process of observational learning explains how assessors (supervising teachers, peers, and students) form their assessments. Each assessor has the opportunity to observe and interact with participants from unique perspectives and contexts, which then gives rise to diverse perceptions of the same soft skills competencies.

METHOD

This study uses a descriptive-analytical quantitative design with a 360-degree feedback model to evaluate soft skills among college students participating in the Asistensi Mengajar (AM) program at the Accounting Department of Malang State University. The overall research design, including sampling and data collection procedures, is illustrated in Figure 1. The research design involves four distinct groups of assessors: (1) self-assessment by AM participants, (2) peer assessment by fellow program participants, (3) supervising teachers at partner vocational schools, and (4) vocational students taught by AM participants. Data were collected through a structured online questionnaire distributed via Google Forms, with gradual rollout to different assessor groups to ensure response independence.

The study population included all AM program participants from Faculty of Economics and Business of Malang State University's 2025 batch (N=395), vocational students and supervisor teacher from partner school. Purposive sampling technique was used to determine the research sample, with the criteria for subjects being (1) accounting department students at the Faculty of Economics and Business, University of Malang, who have participated in the AM program, (2) vocational high school students at the University of Malang's partner school where the AM program is implemented, taught by the students mentioned in point 1, and (3) vocational high school teachers appointed as supervisors in the AM program for the college students mentioned in point 1. Through this stage, we obtained 66 AM participants. Each selected AM participant was paired with three peer assessors, three vocational student assessors and one supervising teacher, resulting in 66 self-assessment, 198 peer assessments, 198 vocational student assessments and 66 teacher assessments.

The research instrument adapted Fitriah's (2017) validated soft skills assessment through three key modifications, that is contextualization with AM-specific behavioral examples, alignment with Permendikbudristek No. 16 of 2022 competencies, and expansion to a 5-point Likert scale (1=Very Poor to 5=Excellent). The instrument underwent rigorous pilot testing by 60 respondents, 15 from each of the four non-sample AM assessment groups. The validity test in this study used Corrected Item-Total Correlation, in which an item was declared valid if the item-total correlation coefficient value was greater than the critical value of r-table (Hair et al., 2022). The critical value for N = 60 and α = 0.05 was 0.214. Items with a correlation of ≥ 0.214 were retained, while items with a lower correlation were removed. The reliability of the instrument was evaluated using Cronbach's alpha, which was calculated for each soft skill dimension. Reliability was achieved when the alpha value was greater than 0.7 (Nunnally & Bernstein, 1994). The full list of questionnaire items and dimensions is provided in Appendix A to ensure transparency.

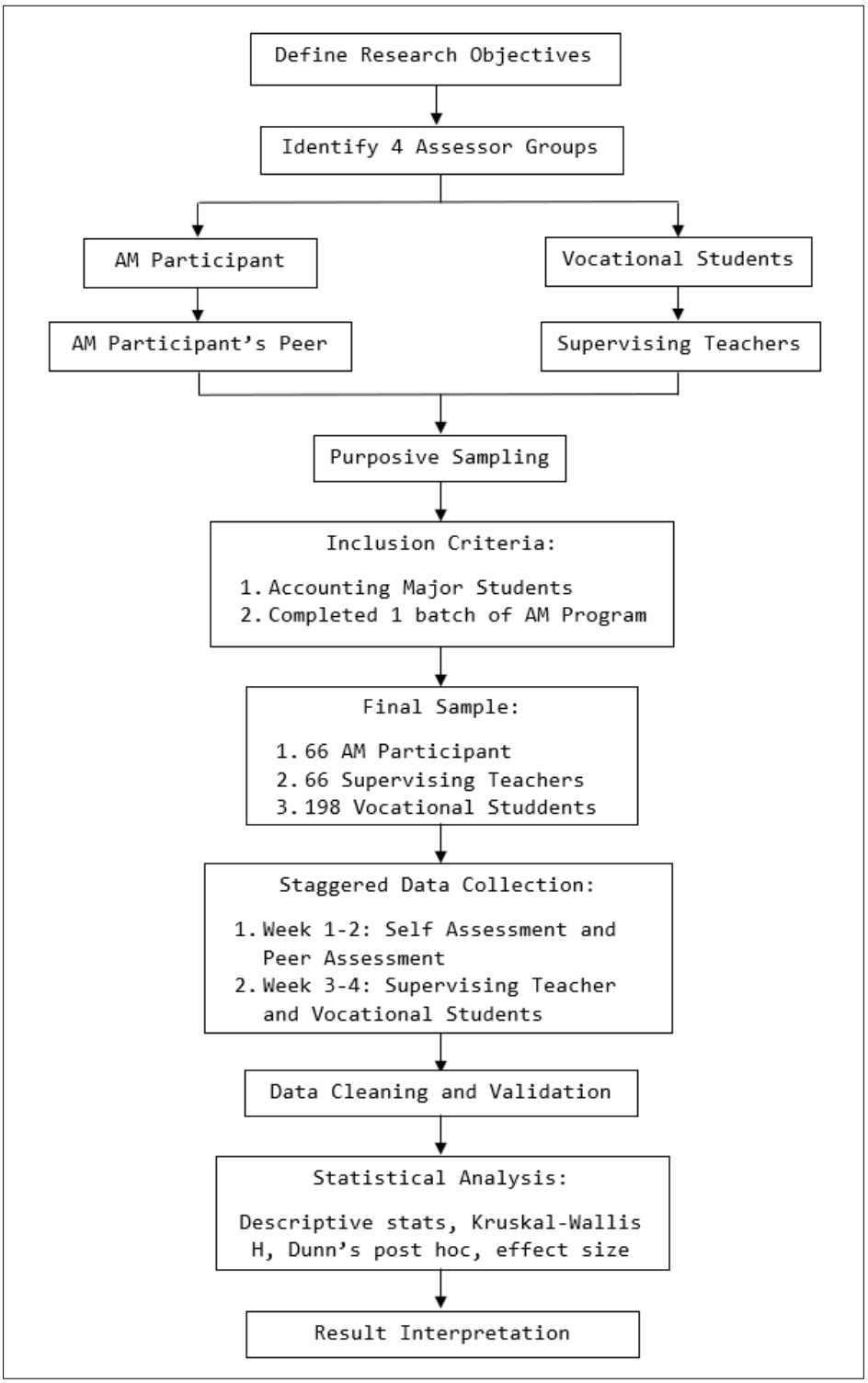

Figure 1. Research design for evaluating soft skills in the Asistensi Mengajar Program with 360-Degree Feedback

Data collection occurred from April to May 2025 using a staggered protocol to maintain assessment independence. We employed a trackable but confidential 360-degree feedback system to maintain assessor-AM participant linkages while protecting respondent identities. Each AM participant (n=66) was assigned a unique alphanumeric code that connected their self-assessment to other group assessment. We provide four different Google Form links for each group of assessors. The collected data were analyzed using descriptive statistics to calculate the mean, standard deviation, and percentage score of each soft skills indicator based

on each category of respondents. This analysis aims to provide an overview of the level of achievement of college student soft skills. In addition, an ANOVA test and Post Hoc test was conducted to identify any significant differences between perceptions from various categories of respondents, for example, differences between self-assessment by college students and assessment by supervising teachers or vocational students. When the assumption test for ANOVA failed, the nonparametric Kruskal-Wallis test and Post Hoc Dunn test were performed. The results of this study are presented in the form of tables and graphs to facilitate interpretation and comparison of scores between indicators and categories of respondents.

RESULTS AND DISCUSSION

Results

This study aims to evaluate the soft skills of college students participating in AM program using the 360-Degree Feedback model. Data were obtained from four categories of assessors, that is college students (self-assessment), peers, supervising teachers, and vocational students, with a total of 330 respondents. Validity and reliability analysis were conducted first on the research questionnaire. The validity test was conducted using item-total correlation analysis (Pearson Product Moment). The test results show that all items in each indicator have a correlation value above the r-table (0.214 for N = 60, α = 0.05), which ranges from 0.258 to 0.887, so all items are declared valid and can be used in this study. Then, the reliability test was conducted using Cronbach's alpha. The test results show the alpha value for each indicator meets the threshold 0.7: communication skills (α = 0.729), problem solving (α = 0.892), adaptation skills (α = 858), attitudes and morals (α = 863), so the instrument is declared reliable.

Descriptive analysis was then carried out to determine the mean, standard deviation, minimum and maximum values on each soft skills indicator.

Table 1. Descriptive statistic

Descriptive Statistics	College Students	Vocational Students	Peers	Supervising Teacher
Mean	4.28	4.14	4.37	4.31
Standar Deviation	0.6	0.5	0.41	0.29
Median	4.37	4.22	4.37	4.26
Skewness	-1.34	-0.58	-0.24	0.13
Minimum	1.7	3	3.15	3.75
Maximum	5	5	5	4.88

Table 1 compares the soft skill assessments of four different groups of assessors. Overall, all groups gave positive assessments with an average score above 4.0 on the assessment scale. Peers provided the highest ratings with an average score of 4.37, followed by supervising teachers with an average score of 4.31, college students with 4.28, and vocational students with 4.14. The greatest variation in evaluations was observed among college students with a standard deviation of 0.6, while supervising teachers showed the most consistent evaluations with the lowest standard deviation of 0.29.

Furthermore, Figure 2 shows that communication received the highest mean score in college students' self-assessments (M = 4.58), whereas adaptation received the lowest (M = 3.67). In contrast, vocational students' ratings were relatively uniform across dimensions (M range = 4.11–4.17), indicating a fairly even distribution of perceptions; their highest scores were observed for adaptation and attitudes and morals (both M = 4.17), while communication was rated the lowest (M = 4.11).

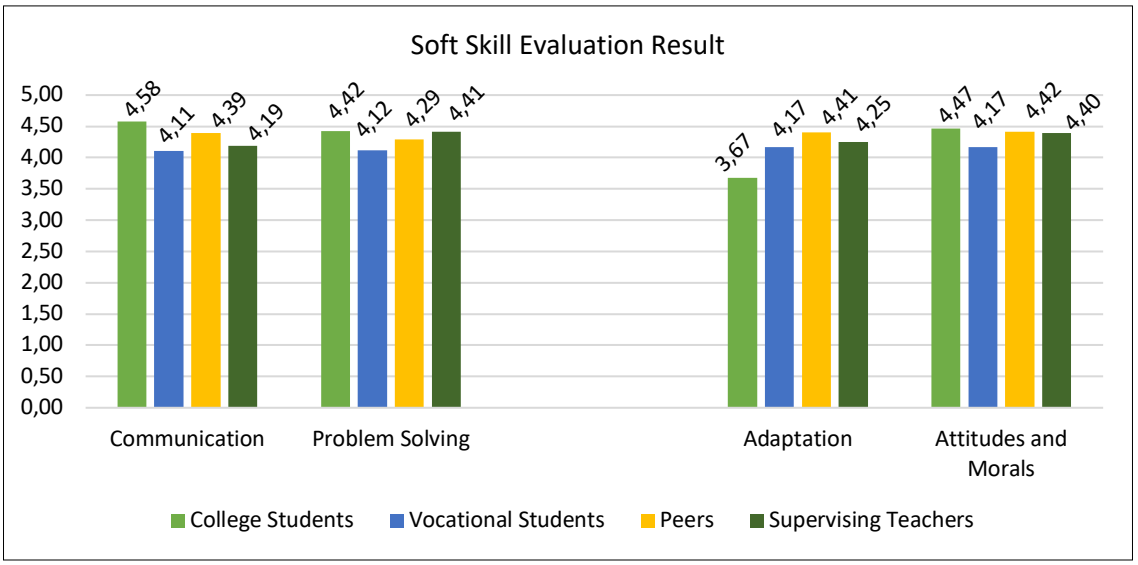

Figure 2. Mean scores of soft skills dimensions across assessor groups

Across external assessor groups, peers provided relatively high ratings for adaptation (M = 4.41) and attitudes and morals (M = 4.42), with problem solving slightly lower (M = 4.29). Supervising teachers rated problem solving as the strongest dimension (M = 4.41), followed closely by attitudes and morals (M = 4.40) and adaptation (M = 4.25), while communication received their lowest mean score (M = 4.19).

Normality test was conducted before applying ANOVA. The normality test results showed that the research data were not normally distributed ($p = 0.00 < 0.05$), so a non-parametric test was used, that is the Kruskal-Wallis H test. The test results are presented in table 2 below.

Table 2. Kruskal-Wallis H test result

Soft Skill Indicator	Kruskal-Wallis H	df	p-value	Effect size (ε^2)
Communication	32.324	3	0.004	0.108
Problem Solving	11.676	3	0.008	0.031
Adaptation	25.311	3	0.000	0.083
Attitude and Morals	14.312	3	0.002	0.045

The Kruskal-Wallis test indicated that there were significant differences between college students' self- assessments and other assessment groups for all soft skill indicators, as evidenced by the p- value of each indicator being less than 0.05. The effect sizes (ε^2) ranged from small to medium, with communication showing the largest effect ($\varepsilon^2 = 0.077$) and problem-solving the smallest ($\varepsilon^2 = 0.035$). Then, to find out specifically which assessment groups are different, the Dunn's Post Hoc Test was conducted. Dunn's test was chosen because this test is specifically designed for data that is not normally distributed, and is able to correct the risk of Type 1 Error due to multiple comparisons. The results of the Dunn's Post Hoc test with Holm correction are presented in Table 3.

Based on Table 3, the result of Dunn's post hoc test revealed that significant differences with varying effect sizes emerged across assessor groups. For the communication indicator, significant difference were identified between college students ($p = 0.001, r = 0.45$) and vocational students, as well as between students and supervising teachers ($p = 0.001, r = 0.39$). These are in order represent large and medium effect sizes, indicating that the

discrepancy in communication assessments was not only statistically significant but also practically meaningful. However, no significant difference was found between the assessment of college students and peers.

Table 3. Dunn's Post Hoc test results

Indicators	Group 1	Group 2	Mean Rank Diff.	Z-Value	Adj. p-value	Effect size (r)
Communication	College Students	Vocational Students	67**	5.121	0.001	0.45
		Peers	29.87	2.283	0.067	-
		Supervising Teachers	58.45**	4.468	0.001	0.39
Problem Solving	College Students	Vocational Students	43.58**	3.317	0.005	0.29
		Peers	20.64	1.571	0.348	-
		Supervising Teachers	12.66	0.963	0.671	-
Adaptation	College Students	Vocational Students	-38.23*	2.911	0.018	0.25
		Peers	-65.7**	5.003	0.001	0.43
		Supervising Teachers	-37.14*	2.828	0.019	0.24
Attitudes and Morals	College Students	Vocational Students	48.87**	3.764	0.001	0.38
		Peers	22.09	1.707	0.264	-
		Supervising Teachers	27.08	2.087	0.184	-

In the problem solving indicator, significant differences was only found between college students and vocational students ($p = 0.005, r = 0.29$), which represent a small effect size. While the difference between college students and peers and student teachers is not significant. For the adaptation indicator, significant differences were found between college students and the other three assessment groups. The negative mean rank difference value indicates that students rated their own adaptation skills lower than those of the other three groups. The gap was largest when compared to their peers ($p = 0.001, r = 0.43$), followed by comparisons with vocational students ($p = 0.018, r = 0.25$) and supervising teachers ($p = 0.019, r = 0.24$). Finally, on the attitude and moral indicators, there was a significant difference with medium effect size between the assessments of college students and vocational students ($p = 0.001, r = 0.38$). However, no significant difference was found with peers or college student.

Discussion

The finding of this study revealed some interesting patterns in the assesment of college students' soft skills from various perspectives. First, the assessment results show that the level of college students' soft skills is relatively high based on all groups of assessors. It suggest that the Asistensi Mengajar program successfully facilitate soft skill development, supporting findings by Mentari & Nuris (2024), which state that the Asistensi Mengajar program is able to improve college students' mastery of soft skills. This is in line with SCT's emphasis on

environmental influences (Schunk & DiBenedetto, 2020), where a structured learning environment provides authentic opportunities for students to practice and hone their soft skills through experience-based learning. Laker & Powell (2011) states that an educational approach that focuses on achieving practical competencies has proven successful in training and improving soft skills. In addition, the median values of the four assessment groups were consistent with the average values, indicating that the distribution of assessments tended to be stable and not overly influenced by extreme values. This shows that the majority of college students received fairly high scores in soft skills which is in line with the research by Istianah (2025).

Second, the significant differences seen between college students' self-assessments and those of vocational students, peers, and supervising teachers showed that 360-degree feedback evaluations provide a more comprehensive and objective picture of college students competence, in line with research by König et al. (2017). This underscores the strength of 360-degree feedback in contextualizing assessment that single-source evaluations cannot offer. By receiving evaluations from multiple assessor, individuals gain diverse and valuable perspectives, enabling them to accurately assess themselves and identify their strengths and areas for improvement (Jackson et al., 2020). Futhermore, our study found that the total score of soft skills evaluation by external assessors, that is supervising teachers and vocational students, was higher than internal assessors, that is college students themselves and their peers. Our findings contradict Thawabieh's (2017) assertion that self-assessments tend to be higher than external assessments. Our findings suggest that the cultural context of Indonesian teacher education, potentially characterized by collectivism and humility norms, significantly influences self-perception accuracy (Schunk & DiBenedetto, 2020), leading to a pattern of self-critical rather than self-inflated assessments.

Furthermore, related to the communication aspect, significant differences were seen in the students' self-assessment compared to the assessment of vocational students and supervising teachers, where the average score of the students self-assessment was much higher than the other assessors. According to SCT, strong self-efficacy can bias self-evaluation toward overestimation (Talsma et al., 2019), where individuals believe they are more effective than external observers perceive. This is in line with the research of Kim et al. (2016), where individuals tend to assess themselves better than others, overestimating the likelihood of positive outcomes. The substantial gap with vocational students ($r = 0.45$, large effect size) underscores the role of audience perception, what college students perceive as "clear" communication may not resonate with vocational students, who evaluate based on impact and comprehension, while college students judge based on intention and effort. This finding aligns with 360-degree research in medical education where learners feedback often reveals blind spots in communication effectiveness that peers and superiors do not see (Jones et al., 2019). From the perspective of reciprocal determinism (Bandura, 1986), these perceptual differences reflect the interaction between personal factor (self-beliefs), behavioral factor (delivery of messages), and environmental factor (student reception). Within a 360-degree feedback framework, such discrepancies are not weaknesses but valuable insights, since each assessor group captures distinct dimensions of communication effectiveness (Bracken et al., 2016).

The findings regarding problem solving skills revealed that the assessment of this skill was relatively stable among peers and supervising teachers. From an SCT perspective, this convergence arises because problem-solving behaviors are concrete and observable, making them easier to evaluate reliably. This is consistent with Bandura's (1986) statement that judgments are more accurate when the task is structured and its results are clearly identifiable.

This is understandable because peers and supervising teachers witness similar problem-solving behaviors, hence they converge in their evaluations. This is in line with the technical and measurable characteristics of problem solving, so the assessment tends to be more stable between groups (Cansoy & Turkoglu, 2017). However, vocational students provided slightly lower ratings compared to peers and supervising teachers. This difference reflects variation in assessment criteria. While peers and supervising teachers emphasized the process and strategy of problem-solving, vocational students focused more on the immediate outcome and its impact on their own learning (Carpenter et al., 2020). SCT explains this divergence through reciprocal determinism, in which the environment shapes evaluation. They value solutions that are immediate, clear, and directly helpful for their own understanding. For vocational students, the environment is their own classroom experience, so their judgments are anchored to whether the solution addressed their needs promptly.

The most striking finding appears in the aspect of adaptation, where college students give a lower difference in their own assessment than the other three assessors (vocational students, peers, and student teachers), indicating a significant perception gap. The negative mean rank difference value indicates that although they exhibit adaptive behavior recognized by peers and teachers, they may internalize the struggles and uncertainties they feel, which can cause them to underestimate their adaptive abilities. Within the framework of Social Cognitive Theory (Bandura, 1986), this can be explained by the role of self-efficacy and environmental factor in shaping self-appraisal. When college students encounter new and unpredictable teaching environments such as the schools where they carry out the AM program, they may interpret the stress and uncertainty they felt as evidence of poor adaptability. This gap mirrors findings in international multisource feedback studies. Al-Sa'di et al. (2023) stated that teachers rated their adaptability during the COVID-19 crisis significantly lower that external assessor did, reflecting the weight of environmental change and emotional strain in self-appraisal. Similarly, Modise & Vaughan (2024) found that student teachers in ePortofolio-based 360-degree evaluations often gave themselves lower adaptation scores than their peers or supervisors. This pattern resembles the impostor syndrome, where individuals doubt their own competence even though external evidence shows otherwise (Hawley, 2019). While the environment sees them as having successfully adjusted to the demands of the new role, students themselves may still feel the anxiety and uncertainty that is natural in the professional learning phase. This finding highlights the importance of psychological assistance in educator development programs.

In the aspect of moral attitude, college students self-assessment were higher than vocational student assessment. SCT's principle of reciprocal determinism helps explain this divergence whereby evaluations depend on the interplay of cognition, behavior, and environment (Bandura, 1986). Perceptions of moral behavior are shaped by the interaction between personal standards and environmental expectations. Supervising teachers and peers observe moral attitude through a professional lens, emphasizing responsibility, collegiality, and adherence to institutional norms. In contrast, vocational students judge moral attitude in daily classroom interactions. This divergence indicates that behavioral evaluation is context-dependent. The 360-degree feedback model makes this divergence in environmental expectations empirically visible, demonstrating that the same behavior is judged through fundamentally different relational lenses. Each assessor group (self, peers, supervisors, and vocational students) evaluates behavior using unique frame of reference (Bracken et al., 2016) and has distinct expectations shaped by their role. This finding align with study by Biscaldi (2020) which show that students hold stricter expectations of teacher fairness that colleagues do. Similar findings were reported by Zu et al. (2022), who found that students consistently

rated teacher morality lower than faculty colleagues. Although significant difference was found, the alignment of supervising teacher and peer assessments indicate that while perspective gaps exist, there is also considerable agreement across assessor groups about college students' soft skills development, which is consistent with research by Zahara et al. (2024) which show that the Asistensi Mengajar program is effective in shaping the moral attitudes and social responsibility of prospective student teachers.

The findings of this study have several important implications for teacher education and professional development. Firstly, regarding curriculum design, our result highlight the need to embed structured multisource evaluations into Asistensi Mengajar program. By systematically including feedback from self, peers, supervising teachers and students, AM can provide richer learning experiences that foster reflective pratice. This approach would help college students confront and reconcile perceptual gaps, for instance, the tendency to underrate their adaptation skill or overrate their communication skill. Incorporating structured 360-degree assessments can help college students gain a deeper understanding of their developmental needs and ultimately strengthening the professional identity formation process within the AM program. Secondly, the gaps identified in communication and adaptation aspect indicate that AM should incorporate specialized training sessions aimed at bridging self-perception and actual performance. Modules that combine microteaching exercises with guided peer and student feedback would allow college students to experience how their communication and adaptive strategies are perceived differently by various groups. Furthermore, since adaptation aspect showed the largest perceptual gaps with large effect sizes, AM training modules should embed psychological support strategies, such as mentoring and coaching, to help college students manage impostor feelings and build stronger adaptive self-efficacy. This dual focus on skill and self-belief is essential for fostering resilient educators who are not only capable but also confident in their abilities. Finally, from a policy perspective, the findings highlight the importance of formally including student voices in AM assessment frameworks, since vocational students bring a distinct, experience-based perspective that captures relational aspects of competence often overlooked by peers and supervisor teachers. In this way, 360-degree feedback can serve as a comprehensive developmental tool, ensuring that evaluations of teacher soft skills are both multidimensional and aligned with the diverse expectations of educational stakeholders.

CONCLUSION

This study was motivated by a research gap in the evaluation of college student soft skills within the Asistensi Mengajar program in Indonesia, where assessments have traditionally relied on limited perspective, often overlooking the divergence between self-perceptions and external evaluations. While prior research has emphasized the importance of soft skills, evaluations have predominantly relied on self-assessments or single-source supervisor assessments. AM need a comprehensive, multi-perspective framework for evaluating the complex and context-dependent nature of soft skills development. Furthermore, existing international models of 360-degree feedback have seldom been empirically validated in collectivist cultural settings like Indonesia, where unique social norms may shape self-other rating dynamics.

This research directly addresses these gaps by implementing and validating a 360-degree feedback model grounded in Social Cognitive Theory to evaluate the soft skills of accounting students in the Asistensi Mengajar program. Our study provides three key contributions of new empirical evidence to the field. First, it offers robust, quantitative evidence that significant perception gaps exist between self- and other-assessments across all

soft skills dimensions, most notably in adaptation, where students consistently underestimated their own capabilities despite strong external validation of their performance. Importantly, this study quantifies these perceptual gaps with effect sizes, showing that differences between assessor groups in communication and adaptation aspect are medium-to-large, while problem solving and moral attitude are medium. These results empirically confirm that perceptual divergence is not random noise but a meaningful reflection of self-efficacy biases, impostor feelings, and role-based expectations within the teaching context.

Second, it reveals a culturally distinct pattern of self-assessment characterized by self-criticality rather than the self-enhancement bias, underscoring the necessity of culturally contextualized assessment frameworks. Third, it delivers empirical validation of a reliable and contextually adapted instrument for measuring soft skills through multiple lenses, providing a replicable model for future research and application in similar educational environments. By linking theory with practice, this study not only proves the effectiveness of 360-degree feedback as a diagnostic tool for identifying hidden competency gaps, but also highlights its role as a development mechanism for enhancing self-confidence and reflective practices among teacher candidates. These findings confirm that soft skills cannot be fully understood through a single perspective; rather, they are formed through dynamic interactions between individuals, their behavior, and their environment.

RECOMMENDATION

This study acknowledges several limitations. First, the sample included only accounting students from FEB UM. Therefore, the findings may not be generalizable to other study programs or institutions, where disciplinary differences could lead to different soft skill assessment patterns. Second, the study relied solely on quantitative questionnaire data. As a result, it did not examine the reasons underlying assessors' ratings through qualitative methods such as interviews or focus group discussions (FGDs). Future research should include participants from diverse study programs and universities and adopt a mixed methods approach to better explain the sources of disparities in soft skill assessments among Asistensi Mengajar program participants.

Author Contributions

The authors have sufficiently contributed to the study, and have read and agreed to the published version of the manuscript.

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Declaration of Interest

The authors declare no conflict of interest.

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