Employability skills: Industry perspective and achievement of student of employability skills

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Abstract. The purpose of this study was to explore the importance of graduate work skills through an industry perspective. The method used uses a survey of 23 industries in various fields in Jakarta. The instruments used in this study were adapted from the SCANS model and integrated the Indonesian National Qualifications Framework (KKNI). The survey results show that the industry's perspective on employability skills based on the IQF contains managerial abilities and attitudes. Another finding has found that the achievement of students' employability skills obtained an average score of 83.1 with a very high category, with details of managerial abilities getting a score of 83.4 and an attitude score of 82.8. Thus the industry perspective on the need for employability can be fulfilled through the achievement of student employability skills.

1. Introduction

All employers, especially employers in civil engineering, electrical and mechanical placing employability skills as must be owned by all graduates to enable them to compete in the global market [1]. Individual steps are needed to unite the processes and standards of matriculation and treaty of the Malaysian High School Certificate (STPM) to ensure the same rules [2]. Indonesia establishes the competencies that must be possessed by students after completing the level of education in the Indonesian National Qualifications Framework (KKNI). KKNI consists of 9 (nine) qualification levels and is a job qualification framework that juxtaposes, equalizes, integrates, the education and training sector and work experience in the context of granting recognition of work competencies by work positions in various areas [3].

Research Rothwell et al. states that Self-perceived employability has defined as the perceived ability to achieve sustainable work that is by one's level of qualification [4]. Job skills have mediated by the development of competencies and career success [5]. In research reports, work skills for the future (DEST, 2002) state that "work skills can be defined as' skills needed not only to get a job but also to develop within a company to reach one's potential and contribute successfully to the company's strategic direction [6]. Typically, most employers prefer employees who have competencies such as able to possess the basic skills and perform personal management effectively, have individual responsibility, and have interpersonal and teamwork skills to negotiate, thus making them effective work group members, are motivated, self-managed, have integrity and higher performance standards, are able to adapt to creative thinking and skills in problem-solving, and influence others in the workplace through their leadership skills [7].
The explicit and intensive involvement of entrepreneurs, professionals, and new graduates in the design, delivery, and assessment of learning with stakeholders will help make the learning and assessment of graduate work feasibility meaningful [8]. Job graduation rates are a top priority for economic growth throughout the world and the importance of universities in increasing student knowledge. Funding strategic work capabilities; Improved compatibility and learning for workability; learning programs that have integrated with work, and requesting further research in the field are important factors [9].

A study of graduate employability skills by conducting two stages. Phase 1 concludes that professional maturity, soft skills, and problem-solving, continuous learning and academic achievement show a positive relationship with employers' perceptions of graduate work eligibility. The results of phase 2 show that employers consider general skills (time management, work in teams, attention to detail), general mental abilities, subject-specific knowledge, willingness to work, attitudes and behaviors, and responsiveness to feedback when assessing graduate students' work abilities [10]. The urgency of this research among previous studies is that to achieve competencies as required in the industry or the world of work, one alternative that has done in the world of education is to develop a curriculum model. If this model has applied in the learning process, students would have competence by the needs of the industrial / work world. In previous studies, curriculum models have been developed to improve students' employability skills. Furthermore, measurements have taken on the level of achievement of students' employability skills [11]. Thus it is necessary to formulate an industry perspective on employability skills and then be understood by schools as a demand that must meet in the learning process.

2. Method
This research was conducted by survey method on 23 industries in Jakarta. To get data from the industry, we spread instruments through students doing industrial internships. This instrument has given to 23 sectors in the hospitality sector. The device contains indicators of work skills adapted from various theories. The industry identifies and selects signs of perceptions of work skills needed by industry.

Data on the assessment of employability of students' skills are obtained based on industry assessments based on observations while doing an internship. This assessment instrument contains indicators of employability skills from the findings of our previous research. Based on the literature synthesis from the empirical study presented above, the findings regarding employability skills have divided into two aspects, namely managerial ability and attitude. These two aspects have then described as indicators according to each element. This indicator is then formulated as an instrument. The instrument assessment uses a Likert scale with five points from 1 = strongly disagree to 5 = strongly agree.

3. Result and discussion
Research conducted on physiotherapy education shows that entrepreneurs only feel seven items that require improvement in undergoing physiotherapy education. The intended article is the ability to think critically, generate hypotheses and connect ideas, apply theory in practice, sharp analytical skills, prioritize problems, keep abreast of the latest information on professionalism, provide clear explanations of issues and treatments and recognize the effects of decisions that will make [12].

In Indonesia there is a gap in the qualifications of human resources that juxtapose, equalize and integrate the education sector with the sector of training and work experience in a scheme that recognizes employment capabilities adapted to structures in various areas of employment. This gap had formulated in the Indonesian National Qualifications Framework (KKNI). KKNI is a job qualification framework that juxtaposes, equalizes, integrates, the education and training sector and work experience in the context of granting recognition of work competencies by work positions in various industries [3].
Managerial Skills are the ability of a person to manage a working group and prepare a comprehensive written report. Organizational capabilities can identify through productivity indicators, cooperation, morale, creativity, and problem-solving. From the instrument given to 23 industry respondents on the managerial aspect, the score for productivity indicator is 84.7, cooperation indicator equal to 85.8, job morale equal to 86.9, creativity indicator 80.4 and problem-solving indicator 79.3. The overall average value of the aspect of managerial ability obtained 83.4 values with very high interpretation [13].

Attitude is the personality of a person responsible for the job itself and can give responsibility for the achievement of group work. Reactions can identify through indicators of position in practice, security and safety, honesty, discipline, leadership, and communication. From the instrument given to 23 industry respondents to the attitude aspect, the score of 80.4 for work attitude indicator, safety and safety indicator was 82.6; the honesty indicator was 84.7, the discipline indicator was 84.7. 84.7 leadership indicators and signs of communication ability of 79.3. The overall average score of the attitude aspect was 82.8 with a very high interpretation [13]. An assessment of student employability skills based on industry assessment had explained in the figure below:
The industrial needs for student employability skills are very high. Students who have top employability skills will quickly adapt to their work environment and work. Are skills needed to raise a worker’s effectiveness and improve his work abilities across all occupations [14,15]. The same perception needs to held between industry and the world of education in defining implicitly about employability skills. The industrial world must play a role in achieving employability skills. This role can be done through involvement in the learning system and when students carry out modern work practices. So that the gap between the demands of the industrial world and the world of education can minimize.

Although the global education debate remains focused on the skills of graduates and job skills, if there is no similar perception between students, academic groups and industry stakeholders, it will be challenging to define industry skills requirements [16]. Overall graduate work skills are lower than expected by managers. Significant skills gaps have found for listening, problem-solving, communication, leadership, interpersonal, analytical, self-management, numeracy, and critical thinking. The methods used include the results of Focus Group Discussion from industry players, literature studies, and field research in diploma programs [17].

Results prove that overall employability skills of the graduates are lesser than expected by the managers. Significant skill gaps had found for listening, problem-solving, communication, leadership, interpersonal, analytical, self-management, numeracy, and critical thinking. Results also reveal that the problem-solving skill of male graduates is superior to that of females [17]. The results of the study show that knowledge and communication techniques are considered necessary for the workforce/industry. Trainers/instructors in the industry, are expected to provide clarity and structure, build relationships with trainees (students) and create a productive learning environment [18].

The results in the assessment of the employability skills above are in line with Reddan and Rauchle's findings of essential choices for students in the course activities. Overall results (in order of crucial considerations) students choose the most vital things from the course activities are as follows: (1) gained experience in interviews, (2) job application writing skills developed, (3) gain insight into professional work, (4) improvement of practical research and/or training, (5) improvement in career development [19]. In the UK a review of the provision of career services can be gathered that there is a need for interaction between career experts to help design academic content to improve graduate workability [20]. The results of other studies on employability skills state that there are significant differences between work skills and student study fields. The results of this study indicate that the work skills of students from various pathways or areas of study such as in art and building, electricity, electronics, mechanics, and automotive vary from a significant level [21].

4. Conclusion
The same perception needs to understand between industry and the world of education in definitively defining work skills. The role of the industrial world in improving employability skills can be done
through involvement in learning systems and when students carry out modern work practices so that the gap between the demands of the industrial world and the world of education can minimize. Based on the policies of the Indonesian government through the KKNI, these employability skills can achieve by being proven through the achievement of high student employability skills.

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