# Student's Interest-Based Identifying Industry Preference Strategy as A Means of English Literature Study Program Support for Independent Learning - Independent Campus Program

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**Abstract.** This research is conducted by concerns about the gap in the competence of graduates with the demands of the industrial world. On the one hand, the industrial world often complains about the competencies of university graduates which are often not in line with expectations, while on the other hand students often do not understand what competencies they should have so that they are in line with industry expectations. In this regard, this research was conducted to strengthen the capacity of universities, especially the UNNES English Literature Study Program to support the Independent Learning - Independent Campus Program (Merdeka Belajar-Kampus Merdeka-MBKM) in terms of internships through the strategy of identifying industrial preferences based on student interests. The objectives of this study are (1) to explain the link and match relationship between study programs and industry, (2) to develop a collaborative design system for study programs and industry, (3) to develop strategies for achieving innovative internship designs that are in line with the needs of students and industry. This study used Research and Development (R&D) method. The instrument used was a questionnaire. The data collection technique was done by giving a questionnaire to the research participants. Researchers distributed questionnaires for students to gain data on student preferences/interests in choosing internship locations, as well as distributing questionnaires for industries that were included in the list of student preferences. In addition, researchers conducted forum group discussion (FGD) to identify the competencies of graduates expected by the industry. This study involved 108 undergraduate students of the 2019 and 2018 batch in the English Literature Study Program at Universitas Negeri Semarang and 21 respondents from industrial world business (*DUDI-Dunia Usaha Dunia Industri*) partners that become the student internship preferences. The results of this study indicate that there is a data mapping of 4 major fields of work that are student preferences, namely tourism, offices, translation, and journalism. The prototype for the collaborative design of industrial and study program is achieved through several activities, including FGD that has been carried out, the internship fair and internship corner which will be implemented next year. Meanwhile, the strategy for achieving innovative internship designs is achieved in two ways, namely the creation of an Independent Learning-Independent Campus-based guide book and a partner profile book.

**Key words:** independent learning - independent campus program (MBKM); industry; capacity building; preferences.

## INTRODUCTION

Rapid changes in various aspects of life have occurred because of the development of science and technology which is very sophisticated and fast. Likewise in terms of economic, social, and cultural. These changes in various fields will of course have a certain impact, especially for the nation's successors in relation to strategies to face challenges in the world of work. For this reason, universities must respond quickly and appropriately. This, of course, requires a learning transformation that can equip and prepare students to become a generation that is responsive and ready to face the challenges of the times, while still upholding the nation's cultural values. Independent Learning – Independent Campus (Merdeka Belajar Kampus Merdeka-MBKM) which is a policy of the Minister of Education,

Culture, Research and Technology, is one of the solutions to answer this concern. The MBKM program encourages students to master various sciences that are useful for entering the world of work and provides opportunities for students to choose additional courses that they will take according to their interests and talents. MBKM is also a solution to reduce the competency gap of graduates with the demands of the industrial world. For this reason, a strategy is needed to prepare a competent workforce according to industry expectations.

Competency gaps also occur in the UNNES English Literature Study Program when students carry out internships. On the one hand, not infrequently students are forced to carry out internships in an industry / agency with job descriptions that are not in accordance with their

competencies. But on the other hand, industries/agencies often complaints because students' competencies do not match their expectations.

The problems above encourage researchers to analyse the problems further and provide solutions for the English Literature Study Program of Universitas Negeri Semarang in general and for both students and industry in particular. In this regard, the researcher will develop a prototype in the form of a collaborative know-how-trust design for the industry-study program and a prototype strategy for achieving an internship design that is innovative, unfettered, and in accordance with the needs of students and industry.

Several previous studies that in line with the research have been conducted by researchers among others are Hasan and Musdalifah (2018), Muslih (2014), Efisanti (2015), and Azizah (2019). The results of Hasan and Musdalifah's research (2018) show that increasing student competence through an internship program includes some aspects such as pedagogic competence, professional competence, social competence, and social personality competence that have reached professional standards and serve as role models for prospective teachers. This study emphasis more on the apprenticeship process in the field of education. Meanwhile, Muslih (2014) emphasizes the investigation of weaknesses that becomes a causing factor in the unsuccessful link-and-match between the industrial world and the campus. This research is one of the scientific contributors in developing the needs of the community. However, this research has not provided strategies and systems that can be used for linking the study programs and the industrial world. Another research was conducted by Efisanti (2015). She conducted classroom action research by using project-based learning methods. This study focuses on whether project-based learning through an internship program can be used as an effort to improve students' soft skills for accounting courses. Azizah (2019) conducted research and focused on student perceptions of internships in the industrial world. Her research shows that student involvement in intra-campus organizational activities affects students' readiness to face the world of work. It has not answered the problem because the research focuses on one of the components of student activity on campus that affects students' readiness to face the world of work. One of the problems that often arises from

the internship program is the incompatibility between what is planned and the implementation in the field. Samidjo (2017) argues that the strategy of determining and selecting industries (from the input side) cannot guarantee the feasibility of industries for internships. A number of industries do not meet the requirements for internships according to the guidelines. Industry internship guidelines (from the process side) are not fully implemented, there is no submission, monitoring to industry and withdrawal of the students by internal supervisors. Students look for their own industry, enter the industry themselves and when finished, stop themselves from apprenticeships. The internship time (hours) of students (from the product side) is generally above 256 hours, thus it matches with the internship guidelines and can be considered into effective category. With regard to the findings of the previous research, the researchers used them as the basis for the need for synchronization of internship guidelines based on the needs of stakeholders or campus partners. This research, in the end, explores the synchronization between the academic capital owned by students with the 'work' needs of campus partners and reduce the gap between the two. Thus, this study tries to provide a 'bridge' gap that occurs.

In the context of University-Industry collaboration, Know-How determines how collaboration will be developed and used by related parties. Simonin's Bellini, et al. (2018) defines Know-How in the context of collaboration as the ability to develop "specialized knowledge" or special knowledge through experience and then use that special knowledge to gain more benefits. In general, there are several problems in collaboration. The main problems in a collaboration are: 1) the selection of the correct partners and 2) the definition of activities related to the activities carried out with partners. The Know-How strategy regulates the interaction between capacity and needs and external expertise to maximize knowledge transfer and benefits from a formed collaboration (Bellini, et al., 2018). Simon (1997), Geringer, (1991) Helfat and Peteraf (2003) in Bellini, et al. (2018) formulate three fundamental phases in a Know-How-based collaboration, namely (1) identifying and selecting potential partners, (2) negotiating with partners (3) monitoring and arranging cooperation or partnership. Identification and selection of potential partners is carried out based on capacity criteria and how partners can

complement each other. Thus, in identifying and selecting potential partners, it is necessary to understand the needs and adequate information related to other sources (external sources) and with matters beyond knowledge. Negotiations with partners are carried out to regulate matters relating to agreements, finances, the structure of partnership cooperation, and others. Finally, monitoring and managing partnerships is carried out by prioritizing the attitude to interact with external partners.

The Know-How strategy is based on by trust. This is because in carrying out the partnership many parties play a role and carry out the partnership activities. Relationships with external parties or external partners always have risks where partnerships are characterized by a high level of trust and reliability. With good trust, cooperation can run well. Thus, trust acts as a social control mechanism and a risk reduction tool. A high level of trust can minimize uncertainty, increase transparency, and encourage open discussion of information and knowledge (Bellini et al., 2018).

## METHODS

### Research Goal

In line with the background, the objectives of the research are (1) explaining the link and match relationship between study programs and industry, (2) developing a study-industry collaborative design system, (3) developing strategies for achieving innovative and appropriate internship designs

### Sample and Data Collection

This research is mixed-method research that describe the data in the form of a description. This study used a descriptive method using a holistic qualitative descriptive approach based on research (Sutopo, 2006: 38). This research is an evaluative research and development of apprenticeship processes and products. This method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or an event with the right interpretation and carried out in a systematic, factual, and accurate manner (Nazir, 1999). The subjects of this study were undergraduate students of English Literature Study Program and internship partners of English Literature Study Program. The instrument in this study was arranged as a data collection tool in the form of a survey to research subjects.

### Analyzing of Data

The qualitative research method is a suitable method to be used in this research because this research focuses on strengthening the capacity of the English Literature Study Program to support the MBKM Program through a strategy of identifying industrial preferences based on student interests. The research method includes a description of the systematic steps that can be used in conducting research. The research flow is depicted as follows:

1. Need Assessment analysis for mapping the field of work
2. Analysis of student interest in graduate profiles (Graduate Learning Outcome)
3. Industrial Know-How-Trust Collaborative Design and Study Program
4. Collaborative Design Prototype
5. Prototype of Design Internship Achievement Strategy
6. MBKM-based internship guide

## RESULTS AND DISCUSSION

### Link and Match Relationship between Study Program and Industry

### Respondent Profile

This research involves students of the 2018 and 2019 English Literature study programs where students of the 2018 batch had conducted internship in the Odd semester 2021/2022 while the 2019 batch is projected to conduct internship in Odd semester 2022/2023. A total of 108 students from the 2018 and 2019 batches were respondents in this study, of which 34.3% of 2018 students and 62.7% of 2019 students filled out an internship place preference questionnaire. In addition to involving students, this research also involves the Business/Industrial World (DUDI) to find out the link and match of DUDI's needs and expectations related to the skills that must be mastered by students in accordance with the standards and demands of DUDI in the field. DUDI involved in this research are as the following: (1) Center for Multimedia Education and Culture Development (BPMPK) Central Java, (2) Ministry of Foreign Affairs of the Republic of Indonesia, (3) Racik Sewu, (4) Arkatokoe, (5) Public Works Department (DPU) of Highways and Human Settlements, Central Java Province, (6) Dejavato Foundation, (7) Free Voice, (8) Jawa Pos Radar Semarang, (9) TPI Semarang Class I Immigration Office, (10) PT Maxim Indowood, (11) Liputan6.Com, (12) Central Java Provincial Language Center, and

(13) Immigration Detention Center. DUDI, which become the partners of the English Literature Study Program, FBS, UNNES, is not only a government institution but also the private industrial sector, from the media industry such as Liputan6.Com to the MSME industry such as Arkatokoe and Racik Sewu.

**Student Preference for Internship**

Student preferences for internship are based on the data that has been obtained, namely the majority of students (46.3%) choose to conduct internship outside the city while 49.1% prefer to conduct the internship in the city (home city) and students who choose to conduct internship abroad are very small. (Minor percentage). Regarding the business field of DUDI's partners, the main target of student internships is DUDI which is engaged in the type of tourism, office management, translation sector, and journalistic. Tourism and office management activities are 22.2%, followed by translation (21.3%), and journalistic is 15. 7%. In addition, students have an interest in internship in the education and hospitality sectors, but it is only a minor percentage, which is below 10%

**Student Perceptions on Must-Have Skills and Courses to Support Internship Job Descriptions**

In choosing a place for internship, students consider aspects of skills, namely hard skills and soft skills. In research data regarding students' perceptions related to the hard skills they must master to support their work performance at the internship program they are aiming for are language and technology, information, and communication skills. There were 45.4% of students stated they must have language skills and 48 ,1% of students prioritize information and communication skills. For soft skills, most students think that they must have oral and written communication skills, be able to work individually and in teams, be able to adapt to the work environment and honest. 90.7% students think that communication skills both oral and written must be mastered to support their work performance in internships or street vendors. Meanwhile, other skills that are very important and prioritized according to students are the ability to work individually and in teams (92.6%), adaptability (88.9%) and honesty (85.2%). In addition, self-confidence to carry out work assignments (84.3%), the ability to complete assignments on time and have the desire to learn (82.4%) are also important for students to support their performance when street vendors.

The skills can be obtained from anywhere, including lectures on campus. Lecture courses and activities provide exposure and stimulation for students to communicate orally and in writing. In addition, lecture activities support them to be able to work individually and in groups, have honesty in completing assignments, and adapt to lecture challenges, especially in completing assignments on time.

Related to this, students have the perception that some courses in the study program curriculum can support their work performance during street vendors. The following is a graph that reflects the preference profile of the courses chosen by students in which they think these courses can support their work performance during street vendors.
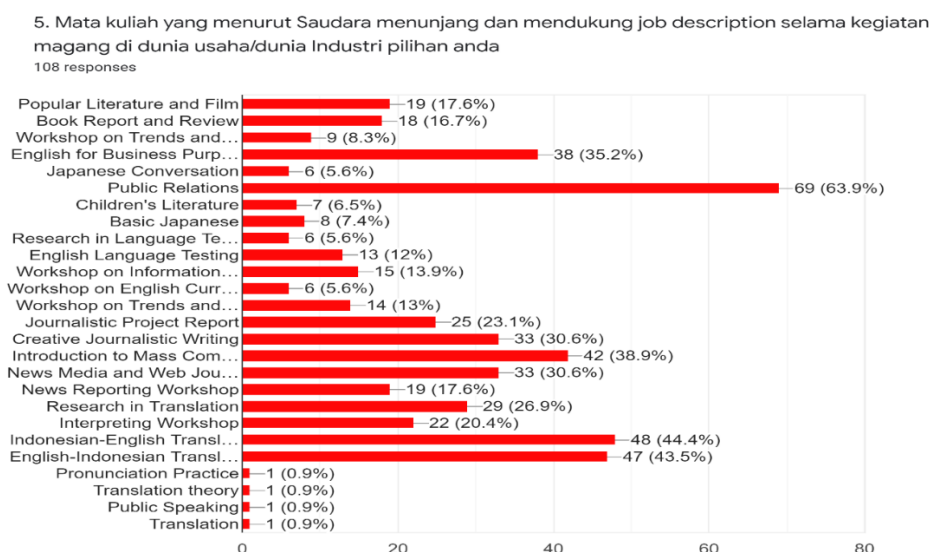


**Figure 1.** Courses that support job descriptions based on student perceptions

Figure 1 above shows some preferences for subjects in the English Literature Study Program curriculum that students feel are very supportive of their performance to complete assignments when they later conduct the internship. There are at least four dominant courses that according to students can support their work performance. They are Public Relations (63.9%), Indonesian-English Translation (44.4%) and English-Indonesian Translation and Introduction to Mass Communication (43, 5%).

## Students' Hard Skills and Soft Skills Preferences According to DUDI's Demands

Besides considering students' perceptions regarding the preferences of internship, skills that must be mastered and courses that support work performance for internships, the demands of DUDI must also be considered. This is because DUDI is the user who will empower the skills mastered by students who become practitioners in their company. In addition, knowing DUDI's preferences for practical students will present a link and match thread between universities and partners where university acts as a resource supplier and DUDI acts as users. Therefore, the university must pay attention to the demands of the user so that it is able to produce efficient resources in accordance with the demands of DUDI.

To find out whether the resources provided by the English Literature Study Program to DUDI is satisfying or not, research on the DUDI satisfaction index is carried out. It is covering the knowledge/insights and skills mastered by students. In this study, the research team analysed the DUDI satisfaction index on the knowledge or insight possessed by English Literature Study Program students as well as the skills mastered by students including mastery of foreign language skills, information technology device operation skills, system design skills, skills in implementing knowledge possessed by students and skills in carrying out work control.

The finding shows that 38.1% of were satisfied with the foreign language mastery of English Literature Study Program students and 42.9% were very satisfied. A total of 14.3% were quite satisfied and only 4.7% of users were not satisfied with the foreign language mastery of English Literature Study Program students. It can be concluded that the English Literature Study Program has succeeded in providing foreign language skills, especially English to students studying in the English Literature Study Program.

Regarding the competence, the majority of DUDI (57.1%) as users expressed satisfaction with the competence possessed by English Literature Study Program students. There are no DUDI or users who are less dissatisfied or even dissatisfied with the competence of the English Literature Study Program students related to the student's scientific field. This is evidenced by 0% DUDI stating they are not satisfied or less satisfied. 23.8% DUDI were very satisfied and 19% were quite satisfied. This data indicates that the English Literature Study Program has carried out knowledge transfer well. Therefore, the students have sufficient competence to conduct internships.

Positive appreciation was also given to students related to the ability to operate information technology devices where most users expressed satisfaction with student performance in terms of mastering the operation of information technology devices (66.7%). 28.6% were very satisfied and only 4.7% were quite satisfied. From the data it is also known that there are no users (0%) who expressed dissatisfaction with the mastery of information technology for English Literature students. Therefore, it can be concluded that the English Literature Study Program does not only emphasize the knowledge aspect but also student skills to support their work performance during internships.

In contrast to the satisfaction index on the mastery of knowledge and operation of information technology, which obtained a fairly high percentage of satisfaction, in terms of ability or system design skills, there were users who still expressed dissatisfaction even though it was a minor percentage (4.8%). This becomes a finding and input for the English Literature Study Program to be able to encourage students to improve aspects of soft skills in terms of system design which includes estimation of work assignment completion, risk analysis, risk mitigation, and others.

In terms of the ability to implement the students' expertise and carry out work control, the majority of DUDI or users expressed satisfaction (57.1% and 38.1%, respectively). These two skills have a percentage of 28.6% and 33.3% for the very satisfied index. Meanwhile, the index is quite satisfied showing the percentages of 14.3 and 28.6. It can be concluded that the English Literature Study Program has tried to meet the demands of DUDI as a user partner for internships.

**Courses to Support Job Descriptions According to DUDI's Demands**

To support student work performance in the internship program of the Business/Industry World (DUDI), the research team asked for feedback from DUDI's perception as users of courses that could be a support for students to improve their knowledge and skills in accordance with user expectations. Most of DUDI (85.7%) as users emphasize Information and Communication Technology courses as important courses to support student work performance to complete assignments during internships. While other subjects that are no less important are translation/interpretation (61.9%), writing (38.1%) and office work (47.6%).

**Study-Industry Collaborative Design**

Data taken from the questionnaires indicate the Study Program needs to create a collaborative design for industrial and study programs that can help creating a link and match, including by carrying out the following activities:

**FGD implementation documentation**

One of the activities that can be used to realize the collaborative design of Study Program-Industry is holding a Forum Group Discussion (FGD) between Study Program and Industry which is attended by study program managers, students, and internship supervisors. This FGD aims to reduce the gap in the competence of graduates with the demands of DUDI. In this FGD, DUDI present the requirements and the competencies criteria that students must possess for the internship program. The FGD also provide the students orientation and knowledge about the world of internships, as well as the competencies that they have to prepare. One of the preparations they can do is by choosing elective courses provided by the Study Program that are in accordance with the field of the internship they are going to.

In this regard, the Study Program has held a FGD on Friday September 17, 2021 at 13.00 with speakers from 4 DUDI. They were the Ministry of Foreign Affairs Jakarta, Immigration Office Class I TPI Semarang, Liputan6.com Jakarta, and Dejavato Foundation Semarang. From the Ministry of Foreign Affairs is represented by Dr. Muhammad Yusuf who is currently serving in the Middle East Directorate. The resource persons from the Immigration office is Mokhammad Harun, S.S. Meanwhile, the resource persons from the liputan6.com is Raden Mutia Hatta, S.

Sos and from Dejavato is represented by Ketut Purwantoro.

This event was attended by 108 English Literature Study Program students, 18 English Literature Study Program lecturers who were internship supervisors, and 20 internship partners as follows: (1) Ministry of Foreign Affairs, (2) Dejavato Foundation, (3) Immigration Office Class 1A Semarang, Central Java, (4) Central Java Language Center, (5) Semarang City Government Culture and Tourism Office, (6) Youth, Sports, and Tourism Office of Central Java Province, (7) Semarang City Communication, Informatics, Statistics and Encoding Service, (8) Karimun Regency Tourism Office, (9). Banyumas Regency Youth, Sports, Culture and Tourism Office, (10) Investment and One-Stop Integrated Service Office of Karanganyar Regency, (11) Grobogan Regency Public Service Mall, (12) Nadheera Luxury, (13). Elementary School of Kedungneng 02, (14) Elementary School of 10 Karanggondang, (15) Bayt As Salam Islamic Elementary School, (16) Voice of Merdeka Semarang, (17) CV. TIBER PANGESTU, (18) Book Corner, (19) Hasnur Center Foundation, and (20) Tani Hub.In this FGD activity, the study program has identified hard skills and soft skills that must be done and prepared by students so that the competency gaps of prospective interns and the demands of DUDI can be overcome.

**Internship Fair**

Currently, the procedure for selecting the type and location of internship has been done manually by students. Students look for the types of internships according to their passions and abilities, which of course is based on the approval of the study program. However, students are often forced to carry out internship in institutions that are not in accordance with their background knowledge. This is of course becoming a challenge and an obstacle at the same time for students. It becomes a challenge when students can think and adapt quickly to the given job description. On the other hand, it becomes an obstacle when the job description they get is not in accordance with the knowledge and practice they get from the lectures they have attended. To minimize these obstacles, the research team assumed that a meeting between DUDI partners and prospective internship students was needed in a forum called the Internship Fair. It is similar to a Job Fair, in which it provides various DUDI partners that come together in one venue to look

for candidates for the right internship directly (on the spot).

This Internship Fair is designed and will be implemented next year. To make it easier for all parties, this Internship Fair will be held online. Starting from registration, looking for companies, applying, and meeting with company representatives (Users) will be done virtually. In addition, there will also an interview session between company representatives (Human Resources Department) and internship candidates who passed the CV selection. With this procedure, students are expected to be more critical and analytical in choosing the agency/company. The students can also prepare themselves so that they can meet the requirements proposed by DUDI partners. The partner agencies that will participate in this internship Fair are agencies and companies that had attended the FGD activity on Friday, September 17, 2021.

The researcher assumes that the implementation of this Internship Fair can be used as a medium for student to practice applying for jobs. Exposure to internship procedures and requirements designed which resemble a job fair will make students familiar with the mechanisms and demands they will encounter in real situations. Thus, the competency gap between higher education graduates and the demands of DUDI can be minimized, and link and match can be created as expected.

Knowing that the implementation of this PKL Fair requires careful preparation and a short time, the research team as part of the Study program management team (Head of Study Programs, MBKM and Internship groups, and Cooperation groups), will conduct this Internship Fair activity in 2022 as it has also been written in the research road map plan. The research team will invite all partners that have attended the FGD to be able to actively participate in this Internship Fair.

**Pioneering Internship Corner Web-Based**

In connection with the effort to achieve collaborative design of the English Literature study program, the study program will make a pioneering internship corner. The internship corner is made web-based like the Opportunity Corner (Internships Archives) which provides various internship offers from DUDI partners. The internship corner will be placed on the website of the English Language and Literature Department so that students can easily access information related to internship vacancies. Through the internship corner, students can

choose the field of work offered by DUDI partners which matches with their passion and competencies.

**Strategies for Achieving Innovative Internship Designs that are in accordance with the Needs of Students and Industry**

The innovative internship carried out by the English Literature Study Program is to integrate the MBKM program so that it can be recognized as an internship. In the MBKM program, the scientific fields offered by partners is various. The job descriptions carried out by students also vary according to the characteristics of industrial partners. Therefore, the English Literature Study Program conducts a strategy to design a draft of an innovative MBKM-based internship guidebook and a company profile book for industrial partners.

This MBKM-based innovative internship guidebook is expected to be a guide for students in determining internship preferences that suit their interests. This guidebook is also expected to be able to provide an overview of the gap between the industrial world and study programs related to the skills needed so that both students and study programs can prepare themselves to fill the gap. In other words, students have the skills needed when entering the industrial world. As for supporting the strategy of achieving an innovative internship design that is in accordance with the needs of students and industry, the study program will make several guidelines as follows:

**MBKM-Based Internship Guidebook**

The MBKM-based innovative internship guidebook contains the following information:
1. Information on data of industrial partners/companies/agencies. In this book, a list of internship partners for the English literature study program as well as soft skills and hard skills that can support performance in agencies or companies is an initial information in choosing internship preferences.
2. Information/data on MBKM activities that are recognized to internship program and given an example of MBKM activity report which is converted into internship report so that it can be recognized as internship subject.
3. The MBKM internship standard operational procedure covers the procedure of internship implementation from student registration in the study program to reporting at the end of internship activities. Therefore, that it can be

used by students as a guide in carrying out internship activities in the English literature study program. The development of the MBKM-based internship guidebook was carried out by revising and adding to the old guidebook, especially related to the MBKM program implementation procedures.

**Industry Profile Books**

To provide information to students, the research team created an Industry Profile Book that student could use as consideration in choosing the institution where the intership would be implemented. The information provided in the industrial profile book is covering the following:

1. Company partner data which is equipped with business profiles and job description from each agency/company, so that students can choose the place for intership according to their fields and interests.
2. Internship requirements so that student intersnhip activities can run smoothly and are well-recognized after completion.

**CONCLUSION**

From the description in the previous chapter, it can be concluded that the achievement of link and match relations between study programs and industry can be seen through questionnaires distributed to students and DUDI partners. The results of the questionnaire show that overall, partners show a satisfaction index (very satisfied) with an average percentage of 30.20%, 48.70% for the satisfaction index (satisfied) and 19.65% for the satisfaction index quite satisfied with (1) language mastery. foreign students both orally and in writing, (2) students' insight/knowledge on expertise, (3) student technology skills, (4) implementation of skills possessed, (5) system design skills, and (6) ability to carry out work control. Meanwhile, the satisfaction index (less satisfied) is only around 0.67%. This means that the study program has been quite successful in providing internships that match the needs of partners.

From the survey results, it is also known that there are 4 main areas that students tend to have, namely tourism, offices, translation. and journalism. For the fields of office, translation, and journalism, the study program has provided several courses, courses and general lectures that support student competence in these 3 fields. As for the tourism sector, the study program still has to evaluate carefully. This is done to ensure the extent to which tourism will become a priority

area for students doing internship. In-depth evaluation is also carried out so that changes to the learning components to improve student competencies can run effectively and on target.

Meanwhile, the collaborative design system for study programs and industries has been realized in the form of FGDs on strategies for strengthening street vendors. Meanwhile, the internship fair and web-based corner internship pioneers will be implemented next year. To develop strategies for achieving innovative internship designs that are in line with the needs of students and industry, the study program has created an MBKM-based intersnhip guidebook and an industry profile book that will be used by prospective internship students as a reference source in determining internship locations that suit their preferences and competencies.

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