DEVELOPMENT OF EMPLOYABILITY SKILL MODULES TO IMPROVE THE EMPLOYABILITY READINESS OF FINAL-YEAR STUDENTS

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ABSTRACT

Abstract: The purpose of this research is to reveal whether the employability skills module fulfills the requirements both in material and appearance, and to describe the level of use of the employability skills module to improve the work readiness of final-year students. This research is a Research and Development (R&D) study. Using the ADDIE development model which consists of five stages which include analysis, design, development, implementation, and evaluation. The research was carried out on the Unila FKIP students class of 2019, by conducting research product testing and FGDs. Data were analyzed by descriptive and inferential analysis. The results of the study show that the employability skill module can be used as a medium in increasing the work readiness of final-year students.

Keywords: Module; Employability Skill; Work Readiness

Introduction

Problems related to the unemployment rate in Bandar Lampung are serious problems that need efforts to prevent and handle them. Although it does not explicitly mention the word unemployment, it turns out that this has several other problems such as high levels of poverty. In February 2022, Bandar Lampung recorded 4.97 million workers, many of whom did not have the opportunity to work until now. Many states that disproportionate job opportunities are the subject of the problem, then ignore the problem of job skills to survive in the world of work. (Statistics, 2022)

Some facts found in the field include the number of graduates with Bachelor's who work not by the choice of majors when studying. In addition, the assessment of several companies assess the lack of productivity of graduate workers, especially in the area of readiness skills to work or soft skills, From the 2022 National Labor Force Survey data, unemployment in Indonesia is dominated by the workforce with high school and vocational education, as well as higher education graduates with both Bachelor and

Diploma. This problem is an important concern for universities because graduates with Bachelor are equipped with special abilities that are prepared them to go directly into the world of work through the majors they choose. This situation is because college graduates have proficiency in the theory they learn but from the aspect of graduate job readiness is still minimal. According to Utami and Hudaniah, Work readiness refers to the degree to which people have the ability and willingness to complete a particular task. (Ilo & Ifijeh, 2010) (Robbins, 2007)

The era of globalization and the development of free markets demands the mastery of various abilities by the workforce. This ability is not only in the form of intellectual intelligence but also intelligence related to soft skills. Semeijn (in stating that the rapid development of technology and the orientation of various national and international organizations are widespread, and the labor demands have changed, so that traditional "hard" selection devices like educational background still count, but are not sufficient anymore. The success of college graduates in their careers is determined by two factors, namely science and technology (science and technology) and soft skills. Mastery of science and technology is needed as a form of mastery of expertise and mastery of soft skills is needed to quickly succeed in the world of work competition. College graduates who master soft skills will find it easier to win the competition in the world of work, adapt faster, and ultimately succeed in their careers. It is further said that soft skills include the ability to work in groups, the ability to work under pressure, the ability to lead, confidence, the ability to communicate, and so on. Then emphasize that to deal with the transition from an industrial economy to a knowledge economy indicated by rapidly changing skill needs, employability skills are needed. (Sumarno, 2008) (Herminanto, 1992) (Rusmulyani, 2021)

Based on Law Number 17 of 2007 concerning the 2005-2025 development vision, namely towards an "Independent, Advanced, Just and Prosperous Indonesia", it is necessary to carry out an update of the education process to reduce unemployment. The important thing to emphasize for universities is to help students to have educational choices according to their interests, and student education choices are in line with the needs of the job market, accompanied by activities that help students have employability skills.

This situation is an important point for universities, to help students be able to prepare themselves for their future. As stated in the concept that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Law No. 20/2003: Article 1 Point 1).

The development of the Employability Skills program is an important thing where students are trained to be ready to enter the world of work, with supporting soft skills. Research conducted by Child Trends USA shows there are several job readiness skills needed by a worker to succeed in working life. These soft skills are 1) Positive self-concept; 2) Self-control ability; 3) Social Skills; 4) Communication Skills; 5) High Order Thinking Skills. (Amalee, 2016)(Blegur, 2020)

The above explains that students are said to be ready to work if they have job readiness skills. Therefore, researchers feel the need to make a solution in the form of program development as a means of developing soft skills that support students to have mature job readiness.

Based on the situation mentioned above, it is necessary to make efforts for universities to develop college career services to improve the quality of soft skills of students in anticipation of the increasing unemployment rate in undergraduate graduates by accommodating job readiness skills needed in the world of work. Researchers try to provide alternative prevention by developing employability skills modules to improve student job readiness, especially for final-year students.

Research Method

This type of research is development research to produce a product, namely modules. Researchers developed modules using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) conceptualized by Molenda. The subjects in this study were 6 experts who validated the module in terms of material and module appearance, and 4 counselors of UPKT (Integrated Counseling Service Unit) who were the implementers of later training activities to test the wearability of the module. The instruments used are Likert model scales, questionnaires, and Focus Group Discussion (FGD) results. The data results are analyzed descriptively to interpret the rater score, then testing is carried out using the control concordance coefficient test to determine the alignment or consistency of the assessment.

Result And Discussion

From the results of feasibility tests conducted by several experts, the following data can be obtained:

Table. 1 Expert Validation of Module Material

No	Assessment Aspect	Percentage (%)
1.	Terms of reference	85
2.	Module general instructions	80
3.	Module Contents	95
4.	Topics presented in the module	85
5.	Suitability of the game to the material	90
6.	Language usage	85
7.	Training Activity Plan	90
Total Material Aspect Module Assessment		**87,14**

Table. 2 Expert Validation of Module Display

No	Assessment Aspect	Percentage (%)
1.	Module cover design	90
2.	Colors used in the material	85

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3.	Type and size of fonts on the material	85
4.	Punctuation marks used on the material	85
5.	Images used on the material	84
6.	Space or blank space in the material	75
7.	Consistency	76
8.	Module quality	85
Total Module Assessment Aspect Display Module		**83,125**

From the results of the assessment by material experts, overall the modules developed are included in the very decent category, with a value of 80.71%. While the results of the expert assessment of the module display, overall the module is included in the decent category with a value of 83.125%. That is, experts give a positive assessment both on the material aspect and the display aspect of the module designed and developed. The alignment or consistency of the assessment of the module material expert is known to have a probability score of 0.000, while the assessment of the module display expert probability score of 0.000 is below the significance level of 0.05.

Based on the explanation of the data mentioned above, it can be concluded that there is harmony or consistency between experts with one on the *employability skill* module to improve the job readiness of final-year students. The assessment of modules that have been implemented by UPKT (Integrated Counseling Service Unit) counselors can be presented in Table 3 as follows:

Table. 3. Module Wearability Test Results Data

No	Assessment Aspect	Percentage (%)
1.	Planning	90
2.	Implementation	88
3.	Evaluation	92
Total Assessment		**90**

The overall assessment given by UPKT (Integrated Counseling Service Unit) counselors on module wearability falls into the very high category, with the alignment or consistency of UPKT counselors' assessment, namely with a probability score of 0.000 below the significance level of 0.05. So it can be interpreted that there is harmony or consistency between the UPKT Counselor's assessment of the product being assessed.

From the results of the FGD *(Focus Group Discussion)* on 4 UPKT counselors, it can be concluded that the *employability skill* module received very good appreciation and can be used to improve the job readiness of final-year students.(Dennis et al., 2023)

The feasibility level of employability skills to improve the *employability* readiness of final-year students.

At the analysis stage, it is carried out analyzes various materials needed to improve student job readiness, namely *employability skills.* At the design stage, researchers here design various materials, namely *positive self-concept, self-control, higher-order thinking* skills, and *social skills* (Susanti et al., 2021). At the development stage, data has been obtained that the module is in the category of very feasible in terms of material, and feasible in the aspect of module display. From this, it can be seen that there is an alignment or consistency of objective assessments from experts on the *employability module skills l* (Yulianti et al., 2022)

The language used in the module has been adjusted to the ability of students, this is so that students can train themselves independently. As stated that the module should meet the rules of (Yulianti et al., 2022) *self-instruction, stand-alone,* and *user-friendly* or friendly/familiar to the user. It is said to be *user-friendly* if the language presented in the module uses Indonesian according to enhanced spelling, is simple and easy to understand, and there is a glossary to help students understand difficult words.

The display in the module is arranged based on several assessment requirements, namely paying attention to format, organization, attractiveness, size, choice of letters, spacing, and consistency of writing in the module. As stated by that learning modules that can play their role in effective learning are modules that are designed and developed by always paying attention to several elements as requirements, namely format, organization, attractiveness, font size, blank space, and consistency. (Daryanto, 2013)

The level of wearability of *the employability skill* module **to improve the employability readiness of final-year students.**

The *employability skill* module that has been prepared, reaches an adequate level of wearability. In the planning aspect, UPKT counselors can do it well. The equipment needed to succeed in the learning process can be provided easily by the counselor, and the implementation aspect shows that the UPKT counselor can implement the steps that have been prepared in the module well.(Sunarti & Bhakti, 2021)

The next stage is the evaluation stage. Based on the evaluation carried out, it is known that after students participate in these activities, there are visible changes. This is by the opinion; explains that the module as a learning tool or means contains an independent learning package in which there are materials, methods, and ways of evaluating that are designed systematically and interestingly to achieve the expected learning goals. The use of the (Utomo, 2015) *employability skill* module will lead students to independently find their self-concept so that the treatment given by referring to the module will focus more on students, while UPKT counselors here serve as facilitators and motivators. This situation is to the opinion, that by using modules, students can learn at their own pace and more self-study. Thus, research products in the form of (Prasetya & Hard, 2016) *employability skill* modules to improve the job readiness of final-year students in practice can be carried out by counselors at UPKT.

Conclusion

From the results of the research and also the discussion, it can be concluded that the employability skill module to improve the job readiness of final year students is in the category of very feasible materially, and feasible in terms of module appearance and is in the very high category in terms of the level of module wearability. So it can be interpreted that the employability skill module can be used to improve the job readiness of final-year students.

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