Analysis of Vocational Learning in Business Management Program Regarding The Requirements of work Competencies in Business and Industry Sector

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Abstract	The current era of global economic integration undoubtedly brings consequences among the involved nations. One of the most evident consequences is the emergence of intense competition among these countries, particularly in the labor workforce. Workforce competence is crucial for businesses to remain competitive in this global competition. The knowledge and skills possessed by the workforce are inseparable from the education process. The rapid advancements of technology pose challenges for education systems to produce Human Resources (HR) capable of global engagement. Polytechnic State of Manado, as a vocational educational institution tasked with producing educated labor with global competence aligned with the needs of the business and industrial, continuously evaluates and enhances the educational processes to adapt to the dynamic industrial landscape.The analysis conducted should focus on aligning the knowledge and skills taught with the facilities available, such as the Investment Gallery Lab, Computer Lab, and Entrepreneurship Lab, to support appropriate learning implementation. Additionally, the application of teaching methods should encourage students to actively engage in the learning process. The research focus is the analysis of the learning implementation that supports achieving graduate competencies required by the industry and business world. The sub-focus is to analyze the facilities and infrastructure of laboratories in the learning process within the Business Administration department at Polytechnic State of Manado.
Keywords	*Learning, vocational education, competence.*

INTRODUCTION

The current era of economic integration is a rapidly expanding phenomenon with global implications. In the ASEAN region, a framework called the ASEAN Economic Community has been established, leading to direct competition in the economic and labor sectors. This is due to increased freedom in the movement of goods, services, and labor among ASEAN countries.

Within the domestic sector, the competition for employment is notably high due to the influx of new entrants to the workforce and the persistently high number of unemployed individuals. This poses a serious challenge for the education sector, particularly for vocational institutions responsible for producing readily employable workers.

On the other hand, the business and industrial sectors demand highly competent and professional human resources to keep pace with the increasingly fierce competition in the business world. In response, the Indonesian government has initiated a new policy of Regional Autonomy, emphasizing that educational institutions located in regions play a pivotal role in enhancing the nation's competitiveness in this era of economic integration. Hence, competitively skilled human resources equipped with industry-relevant competencies are urgently needed in this global competition.

The intensifying competition in the business and industrial world prompts businesses to strive for effective and efficient operations to sustain themselves in the competitive landscape. The need for human resources with excellent managerial competencies and entrepreneurial spirit is crucial. The development of such human resources requires a series of appropriate and comprehensive education and training, enabling employers (industries and businesses) to acquire suitable manpower without incurring substantial costs for internal education and training.

Polytechnic State of Manado, as a vocational education institution in North Sulawesi Province, plays a crucial role in producing outstanding and competitive human resources in this global competition. The Business Administration department, an integral part of Polytechnic State of Manado, is required to continuously enhance its educational processes to create high-quality human resources with competency standards aligned with stakeholder needs.

To support this goal, the Business Administration department has taken strategic steps, such as staff development through domestic and international education and training, improvement of existing educational facilities, socio-economic studies within the North Sulawesi Province, and conducting Tracer Studies and Industrial Needs Analysis involving business entities in North Sulawesi and Java.

These efforts are solely aimed at achieving the vision and mission of the Business Administration department and Polytechnic State of Manado. One of the primary objectives of the Business Management Program within the Business Administration department at Polytechnic State of Manado is to meet the human resource needs equipped with managerial knowledge and skills for companies at regional, national, and international levels.

Researching and gathering information about the achievements/quality of graduates in their workplaces is crucial to depict the strengths/weaknesses of graduates' competencies. This is a determining factor in the accuracy of self-evaluation results that will ascertain the effectiveness of the learning development system and the education process previously implemented.

METHODS

This study was conducted at the Business Administration Department of Polytechnic State of Manado and the companies in North Sulawesi that employ graduates from the Business Administration Department of Polytechnic State of Manado. Given the nature of the research, the population includes Companies (Business entities), Instructors, and graduates from the Business Administration Department involved in the industry and business sector.

Description of Research Variables

In line with the objectives of this research, the evaluation focuses on the teaching and learning processes conducted by the Business Administration Department, as well as the absorption rate of the industry and business in North Sulawesi concerning graduates from the Business Administration Department of Polytechnic State of Manado over the past 5 (five) years.

Data Analysis

Based on the identified issues and the intended objectives, the method used is analytical-descriptive. Data obtained from surveys, observations, interviews, documentation analysis, and field notes are qualitative rather than quantitative. The research involves gathering information, seeking connections from various sources, comparing, and drawing conclusions based on factual data. While, descriptive statistical methods or exploratory statistics are associated with collecting and presenting a set of phenomena or observed data values to provide collective information for identification. The data analysis technique used in this research involves descriptive statistical analysis, which includes frequency, percentages, and averages by classifying data.

RESULT AND DISCUSSION

The Learning Method

The implementation of the Vocational Higher Education Curriculum (KPT) in the higher education system and the enforcement of regulations regarding national standards for higher education (Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015) require the development of a learning model aligned with the KPT. Article 11, Paragraph 1 of Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 states that the characteristics of the learning process are:

a) Interactive
b) Holistic
c) Integrative

d) Scientific
e) Contextual
f) Thematic
g) Effective
h) Collaborative, and
i) Student-centered

Student-centered learning, also known as (SCL), is a suitable approach to implement the University's curriculum. SCL is an evolving paradigm that doesn't immediately eliminate other learning approaches (Nurwardani, 2016).

To meet the learning profile and achievements based on the analysis of competency needs in the business and industrial world (DUDI), there are four competency aspects: (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) skills. These competencies are achieved through theoretical learning, practical learning, and other forms of learning.

As a provider of vocational education, the Business Management study program implements a 55% theory and 45% practice approach, referring to the rule where the learning process consists of theory, practice, and other forms of learning. The methods utilized in the Business Management study program include problem-based learning with case studies, discussions, and project-based learning.

Average GPA Achievement

To measure success in the learning process, including the application of learning methods, an average GPA obtained in even semesters of > 3.5 (specifically for respondents) is considered. Furthermore, the Academic Achievement Index becomes one of the measurement tools, particularly in the academic field.
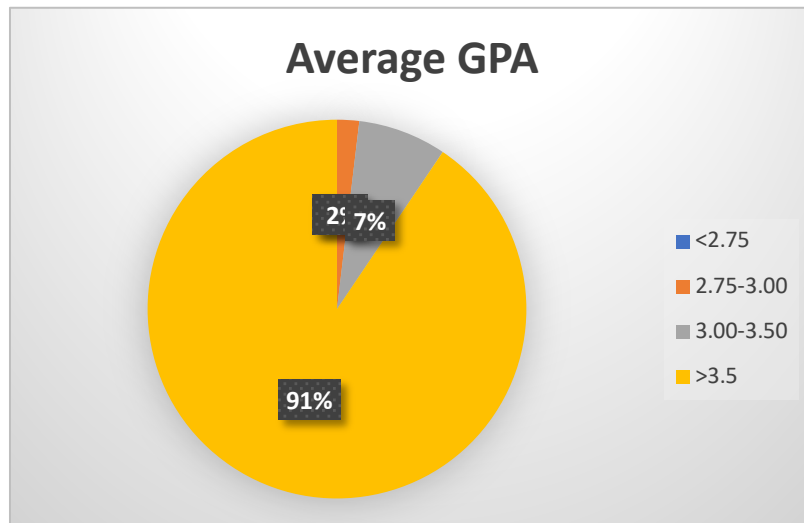

Figure 1. Average GPA for Business Management Study Program in Tracer Study
(Data Processing, 2023)

The measurement tool uses FM-056 ed. A rev.5, which assesses attitudes, knowledge, and skills. Tracer study results from graduates of the Business Management study program show that 2% had a GPA of 2.75-3, 7% had a GPA of 3-3.5, and 91% had a GPA > 3.5. This indicates the effectiveness of the applied teaching methods.

The response of the Business and Industry Sector to the Profile and Competence of Graduates

The research was conducted by distributing questionnaires to industry stakeholders and followed by a workshop held on Thursday, July 27, 2023, distributed to companies around Manado Bitung. The feedback from the business and industry sectors regarding the profile and learning achievements, based on the 2021 MBKM curriculum, was very relevant. Additionally, there were some suggestions added, such as proficiency in computer application programs and digitization. The analysis results concerning the competencies required by the industry/business world align with the profile of graduates from the Business Management study program.

Table 1. Graduate Profile and Learning Outcomes in the Business Management Program

GRADUATE PROFILE	LEARNING OUTCOMES
Administrative Manager	Has the ability to manage business documents using IT.
Office Manager	Has the ability to manage resources, including communication and teamwork.
Senior Manager	Capable of planning, organizing, directing, and controlling business organizations.
Production Manager	Capable of planning, organizing, directing, and controlling production/service processes.
Finance Manager	Capable of managing financial documents, including creating financial reports and budgeting.
Marketing Manager	Capable of managing marketing and sales activities, conducting customer satisfaction surveys, negotiating, and utilizing digital technology in product marketing.
M.I.C.E Manager	Capable of planning, organizing, implementing, and controlling MICE activities (Meetings, Incentives, Conferences, and Exhibitions).
Human Resources Manager	Capable of planning human resource needs, organizing, implementing, and controlling Human Resource Management activities.
International Business Manager	Capable of understanding international trade regulations/global trade.
Supply Chain/Logistics Manager	Capable of effectively and efficiently managing supply chain management from upstream to downstream processes.
Stock Exchange Manager	Capable of managing business risks and making decisions in stock exchange transactions.
Entrepreneur	Has the ability to create a Business Plan and run a start-up business.

(Data Processing, 2023)

The learning outcomes, which represent competencies needed by the business/industry, are still highly relevant, with 100% relevance, except for some industries like hospitality that add specific skills. It can be stated that industries fundamentally seek employees who understand their work, are disciplined in their tasks, and exhibit good attitudes and personalities. Both employers and employees in the industry have emphasized the importance of honesty, polite behavior, and compliance in task execution. Additionally, mastery of Information and Technology (IT) related to Business Computer Applications for several programs regularly used in companies, such as Word Processing, Data Processing, Data Visualization, Database Processing, Presentation Techniques, Diagram Creation, Communication, Browsing, and Graphics, needs improvement. These programs are frequently used in daily activities.

CONCLUSION

The implementation of teaching methods in the business management program involves course characteristics that utilize student-centered learning methods, implementing either case-based learning, problem-based learning, or project-based learning.

The competencies required by the industry, in general, remain highly relevant to what is outlined in the curriculum. Several programs/software commonly used in companies include Word Processing, Data Processing, Data Visualization, Database Processing, Presentation, Diagram Creation, Graphics, Communication, and Browsing.

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