

Analysis of Employability Skills of Students of English Prospective Teacher

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Abstract:

This research aimed to determine the employability skills of English Education students at Universitas Muhammadiyah Riau. This research departed from several problems where some students who did not have work competence, have not mastered ICT (Information and Communication Technology), have not been able to communicate in English well and think critically, are less innovative, and have not been problem-solving oriented. This study used a quantitative approach in data collection, while the data collection techniques used questionnaires. The population in this research was students of English Education at one private university in Riau where the whole population was 144 students. The sampling technique in this study was simple purposive sampling where the sample must obtain from a specific population and based on characteristics that are known to the researchers when the consideration was needed. Data analysis was carried out using descriptive statistics analysis. The results showed that 77.1% of respondents agree that their healthy physical condition will make them excited to work, 77.0% with a fairly perfect vision will help them to distinguish colors, 72.9% after graduation they have to work, 68.8% ignorance about the maintenance of work tools makes them want to learn, 64.6% even though the work is burdensome for them, they will finish it. Based on the research results implied that a healthy physical condition was the most important aspect to pay attention to the employability skill of English prospective teachers.

Keywords: *Employability Skills, Work Readiness of PBI UM Riau Students, Work Competence*

1. INTRODUCTION

Education is one of the important sectors in the progress of the generation in developing countries such as Indonesia. Nowadays, the world has entered the era of the 5.0 generation industrial revolution, which is marked by increased connectivity, interaction, and development of digital systems. Transformation in the current era cannot be avoided by anyone so adequate preparation of human resources (HR) is needed to be ready to adapt and be able to

compete globally through the education track from primary and secondary education to higher education. Moreover, technological development and the global market have created an impact in the work industry where the use of technology becomes high and a necessity in global competition (Singh & Singh, 2008). In Indonesia, teachers were strongly self-assured of personal management and graduates' cooperation skills towards employability skills in the teaching and

learning process but inversely proportional to academic ability, especially in the language (Rido, 2020). In addition, the Ministry of Research, Technology and Higher Education (Ristekdikti) give more consideration to Vocational Education and Technology Institutions (VETIs) in order to create capable educator with well-behaved and set with employability skill (Yudiono *et al*, 2021). According to the research result from UNESCO and HRD in ASEAN, Indonesia has a gap between the skills needed by the industry and the abilities possessed by new graduates. This happens because of several factors such as communication, personal management, self-esteem, investment, education system and background, work sequence, geographical, personal integrity, character, passion, and the number of workplaces (UNESCO, 2021; HRD Readiness in ASEAN, 2021). Based on observations made by researchers on English Education students, it was found that there are some students who do not have work competence, have not mastered ICT (Information and Communication Technology), have not been able to communicate English well and think critically, less innovative, and not oriented to problem-solving. According to these issues, the researchers want to see the extent of the employability level of English Education students at Universitas Muhammadiyah Riau. In the scope of the work field, one of the important factors that influence the success of employees in carrying out their work is employability skills. The term employability skill was first introduced in 1909 and began to be used in various studies in the late 1990s. Employability skills were first introduced by a British architect named William Beveridge in his book entitled "Unemployment: A Problem of Industry". It explained that the term employability skill was first used to identify the difference between someone who can be employed and someone who cannot be employed.

Employability is known as good knowledge and conception based on employee skill which is customized with employer attribute or criteria (Asonitou, 2015). Employability skills are learned from different levels, namely individual, organizational and industrial levels, as well as studied from various disciplines, namely business, management, human resource development (HR), psychology, science, and career as said by McQuaid & Lindsay the term employability skills are used in various contexts and has been discussed in several kinds of literature that become the center of attention in the international media (Arkoudis *et al.*, 2014). Employability skills are general in nature and across all types of industries, business sizes, and job levels ranging from entry-level workers to the highest positions. (Remadevi & Kumar, 2012). Employability skills are specifically related to a person's ability to work in various situations and have critical thinking skills, communicate effectively, and have the strength and enthusiasm to continue learning and working (Dandu *et al.*, 2020).

According to Shyi-Huey, Robinson, and Ogheide, the preparation of students to have technical skills and generic skills (employability skills) stems from the quality of the implementation of the learning program. Several research results showed factors that interact with each other in the learning process, including the learning system (Jeyaraj, 2019). Work readiness is the basic capital to enter the world of work. According to MAKKI, someone who has job readiness is someone who has good skills, knowledge, and attitudes. Knowledge in question is learning achievement. Achievements, skills, and attitudes as well as experience are important elements for educational institutions in order to prepare students' work capability. Along with the development of the digital world and technology in the 21st century, universities must always facilitate students with the

development of employability skills to create a generation who is competent in their fields in order to evolve and adapt to the circumstances before they even graduate and enter the world of work (Abas & Imam, 2016). Educational institutions are required to produce graduates who are flexible, skilled, qualified, self-disciplined, self-confident, and have leadership, problem-solving skills, and responsible personalities. Work readiness is physical, mental maturity, and learning experience in order that individuals are able to complete their work with their abilities (G & RT, 2016).

In parallel, employability becomes an important outcome of all higher education learning experiences. Employers consistently place a high value on potential employees as a manifestation of strong interpersonal skills and the ability to communicate with others. The second point is the enthusiasm and commitment to the industry that students will participate in. The third is students' analytical and problem-solving abilities. These outcomes have become known as the 4C learning skills of the 21st century: communication, collaboration, critical thinking, and creativity.

The Program for International Student Assessment (PISA) recognizes that collaborative problem-solving, an essential 21st-century learning skill step, is an essential skill in education and the workforce. The 2015 PISA collaborative problem-solving assessment matrix identifies three main competencies, namely: building and maintaining shared understanding, taking appropriate actions to solve problems, and building and maintaining team organization. This competency is crossed with four main individual problem-solving processes, namely: exploring and understanding, representing and formulating, planning and implementing, and monitoring and reflecting. Together, they form a special skill matrix (PISA2017) that can be the focus of

research in the classroom (Selvaratnam, 2021).

Students as employee candidates are groups who get their status because have a relation with universities. Students in the final year are prospective graduates who will continue their future in the world of work because in general, final-year students start thinking about their future job based on their passion after graduating from college. Prospective undergraduates are expected to have abilities according to their fields, able to develop knowledge, and have broad insight and knowledge in order able to compete with other graduates in the work life. In addition, students require being able to master their academic fields (hard skills) and able to balance their existing skills (soft skills) such as communication, courtesy, having a high leadership attitude, and being responsible for themselves and others (Baiti et al., 2017).

Able to face the world of work is often known as work readiness. Job readiness is defined as the ability that comes from the self with little or no outside help to find, obtain and adjust jobs according to what is needed and desired by the individual. Job readiness (employability) is very important for university graduates and the higher education institution itself. College graduates will find it faster and easier to get the desired job if they have work readiness according to their background in their field of study. Job readiness refers to an individual's capacity and willingness to remain prominent in the job market. Work readiness can be measured through the work skills (soft skills) possessed by students.

Soft skills are personal and interpersonal behaviors that can develop and maximize someone's performance (through training, developing teamwork, initiative, and decision making) (Zunita et al., 2018). In 2009, the Australian Federal Government released the Good Practice Principles for English language proficiency for international students such as university

responsibility in ensuring students' competence, source to improve learning English, students' responsibility to improve their English ability during the study in the University, the university provides an appropriate way for students to enroll in English program, English language proficiency and communication skills as the main attributes for all students, development of integrated English proficiency with curriculum design, assessment practice and course delivery through various methods, doing early diagnosis for students' English development needs, International students from the outset are supported to adapt to their academic, socio-cultural and linguistic environment, and Universities use evidence from a variety of sources to monitor and improve their English development activities. These principles were developed to guide university practice (Arkoudis et al., 2014). Research showed that job success requires more than just academic knowledge. Workers need skills and competencies to analyze tasks, solve problems, manage themselves, and interact with others in the workplace. These skills and competencies cover two key constructs — social-emotional learning (SEL) and job skills — both of which have been shown to be positively related to adult learner outcomes.

Luckily, there are similarities in these skill sets. This paper focuses on the intersection of SEL and work skills and describes how they can be integrated to

strengthen adult preparation and success in the workplace. It begins by defining SEL and job skills and explaining the research basis for each concept. It then presents a unified framework for addressing areas of overlap between SEL and job skills and discusses the implications for adult education classrooms (Wisniewski & Foster, 1995). It is important to measure the important job skills and knowledge that learners gain from Work-Based Learning (WBL) experiences and to give students the opportunity to document and reflect on their learning. In addition, the measurement of student learning from the WBL experience provides data to agencies informing the continuous improvement of the quality of the WBL experience for all students. This data aims to improve the system at all levels. This includes measuring the career readiness of graduating students; systematically determining gaps in job skills acquisition to enhance WBL experience and academia and reviewing the quality of WBL experience across individual business and industry partners (Education, 2020).

This research is initiated in line with the issues above. Educational institutions have provided various sources of information and knowledge of the English language that aim to form quality graduates ready to compete in the world of work. However, the abilities, character, and needs of each student are different, resulting in graduates who have varied English insights and are not in accordance with employability skills.

This study was conducted to measure the level of employability of students' skills as prospective English teachers in the future. This research is different from several previous studies that focused on measuring employability skills in English students while the previous study discussed employability skills in students in general. Based on the explanation of the problems above, it is necessary to conduct research that aims to analyze the level of employability of English Education students as prospective English teachers. It is hoped that this research can provide recommendations for improving the quality of graduates of the English Education Study Program at Muhammadiyah Riau University so that they can be competitive both nationally and internationally.

2. METHOD

The research was conducted to obtain the data about employability skills level of teacher prospective students. The researcher applied a quantitative method and questionnaire as data collection methods to support this research. The population in this research was students of English Education at Universitas Muhammadiyah Riau where the whole population was 144 students. The sampling technique in this study was simple purposive sampling where the sample must obtain from a specific population and based on characteristics that are known to the researcher when the consideration was needed. This study involved 40 people in the 6th semester and 30 people in the 8th semester, where the total sample was 70 respondents. The researchers took semester 6 and semester 8 as samples because the students of these two semesters will soon be compiling and completing the final project (TA), so it hopes that the purpose of this research can be maximized in preparing the work readiness of English Education students in the future. The research was arranged from June to February 2021 along with the odd-even semester 2020/2021 at Universitas Muhammadiyah Riau.

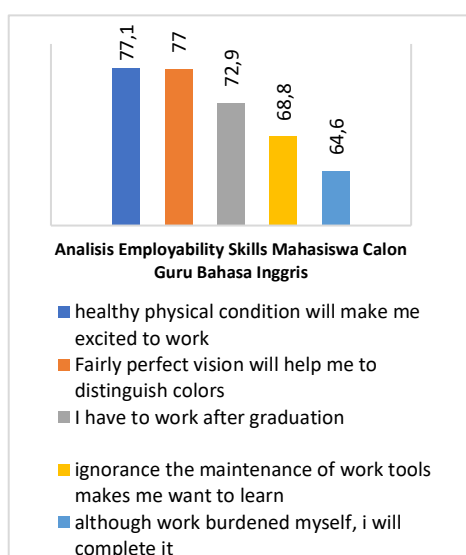
In this research, the researcher used a questionnaire to measure the data on students' employability skills. The questionnaire was conducted in obtaining the data for analyzing the employability skills of prospective English teachers. Data analysis in this research is descriptive statistics since questionnaires as the instrument of the research.

3. FINDINGS AND DISCUSSION

Table 1. The Ranking of Employability skills

Criteria	Ranking				
	1	2	3	4	5
Analysis of English teacher prospective	47. healthy physical condition will make me excited to work (77.1)	46. Fairly perfect vision will help me to distinguish colors (77.0)	10. I have to work after graduation (72.9)	40. Ignorance of the maintenance of work tools makes me want to learn (68.8)	11. Although work burdened myself, I will complete it (64.6)

Figure 1. The Ranking of Employability skills



According to the table and figure above, it shows that there are five criteria that become the higher aspect among all statements in a questionnaire to measure employability skills. Among those statements, physical health is the highest

score, and doing the task genuinely as a part of self-efficacy becomes the lowest score. Those criteria include work readiness and self-efficacy. In this concept, self-efficacy is an individual's perception about their ability to encounter various terms in a carrier. According to Bandura (1993) self-efficacy influences personal motivation, intellectual, and behavior, and the research from Makki *et al* (2015) showed that career self-efficacy has a significant impact on career exploration which will force a person to explore anything in order to improve their competency. It indicates that self-efficacy gives a huge contribution to an individual's employability skills.

4. CONCLUSION

To sum up, it can be concluded that employability skill levels in several aspects revealed by students in the English Education Department of Universitas Muhammadiyah Riau were work readiness, ethnical competency, knowledge competency, capability competency, respect for human value, and analysis competency were higher in work readiness and respect about human right and value factors.

Besides, in order to prepare employability skills on students of English teacher perspective, students' optimism while sharing the information of work acquires to take into consideration because between 5 higher criteria this aspect became the lowest point. But, the ability to respect the difference and people due will eventually help students in designing their future careers. Previous to the result of the research is beneficial to improve the learning quality of English education study programs, enrich literature in the scope of English education by adopting English as a foreign language, analyze the employability level of English students in Universitas Muhammadiyah Riau, and produce graduates who are able to compete in national and international level.

Students, as future employees are important to devise employability skills, which is necessary. Work readiness as a part of employability skills requires good human resources and it is an essential thing in the work field. However, a new learning model

to emphasize students' employability is better to implemented in enriching teacher prospective capability, especially for English students in the English education program Universitas Muhammadiyah Riau and youth in general

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