Career Path Progression Model and Work Competency: A Design for Entrepreneurship Engagement University

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ABSTRACT: Entrepreneur Engagement University (EEU) complete model with learning tools needed by teaching staff to provide problem based learning teaching patterns that can touch the entrepreneurial side. It is time for lecturers to direct creativity and dedicate to students that educated entrepreneurs will provide enormous benefits. Not just teaching, but has penetrated to create new job opportunities for graduates in the future. The role of the lecturer is as an inspiration, motivator, and facilitator to produce graduates who are able to make a major contribution to themselves and others. Therefore, every lecturer and teacher must be equipped with a project based system learning methodology, to foster entrepreneurs for students.

This study aimed to find a proven Career Path Progression (CCP) model so that it could be used as a bridge in forming wthe ork readiness of Universitas Jenderal Soedirman International Program graduates. This study used a research and development model from Gall, Gall and Borg (2014). A test was conducted to test whether the model developed met practical and effective criteria. The test was carried out with conceptual validation in the model planning building stage. The validated planning concept was then built on an initial product that could be applied. The test subjects were selected purposively, that was taking the test subjects. The results of the validation of the model guide quantitatively were that the model guide could be well understood by the validators. The resulting evaluation was not enough to measure only the level of satisfaction of participants during the implementation of the program, but also seen in the acquisition of knowledge and skills indicated by changes in bbehaviorand products generated after they implemented CPP.

KEYWORDS: Curriculum Development; Career Path Progression Model. Entrepreneur Engagement University (EEU)

I. INTRODUCTION

Improving the quality of human resources must be a priority for the development of the Indonesian people today. In 2015, Indonesia entered the era of the ASEAN Economic Community (AEC), so that the employment sector will be the main focus (Nam, 2009). In the era of industrialization and globalization, many changes in life occur quickly, thus requiring humans to have the ability to deal with these changes. Efforts to improve the quality of human resources are through improving the quality of education, both at the level of basic education to higher education.

The phenomenon of university graduates who are not absorbed in the world of work requires a change in the pattern of providing education, so that it can improve responses to various challenges. The lack of responsiveness towards changes in the surrounding environment is caused by the content of the university curriculum which is still scientific oriented. This situation causes challenges for universities, and what must be answered in the perspective of higher education with the world of work is how universities play a role in preparing graduates to immediately get a job. In this case, higher education needs to emphasize the importance of acquiring knowledge in relation to job descriptions. Related to its role, higher education as stated above and the problems encountered in the field, it is necessary to have a learning model that intervenes in career through courses so that the resulting model can be used as a bridge by students to be better prepared to enter the workforce (Pinchack, 2011; Cuningham, Dawes and Bennett, 2004).

RESEARCH ROADMAP

This research was based on the results of preliminary research, analysed to find a solution in order to obtain components or devices that could be used as models to achieve work readiness. Some solutions were obtained through theoretical studies and

empirical studies through FGD, then the solutions were proposed through the Career Path Progression (CPP) model. It is assumed that the CPP model as a treatment can be used as a bridge to achieve work readiness for students of the International Program at Universitas Jenderal Soedirman.

LITERATURE REVIEW

Career Path Progression direction

One of the desired outcomes of CPP is job readiness which is the development of the knowledge and skills gained in working. This is in line with the soul of vocational education. Referring to various literatures (Leithwood and Hallinger, 2012; Knowles, Holton III and Swanson, 2014; Ragin and Amoroso, 2011; Ghauri, Grønhaug and Strange, 2020), the function of vocational education is: (1) preparing students to become fully Indonesian people who are able to improve the quality of life, be able to develop themselves and have the expertise and courage to open opportunities to improve income; (2) preparing students to become productive workforce; (3) meeting the needs of the workforce in the business and industrial world; (4) creating employment opportunities for themselves and for others; (5) changing student status from dependency to productive people; (6) preparing students to master science and technology; (7) being able to follow, master and adjust to the progress of science and technology; and (8) having the basic ability to be able to develop themselves in a sustainable manner.

The development of the CPP model in principle develops competence. Competence underlies the characteristics of people and shows how to behave or think, and generalize the situation and stay for a long time. Spencer and Spencer (2008) put forward five types of motivational characteristics, namely: (1) motives, one's consistency in what is desired, motives are direct impulses; (2) traits, characteristics and responses that are consistent with the situation or information; (3) self-concept, attitudes, values and self-image of a person; (4) knowledge, a description of someone in a specific context; and (5) skill, the ability to perform certain physical or mental tasks.

Career Path Progression (CPP) is one of the approaches used in developing career guidance courses in students' self-development efforts. It includes guidance on personal life, social skills, insight and career planning (Gysbers, Heppner and Johnston, 2003). Guidance is usually carried out programmed and not programmed (Herr, Cramer and Niles, 2004). Programmed activities are carried out through special planning in a certain period of time to meet the needs of students by individually, groups and / or classes attended by students according to their personal needs and conditions. Unprogrammed activities (routine, spontaneous, and exemplary) are carried out directly by educators and education staff in schools / madrasas, which are attended by all students (MONE, 2009).

Perspectives of value and choice of work

One of the perspectives of higher education and the world of work is the perspective of values and choices. Bauer and Liou (2020) explained that the perspective of values and choices is a challenge to the consensus of economic motives and social status that underlies someone to work. These values include: (1) intrinsic value in the form of pride in professionalism; (2) autonomy in work, namely the power to set their own work goals, processes and scheduling; (3) values related to the systematic function of knowledge innovation, for example conducting research, interest in new things, desire for innovation and invention as well as ideal values for changing lives for the better; (4) working conditions and work environment are considered increasingly important in the selection of work; and (5) socio-communicative environment outside the world of work such as reasons related to family and values of gender equality in the world of work.

Learning theories underlying Career Path Progression (CPP)

In connection with theoretical construction, there are several theories that underlie the use of approaches in the development of career guidance courses, namely cognitive learning theory. This cognitive learning theory emphasizes that learning is an activity that involves a very complex thought process. Parts of a situation are interconnected with the entire context of the situation. This theory holds that learning is an internal process that includes memory, retention, information processing, emotions and other aspects of the psyche (Slavin, 2019).

RESEARCH METHODS

Test design

As an initial step in the test, the design stage of the model development was made. The test was carried out with the conceptual validation in the model planning building stage. The validated planning concept was then built on an initial product that could be applied. In this case, the concept model and the device model were built. The resulting product was then validated. The validation results were then analysed. If the results of the analysis showed valid, then produce a product of prototype 1. If a revision or invalid was suggested, then a revision was made and then produce a product of prototype 2.

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Test subject
The test subjects were selected purposively, that was taking the test subjects. Limited tests were conducted in the International Program.

RESEARCH RESULTS AND DISCUSSION
Research results of research stage
In accordance with the purpose of the research that was to get input on what aspects needed for the implementation of Career Path Progression, surveys, interviews and Focus Group Discussion (FGD) were conducted. The Focus Group Discussion was attended by various components that were considered able to provide input on the design of the CPP model. Some input from FGD results laid the foundation that career is not just a job, but as a life choice (path). One option is to get a job. The results showed that the aspects needed as a basis for designing a Career Path Progression model include: (1) orientation and information about the world of work; (2) self-introduction; and (3) skills in gaining employment and self-development in the world of work. Meanwhile, the solutions for designing the Career Path Progression model are: (1) preparing learning tools in the form of books or handouts that provide information about the world of work and learning guides that are able to bring students to recognize themselves; and (2) using relevant learning strategies such as job shadowing, field trips, discussions, simulations, games, case studies and assignments.

The following aspects can be identified to be used as materials for designing Career Path Progression model for International Program students as presented in Table 4, Table 5 and Table 6 below.

Table 1. Work orientation and information

• Competency information needed.
• Industry introduction orientation (management, facilities, organization and rules).
• Orientation of work type that graduates can enter.
• Information about job requirements.
• Information about wages and salaries, social security, layoffs and workers' organizations).
• Information on values and rules contained in career choices (work culture and work agreements).
• Local job market information.
• International job market information.
• Information on the advantages and obstacles of doing business.
• Identifying key job skills.

Based on the results of the FGD, the orientation and information on the world of work could be identified that there are 10 (ten) aspects that need to be treated, including competency information needed, industry introduction, information about industrial policies and various obstacles that are commonly encountered in running a business. The results of this FGD then needed to be synchronized with alternative input implementation in learning.

Table 2. Introduction of self-ability

• Getting to know self-potential.
• Understanding self-personality.
• Identifying self-motivation.
• Seeing self-performance.
• Seeing self-academic-abilities.
• Understanding the types of skills possessed.
• Tips for channelling talent and interest.
• Understand the "dream" work.

The second aspect after being grouped, it was found that an introduction to self-ability was needed. The identification results found that there were 8 (eight) items of self-introduction needed to be treated through a Career Path Progression model.

Data on model development stage results
At this stage of model development, these activities were carried out: (1) designing the model; (2) developing a model set; (3) validating the model by relevant experts; (4) conducting limited tests; and (5) conducting extensive tests.

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Designing of the CPP hypothetical model

The model is defined as a conceptual framework that is used as a guide in carrying out an activity. In the context of learning, what is meant by the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals. The basic design of the model rested on the results of the research consisting of theoretical and empirical studies of the results of need assessment in the field. Based on the results of the research stage, a design model emerged, the components of which were taken from the solutions and methods of achievement that were examined from theoretical and field studies. As a learning model implemented in vocational career guidance learning, the conceptual framework had systematic procedures, so this model was used as a guide in planning learning with appropriate learning tools and was used to help students achieve certain learning goals.

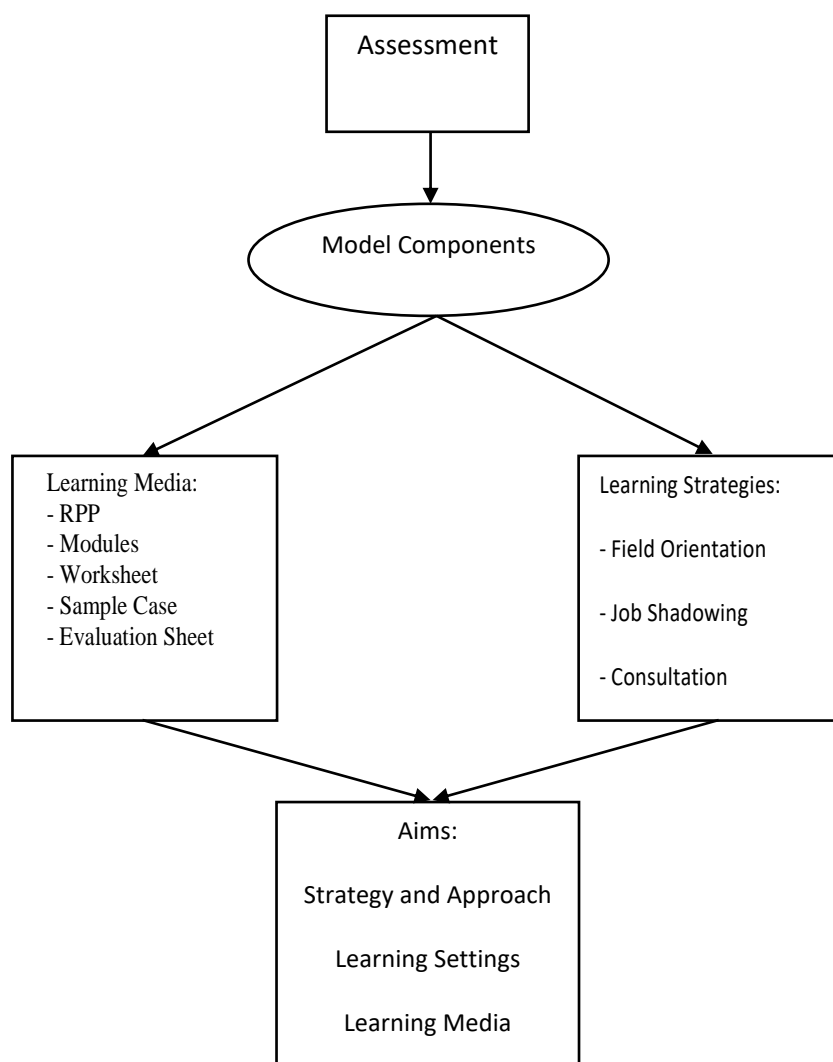The design of the model was described as follows:

Figure 1. CPP Hypothetical Model

The characteristics of CPP for learning refer to the results of need assessment, namely:
- CPP can be done in the form of education or training.
- Learning is carried out in conditions that are quite conducive.
- PP development can be implemented for all students who need work readiness, especially International Program students.
- CPP program is intended as a "treatment" to prepare students to enter the workforce.
- CPP model requires 3 main things, namely: (1) information and work world orientation; (2) knowing self-abilities; and (3) job-grabbing skills and ability for self-development in the workforce.
- Tools needed for CPP learning are RPS and worksheets, case examples and evaluation sheets.

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- CPP model learning strategies involve methods of field orientation learning, job shadowing, discussion, case studies, assignments and simulations.
- Stage of learning includes introduction, core learning and closing.

Based on the characteristics of the model built, the implementation of the CPP model at the classroom practice level is described by the following model components:

Table 3. Components of the Career Path Progression learning model

No.	Model Components	Explanation
1.	Objectives	- Providing information about the world of work to students. - Assisting students to make self-recognition - Providing skills to students to gain employment and self-development in the world of work
2.	Stages	- Introduction - Field visits - Learning the module - Self-recognition - Integration of communication, social and independence skills in learning - Evaluation
3.	Strategies and Methods	- Job shadowing - Problem based learning role play - Assignment - Field visits - Individual learning - Discussion - Group work - Games
4.	Learning Settings	- Inside the classroom - Outside the classroom - Field studies
5.	Learning Tools	- Model guidelines - Modules - Worksheets
6.	Evaluation	- Self-assessment - Work readiness

The six model components support the Career Path Progression learning model. The component consists of learning objectives that will provide information about the world of work to students, help students make self-recognition and provide skills to students to get a job.

Stages of the activity in question are activities consisting of field visits, learning modules, self-recognition and how to learn skills to enter the workforce. Strategies and approaches used are job shadowing with the aim of introducing students to the world of work, problem-based learning to conduct learning based on problem case, role play to do the role of communication exercises, conducting competency tests and assignments.

Learning support tools

- **Learning Plan (Action Plan),** which is used by lecturers to direct students to achieve competency. Action plan is a learning plan that is made separately from the guide.

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- **CPP Model Guidebook**, contains prescriptions about the model, hypothetical models, model components and procedures as well as activities that must be carried out in implementing the model. In this case, there are guidelines that cover what must be done by students as learners and supervisors as well as value-setting procedures.
- **Evaluation Tools**, in this case, the evaluation of learning outcomes takes the form of self-evaluation after completing career guidance learning.
- **Supporting Formats**
  - Format of the participant's identity containing the student's name and number.
  - Field visit notes, descriptions of meeting results and signatures.

EVALUATION

Basically, the objective of this assessment is to see the extent of the implementation of the CPP model in preparing graduates who are ready to work for International Program students. Evaluation of learning outcomes is basically developed based on 3 (three) basic aspects, namely knowledge, attitudes and skills. Furthermore, the results of this evaluation will be processed according to specified criteria.

Preparation of the CPP learning model tools

The model tools are the product produced from this research. In accordance with the learning components, the learning tools are arranged to be the product of this development research, namely: (1) model guide; (2) CPP module; and (3) evaluation tools. In detail, learning tools can be explained as follows:

1) **Model guide**

   The model guidebook is information about the CPP development model. The contents contained in it consists of 3 chapters. Chapter I, namely the introduction, contains background, namely the background of the CPP model and the objectives of the CPP. Chapter II is in the form of mechanisms and procedures for implementing CPP. Chapter III contains guidelines for evaluating the CPP model.

2) **CPP modules**

   The modules produced by this research are modules that contain: (1) a description of the competencies needed; (2) modules containing employment; and (3) modules that are equipped with worksheets that contain self-recognition and job search skills.

3) **Evaluation tools**

   The evaluation needed by the CPP model is an evaluation of the feasibility of the model and an evaluation to test the effectiveness of the model. Evaluation of the feasibility of the model is to see whether the model can be implemented. Evaluation of the effectiveness of the model is to see how far the model can be effectively implemented in terms of benefits for work readiness of graduates.

Validation and revision test results for the CPP model tools

First year research aimed to produce validated model tools. The model tools were tested qualitatively and quantitatively from both the content and language aspects.

The results of the validation of the model guide showed some criticism and were suggested to be improved. The points of criticism were aspects of the content: (1) the explanation was lacking in detail, the theory about CPP shall be added more; (2) the stages for studying material content needed to be illustrated in the model; (3) the name of the model needed to be written explicitly; (4) the urgency of applying the model needed to be explained; and (6) the standards that must be met in the model needed to be explained. Meanwhile, input on aspects of language and format were: (1) guidelines shall be arranged per chapter and table of contents needed to be provided; and (2) writing needed to be fixed.

Based on the validation results from the experts, the researcher revised the guidebook and formulated all the suggestions from the experts and integrated it into the guidebook. The learning guide was made separately, so that it became: (1) Career Based Intervention Model Guidebook which contained general information about rationalization, concepts and the mechanism of model implementation; and (2) an explanation of the role of the supervisor and the mechanism for implementing guidance and monitoring, as well as an overview of the design of learning activities.

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Table 8. Validation results for the model guide

No.	Aspects	Validators			Score	Explanation
		A	B	C		
Chapter 1	Background: the background of why CPP is important to be developed	3	4	4	3.66	Very understandable
	Understanding of CPP in theoretical and empirical studies	4	4	4	4.00	Very understandable
Chapter II	CPP process	3	3	4	3.33	Understood
	Career Path Progression development model	4	4	3	3.66	Very understandable Very understandable Very understandable Very understandable Very understandable
	The tacit knowledge learning model tools needed	3	4	4	3.66	Can be understood
Chapter III	Plan for implementing learning model for CPP development	3	2	2	2.33	Sufficiently understood
	Procedure for implementing the model	4	3	3	3.33	Can be understood
	Average				3.37	Can be understood

The results of the validation of the model guide quantitatively were that the model guide could be well understood by the validators. Some written inputs suggested that it was necessary to write down this guide for whom, whether for students or for supervisors. Needed to include the forms and strategies for applying the treatment given to students and how to evaluate the results of learning activities that had been carried out.

CONCLUSIONS

There were 2 groups of instruments used in the study. First, the instrument as the model tools. Second, the instrument for model development. The model instrument was a measurement that was produced through the implementation of CPP development. Meanwhile, the model development instrument was used to produce practical and effective model according to the user. This instrument referred to the evaluation of the Kirkpatrick (2013) model, namely: (1) reaction, looking at how the participants responded to the activity; (2) learning, seeing how the results of the learning process to improve competency at the time; and (3) behaviour, changes in attitudes caused and the results of how they used it, so that the resulting evaluation was not enough to measure only the level of satisfaction of participants during the implementation of the program, but also seen in the acquisition of knowledge and skills indicated by changes in behaviour and products generated after they implemented CPP.

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