



**DEVELOPMENT OF EMPLOYABILITY SKILLS IN THE ERA OF
GLOBALIZATION IN THE UNIVERSITY
(Study of Management in Educational Technology)**

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Abstract:

The work challenges in the globalization era are getting heavier so that the workforce is required to have other abilities beyond academic ability. The biggest problem is many high school graduates who are not employed. This is because low non academic ability of college as a trigger. Its mean that non academic ability be a determine factor must be notice in the universities so that the graduates can be take a participation in era of globalization. These non academic abilities includes interpersonal skills, computer skills, enterprise & entrepreneurial skills, communication skills, thinking skills and management skills. Universities as producers of educated young workers must align their curriculum with these non-academic needs in each of their learning activities. There are a number of approaches that can be taken by universities to develop employability skills, including work-integrated learning, stand-alone subject models, academic support programs, embedded subject models, non-academic support programs and campus life activities. the potential of every college graduate can compete in the era of globalization.

Keywords: Employability Skills, Globalization

INTRODUCTION

The advancement of technology and information in the era of globalization is irreversible. It demands that every individual must be independent of the challenge. Therefore, there is a need to prepare resources for the education of institutions. The impact of the globalization era is the free market in the fields of capital, goods and services, and labor.

Universities is a very broad field to explore the knowledge needed in the future. So that students graduate with the hope that they already have several competencies or have skills (skills) on him. Competence of students graduating and ready to face the globalization is not just academic competence that is needed. Because of the intense competition will be present in the global community for finding human resources who have certain qualifications and expertise certification. So college graduates must

really provide an outcome in meeting expectations in the global later. College graduates are required to have hard skills and soft skills.

The hard skills ability is the ability to master the technical aspects and knowledge that must be possessed in accordance with the expertise of their knowledge. Soft skills are a person's skills in dealing with others (interpersonal skills) and self-regulating skills (intrapersonal skills) that are able to develop performance to the fullest. Soft skills are life skills and skills, both for themselves and skills with others. Hard skills and soft skills are a unit that cannot be separated, in the implementation of life in tandem. So that there is a balance in achieving life goals. Therefore, character building for students needs to be built or strengthened for example building self-confidence, self-motivation, time management, having creative and innovative positive thinking, and building communication with other people. Thus, universities plays an important role in shaping the quality of the nation's children. The discussion about how education, especially universities must respond appropriately in order to prepare human resources quality to be ready to face global challenges by means of strengthening character certainly needs to be clearly revealed. The big problem today is there are many universities graduate may not able to adaptate in era of globalization. This shows the teacher's grade is not able to produce graduates who are not have competence from hard skills or Soft skills.

Thus, the current educational institutions require that their personnel have non-academic skills in addition to academic skills. The purpose of this article is to explore work skills that are felt by teachers at high levels of human resource development (HR) for graduates who are talented as beginner level workers.

DISCUSSION

1. Employability Skills

1) Concept of Employability Skills

The world of work has changed dramatically, technology has an impact on practice and experience, and society has become more global. With the advent of globalization, work feasibility is one of the main goals for the education system.

According to Andrewer (2013) The term employability skills are very diverse as a core skills, key skills, common skills, key competencies, employability skills, generic skills, basic skills, necessary skills, workplace know-how, transferable skills, critical enabling skills, employability skills, core work skills / core skills for employability (ILO). While according to Cox, S., & King, D. (2006). Employability skills are soft skills. Whereas according to Yorke (2000) that the term employability has been described in many ways, such as generic, transferable, intellectual, cognitive and interpersonal skills. That is, the term work eligibility has been explained in many ways, such as generic, transferable, intellectual, cognitive and interpersonal skills.

Cleary et al. in Brewer, (2013) explains that employability skills are a specific part of what is more widely known as generic skills. The International Labor Organization (ILO) defines employability skills as skills, knowledge, and competencies that enhance a person's ability to get and maintain a job, develop in the workplace and can face change, get another job if he wants to quit or be stopped and can return to the world work easily at different times in the life cycle.

Meanwhile, according to Hillage and Pollard (1998), it is explained that a practical approach that is postulated to identify work feasibility as an ability to obtain and maintain satisfactory work. The essential thing is that work ability is the ability of individuals to utilize knowledge, skills and attitudes effectively in certain situations to independently realize their potential by maintaining his own work.

Furthermore, Brown, Hesketh, and Williams (2003). argues that work feasibility only ignores facts but the ability of individuals to get a job is largely determined by the conditions of the job market rather than individual abilities. While Nilsson, S. (2010). Arguing that "Employability: A combination of knowledge, competences and personal attributes that make graduates more likely to gain employment

and progress during their career." That is, employability is a combination of knowledge, competence and personal attributes that make graduates more likely to get work and progress during a career.

Clarke, M. (2008). explains that employability is usually understood as 'work-readiness', therefore work skills can be understood not only as knowledge, but also as a commercial understanding that allows graduates to make productive contributions to the workplace.

In this way, it can be concluded that employability skills are work skills which are combinations of knowledge, skills and competencies that can be applied effectively in certain situations to realize a satisfactory job settlement.

For this reason, every universities and organization must realize that building work skills must be relevant with individual needs just looking for work, this means the universities who develops techniques, attributes, and experiences for individuals. Furthermore, there is a discrepancy between work skills and market demand for relevant skills with stakeholder needs. This is a key issue, because universities are increasingly needing to create graduates with workforce skills that need to be absorbed by the job market.

2) Factors of Job Skills

In general, many factors influence a person in utilizing work skills in obtaining and maintaining employment effectively. Thus, work skills must combine a broad approach with considering various factors.

Moreau & Leathwood (2006) explain various factors that influence one's job skills, namely; (1) individuals, for example the various attributes that make individuals employed, (2) personal circumstances, such as socio economic factors and other contextual factors related to the household or individual social conditions, and (3) external factors, such as conditions that affect work eligibility such as demand in the labor market and support available from public services related to employment. therefore, the factors should also be considered by the universities in the development of individual skills.

Meanwhile, according to Yoshinari & Shigeji (2005), explaining that employability skills are also affected by a variety of components and attributes, namely:

1. Interpersonal skills are the ability to interact with other people. Their attributes are frowned upon; (1) Ability to work and contribute to the group, (2) Ability to understand the problems, emotions, concerns and feelings of others related to work, (3) Ability to negotiate with subordinates or colleagues, (4) Ability to encourage and motivate others, (5) Ability to network, (6) Ability to work in diverse environments, (7) Ability to handle bosses, and (8) Ability to manage others

2. Computing skills are ICT capabilities and mastery of programs or computer applications. Attributes are as follows; (1) Keyboard competency level, (2) Ability to use word processing software, (3) Ability to use statistical software packages, (4) Ability to provide effective presentations using computer software, (5) Ability to use programs database for / data management, (6) Ability to use spread sheets for data analysis, and (7) Ability to search for and manage relevant information from various sources.

3. Enterprise and entrepreneurial skills, namely the ability to explore business opportunities with creative and innovative mindsets. Atlantis as follows; (1) Ability to explore and identify business opportunities, (2) Ability to develop business plans, (3) Ability to develop business opportunities, (4) Ability to take advantage of business opportunities, and (5) Ability to become entrepreneurs.

4. Communication skills are the ability to communicate effectively with other people. The attributes are as follows; (1) Ability to listen attentively and provide appropriate feedback, (2) Ability to negotiate and reach consensus, (3) Ability to write effectively in Indonesian and English, (5) Ability to write effectively in language others, (6) Ability to speak fluently in Indonesian and in English, (7) Ability to speak fluently in other languages, and (8) Ability to communicate formally and informally with people from different backgrounds.

5. Thinking Skills, namely the ability to think critically, creatively, innovatively, analytically and the ability to apply knowledge in different contexts. The attributes are as follows; (1) Ability to recognize and analyze problems, (2) Ability to explain, analyze and evaluate, data and information, (3) Ability to produce creative ideas, (4) Ability to think critically, (5) Ability to learn and applying new knowledge skills, (6) Ability to understand statistical and numerical data, (7) Ability to think outside the box, and (8) Ability to make logical conclusions by analyzing relevant data

6. Management Skills, which are the ability to lead, supervise and manage projects or human resources. Their attributes are as follows; (1) Ability to lead projects, (2) Ability to supervise group members, (3) Ability to optimize resource use, (4) Good time management, (5) Ability to plan, coordinate and organize projects, (6) Ability to monitor groups of members to achieve targets, (7) Ability to plan and implement action plans, (8) Ability to work under pressure, (9) Ability to work independently, and (10) Ability to deliver expected results.

Considering the composition of the various variables, it will be easier for the universities to be able to design its curriculum and implementation on the development of student skills for work skills development that is relevant to the context of globalization that has a relationship with future career orientation, and the level of labor mobility in the work.

A. Program for Employability Skills Development

For the development of employee skill to students in era of globalization can be carried out through various programs by universities, namely:

1. Academic Support Program

Involving various programs and activities that were created, developed and utilized to support soft skills both directly and indirectly and related to academic fields. For example English programs, computer training, research and development programs, and field visits,

2. Campus Life Activities

Includes student activities in the campus environment. With fairs, exhibitions, and scientific competitions.

3. Embedded Subject Model

Includes activities that have added power for soft skills outside the curriculum. With activities, developing critical thinking, problem solving, analytical thinking, management skills that are integrated into core subjects such as mathematics, statistics, and economics.

4. Non-Academic Support Programs

Includes activities designed to develop soft skills that are not related to academic fields but are more related to the character development and professionalism of students. With sports programs, arts and crafts programs, seminars and workshops on specific topics, and campaigns on drugs.

5. Stand-alone Subject Model

Includes courses for developing soft skills. English activities, entrepreneurship, technopreneurship, cyberpreneurship

6. Work-Integrated Learning (WIL)

Includes learning activities that are connected with the business world, industry or the world of government. Students are given the opportunity to integrate the theory acquired in the classroom with practice in employment. With industrial training activities or trade.

Thus, curricula that developed by universities in develop student work skill in the era of globalization also require all the programs that can provide student skills to be absorbed in the workforce.

CONCLUSION

Employability skills are work skills that are a combination of knowledge, skills and forms of competency that can be applied effectively in certain situations to realize the completion of satisfying work. Therefore, developing employability skills must be supported by various programs such as; Academic Support Program, Campus Life Activity, Embedded Subject Model, Non-support programs, Stand-alone Subject Model and Work Integrated Learning (WIL).

Employability skills taught in universities need to be adapted to the curriculum and demands of work in the era of globalization. In developing employability skills need to build a cooperation system by involving relevant parties such as universities, governments, companies, and considering individual factors, personal exclusivity, and external factors.

By implementing development programs employability skills and by considering various factors are expected that universities can to produce graduates who are ready to work in the era of globalization.

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