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On The Job Training: Implementation Of Collaborative Knowledge Creation Based On Triple Helix Concept For Polytechnic Education

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Abstract

Polytechnic is one form of vocational education, emphasis on the quality of the graduates are qualified, competent teachers, discipline, skills and attitudes that are characteristic of polytechnic. Polytechnic was established with the aim of creating a professional human resources who has expertise in accordance with the applied field. Collaboration becomes a problem the core competencies of the 21st century, especially concerning the revitalization of vocational education in Indonesia. Collaboration requires active participation in advancing the polytechnic education by involving the academic, industrial, governmental and professional associations. This paper describes how the learning process with the involvement of external parties polytechnic built to embody knowledge collaboration is able to answer the needs of the industry. Academic and industrial collaboration process embodied in the activities on the job training undertaken by students. This study used descriptive qualitative research subjects students of Applied Business Administration 7th semester conducting on the job training for 2 to 3 months in the industry. The results show that industry involvement provide new knowledge, not only in the introduction of working methods but also the use of the new equipment to improve the knowledge, skills and attitude to work in the company. Attitude and work ethic derived from industry / companies add value primarily discipline, work responsibility, teamwork, fostering initiative and be able to communicate effectively with managers and coworkers. Collaborative knowledge to answer the revitalization process of learning in polytechnics can be realized by involving academia, industry, government and known as the concept of Triple Helix concept.

Key Words: Collaborative knowledge, polytechnics, Triple helix, on the job training

1. INTRODUCTION

In the era of globalization and information technology vocational education has an important and strategic role for education programs, more emphasis on theory and practice in addition to referring to the industrial needs. Organized have learning patterns oriented on the ability of graduates who have the competence and skills to be ready to work in the industry or company. The pattern of education in Indonesia refers to the law No.20 of 2003 on the national education system and law No. 12 of 2012 regarding the higher education system. Vocational education integrate the skills possessed graduates as a result of process-oriented education and collaborate with the world of work

and the world of industry so that this condition is able to push the quality of a skilled workforce and competent and able to encourage the creation of economic growth and social welfare.

In answering the needs of skilled workers ready to work for the company and it is one way colleges in the learning process conducting on the job training in a company or government agency. The process of learning through on-the-job training to allow students and faculty to improve the mastery of knowledge, skills and professional attitude. Therefore, knowledge collaboration conducted by the academic authorities (students and faculty) with a company or government agency through on the job training to be important in

creating graduates who are competent and qualified. This concept is referred to the concept of triple helix.

2. THEORY

2.1 Definition Of On The Job Training

In the world of work in which the role of polytechnic education now becomes important when the government and the revitalization program to encourage the creation drive quality vocational education graduates who are competent and fit the needs of companies / industries. To achieve this goal needs to be reorganized, how adaptive learning process and in accordance with the needs of users. One of the learning process is done by using the 3-2-1 concept for courses programme completed in six semesters, with divided into three semesters learning process on campus, 2 semesters in industry/company institution and one semester comeback again and learning on campus. Other programs can be developed for the vocational education/polytechnic education 4 years (Diploma 4) with a programme 4-2-2 composition is already running at the Jakarta State Polytechnic (PNJ) in the 6-1-1 format. Therefore, the length of the student attends on the job training in the industry will have an impact on the mastery of knowledge, skills and attitude that he had. The students have 3 months on the job training in industry.

Definition of on the job training according to Saks & Haccoun (2008) in Kato explained that on the job training is the training approach to train someone to learn a job while working on the job. On the job training as a method of preparing an employee to perform a task by providing them with information about the task, demonstration of its

performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. Many business operators feel that effective job training makes an important contribution to Reviews their company's success. Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or something an experienced employee) serves as the course instructor using hands-on training Often supported by formal classroom training. (<http://www.businessdictionary.com>)

2.2 Collaborative Knowledge Creation

The capitalization of knowledge is the heart of a new mission for the university, linking universities to users of knowledge more tightly and establishing the university as an economic actor in its own right (Etzkowitz, 2008). In the organization there are two perspectives of knowledge that includes the perspective of innovation and learning perspective (Hargadon and Faneli, 2002: 293) and can be viewed from the perspective of knowledge: research questions, assumptions, quality of knowledge and processes.

Definition Collaborative knowledge creation (CKC) according to Du Chatenier et al (2009) in developing the organizational learning process is an important step that must be done to produce a product in the form of knowledge, services and technologies built through the three main model, such as: (1) model of knowledge creation, (2) model of expansive learning, and (3) building knowledge models. The stages CKC includes four phases are: (1) externalizing and sharing: knowledge occurs at the level of the current group produces distributed knowledge, (2)

interpreting and analyzing where knowledge happens at the individual level when produce decentralized knowledge; (3) negotiating and revising that explaining knowledge happens at the group level and (4) combining and creating explained knowledge happens at the individual level when generating knowledge that is concrete and supports innovation and new technologies.

2.3 Defintion Of Triple Helix

Concept of Triple Helix of Universitt-industry-government relationships initiated in the 1990s by Etzkowitz (2003) and Etzkowitz Leydesdorff (2008), encompassing elements of precursor works by Lowe (1982) and Sabato and Mackenzi (1982) interprets the dominating industry-government dyad in the industrial society to a growing triadic relationship between univesity-indusstry-government knowledge society.

The Triple Helix thesis emerged from a confluence between Etzkowitz' longer-term interest in the study of univesity-industry relations (2008) and Leydesdorff's interest in an evolutionary model that can generate a next-order hyper-cycle-or in terms of the Triple Helix, an overlay of communication (1995).

3.10 METHODOLOGY

3.1 Research Methodology

The method used in this research is descripti qualitative. The research method is based on the philosophy postpositivisme, used to examine the condition of natural objects, (as his opponent was an experiment) where the researcher is as an instrument of key sampling data source is purposive and snowbaal, collection techniques by triangulation (combined), data analysis inductive / qualitative and

qualitative research lebeh emphasize the significance of generalization. (Sugiyono: 2012.14).

According Cevilla et., al. (1993) study was a qualitativ descriptive essentially examines the status of a group of people, an object with the aim of making descriptive, picture or painting in a systematic, factual and accurate information on the facts or phenomena investigated.

3.2 Data Collection Techniques

According Sugiono (2012: 400) the data collection techniques are the most important step in the study, because the main goal of penecitian is getting data. Without knowing the data collection techniques that meet the standard data set. In this research will be used four data collection techniques, namely:

- a. Questionnaire: is used to collect data and information required from the informant because the interview was not conducted;
- b. Partisipative observation: doing with seeing the completion of the report of study program D4 student of Applied Business Administration (ABT) who have been doing on the job training;
- c. Documentation from the database study program D4 ABT conducting on the job training in 2016.

4. ANALYSIS AND DISCUSSION

The purpose of this research is how the collaborative process of knowledge can happen while on the job training in which students PNJ. In this study, the informant is a student of Applied Business Administration (D4 degree programe) which has followed on the job training for 3 months in the corporate and government institutions. To simplify

the analysis of collaborative process knowledge associated with the concept of Triple Helix then used questionnaires, participative observation and documentation in order to study in-depth data mining activities such as the characteristics of qualitative research can be realized. There are five questions to the informant through a questionnaire, then the informant can choose an answer based on 9 Likert scale range from answers: strongly agree (5), agree (4), doubtful (3), disagree (2) and strongly disagree (1). Informants were 40 students who were willing to answer a questionnaire that was given, there are 16 peoples does not return the questionnaire. The follow 11 data is the result of research on the on the job training.

Tabel 1 On the job training the students of degree programme D4 ABT

NO	QUESTIONS	STRONGLY AGREE (5)	AGREE (4)	DOUBTFUL (3)	DISAGREE (2)	STRONGKY DISAGREE (1)
1	Supervisor in your place OJT give an explanation about the work you will do	42%	50%	0	5%	3%
2	Supervisor in your place OJT monitoring and evaluation of the work that you will do	42%	55%	0	55%	0
3	The work that you do in the OJT in accordance with the field / subject that has been studied in college	42%	55%	0	3%	0
4	When having problems related to work, proactively direct you to ask your colleagues / supervisor	58%	43%	0	0	0
5	Supervisor co-workers in the OJT provide guidance and answer when you ask information that is not understood	65%	32%	3%	0	0

Sources: Primary data is processed, 2016

From the table above it can be explained that the activity on the job training (OJT) response by 50% agree on the role of the supervisor in providing an explanation regarding student work to be done. This condition shows that the implementation of the work still to be no direction and guidance of a supervisor before starting work to avoid problems. Conducting monitoring and evaluation process are answered agree (55%), meaning that when the process is done, the work

remains to be done supervise activities and evaluation is also carried out within the time provided in accordance with the applicable standards in the company.

The field work undertaken in accordance with the subjects that have been studied in college (55% agree) showed that as a vocational student, then the student is equipped with theory and practice in actual practice is shown in the OJT. If have any problems associated with the job then proactively ask the supervisor / co-workers (58%) suggests that students who participate in OJT in addition to having the ability and hard skills are also good soft skills, able to anticipate if a problem occurs when the work progresses. The answer for the question for supervisor / co-workers in the OJT provide guidance and answer when the student ask information that is not understood is strongly agree (65%). All five it shows that the collaborative process knowledge can be constructed by referring to the concept of Triple Helix in which there are three elements involved in the process of education and teaching, namely: presence and active involvement of industry, academic and government

The on the job training (OJT) implementation time ranges from 2-3 months and the data from the OJT participants that can master the job description given task leader / supervisor to participants of OJT is not more than three days been as much as 70%, 4-7 days (20%) and more than 1 week (10%). From these explanations, the understanding and control of the work to be done at most under 3 days and this already shows that refers to the concept of Triple Helix then the company or government agency has been involved

in the implementation of the on the job training so that participants feel more gain broader science and real than the theories that have been obtained on campus.

Collaborative knowledge built by the acquisition of knowledge, skills and attitude of new and better as time on the job training at the actual problems faced. From the results obtained documents concerning the implementation of the on the job training, activities of the work done by students of Applied Business Administration (D4-ABT) can be grouped as follows:

Table 2. Group field work performed Students by Subjects taught

NO	DEPARTMENT	JOB DESCRIPTION	SUBJECT
1	Recruitment	a. Helping new recruitment process b. Verification supervision and selection c. Overseeing interview, medical tests, tests of academic d. To verify the applicant data e. Archiving data files of pre-service students f. Overseeing the health test & interview g. Input the data of applicants and student data pre-positions h. Replying to e-mail applicants i. Doing e-recruitment	a. Management b. Administration c. Business
2	HRD & General Affairs	a. Enter the employees data in alphabetical order b. Make employee paychecks	a. Business b. HRD Management
3	General Administration	a. Negotiated contracts presenter (event) b. Preparing receipts c. Create a promotion program d. Process an information e. Distributing information	a. Business Administration b. Business Law
4	Secretary to Director	a. Create and archive mail b. Guests receive leadership c. receive calls d. Creating a work order e. Processing mail (scan) and e-mail f. Creating a working agenda leadership g. Setting up a business trip leader	a. Administration b. Secretarial c. Office Management d. Business Communication e. Business Simulation

		k. Prepare for meetings j. Make Minutes of meeting i. Archiving specimen document security h. Data input overtime l. Sales order m. Fill out the form evidence of petty cash expenditure n. Fill out the form warrant payment	f. Marketing
5	Production Planning Inventory Control	a. Data weekly schedule b. Mengisi inbound data delivery c. Input production data d. Make a chart e. Perform archiving f. Training g. Fill out the form restitution medical expenses h. Archive of labor contracts i. Verification of employment contracts	a. Administration b. Secretarial c. Office Administration d. Ms Office
6	Human Resource Management	a. Perform archiving b. Training c. Fill out the form restitution medical expenses d. Archive of labor contracts e. Verification of employment contracts	a. Filling b. Administration c. Management d. Business Law
7	Sales Marketing	a. Doing archive b. Preparing tender documents / tender c. Make an offer letter d. Doing scan documents e. Recap employee certificate f. Input Data nickel and aluminum g. Processing data h. Analyze price movements and inventory of goods	a. Marketing b. Management c. Secretarial d. English e. Business Communication
8	Accounting & Tax	a. Input tax invoices b. Perform archiving c. Data input (ppk.21) d. Looking invoices	a. Tax b. Accounting c. Financial
9	Financing and Retail Development	a. Data classification on the list of transaction reports b. Moving data from text format to Excel	a. Supply Chain b. Risk Management
10	Public Relations	a. Participate in the survey program places corporate social responsibility b. Perform data tabulation c. Check stock sopvepir d. Documenting the data e. Attending the event	a. Public Relations b. Business Communication
11	Quality Control	a. Handles satisfaction surveys and employee engagement b. Data recapitulation c. Distribution of data d. Making papers for presented	a. Management b. Filling c. Business Communication d. Business Correspondence
12	Procurement	a. Filling BOQ b. Vendor selection c. Calculating vendor d. Make a report e. Rental boat (sub-contractor)	a. Management b. Business Law c. English d. Accounting
13	Human Capital	a. Recapitulation of data b. Select the data that will be selected applicants c. Destroy applicant data that has been unused	a. Human Resource Management b. Filling
14	Business Development	a. Make a teaser batching plan to be presented b. Process data c. Calculate forecasting d. Create market share e. Making company profile	a. Management And Business b. Accounting c. Marketing d. Communication
15	Financial	a. Opening a new budget account administration b. Enter code gather on slips and account monitoring c. Check and balance the data d. Monitoring net current position e. Monitoring and reporting currency net position f. Monitoring and reporting g. Check transactions accounting and budget h. Enter the checks & balances i. Checking report advances	a. Financial b. Accounting c. Management d. Administration e. Filling f. Secretarial

Source: Primary data in processed, 2016

From the table above that the implementation of the on the job training undertaken by students in corporate / government agencies have provided additional knowledge, skills and professional attitude. When referring to the concept of Triple Helix and collaborative knowledge then this condition is already illustrates that build knowledge can be done by polytechnics with real learning process in the industry so that students can directly learn of the

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