

INDUSTRIAL PERSPECTIVE ON MILLENNIAL WORKER COMPETENCE

**Devie Rahmawati¹, Wiratri Anindhita², Amelita Lusita³, Rangga Wiwesa⁴,
Mila Viendyasari⁵**

devie.r@ui.ac.id

^{1,3,4,5}Program Vokasi, Universitas Indonesia

²Universitas Negeri Jakarta

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Abstract

This study aims to identify industry perspectives on Millennial Worker Competencies. The subject of qualitative research is a sample population of 60 industry professionals from the communication sector and start-up companies in job seekers. This research used qualitative data. Data collected through in-depth interviews. Based on the research results, it shows that graduates from higher education need skills to enter the world of work. The identification of an industrial perspective has implications for employee recommendations for the work competency curriculum framework in higher education. Third, a comprehensive evaluation of the attitudes and talents of workers in the digital age. Higher education institutions must increase their partnerships with industry, which is very important to improve human resources who have the competencies needed to compete globally.

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INTRODUCTION

As technology in the workplace has increased, businesses globally have become concerned that students are not being taught the skills needed to keep up with the workplace changes. There is an increasingly large gap between individuals' skills and the skills required for the labour force (Puga & Soto, 2018). It started from the mismatch of perceptions between recruiters and students (Tribble, 2009; Price, 2014; Li, Gong, Pan, & Luo, 2020).

There is a huge need to prepare a high-skilled workforce for the labour market (Wang, Alidaee, Ortiz, & Wang, 2020). Similarly, the labour market has a stake in determining how this preparation should look. Therefore, making a direct collaboration between education and the labour market is essential to better educational outcomes and workforce preparation (Dougherty & Lombardi, 2016). The low availability of skilled workers causes the loss of billions of money in profits each year due to declining competitiveness and workers who cannot read the instructions (Price, 2014).

The other challenges are employee retention in the industry that make this situation a persistent problem, but management can eliminate or reduce turnover by applying proper practices. According to Lundberg and Armatas in Kozic (2012), high turnover can be positive or negative situations as well, such as being a negative if it is a mirror of lack of management, wages, and professional conditions; being favourable if it brings fresh enthusiasm into the industry, graduates perspectives, and aspirations.

In challenging global situations, higher education institutions pushed to provide better graduate human resources for the industry, despite the minimum funding to support their programs and services. One of them is higher education through vocational education (Barber & Netherton, 2018). On the other hand, Vu, Hammes, and Im (2012) show that productivity growth occurs in vocational education. This is because increasing economic growth requires direct job skills. Therefore, training programs are usually provided by vocational education and government agencies due to the lack of training services in higher education (D'Andrea, Alves, de Carvalho, da Silveira Edmundson, & Abram-

Corresponding Author:

Program Vokasi Universitas Indonesia
Kampus UI Depok Gedung A, Jl. Akses Vokasi UI, Kukusan, Kecamatan Beji, Kota Depok, Jawa Barat 16424
Email: devie.r@ui.ac.id

son, 2015). Therefore, the sustainability of every country's economy may depend on the alignment between skilled workers', employers' seeking, and worker training programs provided by education institutions (Stewart, 2017)

The dynamic pattern in all folks of life, including the industry trend, makes higher education institutions need to keep up their curriculum to industrial present and future conditions (Niska, 2020). Students need to have an industrial perspective about the minimum requirements to get an entry-level position in their next professional career from the first day entering higher education (Kopsidas, Pampaka, & Knowles, 2013). So many critics of higher education institutions because of their ignorance of industrial demands. Moreover, the education system should be useful; whatever a student's aim is their life. Students need to be armed with minimum professional competencies that include academic and technical skills in the workplace (Huang, 2014; Stewart, 2017).

According to Aniçi and Divjak (2020) shows that employers have indicated that higher education institutions in many places are not doing enough to prepare human resources to face future challenges. The universities must work to prepare students to meet the changing demands of the workplace. In the globalisation era, all students need to prepare themselves to face the direction of global applied skills, no matter what their demographics, economic, education, professional and dreams background to succeed in the modern workplace and community life (Van Damme, 2019). Therefore, this study focuses on analysing the competence of millennial workers from an industrial, professional perspective. This study aims to identify students' competencies as the millennial generation to improve soft skills and hard skills.

LITERATURE REVIEW

Employability Skills and Competence

Employability skills are the skills that strategic to get, follow up the opportunity, maintain, and do professionally (Kornelakis & Petrakaki, 2020). These skills allow people to get along proportional with others and to make right and critical decisions. People with these skills will have a positive reputation, interperson-

al skills, behaviours, and attitudes. Robinson (2000) mentioned that employability skills are suitable for all industries and in any job. Most skills are required by the employee: necessary academic skills, thinking skills, and personal qualifications (Tribble, 2009). This concept relates to competence, which can practice the knowledge, skills, abilities, behaviours, and unique traits to make an outstanding performance in doing work, functions, or operate in any role or position (Lindberg & Rantatalo, 2014). Professional competence includes generic skills that can be transferable such as communication skills (oral, written, and information management); theoretical and analytical concepts; soft skills (teamwork, leadership, interpersonal relationship, adaptability, and self-management) (Zhang, Wang, Liu, & Chui, 2018).

Softskill & Hard skill in higher education

Students to improve job skills and competencies need to explore soft skills, and hard skills are required in higher education. The world of work prioritises high academic abilities (hard skills) and pays attention to proficiency in students' values with soft skills (Ingols & Shapiro, 2013). This ability can also be called non-technical ability, which has an important role. According to Robles (2012), the most important soft skills to become an employee are integrity, communication, politeness, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic. Having soft skills will make students' presence even more felt in the community (Ritter, Small, Mortimer, & Doll, 2017). Soft skills are inherent in a person but can be maximally developed and are needed in the world of work as a complement to hard skills abilities. Hard skills and soft skills should be balanced, in line with higher education (Balcar, 2016).

Besides that, learning soft skills is very important to students as a provision for them to enter the world of work and industry, especially for higher education (Fernandez & Liu, 2019). Research by Succi and Canovi (2020) suggests that companies and universities work together to increase student awareness in soft skills to develop future job market changes. On the other hand, students must also maintain the quality of hard skills related to the ability to master technological knowledge and technical skills in

developing Intelligence Quotient (I.Q.) related to their field (Chell & Athayde, 2011). This specialized knowledge includes the experience required for a particular profession, and its development following the technology used must also be able to solve problems that occur and analyse them.

Exchange Relationships

We can describe the exchange as the transfer of value to get a positive enhancement for one's own tangible or intangible objects (Poortvliet & Giebels, 2012). This exchange depends on factors such as actor and social situations and influence. Rewards and punishments are two dimensions as the backbone of the exchange relationship process: physical, psychological, or social exchange.

Job Market Signalling Theory (JMST)

One of the earliest theories for recruiting is the Job Market Signalling Theory (JMST), which can explain how to recruit employees. In uncertain situations, employers have to make a strategy to do recruitment by looking at real productivity upon the available information. In other words, employers can make the speculative decision about the prospective resources of a candidate, but the employer can know the real productivity until the candidate is hired and start to perform. The recruitment process looks like doing gambling. It has never been enough evidence to prove that any candidate has an actual professional attitude. The employer can only read the signal that brings the candidate's messages (Deel, 2015).

METHODS

Researchers identified industrial perspectives on millennial workers' competence through a qualitative approach (Miles & Huberman, 1994; Corbin & Strauss, 2008). It is due to making systematic, factual, and accurate descriptions related to industrial perspectives. We have conducted this research to get a clear picture and information regarding millennial workers' competence in DKI Jakarta. We collected data from April 2018 - August 2020. In this study, the primary data source was the results of interviews with informants who had been determined through purposive sampling (Miles, Huberman, & Saldana, 2014). Interviews were conducted on 60 professionals from

various industries and currently working in the communication sector or function as follows:

Table 1. Informants based on Gender

Gender	Frequency	Percentage
Man	33	55%
Women	27	45%
Total	60	100%

Table 2. Informants by Position

Position	Frequency	Percentage
Director	2	3.3%
General Manager	15	25%
Manager Personalia	18	30%
Assistant Manager	12	20%
Administration	10	16.7%
Employee	3	5%
Total	60	100%

Table 3. Informants based on Length of Work

Length of Work	Frequency	Percentage
1 – 5 years	1	1.7%
6 – 10 years	35	55%
11 – 15 years	22	45%
16 – 20 years	1	1.7%
> 20 years	1	1.7%
Total	60	100%

Table 1 explains that of the 60 informants, 55% of them are human. Table 2 shows that 30% of informants have positions as personnel managers. Whereas in table 3, 45% of informants have 11-15 years of work experience. The employees we interviewed came from twenty private companies and ten public companies in the communication area. Then five start-ups in the field of job seekers employment agencies. We collected informants starting April - June 2018. Of the 60 informants, 30 of them were fellow researchers.

Meanwhile, we sent a letter to 30 other informants to conduct interviews. Data collection was conducted through in-depth interviews from April 2018 - August 2019. Interviews were conducted in three stages. In the first stage, the researchers conducted interviews in July

- October 2018. Then the second stage was carried out in January - April 2019. And the third stage process was carried out in July - August 2019. The interviews conducted were related to (1) skills needed by the millennial generation to enter the working world, (2) recommendations for skills competency curriculum frameworks at universities, and (3) evaluation of employee attitudes and talents in a rapidly changing environment.

In this study, data validity was tested using triangulation (Miles et al., 2014). The researcher checked and compared the existing data at different times. Therefore, researchers carried out three stages in the data collection process. Researchers also use notes and recordings as data collection tools.

Data analysis was carried out through the core of data reduction, namely combining and uniforming all forms of data into a written document.

RESULTS AND DISCUSSION

Skills Sets Needed

Human resources are one of the sources that determine the running of the business wheels. Human resources consist of employees who work based on their expertise and work in fields or departments that match their respective expertise. Many organizations define hard skills criteria as a measure of ability or a description of the quality of employees that the organization has for its customers. With the aim of consumers providing a favourable judgment on the organization, employees are considered to meet their qualifications. On the other hand, technology development makes the demand for high-level skills different nowadays and has become an important factor since technology has changed the world's face in recent decades (Lindberg & Rantatalo, 2014). Almost all professionals feel unprepared to compete in local and global markets. The reason is that many of their staff do not have the right skills to help their companies grow and succeed. The availability of skilled workers is low, and billions of *rupiah's* potential profits are lost each year due to reduced competitiveness and workers who cannot even arrive on time and easily be reached by employers. The

acceleration of transformation in today's global economy means that individuals must be prepared to face high competition levels at the local, national and global levels (Ingols & Shapiro, 2013). This also affects students as the millennial generation—millennials master technology. Even if not, they will learn through various information to become proficient in using it. Millennials have creative and imaginative powers and are skilled at solving problems. This generation grew up with sentences such as "You can do anything" and "Nothing is impossible" because they tend to have high competitiveness and high self-confidence. Millennials are always connected with people in their generation in many ways through social media. They are used to working with people from different backgrounds, and stereotypes do not shackle their minds. Millennials are very accustomed to flexibility and simplicity. It dramatically affects the way they work and their habits at work; by having flexible and instant habits, Millennials tend to be uncomfortable in conventional spaces because what they feel is like being in a prison that cannot have access to a room at any anytime (Ritter, Small, Mortimer, & Doll, 2017). However, as the millennial generation, can our students explore their skills during the apprenticeship and learning process? After we have collected the data, here are the informants' perspectives regarding the skills needed by millennial workers.

"The university has not prepared these skills adequately. There is a gap between the soft skills demanded by employers and the skills provided by all educational institutions. It is increasingly difficult for us to find qualified workers for the jobs they need to fill. We need specific skills, basic verbal skills, and work-professional skills. Our company continues to employ disabled and part-time people. When we get a job candidate, we need to retrain. Because they still don't have the skills we need. (Informant, 23). "The workforce is becoming more diverse with people from different cultural backgrounds. And now we have more

employees who want flexible working hours. We need to accommodate worker demands to ensure higher employee retention and productivity. That's why sometimes we prefer to hire inexperienced workers who are willing to learn the technical skills needed and don't have much demand. We need workers who can adapt to whatever type of work we provide. "(Informant 12)" Now we are looking for people who have multiple skills who have hard skills and soft skills. We need people who can do hard skills, such as technical and administrative skills. These skills are relatively easy to possess and measure. However, it is challenging for them to find graduates who have good soft skills such as communication, teamwork skills, problem-solving, conflict resolution, good work ethics, dependability, the ability to appreciate diversity, responsiveness, and willingness to change. And these traits are hard to come by because of ingrained behaviour patterns. "(Informant, 47)

Based on the interview results above, most professionals are looking for applicants who already have soft skills. Because they all believe that companies can train workers in technical skills to do work, but for soft skills, companies don't have as many resources like time and money to provide training to new employees. Work readiness for students is essential. After graduating from college, some students will face a higher level of life, namely work. Thus, the emphasis on soft skills is important for students as provisions in the world of work.

"We try to find graduates with soft skills acquired during their university studies or part-time work experience rather than degree-specific

knowledge and often choose to hire graduates from any discipline. Likewise, we need reliable staff, responsible problem solvers with good social skills who can work in teams. In the workplace, attitudes and talents are both important and strategic to get a job at the next level. " (Informant 3)

Informant 3 also explained that soft skills are much more important than hard skills. This is because, in any industry, especially in communication, learning from the basics is necessary. Millennials must have experience in the field. So they can't become directors before they can become administrators. This industry asks employees not to have a bigger dream to get into strategic jobs before they can also do necessary work, hand in hand with soft skills. This requirement is frustrating for some new hires. As a result, some new employees leave their new positions and pursue careers in other offices (Poortvliet & Giebels, 2012).

On the other hand, employers are looking for workers who can have job skills. Professionals seek skilled in conflict resolution, teamwork, problem-solving, interpersonal and personal management skills, and organising and communicating thoughts. All of these skills are essential but often lacking. Meanwhile, technology has brought innovation to the workplace leading to flexibility, adaptability, and a higher skill level of all workers, supervisors, and non-supervisory (Puga & Soto, 2018). The most crucial feature from the entrepreneur's perspective is an attitude that reflects the ability to communicate proportionally and professionally. Did we try to deepen the interview by asking about their perspective on student interns?

Most students and graduates have very poor communication competencies such as verbal communication (oral communication, question and answer techniques, written communication, presentation skills, negotiation skills). (Informant, 33). Students have weaknesses in non-verbal communication (listening, logical thinking, quantitative skills, time management, initiative, and

self-direction); interpersonal communication skills (solving financial and social problems, demonstrating a positive work ethic, customer relations, and promoting collaboration motivating others, organizational skills, and personal management). This has an impact on their performance (Informant 49).

Based on the statements of informants 33 and 49 explained that communication competence is important to convey information not only through verbal communication but also non-verbal communication modes such as eye contact, voice, gestures, paralanguage, territoriality. This dual-mode of communication will have an impact on how the information is received. To become a credible communicator, workers must be consistent with the use of verbal and non-verbal modes. Due to competition, employers need more workforce with competencies previously only expected by management and supervisors, who have a more comprehensive range of skills. So that one of the informants conveyed:

"Due to the high turnover for newcomers, we now prefer to recruit graduates from outside Jakarta. They have a better attitude and are easy to manage. They also don't have more expectations for payouts and have more courage to work as a team." (Informant 7)

Therefore, we confirmed it with other informants from private and public companies.

"Students who come from urban areas have different soft skills from students who come from rural areas. Because of their motivation to excel in cities, students from rural areas have a more flexible attitude to learn and get assignments from their management. (Informant, 8). Students from urban areas have more opportunities for internships during their studies. That's why they tend to

pursue managerial positions when entering the workforce. Because according to them, a school diploma and internship experience are more than enough to move up a level in the industry. Although many students have much extra time for internships, they only do operational work. So they can't manage and lead themselves at the supervisory level. (Informant 43)

Informants 8 and 43 are personnel managers who are accustomed to taking care of recruiting new employees. They have the opinion that there are differences in soft skills between urban and rural students. Even so, students who will become prospective workers will feel that working is not comfortable. All types of work need to be prepared in advance. No matter how low the job, there needs to be prepared to do it, especially in the verbal and non-verbal aspects of communication. Students as the millennial generation must prepare themselves to get a job through professional preparation, attitudes and personalities, relationships with other people, and preparatory cooperation in the social field. Thus, students do not depend only on their intellectual abilities but can also develop talents, motivation, skills, and knowledge about the world of work.

Evaluation of the workplace

Researchers conducted interviews related to informant evaluations of internship and fresh graduate students to analyse job competence. Almost all informants (49/53) said that good professional ethics is more important than cognitive skills. These skills are lacking because they are not included in the curriculum, so they do not get much class time for technical aspects.

Most new hires have a poor work attitude, resulting in job losses or failure to be promoted. Workers do not have adequate technical and people skills. New workers lack basic language skills, I.T. skills, problem-solving skills, self-discipline, time commitment, and work well with others. (Informant, 40). "The subjects studied are not as important as the

ability of graduates to handle multi-dimensional information and challenges, so they can communicate them effectively, to find the best solutions. We want employees to have interpersonal communication skills to be problem solvers, critical thinkers, and work as team players. (Informant, 11).

In the service era, working in the communication departments make everyone has to be a serviceman. This industry has an interaction and interpersonal nature to be service delivery. Unlike products, services need different and experienced qualities, including a series of moments of truth between the customer and service company. So we need an employer who has the mental resilience to interact with diverse customers. This situation stems from a lack of universities to adequately teach these subjects, and the workplace demands are also increasing. Bodouva (2009) said that in the hotel (service) industry, the competency level of service employees helps determine high or low motivation factors and is also a good predictor of their performance. What's important in a customer service philosophy is the employees who make it happen. Recruit attitude, practice skills (Bodouva, 2009). For the industrial to minimize new workers' poor performance, careful preparation is needed for the millennial generation. Besides that, the informant who is currently serving as the director explained that:

"The university is still practising its old ivory tower attitude. Universities don't listen to industry needs. There are gaps in university preparation. Schools need to follow up on practical events in the industrial world, not just theoretical frameworks. This fails to reflect the competence of graduates. They do not have sufficient capacity to generate better income for the company and the country's economy "(Informant 39)

In the informant's perspective, knowledge is considered less important. Most higher education institutions design their curriculum to make students have a

good GPA. All informants emphasized that soft skills are the most potent social capital to achieve all job targets. Students who have higher GPAs do not always have higher soft skill competencies from the informants' experience. They are more confident in their academic abilities so that most of the knowledge is not needed in practical work. Universities need to teach how to' skills, not 'what to learn' skills. Then fresh graduates will have the ability to adapt and develop according to their needs in the industrial. The university also teaches material that is not relevant to the business world—too many obsolete ingredients. We need practical lessons.

Curriculum Frameworks

Based on the need for job competence and evaluation in the workplace, most informants (47/53) proposed additional programs at the university to teach work skills and professionalism to students entering the workforce and those who have experienced obstacles in their professional endeavours. The following is a table of curriculum frameworks based on evaluation and work competency needs for the millennial generation:

Table 4. Curriculum Framework

No	Competence	Skill
1	Hard Skill	English and Mandarin, Basic I.T., skills along with job-specific knowledge
2	Soft Skill	communication skills, interpersonal communication skills, career planning, professional ethics and personal qualities
3	Practice Job Skill	Providing job training programs through simulations starting from the application process to interviews

Table 4 shows that the balance between hard skills and soft skills needs to be improved through the higher education curriculum framework. According to Poort, Jansen, and Hofman (2018), higher education costs are very high compared to vocational. Thus, it is only natural for higher education to provide service programs for job skills. The suggestions given by the

informants are in line with the results of Tribbel (2009) research, which explains that the instructor group is more concerned with verbal communication soft skills, communicating clearly in writing, quickly adapting to changes, and dressing appropriately. However, employers realize that in addition to the four soft skills, students must also have other soft skills such as solving problems creatively, politeness, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethics. All informants advised universities to know what skills and knowledge students need in the workplace and how to encourage acquiring that knowledge.

As Tribble (2009) states, schools must prepare students to enter life and work with mastery of academic and technological competencies and solve problems creatively. Designing a curriculum framework should start with making benchmarks against various industries. Higher education needs to prepare students and lecturers to incorporate career skills and employability components into their current courses, such as curriculum development or study methods. Another program is to add new courses to lecture education programs specifically designed to teach content, career processes, and job skills. This approach is relatively straightforward and inexpensive for universities. Colleges must build programs that teach soft skills and reflect how employees must act on the job. The curriculum should be efficient, applying real-life scenarios, self-assessments, and group exercises. The lesson plan includes personal improvement, leadership and persuasion, communication skills, career preparation, and workplace skills.

DISCUSSION

Based on the research findings, it is time for lecturers to know about employment education and career development from university preparation programs. Educators must also have competence in career and job skills. Therefore, contextual teaching and collaboration with business and industry can be developed as a higher education training program. Lecturers must be able to show the relationship between what they teach and the workplace. In line with table 4, educators should also practice communi-

cation skills from students. Communication skills are the ability to make relationships through human communication channels. Communication skills are not innate and do not appear suddenly; skills need to be learned and trained. It is not enough for lecturers to know the college entry requirements and not know the skills required to succeed in work.

By improving teaching methods is expected to lead to increased student performance. This research shows that time management, listening, and problem-solving are the most important skills employers. A study by Riyanti, Sandroto, and Warmiyati (2016) explains that the learning process must emphasize more direct practice to form more competencies. Because soft skill competence, especially in communication, plays an essential role in the millennial generation in the world of work and distributes it to other employees (Anwar, 2015). As Price (2014) states, it is no longer enough for workers to have job-specific skills. In this digital era, the workplace needs employees who have good basic and technical skills. Therefore, this study offers a program that emphasizes that a student needs to act as a person who will be a good employee.

In this program, students need to develop a resume and practice interviewing techniques. This is a process of improving communication skills. Job skills can be applied by training in workshops and seminars in preparation for 2-3 weeks. After that, participants use and are interviewed for a position in an actual or simulated company, studying the position's duties and responsibilities. Parts cover all communication and business areas, such as public relations, corporate communications, marketing communications, digital strategy, personal assistant, account executive, creative executive, government relations, market research and intelligence, media monitoring, etc. Therefore, the importance of the curriculum in universities that provide job training programs. Thus, students must design business proposals, present ideas to clients, establish relationships with clients, and make them feel firsthand with real-world situations. Informants said this kind of program would teach participants how to build long-term career goals and defend themselves while in the world of work. The millennial generation must prepare themselves to adapt to the workplace in

the future that continues to demand new and different competencies (Price, 2014). A survey conducted showed that the most popular decision-making process to employ relies on data from each company's assessment centre (Becton, 2005). This study also found the same situation: time constraints, employers only rely on the assessment centre to get employees. This causes them to find employees who are not suitable for the job. The study also found that employees laid off their jobs because they felt that their career development and progress were inadequate. Today's employees have different types of job satisfaction. Prihandinisari, Rahman, and Hicks (2020) have stated that it will harm the industry's business aspects when employees leave an organization at excessive speed. Turnover always runs out of the industry because it takes time to get the right people in the right places.

This study has the same evidence as Deel (2015) analysis that graduates must have the emotional and social intelligence necessary to foster constructive relationships with one another in the light of a dynamic professional world. Based on the interviews with informants, students were given active jobs that only increased hard skills. This is no different from other business environments but arguably exaggerated in an industry where services (and not tangible products) are the primary consumption material (Deel, 2015). Therefore in communication practices in the world of work, E.Q. and S.Q. are important to build a team environment for successful service delivery. The informant asked universities to focus on providing cognitive skills and soft skills and preparing students with job skills. However, the Tribble (2009) research also suggested by employers that millennial workers must also work well under pressure in addition to communication. So, they can train to solve problems properly.

The reality is that universities are struggling to keep up with changing industry needs by providing soft skills development courses, but that is also happening worldwide. Therefore, through this research can be identified that millennial workers currently have weaknesses in soft skills. This is because the industry is changing rapidly. The millennial workers should have the knowledge, skills, and abilities of employers.

Before the technology had not yet developed, workers using Microsoft Office only in specific jobs. But in the current technological era, the millennial generation must-have capabilities in technology and information. Besides that, teamwork is one of the soft skills that millennials must have to improve their performance. Innovation is one of the important things in the world of work. In the future, the gap between knowledge and skills provided by universities will provide more comprehensive partnerships between government, society, industry, and educational institutions to bridge. It is also not only economic education students who must understand the digital economy and market needs for workers in the technological era. All fields of science in higher education need a picture related to the economy of this digital age. The industrial perspective on millennial generation workers is an important note for higher education. Because according to the analysis of the researchers' findings, graduates' ability to handle multi-dimensional information and challenges, so they can communicate them effectively, to find the best solutions. In a digital environment, informants said that employees are looking for a more flexible workforce. To get it graduates must-have skills that are beyond academic ability. They need to demonstrate the adaptive capacity to respond to challenges and know how to find and communicate solutions effectively. Employees must demonstrate appropriate personal traits for performing critical tasks, specific requests, and performing different roles.

CONCLUSION

The importance of communication skills in the world of work can build social signals and encourage the workforce to be more sensitive to the environment. As a worker in the world of communication, you need to work with a variety of people and deal with people's problems every hour. Therefore, the informant gave recommendations to universities to have a specific work development program in the curriculum. The framework developed for hard skill competencies is more directed at using English, Chinese, and fundamentally using information technology. Besides that, students as prospective workers in the future must

understand the work. Apart from that, also skills along with job-specific knowledge. Higher education curriculum must also include communication skills and interpersonal communication. This is to support student communication in the world of work. They also have to make career planning and professional ethics. So that students will have good personal qualities. Although academic results are also important in the learning process, students also need to be reminded not to be overly confident about a high GPA. This study concluded that in addition to good communication, they must also have teamwork competence. The explanation above shows that the existence of an industrial perspective on the millennial workforce can have implications for final year students to improve hard skills and soft skills. This result can solve the problem of the lack of work competence for the millennial generation. Thus, higher education in collaboration with industry must provide a job training program with training in workshops and seminars conducted for 2-3 weeks. Students can carry out simulations starting from applying and being interviewed for a position in an actual company and learning the duties and responsibilities of the position. In addition, there is a need for a work competency curriculum to support students in facing the world of work in the future. An accreditation body as an institution that provides an assessment of higher education quality can put the criteria for job training programs in the accreditation value. We can have institutions responsible for preparing a workforce that is ready to face high-level competition at the local level and the regional and global levels. This research still does not cover the millennial workforce and final-year students' perspectives regarding the needs of the job. Therefore, it is hoped that future research can identify students' job competency needs in tertiary institutions.

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