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MARKET DRIVEN STRATEGY & EMPLOYABILITY SKILLS. AN EXPLORATORY STUDY @JOBSDBINDONESIA Arissetyanto Nugroho1, and Janfry Sihite2 1 Mercu Buana University arissoehardjo@mercubuana.ac.id 2 Mercu Buana University Janfry.sihite@mercubuana.ac.id

EXTENDED ABSTRACT Employability Skills (ES) refers to skills that can be transferred and generic, such as technical skills and knowledge required in a job.

Many undergraduate program offers a good academic qualifications for the students, but failed to provide ES to get a job and to maintain jobs. Research on the quality of graduates indicate that graduates are less prepared to work according to the standard desired by the employer, and they fail to be able to work in a team, overcoming problems, and make decisions.

The university needs to meet the needs of the industry by improving the alignment of university graduates with the needs of the industry, therefore the University needs to understand what is desired by the industry. This research is an exploratory research for @JobsDBIndonesia, a twitter account that deliver the job information and the applicants qualification for netizen.

Total 113 tweet extracted for six months from July to December 2016 which consisted of 81 jobs offered by the companies. The results of this research reveals the ES competencies such as desired by the company, the findings draw inferences from the empirical data that the industry needs graduates who have the competence of a hard skill as a necessary qualification and soft skill as a sufficient qualification for the prospective applicants.

INTRODUCTION Market Orientation is the organizational culture of the company. According to (Deshpande & Webster Jr, 1989) market orientation is a "beliefs and values that puts customers at the center of thinking strategies and operational company".

(Slater & Narver, 1995) said the state of market orientation is "the most effective organizational culture that creates the behaviors ny ate pr e r uan obuess r pr erfoce nanogog asis?.M orientation concept comprises 4 principal which are sales-driven, market-driven, consumer-driven and market mover. Market Orientation associated with the acquisition of information and knowledge about consumers and competitors that allow companies generate product innovations and sustain competitive advantage. Companies that are responsive to the needs of the market have the tendency to act upon the knowledge gained from the market.

Several studies have proven that the market orientation is positively related to the performance of the business in a market that is different. However, empirical research which provides support for the benefits of market orientation is largely based on the entire selected database and only gives an overview of the static performance of the business.

The company is a market-driven company that produce and disseminate knowledge about the market throughout all levels of the organization. The definition of market-driven management is the activity of learning, and respond to stakeholder perceptions and behaviors in the structure of the market. Market-driven refers to the orientation of the business that is based on understanding and reacting to the preferences and behavior of the consumers in terms of providing structure to the market through market research and provide additional innovations .

The University as a company developed the ability of the students to be accepted for work and to be able to adapt the requirement of the job. This capability meant that the product by the university graduates, which is the ability of the university graduates who followed the process of teaching and learning in the University.

This ability called Employability Skills, the capability desired by the employer in the industrial workplace, therefore able to design an appropriate curriculum to produce desired quality of the graduates, then the university need to understand the concept of Employability skills and explored the Employability Skill desired by the industry (Azevedo, Apfelthaler, & Hurst, 2012). Employability is "...

the ability to obtain and maintain job, to mention the ability to move with his own ability in the labor market to find out the potential for the development of his/her sustainable career. For an individual, employability influenced 583 by knowledge, skills and behaviors that belong to the individual to use the individuals assets and personality within the market environment when the individuals looking for work (Hillage & Pollard, 1998) (Minten, 2010).

Employability Skills (ES) refers to skills that can be transferred and generic, such as technical skills and knowledge required in the job. This skill does not specifically match the individuals specific work, but it is important for all industries and jobs in many levels. Employability skill consists of the ability of interpersonal communication skills, the ability to solve problems, make decisions, work in teams, manage your time and manage your stress as well as the ability to obtain new science (Singh, Thambusamy, Ramly, Abdullah, & Mahmud, 2013).

Once we understand the concept of Employability Skills, then we need to know what is the ability desired by the industry. Therefore the university can decide the priority of the Employability Skills developed in the university. Furthermore the university need to set the measurable steps in the process to develop the students Employability Skill.

The process to develop the quality of the university graduates to meet the industry needs should start with the understanding toward the recent update of the industry needs. Recently the method to obtain the information on the company qualification desired conducted through traditional communication channels such as the traditional newspapers, magazines and leaflets.

These traditional communication channel did not allow the university to collect the information and draw on conclusion nor generalization toward the desired industry qualification. This approach will only generate less solid findings and less generalization. The process to obtain the industry desired qualification can be conducted by interviewing the HR Department of the company.

This activity require samples from variety of companies, in either way the sample homogeneity will make the findings become less representative for the industry. On the other hand, in an attempt to obtain the desired industry qualification, conduct a realistic rapid respond research and also feasible method to collect the sample of data, therefore we should design a new method approach.

The process conducted using the data (corpus) that exist in marketing communication channel of job information provider company. The information delivered by this

company is an open access information such as @JobsDBIndonesia. An exploration of the desired qualification from a wide range of companies will generate the conclusion or the general ability skill desired from the industry.

@JobsDBIndonesia delivered variety of job information desired by the company, not just a technical role (hard skill) but also the soft skills. The company desired workers personal competence and interpersonal skill qualifications that the university should develop to increase the chances of the university graduates being accepted and worked in the industry (Minten & Forsyth, 2014).

The process to develop the desired quality to meet the industry need start with an exploratory research to reveal the qualities desired by the industry, furthermore developing the curriculum into the teaching and learning process in the university. This process requires at least 6 years from the beginning of the process of exploratory research until developing the curriculum, on the other hand, the university should catch up the dynamic of the desired qualification of the industry.

The slow response in developing the curriculum because of the long process of curriculum development create a mismatch phenomenon toward the university graduates to meet the desired qualification of the company continues to repeat (Crebert, Bates, Bell, Patrick, & Cragnolini, 2004). Furthermore, graduates failed to find out the implications of working in teams, resolve problems, and make decisions, graduate also had misconceptions about the work.

Graduates expect a structured work environment, controlled work environment like in the theory delivered in the courses (Candy & Crebert, 1991), whereas the job is structured and less interaction between different stakeholders and employee. Therefore university need to conduct research that can respond the rapidly changing needs of the quality desired by the company.

This study use the most recent data from twitter @JobsDBIndonesia from July to December 2016 to explore the recent desired qualification of the industry. This research correspond the dynamics in the digital age, an exploratory research from the job information delivered via the @JobsDBIndonesia twitter. The information collected and further categorization conducted to group the qualification into hard skills and soft skills (Employability Skill).

LITERATURE REVIEW Several studies have revealed the Employability Skills desired by companies, such as research results are obtained (Maxwell, Scott, Macfarlane, & Williamson, 2010) by doing exploration of perception of the giver of work.

Communication and the ability to overcome the problem of main competence is desired, subsequently followed by a decision-making, teamwork, independent work, leadership, learning and personal development and self learning, strategic capability, the ability to manage information and numbers.

584 In addition (Saunders & Zuzel, 2010) test the Employability Skills of the perspective of students and graduates of bio molecular as well as perceptions of the giver job. In general enthusiasm, interdependence and team work more prioritized than knowledge about the subject, leadership or the network, this is a confirmation that in the industry very closely hubungannnya with high-tech, some generic abilities are seen higher than ability in specific work, this is evidence that the soft skill is added value to the quality of personal and generic abilities (Saunders & Zuzel, 2010).

As delivered by (Robles, 2012) even though the giver current job wanted his officers to have soft skill, but hard skill (technical skills and knowledge) continues to be the main and soft skill is a complement. The conclusion obtained from various research on Employability Skills, some of the soft skills is very important and is a priority for all sectors of employment (communication skills, cooperation, etc.)

whereas there are other capabilities that are specific to certain sectors such as the ability to count, provide an explanation that details about a problem and the solution. METHODOLOGY This study uses data from the twitter @JobsDBIndonesia job vacancy information from various companies. Job information Data is grouped into several the category attribute that is the desired applicants age category, language by the applicant, the appropriate faculty educational background and appropriate course of study, location of job, salary range and employability skills desired consisting of competence hard skills and soft skills. Any data given coding in accordance with category of the answer.

After the span of time period job vacancies published by the @JobsDBIndonesia coded, then the next is done process calculation for obtaining the proportion of each category job attributes. In the qualifications requested in the job vacancy, the company asks many qualifications competencies for 1 job vacancy, therefore every qualifying competence put into coding and factored into proportion. Finally gained total proportion of demand for qualifications of competence desired by the company in the period of observation.

FINDINGS AND ARGUMENT Tweet data period July to December 2016 from @JobsDBIndonesia obtained amounted to 113, the next data issued totalling 32 as there are reps and there is data that is already there is no dokumen'a. Data dikategorisasikan

and later retrieved the results as the following: Age: from the results of 7.40% age found coding company want a prospective worker's 25-year-old max, 35.80% of companies want max 26-max 30 years old, and a company wants 24.69% the prospective workers aged 30 and above.

The majority of job openings that are passed in the @JobsDBIndonesia Canal is for prospective workers are still under 30 years of managerial and staff level (beginning). The results of the categorization language shows 27.47% company wanted prospective workers to master English, 10.19% company wanted the workers speak mandarin, and 2.19% of the company want the prospective workers can speak Indonesian.

The results of the categorization of education shows a 5.94% want the prospective HIGH SCHOOL graduate workers, 3.94% wanted the workers to VOCATIONAL graduates, 2.97% wanted the prospective workers graduate diploma, 9.90% want a prospective worker graduates D2, 36.63% want a prospective worker D3, and 45% of companies want a prospective worker graduates.

Secondary D3 and S1 is the level of demand by companies that deliver jobs through the @JobsDBIndonesia period of July to December 2016. Further, the results of the categorization of the background study program shows the 23.6% of companies require workers with background Product Design (Graphic and Multi-media Design), 5% Department Interior Design, 1.24% for the Visual Communication Design Graduate (DKV), 46% of companies wanted graduates from the Department Accounting, 13% of companies wanted graduates Management, 0.62% the company wanted a graduate of Corporate Management, 4.96% of the company want a graduate of MICE, 4.96% wanted the Graduate Information System, 6.83% companies wanted graduates from Information Engineering, 8.69% Industrial Engineering graduates wanted, 3.10% want a graduate of Electrical Engineering, 3.72% wanted a graduate in Mechanical Engineering, 0.21% wanted the Department of Architecture Engineering, 1.42% want a graduate Civil Engineering, 0.62% wanted the Department of Broadcasting, 3.72% want a Public relation Department, and 0.62% of the company wanted for all majors.

The results of categorization for the location of the job shows the variation diverse i.e. 18 areas that the company include Jakarta 16.77% 6.04% Pekan Baru, Semarang, Bandung, 6.04% 4.67%, Palembang 6.02% 6.02%, Batam, Balikpapan, Manado 2.68% 3.4%, Makassar 2.01%, 1.34%, 1.34% Central Java, Bogor 2.68%, 3.4%, Miri Hammer 1.34% 1.34%, Sukabumi, Tegal, Jakarta 2.68% 1.34% 0.67%, Singapore.

The interesting thing is the salary range cannot be grouped because the majority of jobs do not display information range jobs salary for job applicants. Only 1.23% of

companies that provide job descriptions with salary range 7 million-15 million per month. 585 The results of soft skill competency qualification categorisation of vacancies the job retrieved attributes with the proportion of 17.47% Team Work, 7.44% Good Communication, 6.79% Look interesting, 8.73% honest, 3.88% thorough, 1.61% retort, 7.76% diligent, friendly attitude, 3.55% 0.32% Individual work, 3.23% worked shift, 3.23% strong analytical/negotiations, 1.24%, 0.02% problem solving conceptual thinking, leadership, 1.94% 1.92% responsible, 1.29% work in under pressure, 0.32% interpersonal skill, 1.61% integrity high/hard worker, 0.64% proactive, 0.97% work full time, 0.97% demonstrate a high level of confidentiality, 0.32% creative and Innovative, 5.17% strong relationship building, 1.94% presentation skill, adapt quickly, people skills, spiritual maturity.

The results of the categorization of the qualifications of competence hard earned skill attributes with the proportion of 17.47% indicated that the company wanted the workers can work using computers, 7.44% of the company want the would- be workers can understand about accounting, 6.79% the company wanted a prospective worker can understand about Administration, 8.73% company wants prospective workers understand the tax advisory, 3.88% of companies wanting to understand Supervisory, 1.67% company want a prospective workers understand the Commercial Acumen, 7.76% company wanted the language to be used in the work, 3.55% of the company wanted workers to understand the Macro-economis, 0.32% company wanted workers understand about banking, 3.23% of companies want candidates workers understand the Busines World development company, 3.23% want a prospective workers understand the Pyschological tools, 1.94% the company wants the prospective workers understand the Job profiling and Facilitation, 0.25% of companies want candidates workers understand Business law/criminal law/law/contract., 1.94% of the company want the workers understand Marketing, 1.29% of the company want the prospective workers understand about Technical, 0.32% the company wants the prospective worker can understand Manaufacture Production Process, 1.69% want the would-be workers can understand SQ, 0.64% in Export and import, 0.97% Orientation Towards the Customer, 0.32% 0.32% Industry, Data analysis, 5.17% Financial Analysis, 1.94% work experience.

CONCLUSIONS The relevance of the competencies desired by the industry with the competence graduates who applied for a job are often not appropriate. Any industry often complain about the quality of the skill and competency of university graduates Collaboration is built by forming the body of the Advisor (board of advisors) between practitioners with students.

Through this advisory body, a variety of things that are less relevant to the desired competencies between quality by the industry and developed at the University for

students discussed next so that the University can obtain relevant information about the needs of the industry (Barrows & Walsh, 2002). Through the existence of a Career Fair that is held by the University, the company can also convey to the students needs desirable so that this interaction can pave the student insights to be able to fulfill the wishes of the company.

(Hertzman, Moreo, & Wiener, 2015) also convey that communication interactions continue to practice sustaining this will increase students ' confidence and improve communication skills of the students. It is the desire of all parties which consists of students, educators and industry to enhance cooperation in improving the quality of human resources and university graduates . The desired Competencies desired by company can also be delivered through a process of training or internship.

Students can interact with other workers and peer leadership, acquiring insight what things desired by company and learn communication with the company. This activity is also part of developing student Employability Skills through internship programs (Kim & Park, 2013). In addition students will need to obtain an internship opportunity. Research (Hertzman et al.,

2015) showed that students wanted the experience to be involved in the program of internship. This experience will improve students ' perceptions towards the desired skill by the company, upon graduation students will have experience and getting to understand the desired by the company. REFERENCES Azevedo, A., Apfelthaler, G., & Hurst, D. (2012).

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