

Entrepreneurship Kiosk At Sungai Petani Community College – Industry On Campus

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ABSTRACT: *This concept paper was developed to explicate the planning and implementation of Industry on Campus (IOC) at the Sungai Petani Community College (SPCC). The implementation of the IOC at the SPCC was developed through 4 different entrepreneurial hubs with a strong corporate commitment and collaboration. The dynamic efforts and commitment of the SPCC entrepreneurial hubs with selected companies support the graduate employability market, enhance economic and social resources and given a new paradigm of TVET in Malaysia.*

Keywords: *TVET, Industry on Campus, Polytechnic and Community College, and Collaboration*

I. Introduction

Technical and Vocational Education (TVET) approach through the Human Resource Development agenda is the Government's Vision in developing a semi-skilled and skilled worker as the effort to stimulating the Malaysia's economic growth. In other words, the role of TVET in this millennium decade is not only as a channel to process and produce local skilled manpower, but also as a national development outline to catalyst the socio-economy of the citizen. Realizing the fact that the 2020 Budget of Malaysia Government has allocated RM 5.9 billion for programs involving TVET showed on their financial commitment reflects the concern and seriousness of the government on human capital development (Mohd Ridzuan, 2019; Ministry of Finance, 2019).

Reflect on that, it is clear that the government's efforts in implementing TVET continue to be a priority, in line with the Malaysian Education Development Plan 2015-2025 (Higher Education) (PPPM-PT) in the 4th Shift agenda. Through this provision, the government is expected to provide high quality education and produce TVET graduates who are able to meet the demands of the industry and increase their career opportunities (JPPKK, 2019). This plan is not only implemented at the public or private institutions of higher learning in Malaysia but also focus at the Polytechnic and Community College all over Malaysia.

Polytechnic and Community College Malaysia which is their core business in implementing TVET programs to the community are also having a function and responsibility in developing the country's workforce. The importance of TVET for Polytechnic and Community College is reflected in their Strategic Plan for the Polytechnic and Community College 2018-2025, with a vision and mission to remain relevant in industry need and to face the changing of the industrial era besides providing market ready graduates (Ministry of Education Malaysia, 2018). Through the implementation of this plan, perhaps the graduates are remaining to be the industry's choice in the aspect of competent workers.

In addition, the plan also establishes the role of the Polytechnic and Community College to leverage smart partnerships with the industry through collaborative relationships in building skilled human capital as more employees are required to be equipped with new skills training for the next industrial revolution (Ramli & Kemat, 2017). Skilled workforce that meets the current needs of the industry is vital to the country's economic growth and this is possible with the implementation of TVET through various modes of learning conducted at

polytechnics and community colleges. Implementation of TVET through various learning modes such as full-time and part-time mode, Work Based Learning (WBL) mode and new approach that called Industry on Campus (IOC) will make Polytechnic and Community College to be the leader in the TVET educational institution in Malaysia.

II. Problem Statement

The implementation of TVET in Malaysia faces its own challenges in term of the challenges of the industrial revolution that correlate with education 4.0 besides need to face the public's negative perception that TVET is the last field of choice in education (Hassan, 2019; Mohd Jalil, Noor Hisham, & Annas Akhmal, 2015). In contra, the awareness of fulfilling the nation desire to boost the economy and become a high-income economy demands in TVET area need to be intensified. This is closely related to increase the student enrollment in TVET and improve the quality of training overall (Mohd Jalil et. al, 2015).

In reflect to the quality of training, a dynamic approach needs to be develop in order to be relevance and consistent to the industry needs and demand. The industry-to-institution approach is viewed as a new approach to the industry-based education revolution (Raihan, 2014). The approach is well said to not only bring about changes in the teaching and learning process but will also provide a real student experience in the industry. Recognizing the capabilities of this approach, the recommendation from the Department of Polytechnic and Community College is to establish industry on campus (IOC) to be one of the teaching and learning pedagogical approach at Polytechnic and Community College. These advices are also not exempt to be carried out at the Sungai Petani Community College. The challenge of this implementation needs to be addressed by all of its staff in order for the graduates to be employed in the industry later on.

In response to this need, the Sungai Petani Community College's management strives to design the most effective and suitable implementation of the teaching and learning in the college. More comprehensive planning needs to be done to each programs in the Sungai Petani Community College that consist of Certificate in Culinary, Hotel Operation, Automotive and Beauty Therapy to runs through the concept of Industry on Campus mode. With that, some questions need to be addressed to make this concept functionally practiced; a) what is the suitable industry that relevance to be collaborated with the Sungai Petani Community College in implement the concept of Industry on Campus?; b) what are the niche areas and relevant topic that suits with industry in implement the concept of Industry on Campus in Sungai Petani Community College?. This implementation process will use the basic concepts of the Department of Polytechnic and Community College as expected to benefit the students' confidence in dealing with a real working situation. The above questions should be well answered in order to lay the foundation for appropriate operation of the institution.

III. LITERATURE REVIEW

Collaboration

Collaboration is essentially defined as a form of cooperation or collaboration with individuals or groups in achieving a goal (Amin, 2012). In education, collaboration is an important element of smart partnerships between institutional with a third party such as industries, private sectors, business entities and stakeholders that help to produce students who are skilled in specific fields in line with the national development agenda.

Collaboration in Islam refers to two main sections namely Ta'awun in matters of good and taqwa and Ta'awun in matters of sin and hostility. (Raihan, 2014). While Ramli & Kemat (2017) states that collaboration is a form of direct communication between two groups to achieve the same goal. In sum, it is clear that collaboration is a process of cooperation between two or more parties in order to achieve a specific objective by benefiting both parties.

The purpose of the collaboration is to ensure that the stakeholders are mutually beneficial to both parties which in this context is the institution and industry. On institution side, the result of the collaboration will give a great impact on its members and clients, especially for the students, the community and also for the existing infrastructure and facilities. This is evidenced by the study conducted by Bakar (2019) that there are five benefits that an educational institution gained from the collaboration; a) to develop the knowledge and thinking of its members to the higher level of critical thinking; b) be able to promote the student as well as the faculty or institution itself to outsiders; c) improve student performance from various angles such as responsibility and confidence; d) be able to provide exposure or institutional opportunities to the industry through skills enhancement programs and; e) be able to prepare students before entering the real work environment. Similarly, a study conducted by Salleh & Omara (2013) has shown that the institution-industry interactions will provide students with a great opportunity to promote their skills to industry or employers thus bring a new revolution to the institution itself.

This finding is supported by (Othman & Omar, 2012) in their study that when companies and universities work in cooperation, they will produce a powerful agent or engine for innovation and economic growth. The above statement contradicts with Kisner's (2018) conclusions in his research that the industry shows a modest acceptance of institutional collaboration because some industries have their own students on the job training without going through a formal educational institution. However, the need for collaboration is still obligatory as industry expertise and education need to be integrated for national human resource development.

TVET

Technical Education and Vocational Training (TVET) play a significant role not only as a catalyst in producing local talent, but also facilitate as the instrument of national development. Fundamentally, TVET is a process of education and training based on skills which focusing on producing medium and highly skilled workers (Jalil et.al, 2015). According to Gandhi (2014)

"TVET is the implementation of industry-based learning modules by conducting courses in rationalization, capacity building and acquiring industry partner's participation that developed industry-based TVET curriculum design for technical education"

Therefore, in order to become a skilled worker, the knowledge must be in line with TVET's skills, which demand strategic collaboration between educational institutions and related industries in order to produce high-knowledgeable and competent graduates. Through TVET education, this effort will produce trained and competent workforce, which positively contribute to the needs of the industry and enhance the high income job market (Hassan, Foong, & Ismail, 2019). This ability will differentiate TVET institutions from one to another by looking at the uniqueness of their training designed in line with the industry and thus enhancing their graduate's marketability (Schaap, Baartman, & de Bruijn, 2012).

In ensuring TVET is viable, technical institutions need to have a close relationship with the industrial world in order to help the industry in providing semi and skilled workers by giving the students and their staff an early exposure program such as industry training, corporate social responsibility activities, sharing and equipment co-ordination, upskilling and reskilling staff. In fact, learning process today is not confined to the classroom environment but rather to expose to real work simulation and to the real environment that impacting more one's learning experience. Through TVET, the diversify approach such as implementing real situation job in institution needs support from an industry to operate which also known as Industry on Campus.

Industry on Campus (IOC)

The foremost Industry on Campus (IOC) approach taken at our country's educational institutions was through Work Based Learning (WBL). WBL was a learning experience where knowledge and skills gained from industries and institutions are related to the real employment needs (Asmah & Ariffin, 2009). Until today, it can be seen that there is significant growth in higher education engagement with the development of work-based learning in the industry. Students learn in real learning environments and apply self-directed learning in

line with educational requirements 4.0 nowadays which acquire and integrate knowledge, skills and affective in both places (Schaap, Baartman & Brujin, 2011).

Revolutionary education 4.0 is growing through work-based learning that emergence of TVET's diverse pedagogy from industry and with the latest curriculum design that strengthen the importance of the IOC implementations. The major benefit of the industry in participating the program is that they will be given priority in selecting students, trained and developed by the industry key player besides with the advantage of available skills human capital that can be used quickly (Asmah & Ariffin, 2009). In addition to providing workshop facilities, training materials and products; the industry also consider institutions as centers of excellence to train and upgrading their workers (Ab. Rahim, 2011). In order for the implementation of IOC, the conducive learning environment needs to be set up resulting from the industry and institutional engagement.

In this regard, the IOC approach that supports the 7 National TVET strategies will be successfully transformed from the traditional education concept of *'train and place'* to modern education of *'place and train'*. This is in line with the recommendation of a Ministry of Malaysian Education to adopt a Co-Ownership Model between government and industry for equipment, technology, expertise, innovation and establishing an Industry based Center of Excellence (CoE) to optimize government resources and funds (Hassan, 2019).

Department of Polytechnic And Community College (JPPKK)

The establishment objective of the Polytechnic and Community College Department (JPPKK) is to produce semi-skilled and skilled workers in various fields under the scope of TVET. Generally, the TVET system was first practiced in the national education system with the establishment of the Treacher Technical School in 1905 and Ungku Omar Polytechnic was the first established in 1969 in Ipoh, Perak. (Prime Minister's Department, 2015) The decision to establish the Polytechnic was coming from the result of the United Nations Development Plan. The decision is further strengthened by resolutions approved by Cabinet members in the Education Implementation Plan (1979) and the National Institutional Plan of 1985-1995 (Department of Polytechnic Studies, 2009).

Meanwhile, the Community College was established through a decision of the Cabinet on 5 July 2000 which endorsed the concept of establishing and implementing a Community College in each parliamentary constituency (Department of Polytechnic Studies, 2009). Started with 12 Pilot Community Colleges in 2000, to date the number of Community Colleges has surpassed 100 institution in all over states across Malaysia.

Polytechnic and Community College Institutions which are based under the JPPKK focus on degree, diploma and certificates courses in engineering, commerce and services. In line with the changing world economic environment, the JPPKK has restructured their program in contour with the Fourth Industrial Revolution (4IR) needs and requirement. These changes are clearly translated to all the Stakeholders through SIX (6) Cores strategic.

The Cores strategic organized by the JPPKK covers all the matters and efforts required by the Polytechnic & Community College to become the leading TVET institution. Specifically, the fifth strategic core states the need to collaborate with the industry which straighten up the new teaching and learning concept and curriculum approach that requires Polytechnic and Community College to plan a strategic movement in building a long-term and smart partnership relationships with the industry.

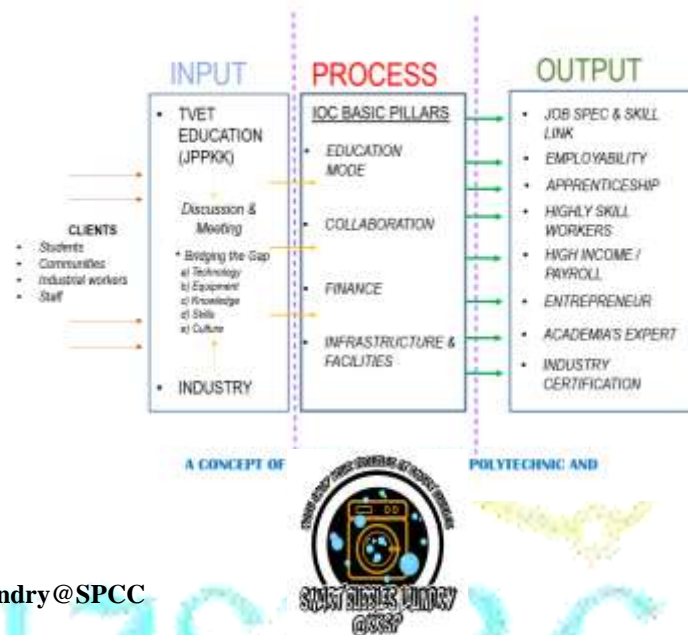
IMPLEMENTATION OF THE INDUSTRY ON CAMPUS IN THE SUNGAI PETANI COMMUNITY COLLEGE

TVET educational institutions are aims to produce semi-skilled and skilled graduates in various fields of expertise. Modern education, which is based on aspects of the business management application, values plus the theory and practical learning, can produce graduates who are holistic and competitive. One of the approaches introduced through TVET institutions such as the Polytechnic and Community College is the Industry on Campus, which is a platform provided to impact the parties involved such as students, staff, communities and

industries. Thus, the Sungai Petani Community College has taken the challenge in implementing the IOC through its entrepreneurial hubs.

The entrepreneurial hubs established at Sungai Petani Community College also focus on the IOC's conceptual framework at the Polytechnic and Community College of Malaysia (as in Figure 1.1). In this basic concept, students, communities and industry workers who are customers of Polytechnic as well as Community College will enjoy their impact through collaborations between institutions and industry. The impact is driven by the injection of four (4) basic pillars of implementation namely education modes, sharing of industry expertise and collaboration, financial resources, infrastructure and facilities that comply with the principal government circulars and through trust account (Akaun Amanah). It is clear that having the IOC's basic concepts in Polytechnic and Community Colleges can help the institution to excel in new industrial revolution teaching and learning.

Through the IOC concept operating from 2017 to 2019, Sungai Petani Community College has successfully created four (4) entrepreneurial hubs namely Lite & Sweet Coffee @ SPCC (LnS), Cempaka Spa @ SPCC , Smart Bubbles Laundry @ SPCC and AUTOHAUZ PRODIGY @ SPCC. This entrepreneurial hubs focused on their respective fields of work or niche area which has successfully engraved a reputation for innovation, skills competition and also entrepreneurship competition and recognition. This hubs continue to receive the support of various stakeholders to ensure that they are relevant and acceptable with the current practice in the industry. As result, entrepreneurial hubs at Sungai Petani Community College continue to gain the attention and trust of local communities, students and industry workers who have used their services or products.



Smart Bubbles Laundry@SPCC

Smart Bubbles Laundry is the first entrepreneurial hub developed in the Sungai Petani Community College through the niche area of Laundry module in Hotel Operations Certificate program. It is also called a laundry shop which operates using Trust Account (Akaun Amanah) as a source of funds, capital and income savings. The business offers cleaning, drying, scrubbing, folding, starching the clothes and detergent products and also fragrances for sale at affordable prices according to consumer budget. As to further strengthen the process of IOC training concept, a collaboration was conducted with two companies namely D'Kota Resources and MD Chan Enterprise. The smart collaboration between this two companies adds value to the ideas and expertise in the Smart Bubbles Laundry operations that resulting to a high quality products and services

Partnering with D'Kota Resources is for the purpose in formulate the detergent item or mixture for a Smart Bubbles Laundry cleaning detergent product. The collaboration involve from the very beginning of the business establishment until present that not only focuses on the supply of cleaning materials but also includes guidance and expert consultation related to the laundry services. Meanwhile MD Chan Enterprise is a Commercial supplier of equipment and machinery for laundry industry is engage with the training of operating

washing machine and dryer. The impact of the IOC implementation at the Smart Bubbles Laundry can foster and nurture entrepreneurial activity in college. In addition to hands-on training and the development of student soft skills, Smart Bubbles Laundry is also a training ground for teaching and learning module for the Housekeeping subject.

Lite & Sweet Coffee@SPCC (L&S)

The second entrepreneurial hub is Lite & Sweet Coffee which offers food and beverage products to the local community. Lite & Sweet Coffee officially opened on January 16, 2019 as a student business entity under the management of E-Tech Center, Sungai Petani Community College. This hub also using the start-up funds from a trust account (Akaun Amanah) as a source of funding and equipment assistance from the Sungai Petani Community College with the concept of lite and sweet food. The concept of implementing the IOC at Lite & Sweet Coffee @KKSP requires collaboration and a strategic networking from industry expertise to further strengthen this training center's operating system.

The smart collaboration with two companies which are Aim Coffee and Pastry World adds value to ideas and expertise in café operations. Aim Coffee contributes his skills through practical training and coffee machine handling techniques. Meanwhile the Pastry World, where the company serves pastry products such as cakes, breads and pastries according to the latest trends using frozen methods is regard to the sales training. In fact, the company's commitment to providing halal pastry products is a key factor in this collaboration. In addition to develop and cultivate entrepreneurial activities in the college, L&S also provides hands-on training and student soft skills development besides provide alternative dining to students, staff, visitors and the public. This efforts succeed due to the support of the institutional management including sufficient financial funds, infrastructure and facilities.

Cempaka Spa@SPCC



The Cempaka Spa officially opened on January 9, 2019 as an entrepreneurial hub for beauty and spa therapy niche area. The objective is to achieve the aspiration of exposing and training the students with entrepreneurial knowledge as well as technical skills with a conducive and systematic learning environment in regards to beauty therapy. The tagline of the The Cempaka Spa is refresh, integrity and professional with the concept of One Stop Beauty Centre.

Collaborative industries such as SNBIZ Enterprise, Muslimah Beauty Salon, Rizqi Syandana and 'local expertise' Siti Rokiah Binti Yakoob is the business entity that being involved in consulting, facilitating and guidance the students in running the services at Cempaka Spa. The presence of industry collaboration will contribute to the growth of the business economy as well as build student confidence in different learning environments at Cempaka Spa. Thus, the Sungai Petani Community College indirectly created a more competent and dynamic workforce to shape student marketability in the job market.

Prodigy Autohauz@SPCC



The implementation of the Industry on Campus (IOC) concept was also extended to the automotive field under the Light Vehicle Service Program. This business premise is called PRODIGY AUTOHAUZ that officially opens on May 27, 2019. The management of the premises is divided into two main areas: a) Management (Finance, Administration and Policy) and b) Operation. The management division is regulated and governed by the SPCC Management Team which covers the areas of financial management, employment and facilities. Again, all of these aspects still applying the existing JPPKK Guidelines, Circulars and Instructions. Whereas Operation section is managed and implemented by the Academic Unit under the Light Vehicle Service Program. The function of the Academic Unit is to discuss and co-ordinate the co-operation of the industry that collaborate with the college. Discussions and designing layouts also including advisory services, asset sharing,

marketing and systems used. In addition, the Entrepreneurship Unit is also involved as a facilitator and monitor for financial management involving Trust Accounts (Akaun Amanah).

The business offers cleaning, vacuum, waxing, interior & exterior detailing, vehicle accessories, vehicle servicing, and sale of personal care products, accessories and spare parts which the activities inclusive in the Light Vehicle Service Module and curriculum. As such, the establishment of the Auto Haul Prodigy is intended to serve as a teaching and learning medium for the IOC program for the field of automotive specialization. In addition, this IOC approach will provide hands-on training and development of soft skills students with an interest in entrepreneurship as well as provide early exposure, open new careers and polish the potential of students in entrepreneurship. The existence of the Autohaul Prodigy is not only a new way of implementing the research and development initiative but will also contribute to the growth of the local business economy. The IOC methodology at Prodigy Autohaul will also build confidence and stimulate the spirit of automotive students to cultivate entrepreneurship and as a catalyst for future job creators. The long-term impact of this effort will help the SPCC and JPPKK meet the objectives of the Malaysian Education Development Plan (Higher Education) 2015-2025 by producing holistic, entrepreneurial and balanced graduates.

IV. Conclusion

The impact of the implementation of Industry on Campus at Sungai Petani Community College through the establishment of entrepreneurial hubs has revealed that the concept of training based on institutional - industry collaboration has sparked a new phenomenon in the student learning environment. The collaboration not only develop a competent man power but also produce graduates who are entrepreneurial and ready to venture into their own job creator. It is an effective approach that by adopting a different learning mode through the Entrepreneurial Incubator program and Doing Business While Study (DBWS) will provides indirect exposure to students hands-on.

Overall, the implementation of the IOC at the Sungai Petani Community College through four (4) entrepreneurial hubs over the past 2 years has shown dynamic growth with positive impact. This happened because a successful combination of high effort and commitment from management, industry, academia and student which enhance the IOC programs and especially the students recognition with additional certification for their career pathway.

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