

# Effectiveness of Triple Bottom Competencies in Improving Competitiveness in Training and Course Institution

Yuyun Kristianingsih<sup>1)</sup>; Wiyarni Wiyarni<sup>2\*</sup>  
<sup>1, 2)</sup> Postgraduate STIE Malangkucecwara Malang, East Java, Indonesia

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## ABSTRACT

The purpose of this study is to analyze the effectiveness of triple bottom competencis in order to improve the competitiveness the alumni of Magistra Utama Training and Course Institution. The triple bottom competencies consists of building the winning character, job skills, and entrepreneurship. This research uses ethnomethodology method. The ethnomethodological approach method examines social facts through observations of everyday life ranging from conversations to daily behavior. Community behavior is part of the researchers' observations to find attitudes, behaviors and actions as well as ways in which a community finds solutions to problems in their daily lives. So this research is more on observing the life behavior of the participants in the process of interacting with community groups that present values that are considered important in achieving goals. The participants in this study were 6 people ranging from the main director as the formulator of the triple competencies learning model to service users practitioners who graduated from training institutions and Magistra Utama Malang courses. The results of the analysis of this study indicate that the number of students working before graduating for the 2020/2021 class reached 91.1% before they graduated.

**Keywords:** Triple Competencies, Training and Course Institution, Ethnomethodology, Entrepreneurship, Winning Character

## I. INTRODUCTION

Population growth goes hand in hand with an increase in the labor force which has a positive impact on economic growth (Engka, 2019). Each workforce has bargaining power over the job opportunities offered. In its development, the need

for the workforce to get a decent and appropriate position is strongly influenced by the level of skills possessed. Education and skills are important in providing quality workers. The quality of the workforce depends on the competencies possessed, competencies encourage someone to do a job more effectively and efficiently. On the other hand, those who do not have the competence will become a burden on the company and in the end will not be able to compete in the midst of the "hustle and bustle" of the global market (Sunaryo and Nuraida, 2020).

High competition requires each individual to have the required competencies so that they are able to compete openly and fairly to get a job. Therefore, there needs to be a balance between the needs of the world of work and the education that is prepared. One of the educational pathways in Indonesia in relation to the preparation of the workforce is a course and training institution which is a non-formal education path. Currently, there are around 17,306 course and training institutions in Indonesia, of which 4,488 accredited course and training institutions consist of various groups, including hair and skin cosmetology, sewing, health, business and management, computers, and many others fields. Meanwhile, in 2017 there were 438 programs of accredited course and training institutions and 423 educational units of accredited course and training institutions (Handel, 2020; Jawapos, 2019).

The results of previous studies stated that skills are an important aspect in preparation for entering the world of work accompanied by personality development and entrepreneurship knowledge (Asshidiqy, 2016). Meanwhile Agustina et al. (2020) and Sopariah (2017) put forward skills and expertise. These skills and expertise can encourage participants to become entrepreneurs

and show inhibiting factors for the training held. Another study states that quality education is the reference standard for the success of a course institution where a competency-based curriculum is the center of attention of all parties (Lembaga Kursus dan Pelatihan Magistra, 2015; Hadi (2013). From the results of the research described above, there has been no study of an effective learning model to bring students into the world of work, while the Magistra Utama course and training institutions have implemented three competencies in their learning process.

The three competencies presented to students are Building the winning character, Job Skills, and Entrepreneurship. The Malang Magistra Utama course and training institute has graduated 25 batches and is still in existence. This institution has been able to send 94% of its students to work before graduating every year. Based on this description, the researcher wants to reveal the effectiveness of the learning model that has been applied by the Magistra Utama course institution, so that it is able to send its graduates to get their first job. The results of this research can later be used as an opportunity to attract high school graduates who have not had the opportunity to study higher education or those who want to work after graduating from high school.

## **II. LITERATURE REVIEWS**

Each course and training institution with a choice of clumps taken is trying to prepare a workforce that is ready to compete in the industrial era 4.0. The learning methods applied are expected to make it easier for students to absorb the knowledge and skills being taught. The development of curriculum and training programs with learning methods applied in each course and training institution is an elaboration of the mandate of Law no. 20 of 2003 concerning the National Education System and Government Regulation No. 19 of 2005 concerning national standards where competence as the final product of the developed curriculum becomes the reference standard for graduates who are expected to be able to compete in the world of work and industry (Asshidiqy, 2016; Hadi, 2013). Courses and training institutions under the auspices of the Directorate of Courses and Training of the Ministry of Education and Culture of the Republic of Indonesia strive to continue to contribute and benefit the wider community in order to obtain quality skills education so that they are competitive and able to face challenges in the future.

### **Configuration of Triple Competencies Learning Model**

The configuration of the triple competencies learning model is based on the needs and demands of work for the competencies that must be possessed by students at the Magistra Utama Malang Course Training Institute. The formation of these triple competencies does not appear out of nowhere, but through a long process involving various parties. In learning theory, Pitchard in Salma (2020) says that learning theory is a dynamic process of behavioral transformation as a result of experience and testing where learning provides space and time for the development of one's knowledge, skills, attitudes and attitudes. Good self-control is the end result of the learning process where everyone is able to solve the problems faced with the right knowledge. The learning model is a conceptual framework that is used as a guide in conducting learning that is systematically arranged to achieve learning objectives involving syntax, social systems, reaction principles and support systems. Triple competencies learning model consisting of building the winning character, jobskill and entrepreneur.

### **Character Education as the Basic Foundation for the Growth of Life Values**

Character education as one of the efforts of this nation to instill truth values is a very basic thing that is expected to be able to foster significant will, awareness and action for someone struggling to get a better life. The essence of character education is not only learn right and wrong, black or white, but more than that they learn good habits embedded in their daily lives. Thus the existing good values will consciously become a mindset that is rooted in their daily behavior and actions both in the process of their interaction with their God, the process of interaction with themselves, with fellow humans, with their environment and with this nation and country (Hasibuan et al., 2018; Intania & Sutama, 2020; Kunci, 2012).

Character education is a must to face the era of globalization. The students will be trained and educated in an effort to bring up the characters of discipline, responsibility, complete tasks well, be able to adapt to new habitats and environments, be able to compete, have high concern for others and the surrounding environment. The educational process carried out in this country must be able to bring out these characters in the learning held (Komara, 2018). This character education goes hand in hand with the competencies that everyone

has in order to be able to compete in the world of work.

### **Competence Gives Direction to the Path of Success**

The national vocational education and training program is expected to be able to provide significant changes to the development of the quality of Indonesian human resources. The right national education system will be able to produce competent graduates so that intelligent, prosperous and dignified Indonesian people will be realized in the life of the nation and state. The government continues to strive to develop a link and match development map between vocational education and the business and industrial world so that graduate competency standards are achieved that are in accordance with the needs of the business world and the industrial world (Sutaman et al., 2020; Widyanuratikah, 2020).

Graduate Competency Standards which are the learning objectives of course and training institutions are actually to ensure that every student has reliable competence. Competence is the basis of a person's ability to do something based on knowledge of abilities, work attitudes and skills that have an influence on one's work results (Susanto and Yuli, 2020). Knowledge is an interpretation of the understanding of the facts and principles possessed by a person based on the learning experience, be it education, training, courses or other methods that form the basis for a person to behave and act. Work ethic or work attitude is a person's behavior and actions that tend to approve, reject, or accept something. Expertise or skill is an ability that a person has as a form of thinking and acting physically and mentally as a form of interpretation of the knowledge possessed.

This competence encourages someone to do something comprehensively with the right knowledge. A competent person tends to do something in a measured and orderly manner. Every action taken is based on the right knowledge in order to achieve an effectiveness and efficiency in acting and making decisions. It is important for the business world and the industrial world to get competent resources in their fields. To complete the existing competencies, it is necessary for students to get entrepreneurship education. The Malang Main Magistrate Training Institute and Course provides entrepreneurship education to its students so that they are able to have sensitivity to a business where they will devote themselves in the future. With this entrepreneurial ability, students are expected to be able to accompany the way of

thinking of business owners so that they can easily know the purpose of the direction of their duties and responsibilities.

### **Entrepreneurial Education Pillar of Persistence**

Entrepreneurship education as one of the pillars of Indonesian human creation in a comprehensive and integrated manner must exist in education held in this country both formal and non-formal channels with the hope that it can be carried out integrated with the existing educational process (Hakim, 2012). In the implementation process, the practice of entrepreneurship certainly requires adequate competence.

Competence as bargaining power for every individual struggling to get a better future. Each individual is required to understand and understand the company's business processes. Those who want to be an important part of the company must be able to build a business mentality that indicates that the business they are involved in must be run according to the right strategies in order to gain an edge in the competition. Practical steps in building and developing a business must be mastered in order to be able to compete both in the national and international arena (Fahmi, 2017).

Business competition leads us to a powerful life learning process. People who have the courage to become entrepreneurs are those who are ready to take risks, act on the right scientific basis, think in fundamental ways, dare to carry out a business revolution on the basis of the right data. Those who understand and understand business problems are those who have actually found a way out of the problems they face (Fahmi, 2016).

### **Research Methodology**

This study uses a qualitative research method with an ethnomethodological approach model. Ethnomethodology is a research approach by observing individual behavior in acting consciously. This study aims to explore the reliability of the triple competencies learning model at the Magistra Utama Training and Course Institute. There are several stages in the process of data analysis with an ethnomethodological approach.

These stages are:

1. Indexicality

Indexicality is a concept to analyze the meaning of a sign. The sign here comes from oral speech that comes from community groups where indexicality is used as a tool to analyze language as a source of culture in society and speaking as a

form of cultural practice. Studying an oral tradition from informants will explain the meaning and pattern that can be understood as a rule, structure and pattern (Lubis, 2017). The indexicality process in this study was carried out by processing the results of interviews from the informants and participants involved to obtain natural statements needed by researchers. These informants and participants are those who are the subject of the application of the triple competencies learning method at the Magistra Utama Training and Course Institute. They are the main director of Magistra Utama as the person in charge of the formulation of the triple competencies learning model, the head of the education and training section of the Main Magistra Malang as the person in charge of implementing the triple competencies learning model, the Main Magistra Malang instructor as the implementer of the triple competencies learning model, the students of the Malang Magistra Utama Institute as the output model, graduates and practitioners of companies that use graduates from the Magistra Utama institution. The researcher conducted an indexical expression analysis focusing on the daily habits and behavior of the participants and informants in the Magistra Utama Training and Course Institute.

## 2. Reflexivity

Reflexivity describes a practice that is also a social framework. Garfinkel stated that what is meant by reflexivity is "uninteresting essential reflexivity of account" in other words reflexivity is something that is not interesting but important to reveal. Reflexivity is a characteristic of social activities that require the presence of something that can be observed at the same time (Coulon, 2008). In this study, the researcher conducted a reflexivity analysis by observing when interacting and conducting the interview process with informants and participants by describing and re-confirming the information provided by the informants and participants as an important note of an interesting finding.

## 3. Accountability

Research with an ethnomethodological approach analyzes daily activities so that activities appear rational and can be reported so that they can be described as day-to-day activities of the organization. Louis Quere in Coulon (2008) emphasizes that there are two important characteristics of this stage of accountability, namely reflexive and rational. Reflexive means emphasizing that the accountability of an activity

and circumstances is the main element in the activity. Meanwhile, rational emphasizes that the concept is methodically generated in situations where activities can be understood, described and evaluated from the element of rationality. Thus, at this stage the researcher conveys the results of the analysis more clearly so that it is more easily understood by the reader and is a conclusion on the findings that the researcher obtained in the field. Accountability analysis in this study is carried out by giving conclusions on the daily behavior of the informants and participants who show and demonstrate the triple competencies learning model into their daily behavior, culture and character.

## Credibility, Transferability, Dependability, and Confirmability of the Research

This credibility standard is identical to the internal validity standard in quantitative research. Credibility becomes an important measure to question the validity of qualitative research. A qualitative research is said to be credible if the informants and participants are able to provide in-depth data on a social phenomenon experienced. The process of interaction and deep involvement of researchers to investigate the truth and validity of the data is the main pillar. In this study, the researcher is one of the structural officials at the Magistra Utama Institute which since 1999 has joined and helped develop this institution. The researcher is also one of the instructors who teaches several basic skills which are the pillars of the triple competencies learning model. Thus the credibility of this research will be able to account for the validity of the data and information.

Transferability is a concept that can replace the concept of generalization of data in quantitative research methods. This concept is used as a standard measure of whether the results of research in certain community groups can be applied in other communities. The spearhead of the concept of transferability is the ability of readers to review the same understanding as what has been formulated by the researcher in the results of his report. The concept of triple competencies is expected to be able to give young people a good understanding of the need for skills and expertise. So that in reality this concept can be applied both in formal and non-formal educational institutions.

Dependability is a criterion in qualitative research to measure whether the research process is quality or not. Reliability in qualitative research is known as dependability. A researcher must be able to show consistency in data collection, form concepts to draw conclusions from the data

obtained. That is, a researcher must be able to obtain constant and equal data from informants and participants. Dependability in research lies in the types of informants and participants who have different backgrounds. Those who are selected are people who have direct involvement in the triple competencies learning model, both as formulators, retainers who oversee the process of implementing this learning model for a certain period, implementers and students to practitioners as users of graduate services.

The reliability measurement in this element is used to show the truth where the data presented by the researcher in the observation reports and field interviews have conformity with what was obtained from the informants. This confirmability is the same as the criteria for the concept of objectivity in quantitative research. The

attitude of transparency of the researcher where the researcher must convey openly about the stages and items being studied provides a reference for other researchers to conduct further research.

### Collecting Data

The process of collecting data in this study was carried out by observation and interviews with informants. The researcher carried out the interaction process with the informants and participants by imperceptibly conducting the interview process by directing the conversation according to the information needs of the researcher. Thus, information from informants and participants will flow naturally in accordance with the daily facts experienced. Table 1 below shows some of the topics discussed by the researcher with the informants.

Table 1

Topic of Interviews

No	Students	Instructor	ProgramDesigner	Users
1	The reason choosing Magistra Utama after graduation from Senior High School	How long to be instructor in Magistra Utama Malang?	How long have you been work in Magistra Utama Training and Course Institute	What is the line of business in your business?
2	The reasons choosing the specific program in Magistra Utama Malang.	What course you teach?	What is the basis for the formulation of triple competencies	How to meet the needs of employees at your place?
3	First impression studying inMagistra Utama Malang.	How to conduct the learning process?	Who is involved in the formulation of triple competencies	How long has your business been established?
4	The relationship with instructor and staffs Magistra Utama Malang.	Is the syllabus suitable with the need in DUDI?	Why choose the term triple competencies	Why choose to recruit major Masters graduates compared to other institutions?
5	Socialisation learning process and skill achievement in Magistra Utama Malang.	How to match the theory with the practice?	How to apply these triple competencies in the learning process?	How is the performance of the Master of Major graduates in your place?
6	Meaning of triple competences, goals, and achievements	How to measure the success of the students?	How to measure the success of triple competencies for students	What is the guarantee provided by Magistra Utama on the performance of its graduates when joining your company?
7	Definision and explanation of triple competences.	How to motivate and give direction to students that have competency less than the others?	What are the biggest obstacles in implementing triple competencies and how	Did you incur certain fees in the recruitment process for the Main Magistra institution?

			to overcome them	
8	Tools to measure the achievement of triple competences learning process	What you do to make the students competent?	How is the absorption of the business world and the industrial world towards the competence of students in the midst of the competitiveness of job seekers out there?	
9	The suitability of the triple competences learning model to the needs of the work.	Apa hambatan terbesar dalam proses pengajaran dan bagaimana mengatasinya?	What assistance does the institution provide to students so that they are easily absorbed in the world of work?	
10	Implementasi triple competences in the work.	How is the application of understanding triple competencies to students as a provision to enter the world of work?	How much is the absorption of the world of work and the world of industry on the competitiveness of graduates of the Main Masters Training Institute and Course?	
11			What are the impressions and messages of job seekers who graduate from training institutions and the Main Masters Course	

### III. DISCUSSIONS

The Magistra Utama Training and Course Institute is a 1-year program training institution. Various innovations and improvements in the education and training process continue to be developed in order to keep pace with the demands of the times, especially the demands of companies as recipients of workers from students who attend education and training at Magistra Utama. Since 1996 Magistra Utama has educated/trained more than 60,000 Program Participants and approximately 94% have found work before graduating. Magistra Utama helps build quality Indonesian Human Resources; overcome unemployment, eradicate poverty and encourage young Indonesians to get the best jobs and the opportunity to obtain continuing education in order to achieve a quality life. For this achievement, Magistra Utama received an award as the Best Training and Course Institution in Indonesia and attended the peak of the National Education Day event at the State Palace in 2008, 2009, 2010, 2011, 2013 and 2014.

The Magistra Utama Training and Course Institute opened 4 (four) Expertise Programs namely corporate and banking accounting, office administration and secretaries, graphic design and animation as well as hospitality and cruise ships. This study provides description about the triple competencies learning model in these programs. The triple competencies consists of character building, job skill, and entrepreneur skill. For the first competency, character building, each student gets self-character development in the form of building the winning character which is embodied in eight coaching activities, namely friend orientation; Personality development; Building the great leader and great team; construction of the world of work; entrepreneurship; pre-internship coaching; special development programs; outbound activity. The second competency is job skills. Job skills are described in general skills learning activities; expertise skills; English skills and computer skills. The last element in the triple competencies learning model is the entrepreneur who is derived in entrepreneurial skills learning activities.

The three elements above are the spirit of the triple competencies learning model which is expected to be a provision for students in work or entrepreneurship. This is in line with what was conveyed by Mr. Rahmat Zubaidi, S.Pd, M.M. (the Director of Magistra Utama). The following is his statement during the interview process:

“In general I would say that building the winning character is how these children..we prepare their mentality..prepare their soft skills, they have a strong mentality, tough then their ability to communicate is also great in 1 year of learning at the Main Magistra.. while this job skill is how we equip these children to have the skills needed to enter the world of work.. while the entrepreneurial skill is to equip these children to have a skill if they will later open an entrepreneur.”

The same thing was stated by Clarita Elsa Fransiska and Misbahatul Qoriroh (alumni of Magistra Utama) that the learning process for 1 year at Magistra Utama Malang provided them with provisions to understand and understand the world of work. They both experienced new things during the learning process which when they worked felt the benefits of participating in the learning process and taking education and training at the Malang Magistra Utama Institute. As an example of learning computer words and excel, Mr. Alfian's firmness as a computer instructor in educating and training made them able to complete the tasks of preparing their work reports every month at work. Mr. Alfian is as Head of Education and Training for the Magistra Utama Malang.

**The education design of Magistra Utama Training Institute and Course Institution**

The design of education for a 1-year program at the Magistra Utama Training and

Course Institute is based on triple competences to face the industrial era 4.0. This educational design collaborates between theory and practice, where in the process input and input from the business world and industry become the basis for the formulation of educational design. Input from related elements in a curriculum discussion forum provides ideas and ideas to improve this triple competencies learning model. Curriculum discussion involves elements of the business practices and industry, instructors and related parties. This is as quoted from the statement of Mr. Suangga Bangun Trapsila, one of the instructors at the Malang Magistra Utama Institute, namely

"Magistra Utama always prepares .. the name is curriculum discussion.. well this is good...Magistra Utama Malang.. when dealing with the industrial world, it always prepares Curriculum discussion is filled by practitioners of the business world....well..that's where we teachers can find out...what are the real needs in the world of work or the business world."

This is also in line with what was conveyed by Mr. Ari Kurniawan S.E (Director of Quality Food Indonesia) that every year he always provides input related to the needs in the industrial world, especially in the culinary sector, to continue to build a strong character in serving consumers, especially in cleanliness and service.

Existing inputs from both the business and the industrial practices are collaborated with the Graduate Competency Standards which have been established by the Magistra Utama institution. The figure 1 below is an image of the design of the education and training process based on the triple competencies learning model at the Magistra Utama Training institute and Course Institute.



Figure 1  
 Triple Competencies Learning Model

The learning program organized by the Malang Magistra Utama Training and Course Institute is carried out based on an educational design that has been designed with the concept of triple competencies. The concept of triple competencies learning is inherent in educational design, meaning that the learning process carried out contains elements of triple competencies in it in each educational period. For example, students are introduced to the process of learning and practicing at Magistra Utama Malang since they register. During this registration they get comprehensive information on the educational process for 1 year at Magistra Utama Malang. They get an overview of activities, educational processes and output expectations during learning and practice.

This work-ready education program held at Magistra Utama Malang aims to prepare students to be truly ready to enter the world of work. Here they learn to adapt, get to know a new environment, a new culture and a different daily life from their previous life. As stated by Clarita Elsa and Qoriroh during registration, the prospective program participants get a complete explanation of the majors or expertise programs available at the Magistra Utama Institute and this is where the description of the triple competencies is explained in detail. The triple competencies learning model at the Magistra Utama Institute will be taken for 1 year of the program where in that 1 year students will get a series of activities that become an integral part of the learning program.

After registration, the next activity is the friend orientation activity which is held around August after the closing of the second batch of registration. This activity focuses on the introduction of the Magistra Utama Institution starting from the vision and mission, the values developed and the learning rules that will be applied during the education and training process for the next 1 year. This friend orientation activity is of course different from the ospek activities on college campuses. This activity is oriented towards changing the mindset of students which is expected to be able to change attitudes and daily behavior.

The orientation period for students was also marked with beauty and handsome class activities. This activity provides an opportunity for them to learn to improve themselves well, starting from their appearance to how to dress properly and correctly which reflects professional employees. This activity needs to be held considering that the input from the Magistra Utama Training Institute and Course is from the lower middle class. They

come from outlying schools, from the countryside although there are also those who already have a high social class. As stated by the Director of the Magistra Utama, Mr. Rahmat Zubaidi S.Pd, M.M. This activity is one of the efforts to prepare themselves for students to immediately be able to get a job with a prime appearance. This beauty and handsome class activity presents directly from beauty experts who are experts in their fields such as PT. Mustika Ratu, PT. Rembaka, Wardah Cosmetics and others. Qoriroh explained that this activity was very meaningful and important as the following quote:

"I am very happy to take beauty classes, this is where I learn how to take care of myself, how to polish myself properly and with dignity, I learn how to use products based on skin type, I learn self-makeup techniques starting from applying moisturizer, contouring the face, making eyebrows to blush application. I feel prettier, more confident and more mature. This class really taught me to find myself."

After undergoing an orientation period and they have made a choice in a particular skill program, the next process is learning and practicing. This stage is carried out for 6 months starting from September to February. They will learn and practice with a triple competence learning model, where the learning process that is held combines three elements at once, namely building the winning character, job skills and entrepreneurship. These three elements are inherent in the learning process which is reflected in each unit of skill taken. Between one skill program and another, it is only distinguished in terms of job skills or skills.

This learning strategy is expected to be able to provide extraordinary leverage for students to struggle, strive and practice hard to prepare themselves before entering the business and industrial world. The 25 (twenty five) strategies are:

1. Training skills (Skills) in accordance with the selected skill program.
2. Showing the work / evidence / form of learning outcomes.
3. Work simulation.
4. Demonstration of tools/materials of job description expertise.
5. Practice skills to proficient and skilled.
6. Assign expertise
7. Learn from alumni who have been successful.
8. Watching learning videos.
9. Outdoor activity (direct learning/visit to the world of work and industry)



10. Complete the final project perfectly.
11. Actual case studies
12. Role playing key skill clusters
13. Special guidance
14. Special practice plus.
15. Unit Support skill as a support skill
16. Olympic skills or competition skills.
17. Paper implementation skills.
18. Speech communication and presentation.
19. DU/DI Practicum (Small Internship)
20. Learn with business actors
21. Exhibition of works
22. Study with parents/community around.
23. Enterprise Class.
24. Entrepreneurship strengthening.
25. The “lucky” L factor as a driver of success, where careful preparation intersects with existing opportunities.

To support the theoretical classes of students during their studies, they also observe the world of work and home industry as a first step in getting to know the real world of work. In the Triple competencies learning model, entrepreneurial skills become the third part after building the winning character and job skills. Entrepreneur skills are skills-based entrepreneurial education. In this program, students are given the opportunity to gain knowledge of entrepreneurship. In the process of learning interaction, students will be exposed directly to industry and business. They will make observations and direct visits to the home industry to see firsthand the production process of a culinary business and other industrial fields. Students will learn directly from business actors, listen to stories of the journey of the establishment of a business, ups and downs, failures and successes, ups and downs in business, how they maintain their spirit and belief in the midst of the pandemic that hit and how they were able to survive and get out of the crisis due to the pandemic. the history and legacy they want to build..

After a series of learning activities, the next process students will take part in a coaching program in the form of providing business internships. This program is a coaching program that is carried out before students carry out business internships in the world of work and industry with the aim that they have an overview of the work and activities during business internships as well as they learn how to adapt to the real work environment during the specified time period. This debriefing provides reinforcement to students as well as to measure their ability to be in the

workplace. The business internship debriefing activity was held in one of the partner business units of the Magistra Utama Institution at the Ayam Pakuan Malang restaurant located on Jalan Dam Sigura-gura No. 46 Malang.

The concept of triple competencies learning is expected to be able to lead students to get the best future choices. To strengthen their abilities, students conduct work simulations in a role playing activity. Here they play roles as if they were in a real workplace. This activity is certainly easier to organize because the experience of 2 weeks of business internship activities provides real knowledge, skills and attitudes for students. Role playing is a form of learning by way of understanding a role. They develop imagination in the form of appreciation they do.

Role playing is held according to the skill program they are taking. They involve all abilities, both skills, communication, interaction and all aspects of the skills learned. They will combine their knowledge, skills and attitude in a work behavior according to the case at hand. They will demonstrate their skills in operating work equipment, solving problems that arise with appropriate solutions without harming others. From this activity, their skills in completing tasks and responsibilities can be measured. Those with above average abilities will appear to be good at playing a role. Meanwhile, those who have less ability will be clearly seen from the interaction process carried out.

After the entire series of learning and training processes are carried out in accordance with the procedures for organizing education and training programs, students organize on the job training programs or work internships. As stated by the director of the main magistra as the formulator of the triple competencies program, more than 90% of the reasons students choose the main magistra education institution in Malang is to quickly get a job. Armed with abilities and competencies that are educated and trained for approximately 1 year of the education program, they are expected to be able to compete in the world of work, one of which is through on the job training programs.

This On the job training program is held not only for taking government companies such as post offices, government offices and the like. However, work internships are carried out in companies that have the potential for recruitment with the hope that they will not only work internships but also the company's selection process for closed recruitment which only requires 1 or 2 employees. A natural recruitment process

where the company sees directly prospective employee candidates with their skills and abilities to complete the assigned tasks.

#### IV. CONCLUSION

The triple competencies learning model is one of the learning models in non-formal educational institutions that is applied from the many existing learning models. These triple competencies are designed as an institution's effort to provide the best education for its students to gain comprehensive skills and expertise. This learning model has been used for more than ten years in the Malang Main Training Institute and Magistra Course. This learning model is applied as an institutional effort to educate and train the younger generation to be ready to face the challenges of life in the midst of the hustle and bustle of the uncertain social conditions of society.

The Magistra Utama Training and Course Institute is one of more than 17,000 institutions in Indonesia. This institution has produced tens of thousands of alumni scattered throughout the country. Since 1996 the Magistra Utama Training Institute and Course has been giving its best dedication to this nation and country through a triple competence learning model. The term Triple Competencies itself is taken from the three elements of existing education. The education provided is expected to be able to provide comprehensive capabilities, skills and expertise so that a complete Indonesian person is created who has character, discipline, expertise and ability to achieve a better life. This research is expected to be able to explore and explore the triple competence learning model held at the Magistra Utama Training Institute and Course that is able to lead students to reach their first jobs even before they are declared to have passed the program.

The first competency is building the winning character. Building the winning character is a series of coaching programs provided by training institutions and courses for Magistra Utama Malang in an effort to educate and train students to have a personality, winning character, discipline, tough and not giving up easily while still upholding the values of honesty, kindness and wisdom in acting, and behave. There are 8 types of coaching programs in an effort to form superior character and personality, namely friend orientation with material presented starting from a growth mindset to maintaining reproductive health; personality development ranging from self-introduction materials to self-change management; building the great leader and great team with

materials ranging from leadership military approach to effective communication; Coaching the world of work starting from the meaning of work material to strategies to win competition in the workplace; Entrepreneurship which teaches how to develop business proposals to business launches; pre-internship coaching as an effort to prepare for entry into an internship, special development programs with strengthening materials in the business world to financial education and outbound activities as outdoor activities to build a superior team.

The second competency is job skill. Competence must be possessed by everyone in order to be able to compete in his time. The Magistra Utama Institute of Malang equips every student with skills in the form of general skills and expertise skills. The Magistra Utama Training Institute and Course provides general skills training in the form of Occupational Safety, Health and Safety (K3), Customer service, personal and career development, effective Islamic studies,. These general skills are also supported by English language skills through English conversation and English for business as well as computer skills learning about Microsoft Windows, Word, Excel, Power Point and Microsoft advanced.

There are four skill programs at the Malang Magistra Utama Institute, namely the corporate and banking accounting expertise program with expertise skills namely sharia banking, banking accounting, basic accounting, cost accounting, basic accounting 2, MYOB and ACCURATE accounting computer programs, accounting systems and tax accounting. For the office administration and secretarial skills program, the skills provided are correspondence, archives and correspondence, office management, import export management, secretarial, public relations, basic taxation and basic accounting computer programs. Meanwhile, for the graphic design and eye animation skills program, the skills provided are adobe photoshop, corel draw, adobe indesign, photography techniques, audio and video editing, 2D animation, basic drawing techniques, autocad, macromedia dreamweaver, adobe illustrator, and 3D blender. For the hospitality and cruise ship expertise program, the skills provided are housekeeping, food and baverage service, food and bakery products, hotel front office, pastry and bakery, fruit carving, criuseship overview, public relations, restaurant management and culinary business, tour and travel and barista. The Magistra Utama Training Institute and Course implements a learning strategy with the BB25Ta concept which

provides conducive teaching techniques for students to learn and practice every day.

The third element in the triple competencies is entrepreneurship where students learn about entrepreneurship material not only in theory, but they are also directly applicable to the field, starting from making product designs, marketing strategies, selling practices to launching products. All are summarized in a business proposal prepared by students under the direct guidance of experienced instructors.

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