INDUSTRY ON CAMPUS: LITE N' SWEET COFFEE AS AN INDUSTRIAL TRAINING AND ENTREPRENEURIAL HUB AT SUNGAI PETANI COMMUNITY COLLEGE

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IJMSSSR 2021
VOLUME 3
ISSUE 1 JANUARY – FEBRUARY
ISSN: 2582 - 0265

Abstract: This conceptual paper was developed to explain the planning and implementation of Industry on Campus at Sungai Petani Community College (SPCC) which the original idea was developed by the Unit of Planning and Development Institutions, Department of Polytechnic and Community College. The involvement of companies in collaboration with Sungai Petani Community College formed a strategic alliance in terms of skills, advisory service and mentor in product development and also entrepreneurship in the food and beverage service industry. The continued efforts and commitment in this collaboration can contribute to the high degree of entrepreneurship such as Job creator besides produce skilled graduates in accordance with industry standards and furthermore to enhance the socioeconomic status of the country.

Keywords: Collaboration, TVET, Industry on Campus, JPPKK

INTRODUCTION

The Malaysian Education Plan 2013-2025 has set the educational system in line with the international education system (Kementerian Pendidikan Malaysia, 2013). In line with that, education in skill is a new educational platform, which is no longer to be the second choice to pursue higher education according to the need and requirement of Industrial Revolution 4.0. The Education plan and the core skills are required to create Technical and Vocational Education (TVET), which is the concept of technical and vocational training based on industry requirement that producing competent workforce in specific industry areas (Bakar, 2017). The TVET is said to be a new paradigm shift for the production of skilled labor in Malaysia (Rafidah, 2017).

The strategic direction of the Department of Polytechnic and Community College is not only providing TVET education in high quality and recognized, but also aim to produces graduates who are the backbone of the industry and indirectly contribute to the economy (Rafidah, 2017). Through this TVET education, the provision of skilled labor resources can be provided in line with the aspiration of the government to achieve the status of a developed nation. In fact, TVET education needs to be exposed to the young generation so that Malaysian youths can meet the demands of high technology industry work nowadays (Abdul Razak, 2016).

Therefore, the efforts towards achieving as a developed nation status makes the demand for human resources to increase estimated 1.5 million by 2020 ((Sabri Ahmad, 2018) and the role of TVET is needed to cater the demands of the industry. Based on these demands, TVET’s holistically with a balance of knowledge and skill, communication and teamwork needs to be implemented in a technical and vocational education system whereas has widely used in most development countries through industrialization including Malaysia. (Rafidah, 2017).

In line with the national economic development agenda, the Department of Polytechnic and Community colleges (JPPKK) play a very important role in the implementation of TVET education that meets the needs of the current industrial market (JPPKK, 2018). The sharing of ideas from institutions and industry in developing the curriculum has strengthened the syllabus and impact the effectiveness of this educational system ((Rybnicek & Königsgruber, 2019). Recognizing the importance and necessity of implementing TVET education, the JPPKK under the Program Planning and Institution Division (BPPI) continued the effort to strengthening the education system's agenda by establishing the latest education methodology based on the industry's current requirements namely Industry on Campus (IOC). IOC model has been designed and regulated by the JPPKK under BPPI in order to be more organized and constant to be followed by all institutions under them. Based on model by BPPI, the
Sungai Petani Community College (SPCC) under the Entrepreneurship unit has taken the initiative to establishing an IOC training center with focusing to the hotel operations and culinary units.

PROBLEM STATEMENT

The curriculum development unit under Department of Polytechnic and Community College (JPPKK) plays a very important role in shaping the curriculum based on industry needs to produce relevant and holistic graduates with market demand. The formulation of the curriculum and syllabus for the program offered was subject to the initiative on the collaboration between JPPKK and industry experts. Thus, the concept of TVET education was created to be a choice for the young generation to choose TVET as their education choice and career.

Thus, the main purpose of collaboration and sharing of ideas between institutions and industry is to keep Polytechnic and Community College graduates to be market relevant. Collaboration between educational institutions and industry is the best way to shape the educational curriculum in determining the skills needed (Watson-Capps & Cech, 2014). In fact, the student’s skills acquired in TVET are a stepping stone to their career path. However, there are some factors that appear to be challenging throughout the implementation of the TVET system such as students cannot adapt to the industry environment and incompetent skill. Thus, some emerging issues require special attention to overcome; i) Students cannot adapt to industrial training with the real work situations; ii) Students unable to undergo industrial training due to the advance skill at the industry.

Therefore, in order to support the aspirations and planning of JPPKK, Lite & Sweet Coffee @ SPCC (L&S) under the management of LITE AND SWEET RESOURCES takes a step forward by implementing an IOC approach as a training center which collaborate with industry in preparing new training environment for the students to adapt the industry working culture. This involves industry experts who are up to date on the industry’s practices that combine teaching and learning within the curriculum and industry practice such as the Certificate of Hotel Operation and Certificate of Culinary which named as ‘Industry on Campus’. It is a modern technical and vocational education nowadays used by developing countries to support the industry revolution 4.0. With that, a concept paper was prepared to explain the strategy of the operating model at Lite & Sweet Cafe @ SPCC in implementing Industry on Campus (IOC) regards to the Hotel Operations and Culinary Program.

LITERATURE REVIEW

Collaboration

Collaboration is defined as cooperation that involves a structure of interaction and lifestyle (Panitz, 2000). (Clark & Mayer, 2012) in a simple definition stated that collaboration is a teamwork approach required to achieve a goal. It is also a joint activity performed by two or more parties for mutual benefit (Consulting & Francisco, 2013). In addition, collaboration is a very important medium of alliance and covers many areas of expertise (Management, 2017).

In education context, collaboration refers to the co-operation between educational institutions and related industries in the areas of skills training, research and innovations in the teaching and learning process (Ankrah & AL-Tabbaa, 2015). This collaboration is given a good benefit to higher education institutions in terms of infrastructure, equipment and skills development (Pool, 2017). There are several examples of collaboration between institutions and industry, including the University Collaboration Industry (IUC) (Alexander, Martin, Manolchev, & Miller, 2018) which refers to the sharing of skills and expertise in various fields between institutions of higher learning such as universities and industry (Miller, 1995). Good management practices and research activities are among the factors that interact the industry to venture and collaborate with the institution (Rybnicek & Königsgruber, 2019). Accordingly, the obligation to provide skilled workers is lies on the national higher education system and certainly needs the industry support in preparing labor resources. The national higher education system needs to provide space and support the institution’s efforts to collaborate with the industry in order to channel the expertise from industry directly to the students (Gandhi, 2014).

In order for a collaboration to be successful, a Memorandum of Understanding (MoU) between industry and institution needs to be established. These MoUs need to be carefully planned and organized, with realistic timetables and effective monitoring mechanisms in order to maintain the cooperation of both parties (Pool, 2017).
In Sum, a combination of industries and institutions not only has a significant impact on the professional development of skilled workers but also giving the greatest impact on student's exposure on real-world working situations.

**TVET**

Technical Education and Vocational Training (TVET) is defined as a skills-based education process that emphasizes on the industry practice (Ismail & Hassan, 2013). This skill-based education is seen to be a major contributor to high-skilled workers (Rajuddin, Amnah, & Rauf, 2009). The industry itself is in demand on a skilled workforce (Husain, Rasul, Mustapha, Malik, & Rauf, 2013). which stresses in a variety of skills courses by TVET institutions.

Looking at the educational landscape, some developed countries such as Germany, Japan, South Korea and Singapore have a strong technical education and vocational training system (Bakar, 2017). Likewise, Malaysia as a developing country has begun to emphasize TVET education to produce skilled workforce that meets the needs of the industry. This is reflected in the 10th Malaysia Plan which emphasizes technical and vocational education (TVET) to produce skilled students in the year of 2011-2015 (Damian & Joseph, 2015). As a result, TVET's conceptual education system is seen as a major contributor to highly educated, knowledgeable and innovative people in line with the vision set out in Vision 2020 to make Malaysia as a technologically advanced country comparable to other developed countries (DAMIAN FARROW, JOSEPH BAKER, 2015). The changing era and technological developments have changed the TVET scenario in Malaysia through various ministries to improve vocational training with the aim to suit the professions objectives. In support of these efforts, the Ministry of Human Resources and the Ministry of Education Malaysia have been entrusted to implementing TVET education in Malaysia (Zain, 2020).

As such, there are various types of technical and vocational education offered by the government and the private sector. Among the training institutes under TVET are the Community College and Polytechnic which under the Department of Polytechnic and Community College (JPPKK), Ministry of Education Malaysia is one of the government's efforts in cultivating skills education (Abdul Razak, 2016). TVET education is not only produces a great number of skilled and trained workers, but it is also capable of producing high-quality graduates with the skills they possess. Accordingly, the need for TVET is seen as one of the benchmarks in producing skilled and competent graduates (Rajuddin, Amnah, & Rauf, 2009). In conclusion, the existence of TVET educational institutions is considered to be crucial to strengthening the industry sector in Malaysia. Perhaps, the increase in high skilled labor is expected to reduce the number of foreign workers in the country.

**Industry on Campus**

Education is an important asset in national development as plays an important role in creating competent human capital. Due to that, Malaysian Higher Education Strategic Plan and the Malaysian Education Blueprint 2015-2025 are designed to create Malaysia to be as a developed and high-income nation (che rose, 2017). This in line with the mandate by the Minister of Education in 2018 that TVET education is designed to meet the industry’s needs and increase the marketability of the graduates (Nordin, 2011).

In establishing Malaysia as a developed and high-income nation, education plays an important role in generating professional talent (EPU, 2015). This initiative is embraced by the industrial sector with the national education system through sharing experience from industry practitioner (Hutton & Dixon, 2016). This statement was supported by the (Rafidah, 2017) Datuk Seri Idris Jusoh who argued that cooperation between industry and education was important in the pursuit of developing countries in line with developments in Industry 4.0 and towards Malaysia as a developed nation.

In line with that, the effort from the government and the education sector through Industry on Campus (IOC) will enhance the skills and graduate’s confidence to earn a place in the industry after graduating. Collaboration between industry and institution make graduates highly skilled and potential in the future (Watson-Capps & Ceci, 2014). Discussions on the direction of the Industry on Campus (IOC) need to be refined from various aspects in order to produce highly qualified graduates and successful in smart collaboration.
Department of Polytechnic and Community College (JPPKK)

Education is an important component of the nation’s economic empowerment. Based on the importance of education and requirements by industry towards competent manpower, a government institution and private college has been set up to meet these demands (JPPKK, 2018). In connection with the Ministry’s educational aspirations, the Department of Polytechnic and Community College has been established.

The first Polytechnic was established in 1969 with the name of Ungku Omar Polytechnic in the state of Perak (Education, 2009). The objective is to become the leading institution in the technical field which focuses on producing TVET graduates as trained with current skills in the industry (Mohd Azrone Sarabatin, 2016). Reflecting on the industry’s scenario and demand for TVET, the Ministry of Higher Education has responded by opening 36 Polytechnics that are divided into three categories: Premier Polytechnic, Conventional Polytechnic, and Metro Polytechnic (Department of Polytechnic Studies, 2014).

The establishment of the Community College was initiated from the result of discussion and approval of the Cabinet Committee in 2000. Community College was established on 5th July 2000, whose objective is to build in for each parliamentary constituency (Sarimah Che Hassan, Armanurah Mahmad, & Amir Md Noor, 2013). The first phase involves 10 pilot colleges were opened throughout Malaysia on June 2001. The Community College has increased every year due to the favorable demand from the local community. As noted in the memorandum by the Minister of Education, the main objective of the Community College is to provide quality education and training that is commensurate with the demands of the industry besides as a gateway for secondary students (Komuniti, 2009). In addition, the Community College also provides lifelong learning education to the communities as part of the responsibility for the local economy development through education (Nordin, 2011).

The Polytechnic and Community College Strategic Plan 2018-2025 have been formulated to ensure that polytechnics and community colleges are in line with TVET’s requirements in Malaysia (bernama, 2016). Deputy Minister of Higher Education stated that in line with the National Education Development Strategic Plan, the ministry wants to produce more highly qualified graduates in TVET. The partnership between Polytechnic and Community College in education will excel as both institutions have a same vision to produce high-quality graduates in TVET that are in line with industry requirements. The strategic plans of the Polytechnic and Community Colleges 2018-2025 capable to contribute towards the nation and at the same time towards globally education (JPPKK, 2018).

IMPLEMENTATION OF LITE & SWEET @SPCC AS INDUSTRY ON CAMPUS

TVET education through Work Based Learning concept is a modern educational landscape that prioritizes the skills that incorporates with industry, management, and entrepreneur values through theoretical and practical learning which makes this advantage to the students in their career pathway. (Ismail & Hassan, 2013). A new approach which is Industry on Campus (IOC) is a platform in reinforcing the implementation of the TVET education concept as educational tool in producing skilled and competent students according to industry needs (Mahaizura, 2015). The Sungai Petani Community College has implemented the IOC over its Entrepreneurial Hub as an initiative, to produce holistic students in line with the JPPKK’s mission to be relevance in the current job market.

The implementation of the IOC needs a consideration on several factors that have been specifically highlighted in the basic concept of the IOC execution to achieve the maximum impact that focuses on the effectiveness in meeting with the industry, setting the code of practice, and industry player’s effort. In the basic model IOC concepts introduced by the JPPKK, the IOC approach plays a role in helping students, communities, and industry workers improve their skills in line with industry requirements.

In the effort to enhance the skills, SPCC have collaborated with the industry in food service supplier and operator. The process for implementing IOC uses the learning mode through sub topics in the beverage module for hotel operations program and hawkers’ street food module for culinary module. Both parties which from industry expertise and management of SPCC jointly the discussion in term of IOC application and each responsibilities such as training modes, equipment, financial, and infrastructure assistance and facilities. This IOC approach also focused on the entrepreneur aspect as one of the objective to produce Job creator. Conceivably, through this
approach, IOC can builds the student’s skill confidence beside reskilling and up skilling the industry workers and shaping the communities to venture into the business and lastly to produce competent academic staff. In fact, collaboration between industry and community colleges can further enhance the certification as a value added to the student in job seeking. This model below serves as the basis for operating for Lite & Sweet coffee @ SPCC:

The Entrepreneurship Unit under the Sungai Petani Community College has taken the initiative to launch a high impact training center (IOC) that exposes students to technical and entrepreneurial education as indirectly training the students to work in a real work environment. This Entrepreneurial Hub namely Lite & Sweet Coffee @ SPCC as the IOC center for Hotel Operation and Culinary Certificates program. It is a café that offering a lite food and beverage products exclusively on Coffee business.

Lite & Sweet Coffee @SPCC officially opened on January 16, 2019 as a student business entity under the management of the E-Tech Center, Entrepreneurship Unit, Sungai Petani Community College. The financial operation of Lite & Sweet Coffee @SPCC is using a start-up funds from a trust account (Akaun Amanah) as a source of funding and equipment capital from the Sungai Petani Community College. This cafe is registered in the name of Lite & Sweet Resources with Registration No: 002927302-A that operates at the premise address No. 77, Lengkuk Cempaka 1, Pusat Bandar Amanjaya, 08000 Sungai Petani, Kedah. This café involve full commitment from students to operate daily that are divided into two teams; management and operating group with the mode of full time and part time workers. The selection of the students as the employee of the café are conducted through interviews for full-time employees which involving alumni students. Whereas the part time mode students are came from the student of hotel operation and culinary modules. Besides that, the community also attends the daily training such as Barista training, Mock tail training, hawker’s food courses and business management.

In order to further strengthen the IOC training process, collaborations and strategic partnership with industry experts have been implemented to further strengthen the operating system. The collaborative network and partnership is conducted with two companies, Aim coffee and Pastry World. These companies strengthened and gave the value added in terms of ideas and expertise in implementing Lite & Sweet coffee @ SPCC operations. Indirectly, industry assistance contributes to the product and service quality also standards of working quality according to job specifications in the food and beverage service industry.

Aim Coffee is a strategic partner for Barista’s product development by providing exposure from the early stages starting from the introduction of coffee beans to the production of coffee products. This assistance is not only focused on practical training but includes theoretical knowledge from selection, processing of coffee beans and handling a coffee machine. In other words, the two-way collaboration between Lite & Sweet Coffee @ SPCC and Aim Coffee Company not only involves the supply of raw coffee and machine products but also the guidance and contribution in producing a quality and consistent of coffee products as well as coffee art.

The second collaboration partner is with Pastry World Company, a specialize company in pastry production such as cakes according to the latest trends using frozen methods. The collaboration is based on the company’s ability to supply pastry products that meet the standards set by Lite & Sweet Coffee @ SPCC and with the halal
requirement. At the same time, Lite & Sweet Coffee @ SPCC is appointed as an agent for the pastry products in Sungai Petani area. Undeniably, this collaboration with industry experts has positively impacted and led to the building of student confidence in producing competent and dynamic employees in order to shape the employability market for the student at Sungai Petani Community College.

CONCLUSION

Based on the implementation of 'Industry On Campus' at Lite & Sweet Coffee @ SPCC, it is clear that this training concept is expected to have a positive impact on producing highly qualified graduates and graduate’s sustainability in the industry. Strengthening the implementation of IOC through strong industry smart collaboration and strategic alliances between Sungai Petani Community College, Aim Coffee Company and Pastry World will impact to the development of semi-skilled and high-skilled labor resources also producing new business entity. This collaborative network needs to be expanded from the perspective of the total companies that collaborate with the institution. The more companies involved, the more skills gained by the students and become more resourceful.

The Industry on Campus (IOC) is expected to have a dynamic impact in producing highly skilled workers and leading to increase the graduate marketability. The impact also contributes to the apprenticeship of new workers who will propel the individual self-efficacy which drive towards the compensation and receipt fair amount of emolument. On the business side, this collaboration produced new entrepreneurs who are ready to venture into business whether through partners, vendors, agents or their open their own businesses.

These impacts from the combined efforts and commitment of SPCC management, industry and academia with student’s involvement are the success key of the Industry on Campus (IOC) concept in the institution. In sums, recognition from the industry will enhance the image of the institution and add value to the student certification.

APPRECIATION

This study was funded by the Program Planning and Institution Division, Department of Polytechnic and Community College, Ministry of Education Malaysia as a contribution to the nation's development of high skilled human capital resources.

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